



### **ABHE Programmatic Accreditation Performance Indicators**

Programs in the School of Bible & Theology and ministry programs in the School of Christian Ministries are accredited by the Commission on Accreditation of the Association for Biblical Higher Education (ABHE), an accrediting body recognized by the Council for Higher Education Accreditation. These programs include:

- Bible and Theology major (required of all undergraduate students)
- Bachelor of Arts in Bible Teaching (new fall 2023)
- Bachelor of Theology (new fall 2023)
- Bachelor of Arts in Ministry Leadership
- Bachelor of Science in Pastoral Care and Counseling
- Bachelor of Science in Intercultural Studies
- Master of Strategic Ministry

### **UNDERGRADUATE RETENTION RATES**

The Freshman to Sophomore retention rate is a measure of the rate at which students persist in their educational program at an institution, expressed as a percentage. For four-year institutions, this is the percentage of first-time bachelors (or equivalent) degree-seeking undergraduates from the previous fall who are again enrolled in the current fall. The Bachelor of Arts in Bible Teaching, Bachelor of Theology, and the Bachelor of Science in Pastoral Care and Counseling do not have enough data to calculate retention rates.

#### **Ministry Leadership**

<b>Fall</b>	<b># in Cohort</b>	<b>Returned</b>	<b>Retention</b>
2018	47	30	64%
2019	33	21	64%
2020	35	6	17%
2021	25	19	76%
2022	16	13	81%
2023	26	22	85%
2024	29	25	86%

#### **ICS/Missions**

<b>Fall</b>	<b># in Cohort</b>	<b>Returned</b>	<b>Retention</b>
2018	5	4	80%
2019	11	10	91%
2020	7	4	57%
2021	4	3	75%
2022	4	4	100%
2023	1	1	100%
2024	2	1	50%

## UNDERGRADUATE GRADUATION RATES

Cohort of full-time, first-time bachelor degree-seeking undergraduate students tracked by completion status when completing all requirements of their program of study in 4 years or less (100%) or 6 years or less (150%). The Bachelor of Arts in Bible Teaching, Bachelor of Theology, and the Bachelor of Science in Pastoral Care and Counseling do not have enough data to calculate graduation rates.

### Ministry Leadership

Fall	# in Cohort	# Graduated 100% (4 Years)	Rate for 100%	# Graduated 150% (6 Years)	Rate for 150%
2018	47	18	38%	19	40%
2019	33	14	42%	15	45%
2020	35	19	54%	21	60%
2021	25	15	60%	15	60%

### Intercultural Studies/Missions

Fall	# in Cohort	# Graduated 100% (4 Years)	Rate for 100%	# Graduated 150% (6 Years)	Rate for 150%
2018	5	1	20%	1	20%
2019	11	5	45%	5	45%
2020	7	2	29%	2	29%
2021	4	1	25%	1	25%

## GRADUATE GRADUATION RATES

Cohort of all master degree-seeking students tracked by their completion status when completing all requirements of their program of study in 1 year or less (100%) or years or less (150%).

### Master of Strategic Ministry

Year	# in Cohort	# Graduated (1 Year)	Rate for 1 year	# Graduated (2 Year)	Rate for 2 Year
2018	21	21	100%		
2019	14	14	100%		
2020	16	16	100%		
2021	7	5	71%	6	86%
2022	15	14	93%		
2023	6	6	100%		
2024	4	4	100%		

## JOB PLACEMENT RATES

### Job placement rates as reported by Graduating Student Exit Survey and Alumni Survey

#### 2025 Alumni Survey

2-Year: Between Dec. 2022-Aug 2023	I had a job before I graduated	I found a job within 3 months of graduating	I found a job within 6 months of graduating	I found a job within 12 months of graduating
Ministry Leadership (n=1)	100%			
Preaching & Church Leadership (n=1)	100%			
Preaching & Youth Ministry (n=2)	50%	50%		
Intercultural Studies (n=1)	100%			
Master Of Strategic Ministry	50%		50%	

5-Year: Between Dec. 2019-Aug 2020	I had a job before I graduated	I found a job within 3 months of graduating	I found a job within 6 months of graduating	I found a job within 12 months of graduating
Preaching & Church Leadership (n=2)	100%			
Preaching & Youth Ministry (n=3)	33%	33%	33%	
Intercultural Studies (n=2)			100%	
Master Of Strategic Ministry (n=5)	20%	20%	40%	20%

