



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

5/24/2022  
Date

David Norris  
Your Name

GR - MTS - Theological Studies  
Program

**2020-2021 Action Plan Follow up.** Please refer to your 2020-2021 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:** 4.3      **Title:** Create Survey for alumni publication.

**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.

This item is still a desire of the faculty. However, we have failed to follow-up with the assessment office to discuss the creation of a survey. This year, we will contact the Academic Dean to add this to a faculty meeting agenda for the Fall semester, so that all faculty and assessment personnel can discuss the creation and implementation this survey.

**2021-2022 ASSESSMENT REFLECTION**

1920-21

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

In conjunction with the assessment, students have worked toward the bent of the class and their specific concerns as it practically relates to their careers and ministries.

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

In conjunction with the assessment, I have focused more on the bent of the class and their specific concerns as it practically relates to their careers and ministries.

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

Signature David Norris      Date 5/24/2022

**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 MTS 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 Story of Christianity.

### Target 1.1

80% of students will score 4 or higher on “Analysis of Other Christian Traditions.”

### Sampling 1.1

100% of MTS students taking The Story of Christianity in January 2020.

### Question 1 (Sample)

NA. Course was not taught.

### Question 2 (Results)

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### Question 3 (Target)

### Question 4 (Discussion)

This course has not been offered in the last reporting cycle. The reason this course has not been offered is because students have the option to take other history courses. Because of this, we may change this measure moving forward.

### Question 5 (Action Plans).

Add discussion of this assessment item to Fall faculty agenda. As a faculty, we need to decide if there are better options available for assessment, or if we feel that this assignment should be used in more than one course. The change to reporting will be complete by the 2022-2023 reporting cycle.

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### Measure 1.2 (Direct)

Research Paper for 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 MTS students

### Question 1 (Sample)

NA. This course is taught in the June term and has not been completed yet. Will report when finished.

### Question 2 (Results)

### Question 3 (Target)

### Question 4 (Discussion)

### Question 5 (Action Plans).

The course is required of all degrees, and because of this, the course must be offered more frequently. Traditionally, the course has been offered in the Summer term, which has made reporting difficult. However, since the course is now being offered in the Fall for a second year in a row, we would like the reporting of this item to come from the Fall semester. Data is not available to report from the Fall 2021 semester because it was taught online and the course was slightly different. This action item will also include instruction for the course to have the appropriate assessment content for all formats the course is offered.

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### Measure 1.3 (Indirect)

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

#### Target 1.3

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

#### Sampling 1.3

100% of all MTS graduating students who respond to the 2020-21 survey.

#### Question 1 (Sample)

11 MTS graduates responded to this survey.

#### Question 2 (Results)

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

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#### Question 3 (Target)

Met.

#### Question 4 (Discussion)

In our opinion, the focus assessment has placed on this area has improved the score of student response. Through the work of creating appropriate rubrics and grading with those rubrics in mind has increased student participation in these areas.

#### Question 5 (Action Plans).

No action at this time.

## OUTCOME 2

Graduates of the MTS program will be able to conduct biblical and theological research with sound methodological principles and practices.

### Measure 2.1 (Direct)

Capstone: General MTS (Comprehensive Exam); Research Track (Thesis).

#### Target 2.1

80% or more of students will score “accomplished” or higher on the “Proficiency in one discipline or concentration” portion of the thesis/exam rubric.

#### Sampling 2.1

100% of MTS graduating majors.

#### Question 1 (Sample)

3 MTS Thesis, and 5 MTS Exams

#### Question 2 (Results)

Total: 8

Total Score	N.	Pct.	Thesis Score	N.	Pct.	Exam Score	N.	Pct.
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Exemplary	2	25%	Exemplary	2	66.6%	Exemplary	0	%
Accomplished	1	12.5%	Accomplished	0	%	Accomplished	1	20%
Acceptable	4	50%	Acceptable	1	33.3%	Acceptable	3	60%
Minimal	1	12.5%	Minimal	0	%	Minimal	1	20%

### Question 3 (Target)

Not Met.

