



**URSHAN COLLEGE & URSHAN GRADUATE SCHOOL OF THEOLOGY**  
**ACADEMIC ASSESSMENT REPORT**  
 2021-2022 Academic Year

5/17/2022  
Date

Dr. Cindy Miller  
Your Name

GR - MA - Christian Ministry  
Program

**2020-2021 Action Plan Follow up.** Please refer to your 2019-2020 assessment report and provide a status update for each action plan in that report. Three templates are provided below. Copy and paste the template if you submitted more than three actions plans last cycle.

**Action Plan Number:** 1.2 **Title:** Due to noncompliance by the professor of record in assessment requests, we recommend this be moved to a different class and seek the advisement of the Academic Dean to move forward.

**Status:** In Progress  Complete  On Hold  Cancelled

If action plan is **In Progress** or **Complete**, please provide a brief summary of what was done, and how you have studied the impact on student learning to day. What ongoing plans do you have to study the impact on student learning that will occur as a result of this action? If action plan is **On Hold** or **Cancelled**, please provide a rationale for this decision. Please discuss future plans, if any.

We will use the Fall course so that we have time to receive assessment pieces.

**Action Plan Number:** 2.5 **Title:** Add questions to ATS Survey  
Working with Wanda we will add these questions to the ATS Survey to prevent the need for two separate surveys.  
The intended impact on student learning is for continued exploration and greater insight into the experience of the student as they work in their current context of ministry, equipping students to fulfill their calling.

**Status:** In Progress  Complete  On Hold  Cancelled

If action plan is **In Progress** or **Complete**, please provide a brief summary of what was done, and how you have studied the impact on student learning to day. What ongoing plans do you have to study the impact on student learning that will occur as a result of this action? If action plan is **On Hold** or **Cancelled**, please provide a rationale for this decision. Please discuss future plans, if any.

Questions were submitted to UOIE. UOIE will need to follow up.

**Action Plan Number:** 3.1 **Title:** Change Measure  
Though we have met this target, in the next cycle, we would like to use the Spirituality section from the Internship Mentor Assessment form.

**Status:** In Progress  Complete  On Hold  Cancelled

If action plan is **In Progress** or **Complete**, please provide a brief summary of what was done, and how you have studied the impact on student learning to day. What ongoing plans do you have to study the impact on student learning that will occur as a result of this action? If action plan is **On Hold** or **Cancelled**, please provide a rationale for this decision. Please discuss future plans, if any.

Measure was changed.

**Action Plan Number:** 4.3 **Title:** Contact Wanda to facilitate focus group with graduates from three years ago. (Practical Theology department)  
Determine coding and data reporting for this focus group (Assessment Office/Faculty)



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Resources: Purchase software for analyzing qualitative data based on recommendations of Assessment Officer.

Status: **In Progress**  **Complete**  **On Hold**  **Cancelled**

If action plan is **In Progress** or **Complete**, please provide a brief summary of what was done, and how you have studied the impact on student learning to day. What ongoing plans do you have to study the impact on student learning that will occur as a result of this action? If action plan is **On Hold** or **Cancelled**, please provide a rationale for this decision. Please discuss future plans, if any.

UOIE will need to follow up.

**Action Plan Number:** 5.3 **Title:** Contact Wanda to facilitate focus group with graduates from three years ago. (Practical Theology department)  
 Determine coding and data reporting for this focus group (Assessment Office/Faculty)  
 Resources: Purchase software for analyzing qualitative data based on recommendations of Assessment Officer.

Status: **In Progress**  **Complete**  **On Hold**  **Cancelled**

If action plan is **In Progress** or **Complete**, please provide a brief summary of what was done, and how you have studied the impact on student learning to day. What ongoing plans do you have to study the impact on student learning that will occur as a result of this action? If action plan is **On Hold** or **Cancelled**, please provide a rationale for this decision. Please discuss future plans, if any.

UOIE will need to follow up.

**2020-2021 ASSESSMENT REFLECTION**

Please describe the impact your assessment activity has had on student learning in your program.

Time spent in assessment allowed faculty to discuss and brainstorm on the goals and objectives to the degree program. While assessing, we looked at outdated measures as well as ways to upgrade and focus on new measures moving forward. The process of evaluation caused us to look more closely at the experience of the students which includes co-curricular opportunities. Conversations included developing assessment awareness for adjunct instructors. Action Plan: revise reflection questions away from individual input and create a collective voice for reflection.

Please describe the impact your assessment activity has had on your teaching.