#### 2024 Graduating Student Exit Survey

Respondents may choose more than one response	I already have a job in my degree field	I plan on continuing education	I will be looking for a job in my degree field	I plan on continuing education in a different field	I will be looking for a job in a different field
Ministry Leadership (n=10)	40%	30%	50%		
Pastoral Care and Counseling (n=3)			33%	33%	33%
Intercultural Studies (n=2)	50%		50%		50%



## Academic Program Assessment Report

<b>School:</b>	Bible & Theology	<b>Assessment Cycle Date:</b>	2021-2023
<b>Program:</b>	Undergraduate Majors	<b>Location:</b>	Tennessee

### Part I. Program Purpose

The Bible & Theology Major provides students with the knowledge and skills they need to interpret and apply the Bible. It promotes their spiritual growth and missional engagement and equips them to fulfill the Great Commission in the local and global context.

### Part II. Student Learning Outcomes Assessment

#### A. PROGRAM CORE

A. Core SLO	B. Closing the Loop on LY	C. Course(s) & Measure(s)	D. Results	E. Discussion	F. Use of Results Proposed improvements made based on D. Results.
<b>SLO 1:</b> Graduates will be able to recall basic facts about the content and context of the biblical text	The 2020-2021 assessment report was the last report since the adoption of the two-year assessment cycle calendar by the Office of Institutional Effectiveness & Assessment. That report, produced about	<u>New Testament Facts:</u> The data come from a sample of 61 students (n=61) who took Orientation to NT in Spring 2022 and Spring 2023 on the TN campus. The instrument consists of 20 questions from the New Testament portion of the Bible Facts list. The questions were	<u>New Testament:</u> 68.9% of the scores fell within the target range of 4-5 on a scale of 5. The average score for the whole sample is 3.73 ( $\bar{x}$ =3.73), which falls below the benchmark score of 4 on a	<u>New Testament:</u> These results show that close to one-third (32%) of the students had difficulty learning the information. Twenty percent (20%) of the scores fell in the low	<b>Based on the results for SLO 1, the faculty has decided, as an improvement action, to develop an instructional tool to reinforce the teaching of Bible facts in all orientation courses. A faculty member was designated to be the</b>

2 years ago, did not include assessment data for SLO 1. As indicated in that report, one of the remaining improvement steps related to the 2019 revised curriculum of the School of Bible & Theology was the need for the faculty to re-align the Bible Facts questions with content corresponding to the new courses in the new curriculum.

This action step was successfully completed, and this report contains two years' worth of assessment data for SLO 1, thus closing the loop on the improvements steps for this SLO.

embedded within regular course exams.

Old Testament Facts: The data come from a sample of 190 students (n=190) who took Orientation to the OT classes during the period of fall 2021-spring 2023 on the TN campus. The instrument consists of 37 questions from the Old Testament portion of the Bible Facts list. The questions were embedded within regular course exams.

Orientation to Theology Facts: The data come from a total of 189 students (n=189) who took Orientation to Theology classes during the period of fall 2021-spring 2023 on the TN campus. The instrument consists of 30 questions from the Orientation to Theology portion of the Bible Facts list. The questions were embedded within regular course exams.

scale of 5. The median score is 4, which, in this distribution, may represent a more realistic summary of students' performance.

Old Testament: 59.5 % of the scores fell within the target range of 4-5 on a scale of 5. The average score for the whole sample is 4.05, which is just slightly above the benchmark composite score of 4 on a scale of 5. In order to meet the assessment standards

of the School of Bible & Theology, 80% of the students are required to obtain a score between 4 and 5.

Orientation to Theology: 70.5 % of the scores fell within the target range of 4-5 on a scale of 5. This means only 70% of the students obtain a score between 4 and 5. In order to meet the assessment standards of the School of

achievement range of 1-2 on a scale of 5. The data for this assessment did not include direct references to the questions, so it is not possible to determine which questions or area of the information students are struggling with.

Old Testament: While the average score (4.05) for the sample (n=190) is slightly above the benchmark of 4 on a 5-point scale, the percentage of correct answers on the test falls short of the 80% success rate required.