### Question 4 (Discussion)

The directions for the preparation of the comprehensive exams were not sufficiently rigorous. Students did not prepare adequately for the exam. Faculty have already begun a discussion as to how to reframe the comprehensive exam in such a way that there would be a more robust explanation of how to excel. Of the three students who wrote and defended theses, two did exemplary because they followed the close oversight of their thesis advisors and committees. The thesis student who only achieved acceptable is due to (1) the student not benefiting from assessment feedback in their previous courses and not following their adviser's instructions, and (2) because the student struggled with writing, which prolonged the thesis writing process.

### Question 5 (Action Plans).

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Faculty will change the Comprehensive Exam instructions so that students are better prepared for the exam.

### Measure 2.2 (Direct)

Capstone: General MTS (Comprehensive Exam); Research Track (Thesis).

#### Target 2.2

80% or more of students will score “accomplished” or higher on the “Thesis, content, development and theological method of writing” portion of the thesis/exam rubric.

#### Sampling 2.2

100% of MTS graduating majors.

### Question 1 (Sample)

3 MTS Thesis, and 5 MTS Exams

### Question 2 (Results)

Total: 8

Total Score	N.	Pct.	Thesis Score	N.	Pct.	Exam Score	N.	Pct.
Exemplary	2	25%	Exemplary	2	66.6%	Exemplary	0	%
Accomplished	3	37.5%	Accomplished	0	%	Accomplished	3	60%
Acceptable	3	37.5%	Acceptable	1	33.3%	Acceptable	2	40%

### Question 3 (Target)

Not Met.

### Question 4 (Discussion)

Same as 2.1 above.

### Question 5 (Action Plans).

Same as 2.1 above.

### Measure 2.3 (Indirect)

### Target 2.3

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

### Sampling 2.3

100% of all MTS graduating students who respond to the 2020-21 survey.

### Question 1 (Sample)

11 MTS graduates responded to this survey.

### Question 2 (Results)

Overall mean for the survey items selected was 4.9 on a 5-point scale.

### Question 3 (Target)

Met.

### Question 4 (Discussion)

The main focus area of the MTS degree is research. With this in mind, all courses have research assignments that hone the skills of each student. However, because this is the focus and the overall response received on this survey and past reports, the faculty may consider changing this to a new indirect measure that will give us better actionable data.

### Question 5 (Action Plans).

Discuss new indirect measure for research in Fall 2022 faculty meeting.

## OUTCOME 3

Graduates of the MTS program will be able to articulate a deep understanding of biblical and theological disciplines.

### Measure 3.1 (Direct)

"Who Runs the Church" assignment in BT 502 Systematic Theology 2

### Target 3.1

80% or more of students will achieve a B or higher on the "Who runs the church rubric"

### Sampling 3.1

100% of MTS students enrolled in the course.

### Question 1 (Sample)

10 MTS students were enrolled in the course. However, 2 have filed for an incomplete and have not submitted the assignments. They will not be counted in the data.

### Question 2 (Results)

<u>Total: 8</u>		
<u>Score</u>	<u>N.</u>	<u>Pct.</u>
A	7	87.5%
C	1	12.5%

### Question 3 (Target)

Met

### Question 4 (Discussion)

This year we moved from doing the debate in "Who Runs the Church?" for several reasons. First, Galen Thompson covered the subject of plurality of elders as a guest speaker. Second, Josh Renau did his thesis on subjects relating to

this, and presented to the class. Third, Bro Bernard spoke on this, and the semester wound up focusing on different elements of ecclesiology. We had a number of oral presentations. Indeed, all the MTS students made oral presentations except the one who scored low on a final exam question. While there was no grading on their presentation, the competency was confirmed by their work on the final exam.

#### Question 5 (Action Plans).

Adjust the assignment moving forward to make sure the new form it takes in the course has appropriate assessment data.

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#### Measure 3.2 (Direct)

Oral Presentation in BI 661 Luke-Acts class. Note: the embedded videos (or links) are housed in Canvas.

#### Target 3.2

80% or more of students will achieve a B or higher on the Oral Presentation Rubric

#### Sampling 3.2

100% of MTS students enrolled in BI 661 Luke-Acts.