The reflection questions are difficult to answer because it does not allow for feedback from adjunct faculty. Speaking for the few available we feel that assessment provides an opportunity to rethink our goals for classes and keep our degree program objectives aligned with course objectives. However, if assessment writing week were to be moved to August, in conjunction with Faculty In-Service, we would have adjunct faculty engagement and feedback. Action Plan: move Assessment writing to Faculty In-Service in August and involve Adjunct Professors in the assessment process.

**Department Chair Review.** I have reviewed this report and agree with the findings and action plans.

Signature Cindy Miller, Ph.D. Date 5/17/2022

**Assessment Director Review.** I have reviewed this report and agree that it meets assessment guidelines.

Signature Cullen Chrestman Date 5/24/2022

## ASSESSMENT REPORTING INSTRUCTIONS

There is space on the following pages for you to record your assessment results, interpretation of the data, and action plans for improving student learning. Please use those spaces to respond to the questions on this page. Refer to the *Assessment 101* handbook pages noted with each question for any additional information. Use the last page of the template to note any changes to your assessment outcomes, measures, targets, etc. Please contact Cullen Chrestman or Wanda Baker if you have any questions.

**Question 1 (Sample).** How many students were included in the data collection for Measure x.y? How were they selected? If data collection did not occur, please explain why, and describe plans for data collection in the coming cycle. (pp. 36, 42)

**Question 2 (Results).** Please provide a brief summary of your analysis of the data for Measure x.y. (p. 42)

**Question 3 (Target).** Do your data indicate that target was met? Partially met? Not met? Not reported this cycle? (If not reported, please indicate the reason.) (p. 43)

**Question 4 (Discussion).** Please provide a brief summary of the factors you believe contributed to these results. (p. 43)

**Question 5 (Action Plan).** If the targets for this measure were **Not Met** or **Partially Met**, please provide one or more action plans that indicate how you will improve student learning on this outcome. If the targets were **Met**, you may provide one or more action plans, if you choose. For each action plan, please provide the following (pp. 47-51):

- A short title of the action plan
- Short description of the planned action, with a brief rationale focused on student learning
- The intended impact on student learning
- Specific steps needed to implement the planned action, with person(s) or group(s) responsible
- Expected start date and completion date
- Resources, if any, needed to implement the action. Include cost of resources.

**Assessment Plan Update.** If action plans include changes to an assessment outcome, measure, target, or sampling, please note those changes on the last page of this template.

## OUTCOME 1

Graduates of the MACM program will be able to produce graduate level biblical and theological reflection from an Apostolic Pentecostal tradition that is in conversation with the context of broader Christianity.

### Measure 1.1 (Direct)

Research Paper for HT 503: The Story of Christianity

### Target 1.1

80% or more of students will score 3 or higher on "Analysis of Other Christian Traditions."

### Sampling 1.1

100% of MACM students.

### Question 1 (Sample)

Nothing to report on this item as the class was not offered.

### Question 2 (Results)

### Question 3 (Target)

### Question 4 (Discussion)

### Question 5 (Action Plans).

The faculty will discuss replacing this measure as HT503 has not been offered as frequently. Could possibly measure from Dr. Paris' Religions course or Dr. Painter's Patristics course. Could also offer a common assignment in ALL history courses.

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### Measure 1.2 (Direct)

Research Paper for HT 601 Modern Pentecostal Movements.

### Target 1.2

80% of students will score 4 or higher on "Analysis of the Apostolic Pentecostal Tradition."

### Sampling 1.2

100% of MACM students because they are all required to take Modern Pentecostal Movements.

### Question 1 (Sample)

Course has not run yet for the 21-22 year, we will run the assessment from the June class. Email has been sent to professor of record to remind him of assignment used for assessment.

### Question 2 (Results)

### Question 3 (Target)

### Question 4 (Discussion)

Every year we are waiting for data in order to finalize the assessment report. This could easily be avoided by moving assessment writing to August when grades have been finalized and we are all on campus together for Faculty In Service work.

Question 5 (Action Plans).

The assessment rubric will be used in the Fall and we will begin reporting on the Fall semester rather than the June term. However, if assessment writing would be moved to August Faculty In Service, when the professor of record would be on campus with faculty, then the professor of record could be involved in the data reporting and assessment writing. Until this move is officially made we will attempt to work with Fall semester data.

Measure 1.3 (Indirect)

Association of Theological Schools Graduating Student Questionnaire: Table 15: 2, 6, 9, 10, 11 and Table 21: 8,12

Target 1.3

80% or more of students will respond with a 4 (Effective) or 5 (Very Effective) on these items

Sampling 1.3

100% of all MACM graduating students.