Orientation to Theology: 70.5 % of the scores fell within the target range of 4-5 on a 5-point scale. This means only 70% of the students obtain a score between 4 and 5. In

**point person for each orientation course area. This tool should be developed in fall 2023, tried out in spring 2024, and fully implemented in Fall 2024.**

			Bible & Theology, 80% of the students are required to obtain a score between 4 and 5. However, the average score of all the students is 4, which meets the composite benchmark score of 4 on a scale of 5.	order to meet the assessment standards of the School of Bible & Theology, 80% of the students are required to obtain a score between 4 and 5.	
<b>SLO 2:</b> Graduates will be able to utilize credible tools and resources to responsibly interpret the biblical text from historical, literary, and theological angles.		The data for this report come from a sample of 17 seniors enrolled in Bible courses offered during the period of fall 2021-spring 2023. The <i>Bible &amp; Theology Major SLO 2 Rating Scale</i> was used to collect data from assignments embedded in these courses. All the standards under this SLO were compiled under one composite score that reflects aspects of the interpretation skills that students were taught to develop.	88 % of the scores fell within the target range of 4-5 on a scale of 5. The average score ( $\bar{x}$ =4.18) for the sample falls above the established benchmark of 4.	In order to meet the assessment goals of the School of Bible & Theology, at least 80% of the students are required to obtain a score between 4 and 5. Based on these results, it can be concluded that this outcome is achieved and that students are able to use credible tools and resources to interpret the biblical text. These results show that there is room for improvement, but the tendency, as impelled by the new curricular provisions, is toward improved performance.	

<p><b>SLO 3:</b> Graduates will be able to interact critically with biblical and theological scholarship.</p>	<p>This present report also reflects the full implementation of both the orientation courses and the 3000-4000-level courses under the 2019 revised curriculum. This implementation happened largely within the context of the Covid pandemic. During those troubling times, the faculty had postponed certain action steps related to SLOs 3 pending the full implementation of the 3000-4000 level courses under the new curriculum. The faculty's expectation was that the noted deficiencies in students' performance would be positively and significantly impacted by a new curricular structure. For example, the faculty had decided, as an improvement action within the new curricular structure, to develop a series of "course-based assignments across the</p>	<p>The data for this analysis come from a sample of 41 seniors (n=41) enrolled in 4 Bible classes offered during the period of fall 2021-spring 2023 on the Tennessee campus. Students had an opportunity to demonstrate their ability to interact critically with biblical scholarship. The <i>Bible &amp; Theology Major SLO 3 Rating Scale</i> was used to collect the data from students' research papers.</p>	<p>The result show that on average, 83% of students obtained a score that falls within the target range of 4-5 on a scale of 5. That means, 83 % of seniors have met the performance goals for SLO 3, which is right above the target percentage of 80% or higher.</p>	<p>These are welcome performance numbers that provide support for the faculty's expectation that the new curriculum would help improve performance issues related to SLO 3. These numbers for SLO 3 have not been seen in any assessment report for the past several years and might indicate that the School of Bible and Theology may have finally turned the corner on SLO 3. However, there is a lot more work to do to continue to improve on these results and to confirm that we are on the right path.</p>	<p>The faculty realizes that more work needs to be done to continue to improve on the good results for SLO 3 and to confirm these results in succeeding assessment cycles. Consequently, the faculty plans to continue to implement all course-based assignments specifically designed to function within the structure of the 2019 curriculum.</p>
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	<p>entire Bible and Theology curriculum” that would help students develop critical reading and writing skills, and the ability to interact critically with scholarly issues, as postulated under SLO 3 and revealed to be deficient by assessment data (See 2020-2021 Assessment Report). Following the implementation of the new curriculum, including the execution of new across the board assignments within the new curricular structure, this report shows significant improvement on the deficiencies related to SLO 3, thus allowing the faculty to close the loop on this SLO.</p>				
<p><b>SLO 4:</b> Graduates will be able to apply biblical teaching to</p>		<p>The data for this study come from a sample of 61 seniors (n=61) who were enrolled in 4 Bible and theology courses</p>	<p>The results show that 84% of students’ scores fell within the target range of 4-5 on a scale of 5, and</p>	<p>Historically, it is typical for students’ performance on SLO 4 to be higher than</p>	



personal and vocational contexts.		offered during the period of fall 2021-spring 2023 on the Tennessee campus. The data were collected from research or reflection papers that students completed as part of course requirements using the <i>Bible &amp; Theology Major SLO 4 Rating Scale</i> . Two standards of application under SLO 4 are compiled to produce a single composite score for SLO 4: Students' ability to apply biblical truth to specific life situations, and students' ability to apply the Bible to vocational contexts:	the average score for all students is 4.43. This is the most robust performance average within this report.	the results for other SLOs. However, although this is fairly robust in comparison to other SLOs, the average score for SLO 4 would still need to be equaled to at least 4.66 to be significant at the 95% confidence level. We have observed that after a catastrophic fall of SLO 4 scores during the first year of the Covid pandemic, and a similarly spectacular rebound in the 2020-2021 report, this year's scores seem to stabilize. We theorize that students are having to demonstrate their application skills from a more academically rigorous context made possible by the standards of the newly implemented 3000-4000 level courses.	
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### Part III: Summary of Academic Year Assessment