#### Question 1 (Sample)

5 MTS students were enrolled in the course.

#### Question 2 (Results)

Total: 5

<u>Score</u>	<u>N.</u>	<u>Pct.</u>
A	4	80%
B+	1	20%

#### Question 3 (Target)

Met

#### Question 4 (Discussion)

For the Luke-Acts oral presentation, key factors contributing to student success on this assignment include (1) clear instructions on the syllabus and clear rubric criteria and learning objectives, and (2) specific resources were required on narrative and rhetoric criticisms to complete the assignment effectively. One student achieved a lower grade of B+ only because that student submitted the assignment late and was thus penalized.

#### Question 5 (Action Plans).

No action at this time.

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#### Measure 3.3 (Indirect)

ATS Table 15: 1,5

#### Target 3.3

80% or more of students will score with an overall mean of 4 (Effective) or above on these items.

#### Sampling 3.3

100% of all MTS graduating students who respond to the 2020-21 survey.

#### Question 1 (Sample)

11 MTS graduates responded to this survey.

#### Question 2 (Results)

Overall mean for the survey items selected was 4.55 on a 5-point scale.

### Question 3 (Target)

Met.

### Question 4 (Discussion)

This target has been met each year since we began using this measure. However, the faculty are happy that this number has continued to climb since assessment began. The success of this measure can be attributed to faculty being aware of speaking opportunities and teaching within their courses. The work of assessment in this area and core MTS courses is also significant for this success.

### Question 5 (Action Plans).

No action at this time.

## OUTCOME 4

Graduates of the MTS program will be able to effectively communicate biblical and theological research in written form.

### Measure 4.1 (Direct)

Term paper in BT 502 Systematic Theology 2

### Target 4.1

80% will score a B or higher on the "argument" portion of the grading rubric in the course.

### Sampling 4.1

100% of MTS students enrolled in the course.

### Question 1 (Sample)

10 MTS students were enrolled in the course. However, 2 have filed for an incomplete and have not submitted the assignments. They will not be counted in the data.

### Question 2 (Results)

Total: 8

Score	N.	Pct.
A	7	87.5%
C	1	12.5%

### Question 3 (Target)

Met.

### Question 4 (Discussion)

Students have taken Biblical Interpretation and other courses that have worked to enhance research skills along with SBL formatting and structure. Students were engaged in the course because it related both to the research interests and focus on ministry. One student struggled whose English is a second language, but she was very engaged in the course content.

### Question 5 (Action Plans).

No action at this time.

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### Measure 4.2 (Direct)

Research Paper in BI 661 Luke-Acts. Note: for future reference, this course now has only one paper.

### Target 4.2



80% or more of students will receive a B or higher on the Luke-Acts Research Paper.

#### Sampling 4.2

100% of MTS students enrolled in BI 661 Luke-Acts.

#### Question 1 (Sample)

5 MTS students were enrolled in the course.

#### Question 2 (Results)

Total: 5

<u>Score</u>	<u>N.</u>	<u>Pct.</u>
A	4	80%
B	1	20%

#### Question 3 (Target)

Met.

#### Question 4 (Discussion)

For the Luke-Acts research paper, key factors contributing to student success on this assignment include (1) clear instructions on the syllabus and clear rubric criteria and learning objectives, and (2) resources were required on the methodology to complete the assignment effectively. One student achieved a lower grade of B only because that student struggled to follow the assignment matrix, resulting in a somewhat disorganized analysis, treated some areas of the matrix superficially, and did not use the minimum number and type of required scholarly sources.

#### Question 5 (Action Plans).

No action at this time.

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#### Measure 4.3 (Indirect)

Alumni Survey for publication and/or acceptance into further education.

#### Target 4.3

50% of respondents will indicate that they have published work and/or been accepted into further education.

#### Sampling 4.3

All MTS graduates within 5 years of their degree completion.

#### Question 1 (Sample)

Survey has not been created. It is one of the action items in progress.

#### Question 2 (Results)

#### Question 3 (Target)

#### Question 4 (Discussion)

#### Question 5 (Action Plans).

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	