Question 1 (Sample)

6 MACM students were included in the data collection because they filled out the ATS survey.

Question 2 (Results)

Overall mean for the survey items selected was 4.8 on a 5 point scale.

Question 3 (Target)

Met.

Question 4 (Discussion)

After looking at the individual components on the survey, our conclusion is that students responding to the survey have fully engaged with and absorbed materials taught related to apostolic and other faith traditions.

Question 5 (Action Plans).

No action plan.

**OUTCOME 2**

Graduates of the MACM program will be able to engage with diverse contexts in which ministry occurs using multiple theoretical perspectives.

Measure 2.1 (Direct)

MN697 Internship Overview from the MACM Capstone Paper

Target 2.1

80% or more of students will earn a rating of "Meets Expectations" or better on the "Diverse Contexts" rubric items

Sampling 2.1

100% of MACM students enrolled in MN697 in the Spring 2022 semester.

Question 1 (Sample)

There were 3 MACM students enrolled in the MN697 course.

Question 2 (Results)

There were 3 students in the course graded using a four point rubric consisting of exceeds expectations, meets expectations, does not meet expectations, no score.

Score                      N.                      Pct.

Exceeds	3	100
Meets		
Does Not		
No Score		

Question 3 (Target)

Met.

Question 4 (Discussion)

The contributing factors are the quality of the individual students along with the partnership of faculty/staff long before the internship begins that help them arrive at such a successful conclusion.

Question 5 (Action Plans).

No action plan.

Measure 2.2 (Direct)

Diversity assignment in MN502 Mission of the Church.

Target 2.2

80% or more of students taking any of these classes will earn a rating of "Meets Expectations" or better on the rubric items specific to diverse contexts in which ministry occurs.

Sampling 2.2

100% of MACM Students enrolled in MN502 Mission of the Church

Question 1 (Sample)

There were four MACM students enrolled in MN502 (October Term)

Question 2 (Results)

There were four students in the course graded using a four point rubric consisting of exceeds expectations, meets expectations, needs improvement, does not meet expectations

<u>Score</u>	<u>N.</u>	<u>Pct.</u>
Exceeds	4	100
Meets		
Does Not		
No Score		

Question 3 (Target)

Met.

Question 4 (Discussion)

Students are prepared for this assignment through assigned reading, course lectures, and a thorough assignment prompt.

Question 5 (Action Plans).

No action plan.

Measure 2.3 (Indirect)

ATS Graduate Exit Survey – questions added

Target 2.3

80% or more of students will score an overall mean of 4.0 or higher on these items.

### Sampling 2.3

All MACM graduating students participating in the survey

#### Question 1 (Sample)

Data not collected as questions have not been added by UOIE. Questions were submitted to UOIE. UOIE will need to follow up.

#### Question 2 (Results)

#### Question 3 (Target)

#### Question 4 (Discussion)

#### Question 5 (Action Plans).

Follow up with UOIE on the status of questions submitted being added to the survey.

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## OUTCOME 3

Graduates of the MACM program will develop in the practice of ongoing Spiritual Formation.

### Measure 3.1 (Direct)

MN697 Internship – Spirituality section from Internship Mentor Assessment form

#### Target 3.1

80% or more of students will earn a mean rating of 3 or better on the rubric item

#### Sampling 3.1

100% of MACM students enrolled in MN697 Internship.

#### Question 1 (Sample)

There were 3 MACM students enrolled in MN697.

#### Question 2 (Results)

There were 3 students in the course graded using a four point rubric consisting of exceeds expectations, meets expectations, does not meet expectations, no score.

<u>Score</u>	<u>N.</u>	<u>Pct.</u>
Exceeds	3	100
Meets		
Does Not		
No Score		

#### Question 3 (Target)

Met.

#### Question 4 (Discussion)

While we believe that this is met due to students commitment to personal growth and spiritual formation, in this assessment cycle, we changed the measure and we will monitor that to see if it continues to be an area of success.

#### Question 5 (Action Plans).

No action plan.

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### Measure 3.2 (Direct)

MN501 Personal Spiritual Disciplines – Spiritual Formation assignment

#### Target 3.2

80% or more of students will earn a mean rating of “Meets Expectations” or better on the rubric.

#### Sampling 3.2

100% of MACM students enrolled in MN501 Personal Spiritual Disciplines

#### Question 1 (Sample)

One MACM student was enrolled in MN501.

#### Question 2 (Results)

There were three students in the course graded using a four point rubric consisting of exceeds expectations, meets expectations, needs improvement, does not meet expectations

<u>Score</u>	<u>N.</u>	<u>Pct.</u>
Exceeds	1	100
Meets		



Does Not  
No Score

Question 3 (Target)  
Met.