#### Closing the loop:

This is the first assessment report since the adoption of the two-year assessment cycle calendar by the Office of Institutional Effectiveness & Assessment. Per the last report (2020-2021), action steps were established for SLO 1 and SLO 3. For SLO 1, the faculty completed the proposed realignment of Bible facts questions with the new curriculum content. Likewise, the results for SLO 3 show significant improvement on student’s ability to interact critically with biblical and theological scholarship.

#### On SLO 1

SLO 1 results show that on average 66% of students in the sample performed at the target range of 4-5 on a scale of 5. This result fell below the 80% threshold and has triggered the following action plan:

The faculty will develop an instructional tool to reinforce the teaching of Bible facts in all orientation courses. This tool should be developed in fall 2023, tried out in spring 2024, and fully implemented in fall 2024.

#### On SLO2:

The results show that 88% of students performed at the target range of 4-5 on a scale of 5. The average performance of all students in the sample was 4.18.

#### On SLO 3:

The results show that 83% of students performed at the target range of 4-5 on a scale of 5, and the average performance of all students in the sample was 4.33. In addition to being satisfactory, this is the first time in several report cycles that the results for SLO 3 have attained or surpassed the established assessment benchmarks. We theorize that the 2019 curricular structure is having a positive impact on students’ performance as measured by SLO 3.

#### On SLO 4:

The results indicate that 84% of students performed at the target range of 4-5 on a scale of 5, with a sample average score of 4.43 on a 5-point scale. These results are good but represent a slight decrease from previous years. We theorize that students are having to demonstrate their application skills from a more academically rigorous context made possible by the new 3000-4000 level courses.

## Academic Program Assessment Report

<b>School:</b>	Christian Ministries	<b>Assessment Cycle Date:</b>	2023-24
<b>Program:</b>	AA Ministry Leadership/BA Ministry Leadership	<b>Location:</b>	TN

### Part I. Program Purpose

*AA Ministry Leadership Purpose.* The Associate of Arts in Ministry Leadership equips students with foundational skills necessary to lead churches and Christian ministries with cultural awareness, a biblical worldview, and basic proficiency in pastoral leadership.

*BA Ministry Leadership Purpose.* The Ministry Leadership Major prepares Christian students to lead Christian ministries with Christlikeness, biblical wisdom, and skillful leadership in order to extend the kingdom of God among all nations.

**Note: These three programs have several overlapping SLOs. Program-specific SLOs are noted.**

## Part II. Student Learning Outcomes Assessment

### A. PROGRAM CORE

A. Core SLO	B. Closing the Loop on LY	C. Course(s) & Measure(s)	D. Results	E. Discussion	F. Use of Results Proposed improvements made based on D. Results.
SLO 1: Graduates will be able to develop a strategy for personal spiritual formation. (SLO for AA/BA)	A new rubric was used by one professor, but the usefulness of the measure was called into question.	CMML 3113 Spiritual Formation for Ministry- Rule of Life assignment with rubric (Cox, Owens)	Cox: 10 students. Converted to a three-point scale. Lowest two areas are Integration of course materials (2.7) and Integration into life and ministry (2.6)  Owens: 14 students. Increase spiritual health (Avg. 57.1 out of 60) Integration of knowledge (Avg. 9.4 out of 10) Integration into life and ministry (Avg. 14.4 out of 15)	Results are adequate, but we need to consider widening rubric in order to dig deeper into different facets of results.	One improvement will be revising the measure to better assess the SLO and standardizing the rubric across instructors. This will allow instructors to pinpoint specific areas for improvements in a meaningful way.
SLO 2: Graduates will be able to create sermons that accurately communicate biblical truths. (SLO for AA/BA)		CMML 2013 Foundations of Biblical Preaching- Semester Sermon with rubric (Overdorf)	31 students. Areas below 5: Explanation (4.68) Transitions b/t Points (4.74)	Although students do generally perform well, it is concerning that so many perfect 5 scores.	Re-evaluate assignment or measure for rigor.
SLO 3: (AA) Graduates will be able to identify basic skills necessary to minister and lead in churches and similar ministries.	Instructor did not require an end of semester essay in which students express their current understanding of the basic attitudes and skills necessary	CMML 1010 Intro to Ministry Leadership End of semester essay (Snell)		Discuss why this SLO has not had a measure for two assessment cycles and provide a copy of the measure that will be used this year to include in accreditation report.	Improvements

	for ministry. The instructor did add a third lecture on the Nature and Purpose of the church.				
SLO 3: (BA): Graduates will be able to apply healthy interpersonal skills in ministry leadership scenarios.	The professor did introduce a little more practice and repetition prior to case studies and introduced a few more case studies.	CMML 3313 Conflict and Communication- Final Case Studies assignment and rubric (Leslie)	42 students. Average score for each area: 4.5, 4.5, 4.8, 4.7, 4.8. Two lowest areas were Use of Appropriate & Specific Course Content (4.5) and Direct Application to the Case Study (4.5)	Last year, the average score for Use of Appropriate & Specific Course Content was 4.36 and this year it was 4.49, so there was a small improvement. The average score for Direct Application to the Case Study last year was 4.86, and this year was 4.52. To improve student case study application, more practice is needed prior to the final case study.	Two case study sessions have been added to the curriculum prior to the case study assignment
SLO 4: (BA) Graduates will be able to provide appropriate care to those with pastoral needs.	Faculty are still working on revising course sequence and expanding the internship to three 1 credit courses- Internship Preparation, Internship, and Internship Assessment.	CMML 3003 Ministry Leadership Internship- Mentor Evaluation (Various)  NEW: CMML 4113 Pastoral Care in Ministry (Christensen)	22 Students. Overall average 4.18 Lowest areas were in the areas of Communication (Question 8- Avg. 3.91); and Practical Wisdom (Questions 11 & 12- Avg. 4.0)	Faculty do not feel that the current course/measure is adequate to assess the SLO.	The measure for this SLO has been moved from CMML 3003 Internship to CMML 4113 Pastoral Care for the 2024-25 year. A New FT instructor will evaluate the course and identify an embedded measure that accurately assesses SLO.
SLO 5: (BA) Graduates will be able to synthesize best practices for leading a congregation to accomplish its unique mission.	Professor continued to improve upon results by providing some project models done by previous students.	CMML 4013 Effective Ministry Leadership- Program Proposal Assignment with rubric (Leslie)	46 students. Two lowest areas were Thought Development (4.56) and Thoroughness (4.49)	Results are adequate. Although introducing the current students to past exemplar models of the kinds of projects and applications to ministry done by previous students did seem to have a positive impact on the classroom experience,	Continue to expand current student access to examples of synthesizing best practices.

				improvement is not reflected in the data.	
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## B. CONCENTRATIONS Student Learning Outcomes

A. SLO	B. Closing the Loop on LY	C. Course(s) & Measure(s)	D. Results	E. Discussion	F. Use of Results Proposed improvements made based on D. Results.
SLO 6: (BA) Graduates will be able to integrate best practices for their specialty area <b>Concentration: Student &amp; Family Ministry</b>	Faculty in the process of expanding the internship to three 1 credit courses- Internship Preparation, Internship, and Internship Assessment.	CMML 3003 Ministry Leadership Internship/Final Mentor Evaluation	7 students. How prepared do you feel your intern is to serve as a full-time minister in his/her chosen field of ministry (preaching, youth ministry, etc.)? : 29% Extremely well. 29% Very well. 29% Fairly well	There is a need for practical internship preparation of students in order to set students up for success	Implementation and development of the internship preparation course for 2025 should positively impact student preparedness for the internship experience
SLO 6: (BA) Graduates will be able to integrate best practices for their specialty area <b>Concentration:</b>	Faculty in the process of expanding the internship to three 1 credit	CMML 3003 Ministry Leadership Internship/Final Mentor Evaluation	6 students. How prepared do you feel your intern is to serve as a full-time minister in his/her chosen field of ministry	Discussion regarding areas for improvement. The issue is how do we encourage students to get practical	Evaluate which junior level class in the curriculum makes sense to embed a practical service assignment to