Question 4 (Discussion)

After consideration, we felt it better to assess Spiritual Formation from the Personal Spiritual Disciplines course. We changed the measure from the MN502 course to MN501 course.

Question 5 (Action Plans).

No action plan.

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Measure 3.3 (Indirect)

ATS Graduate Exit Survey – table 14: #2, 7, 8, 11, 15

Target 3.3

80% or more of students will score a mean of 4 or higher on the combined scale for these items.

Sampling 3.3

All MACM graduating students.

Question 1 (Sample)

6 MACM students were included in the data collection because they filled out the 2020-2021 ATS survey.

Question 2 (Results)

Overall mean for the survey items selected was 4.6 on a 5 point scale.

Question 3 (Target)

Met.

Question 4 (Discussion)

After looking at the individual components on the survey, our conclusion is that students responding to the survey have fully engaged with and absorbed materials taught related to ongoing spiritual formation.

Question 5 (Action Plans).

Going forward we would like to examine the impact of Chapel services and spiritual retreats on the continued spiritual formation of on-campus students. Further discussion is needed to determine how to assess this appropriately. Contact will be made with the Dean of Spiritual Life and the UOIE to follow up.

## **OUTCOME 4**

Graduates of the MACM program will practice ministry competencies in a discipline related to the student's sense of calling.

Measure 4.1 (Direct)

MN697 Internship – Mentor Final Assessment Likert Scale grading Task Performance and Vocational Skills

Target 4.1

80% or more of students will earn a mean rating of "Meets Expectations" or better on the Task Performance and Vocational Skills categories from the Mentor Final Assessment

Sampling 4.1

100% of MACM students enrolled in MN 697 Internship.

Question 1 (Sample)

There were 3 MACM students in the MN697 course

Question 2 (Results)

There were 3 students receiving an assessment from their mentor in the course graded using a 4-point rubric consisting of "Exceeds Expectations," "Meets Expectations," "Does Not Meet Expectations," "No Score."

Score.	N.	Pct.
Exceeds	3	100
Meets		
Does Not		
No Score.		

Question 3 (Target)

Met.

Question 4 (Discussion)

Two of these internship students operated within their area of calling and demonstrated strong task performance and vocational skills. One student operated in an area of interest, yet developed skills in this area. What started as an area of interest through the internship process developed into a sense of calling.

Question 5 (Action Plans).

No action plan.

Measure 4.2 (Direct)

MN597 Internship – Ministry Competency Rubric Item in Capstone Defense Rubric

Target 4.2

80% or more of students will earn a mean rating of "Meets Expectations" or better on the rubric

Sampling 4.2

100% of MACM students enrolled in MN597 Internship.

Question 1 (Sample)

There were 3 students enrolled in the MN697 course.

Question 2 (Results)

There were 3 students in the course graded using a four point rubric consisting of exceeds expectations, meets expectations, does not meet expectations, no score.

Score	N.	Pct.
Exceeds	3	100
Meets		
Does Not		
No Score		

Question 3 (Target)

Met.

Question 4 (Discussion)

Two of these internship students operated within their area of calling and added to already strong ministry competency. One student operated in an area of interest, yet developed ministry competency in this area.

Question 5 (Action Plans).

No action plan.

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Measure 4.3 (Indirect)

Alumni Focus Group Questions related to Ministry Competency

Target 4.3

Qualitative Responses: coding of collected data to be developed with Assessment Office

Sampling 4.3

100% of MACM Alumni three years after graduation that participate in the focus group

Question 1 (Sample)

Data was not collected, but the questions were created: 1. How did UGST prepare you for your current context of ministry and/or vocation? 2. What skills presented to you at UGST have you used in your current context of ministry and/or vocation?

Question 2 (Results)

Question 3 (Target)

Not reported due to focus group not being conducted.

Question 4 (Discussion)

We believe this data would be beneficial and meaningful to the MACM program which is why we are continuing to request this to be done. Feedback from alumni will help us evaluate the program's effectiveness at preparing Apostolic men and women for service to the church and to the world.

Question 5 (Action Plans).

Contact Wanda to facilitate focus group with graduates from three years ago. (Practical Theology department)  
Determine coding and data reporting for this focus group (Assessment Office/Faculty)

Resources: Purchase software for analyzing qualitative data based on recommendations of Assessment Officer.

## OUTCOME 5

Graduates of the MACM program will conduct research in the student's area of specialized ministry.