<b>Preaching &amp; Church Leadership</b>	courses- Internship Preparation, Internship, and Internship Assessment.		(preaching, youth ministry, etc.)? 50% Extremely well. 17% Very well. 17% Well. 17% Fairly well	experience in their junior year prior to their internship	help students gain experience prior to their internship
SLO 6: (BA) Graduates will be able to integrate best practices for their specialty area <b>Concentration: Preaching and Student Ministry</b>	Faculty in the process of expanding the internship to three 1 credit courses- Internship Preparation, Internship, and Internship Assessment.	CMML 3003 Ministry Leadership Internship/Final Mentor Evaluation	3 students. How prepared do you feel your intern is to serve as a full-time minister in his/her chosen field of ministry (preaching, youth ministry, etc.)? 67% Very well. 33% Extremely well	Discussion regarding areas for improvement. The issue is how do we encourage students to get practical experience in their junior year prior to their internship	Evaluate which junior level class in the curriculum makes sense to embed a practical service assignment to help students gain experience prior to their internship
SLO 6: (BA) Graduates will be able to integrate best practices for their specialty area <b>Concentration: Children &amp; Family Ministry</b>	Faculty in the process of expanding the internship to three 1 credit courses- Internship Preparation, Internship, and Internship Assessment.	CMML 3003 Ministry Leadership Internship/Final Mentor Evaluation	6 students. How prepared do you feel your intern is to serve as a full-time minister in his/her chosen field of ministry (preaching, youth ministry, etc.)? 67% Well. 17% Very well. 17% Fairly;	Discussion regarding areas for improvement. The issue is how do we encourage students to get practical experience in their junior year prior to their internship	Evaluate which junior level class in the curriculum makes sense to embed a practical service assignment to help students gain experience prior to their internship
SLO 6: (BA) Graduates will be able to integrate best practices for their specialty area <b>Concentration: Pastoral Care</b>		CMML 3003 Ministry Leadership Internship/Final Mentor Evaluation	No students		

SLO 6: (BA) Graduates will be able to integrate best practices for their specialty area <b>Concentration:</b> <b>Sports Ministry</b>		CMML 3003 Ministry Leadership Internship/Final Mentor Evaluation	No students		
SLO 6: (BA) Graduates will be able to integrate best practices for their specialty area <b>Concentration:</b> <b>Special Needs Ministry</b>		CMML 3003 Ministry Leadership Internship/Final Mentor Evaluation	No students		
SLO 6: (BA) Graduates will be able to integrate best practices for their specialty area <b>Concentration:</b> <b>Urban Ministry</b>		CMML 3003 Ministry Leadership Internship/Final Mentor Evaluation	No students		





## Academic Program Assessment Report

<b>School:</b>	Christian Ministries	<b>Assessment Cycle Date:</b>	2022-2023
<b>Program:</b>	Master of Strategic Ministry	<b>Location:</b>	Online- Residency Program

### Part I. Program Purpose

The Master of Strategic Ministry equips Christian graduate students with advanced skills in strategic leadership, missional ministry, and effective management of people and resources to extend the kingdom of God among all nations.

## Part II. Student Learning Outcomes Assessment

### A. PROGRAM CORE

A. Core SLO	B. Closing the Loop on LY	C. Course(s) & Measure(s)	D. Results	E. Discussion	F. Use of Results Proposed improvements made based on D. Results.
SLO 1: Graduates will be able to practice spiritual disciplines that further their growth into Christlikeness.	Faculty determined to gather more data for larger sample size.	CMSM 6XXX Field Experience III- Final Mentor Evaluation	Avg. score of 8 students was 4.6/5. One response was invalid.	Excellent score.	Faculty previously discussed gathering more data with a larger sample size. All students in the program were surveyed, so the sample size is as large as possible (same for the other SLOs below).  No action needed.
SLO 2: Graduates will be able to integrate biblical leadership principles into their ministries.	Faculty determined to gather more data for larger sample size.	CMSM 6XXX Field Experience III - Final Mentor Evaluation	Avg. score of 9 students was 4.6/5.	Excellent score.	No action needed.
SLO 3: Graduates will be able to analyze how leadership principles learned during the residency will apply to other ministry contexts.	Faculty determined to gather more data for larger sample size.	CMSM 6XXX Field Experience III - Final Mentor Evaluation	Avg score of 9 students was 4.4/5.	Good score. Dr. Overdorf noted that our partner churches do not emphasize this dynamic.	While this is a good score, it could be higher. The professor who maintains communication with the students will discuss more with them how what they're learning can translate into other contexts.