### Measure 5.1 (Direct)

MN 690: Research Methods in Practical Theology – Literature Review from Research Proposal

#### Target 5.1

80% or more of students will earn a mean rating of "Meets Expectations" or better on Literature Review rubric, specifically "Seminal Literature" line item

#### Sampling 5.1

100% of MACM students enrolled in MN 690.

#### Question 1 (Sample)

One MACM student was enrolled in MN690 in the Fall 2021 semester

#### Question 2 (Results)

There was 1 student in the course graded using a 4-point rubric consisting of "Exceeds Expectations," "Meets Expectations," "Does Not Meet Expectations," "No Score."

Score.	N.	Pct.
Exceeds	1	100
Meets		
Does Not Meet		
No Score		

#### Question 3 (Target)

Met.

#### Question 4 (Discussion)

The Program Chair and Director of Field Education and Internships are very involved in brainstorming and ongoing discussions with students the semester before they enter Research Methods class. It is this involvement that prepares them for the class and immediate engagement in the research required during the semester for direct application to developing the capstone internship linked to the area of specialized ministry.

#### Question 5 (Action Plans).

Faculty discussion related to some concerns about the combining of Biblical/Theological Research Methods class with Practical Theology/Capstone Research Methods.

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### Measure 5.2 (Direct)

MN697 Internship Capstone Defense – Rubric Item: Conduct Research in Ministry

#### Target 5.2

80% or more of students will earn a mean rating of "Meets Expectations" or better on the Capstone Defense rubric item "Conduct Research in Ministry"

#### Sampling 5.2

All MACM Students enrolled in MN697.

#### Question 1 (Sample)

There were 3 students enrolled in MN697

#### Question 2 (Results)

There were 3 students in the course graded using a 4-point rubric consisting of "Exceeds Expectations," "Meets Expectations," "Does Not Meet Expectations," "No Score."

Score.	N.	Pct.
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Exceeds 3 100  
Meets  
Does Not Meet  
No Score

#### Question 3 (Target)

Met.

#### Question 4 (Discussion)

The Spring Internship course paired with the Fall Research Methods course continues to assist students in conducting ministry from a solid research basis. Faculty input and involvement of the Capstone Advisor plays a huge role in student success.

#### Question 5 (Action Plans).

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#### Measure 5.3 (Indirect)

Alumni Focus Group Questions related to Research

#### Target 5.3

Qualitative Responses: coding of collected data to be developed with Assessment Office

#### Sampling 5.3

100% of MACM Alumni three years after graduation that participate in the focus group

#### Question 1 (Sample)

Data not collected because focus groups were not conducted. However, the questions were created: 1. How did UGST prepare you for your current context of ministry and/or vocation? 2. What skills presented to you at UGST have you used in your current context of ministry and/or vocation?

#### Question 2 (Results)

#### Question 3 (Target)

Not reported due to focus group not being conducted.

#### Question 4 (Discussion)

We believe this data would be beneficial and meaningful to the MACM program which is why we are continuing to request this data to be collected. Feedback from alumni will help us evaluate the program's effectiveness at preparing Apostolic men and women for service to the church and to the world.

#### Question 5 (Action Plans).

Contact Wanda to facilitate focus group with graduates from three years ago. (Practical Theology department)  
Determine coding and data reporting for this focus group (Assessment Office/Faculty)

Resources: Purchase software for analyzing qualitative data based on recommendations of Assessment Officer.

If you want to make any changes to your **assessment plan**, please enter **ONLY** the changes in the spaces provided below.

<b>Outcome 1</b>	
Measure 1.1	
Sampling 1.1	
Target 1.1	
Measure 1.2	
Sampling 1.2	
Target 1.2	
Measure 1.3	
Sampling 1.3	
Target 1.3	

<b>Outcome 2</b>	
Measure 2.1	
Sampling 2.1	
Target 2.1	
Measure 2.2	
Sampling 2.2	
Target 2.2	
Measure 2.3	
Sampling 2.3	
Target 2.3	

<b>Outcome 3</b>	
Measure 3.1	
Sampling 3.1	
Target 3.1	
Measure 3.2	
Sampling 3.2	
Target 3.2	
Measure 3.3	
Sampling 3.3	
Target 3.3	

<b>Outcome 4</b>	
Measure 4.1	
Sampling 4.1	
Target 4.1	
Measure 4.2	
Sampling 4.2	
Target 4.2	
Measure 4.3	
Sampling 4.3	
Target 4.3	

<b>Outcome 5</b>	
Measure 5.1	
Sampling 5.1	
Target 5.1	
Measure 5.2	
Sampling 5.2	
Target 5.2	
Measure 5.3	
Sampling 5.3	
Target 5.3	