## B. CONCENTRATION Student Learning Outcomes

A. Core SLO	B. Closing the Loop on LY	C. Course(s) & Measure(s)	D. Results	E. Discussion	F. Use of Results Proposed improvements made based on D. Results.
SLO 4: Graduates will implement best practices for missions ministry into their ministries.	Faculty determined to gather more data for larger sample size.	CMSM 6134 Missions Ministry Field Experience III - Final Mentor Evaluation	1 student scored 5/5.	Excellent score	Not enough data for meaningful assessment.
SLO 4: Graduates will implement best practices for children's ministry into their ministries.	Faculty determined to gather more data for larger sample size.	CMSM 6034 Children's Ministry Field Experience III- Final Mentor Evaluation	3 students scored an average of 5/5.	Excellent score	No action needed.
SLO 4: Graduates will implement best practices for student ministry into their ministries.	Faculty determined to gather more data for larger sample size.	CMSM 6534 Student Ministry Field Experience III - Final Mentor Evaluation	1 student scored 4/5.	Good score	Not enough data for meaningful assessment.
SLO 4: Graduates will implement best practices for sports ministry into their ministries.  SLO 4: Graduates will implement best practices for worship ministry into their ministries.	Faculty determined to gather more data for larger sample size.	CMSM 6334 Sports Ministry Field Experience III- Final Mentor Evaluation	2 students scored an average of 5/5.  No students enrolled.	Excellent score	Not enough data for meaningful assessment.

SLO 4: Graduates will implement best practices for pastoral ministry into their ministries.	Faculty determined to gather more data for larger sample size.	CMSM 6234 Pastoral Ministry Field Experience III- Final Mentor Evaluation	2 students scored an average of 4.5/5.	Excellent score	Not enough data for meaningful assessment.
SLO 4: Graduates will implement best practices for special needs ministry into their ministries.			No students enrolled.		
SLO 4: Graduates will implement best practices for church leadership ministry into their ministries.	Faculty determined to gather more data for larger sample size.	CMSM 6734 Church Leadership Field Experience III- Final Mentor Evaluation	1 student scored 5/5.	Excellent score	Not enough data for meaningful assessment.

### **Part III: Summary of Academic Year Assessment**

\*One student was assessed twice for SLO 4. This student did a joint field experience in two areas, so they received evaluations from both areas. This means there are 10 scores for SLO 4 and 9 for the first three SLOs.

Last year, faculty noted that students had difficulty in the summer term. With additional summer responsibilities like camp, VBS, etc., students struggled in class. Faculty suggested making syllabi available early so that students can plan ahead. Unfortunately, these were published only a week early and did not give the students much extra time for planning. Faculty observed that only one of two syllabi contained a detailed outline of assignments, due dates, etc. that are necessary for planning. Faculty would like to see more specifics in the syllabi.

Faculty reviewed the credit hour policy but could not lessen requirements. They discussed strategies for making summer classes achievable without jeopardizing the rigor. One option included swapping spring and summer classes, and another included swapping a class with an integrative project.

Ultimately, faculty approved a minor program revision to be in effect for Fall 2024. Changes include-

- Redesigning The Leader's Professional Development to be a 7-week intensive summer class, rather than a 15-week class
- Merging content from The Church's Ministry and The Church's Mission into one class, called The Church's Mission
- Including a 3-credit integrative project, divided into a 1-credit preparation piece and 2-credit implementation piece. The project would be something students do in ministry that integrates what they have learned throughout the program—maybe develop and teach a small group curriculum for young adults, plan and lead a retreat for middle schoolers, etc.

Faculty in the School of Christian Ministries approved the change via email, and minor revision form is on file in the Academics Office. Faculty believe these changes will relieve the summer burden and give students valuable experience.

Faculty requested that data be disaggregated by partner church to view another perspective of the data. This will be useful as we continue to fold in more partner churches.

Faculty noted that the number of students in each specialty area will continue to be small. Depending on the field experience, it could take several years to grow the sample size to an adequate number. Instead of compiling data per field experience, faculty suggested using an aggregate score for SLO 4 that encompasses all specialty areas. They can find a common denominator among them. This way, they can begin to assess meaningfully, rather than waiting to grow the sample size. The assessment coordinator will discuss this option with the Director of Institutional Effectiveness.



## Academic Program Assessment Report

<b>School:</b>	Christian Ministries: Dept. of Cross-cultural Leadership	<b>Assessment Cycle Date:</b>	2023-24
<b>Program:</b>	B.S. in Intercultural Studies/Certificate in Intercultural Studies/Minor	<b>Location:</b>	TN; OL

### Part I. Program Purpose

*Purpose.* The Intercultural Studies Major prepares Christian men and women around the world for strategic, intercultural, and missional vocation in keeping with God's kingdom gospel among the nations.

**Note:** Although this program has two modalities, on ground (TN) and online (OL), on ground students may participate in some online courses in a hybrid model. As such, the data may be aggregate to build a larger assessment population.

## Part II. Student Learning Outcomes Assessment

### A. PROGRAM CORE

A. Core SLO	B. Closing the Loop on LY	C. Course(s) & Measure(s)	D. Results	E. Discussion	F. Use of Results Proposed improvements made based on D. Results.
SLO 1: Graduates will be able to demonstrate critical thinking that is biblical, theological, and missiologically foundational.	None	TN: ICMI 4600 Living & Working Cross-culturally Ministry paper & Spiritual Formation paper  OL: ICST 4413 Intercultural Practicum  NEW assessment course OL: ANTH 3203 Practical Anthropology	TN: 2020-21: ICMI4600 the average score was 4 for 2 students using the Ministry paper. The average score was 4.5 for 2 students using the Spiritual Formation paper. SLO met  OL: 2020-21: ICST4413 the average score was 4 for 1 student in FA and 5 for 1 student in SU. SLO was met using final paper  TN 2023-24:  OL 2023-24:	The assessment course for OL changed to : ANTH 3203 Practical Anthropology since more students take the course at the same time	Assessment size too small. Changing to a larger course to increase size.
SLO 2: Graduates will be able to implement missional ministry within world contexts.	None	TN: ICMI 4600 Living & Working Cross-culturally Ministry paper & Spiritual Formation paper  OL: ICST 4413 Intercultural Practicum  NEW assessment	TN: 2020-21: ICMI4600 the average score was 4 for 2 students using the Ministry paper. The average score was 4.5 for 2 students using the Spiritual Formation paper. SLO met  OL: 2020-21: ICST4413 the average	The assessment course for OL changed to : ANTH 3203 Practical Anthropology since more students take the course at the same time	Assessment size too small. Changing to a larger course to increase size.



		course OL: ANTH 3203 Practical Anthropology	score was 4 for 1 student in FA and 5 for 1 student in SU. SLO was met using final paper  TN 2023-24:  OL 2023-24:		
<i>SLO 3:</i> Graduates will be able to develop Christian formational growth conducive to cross-cultural ministry.	None	TN: ICMI 4600 Living & Working Cross-culturally Ministry paper & Spiritual Formation paper  OL: ICST 4413 Intercultural Practicum  NEW assessment course OL: ANTH 3203 Practical Anthropology	TN: 2020-21: ICMI4600 the average score was 4 for 2 students using the Ministry paper. The average score was 4.5 for 2 students using the Spiritual Formation paper. SLO met  OL: 2020-21: ICST4413 the average score was 4 for 1 student in FA and 5 for 1 student in SU. SLO was met using final paper  TN 2023-24:  OL 2023-24:	The assessment course for OL changed to : ANTH 3203 Practical Anthropology since more students take the course at the same time	Assessment size too small. Changing to a larger course to increase size.
<i>SLO 4:</i> Graduates will be missiologically prepared to minister cross-culturally.	This new SLO added in 2021	TN: ICMI 4600 Living & Working Cross-culturally Ministry paper & Spiritual Formation paper  OL: ICST 4413 Intercultural	TN: 2020-21: ICMI4600 the average score was 4 for 2 students using the Ministry paper. The average score was 4.5 for 2 students using the Spiritual Formation paper. SLO met	The assessment course for OL changed to : ANTH 3203 Practical Anthropology since more students take the course at the same time	Assessment size too small. Changing to a larger course to increase size.

		<p>Practicum</p> <p>NEW assessment course OL: ANTH 3203 Practical Anthropology</p>	<p>OL: 2020-21: ICST4413 the average score was 4 for 1 student in FA and 5 for 1 student in SU. SLO was met using final paper</p> <p>TN 2023-24:</p> <p>OL 2023-24:</p>		
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## **Part II: Summary of Academic Year Assessment**

In 2023, the program's school, School of Intercultural Studies, was merged with the School of Congregational Ministry in order to create a cohesive School of Christian Ministries. This program will go through a major restructure and curriculum change during the 2024-25 academic year.

Faculty listed several overall improvements to the Internship/Practicum course:

- In order to streamline and reduce the number of courses, all Intercultural Studies programs now utilize the internship ICMI 3521, 3522, and 3523. There are two sections for each course in order to separate the various students in the different majors. The change was reflected in the 2021/2022 catalog and will be implemented in the Spring.
- Summer activities & assignments will remain the same, as they still apply.
- Reports were streamlined so that student and mentor reports have the same main categories. This enables exit interviews to be more effective.
- Sakai site changes included updating instructions & terminology, adding check lists & content pages, and putting both students & mentors on the site to complete information.