I. Program Information

<table>
<thead>
<tr>
<th>Program Name</th>
<th>Name of Department Chair or Program Director</th>
<th>Annual Report for Academic Year</th>
</tr>
</thead>
<tbody>
<tr>
<td>Master of Divinity</td>
<td>Gary Manning</td>
<td>2014-15</td>
</tr>
</tbody>
</table>

II. PLO Assessment Activity

List the Program Learning Outcome Assessed this Year
1. Graduates will be able to describe and explain (a) a basic knowledge of Spiritual Theology (the integrative study of Scripture and the ministry of the Indwelling Holy Spirit regarding the nature, process and directives of spiritual transformation in Christ) (b) their experience and understanding of the Double Knowledge of God and oneself in truth and (c) how these impact personal vocation and ministries in the local church.
2. Graduates will explain the major doctrines of Christianity, including their biblical basis, historical development, and contemporary relevance, and assess non-evangelical doctrines from an evangelical perspective. ULO 15.
3. Students will prepare and present sermons demonstrating biblical accuracy, oral clarity and contemporary relevance.

Describe the student evidence collected to evaluate the outcome (e.g. the final research paper from BBST 465)
1. Midterm examination essay questions evaluated by rubric in TTSF 503
2a. Final exam essay questions evaluated by rubric in TTTH 614.
2b. Final historical theology paper evaluated by rubric in TTHT 506.
3. Student final sermons evaluated by rubric in TTPT 610.

Indicate the Number of Assignments Collected:

<table>
<thead>
<tr>
<th>TTSF exams: 123 (both MA &amp; MDiv)</th>
<th>TTTH exams: 16</th>
</tr>
</thead>
<tbody>
<tr>
<td>TTHT final papers: 51 (both MA &amp; MDiv)</td>
<td>Final sermons: 23</td>
</tr>
</tbody>
</table>

Indicate the Number of Collected Assignments Evaluated:

<table>
<thead>
<tr>
<th>TTSF exams: 10 randomly selected</th>
<th>TTTH exams: all 16 exams scored</th>
</tr>
</thead>
<tbody>
<tr>
<td>TTHT final papers: all 51 papers scored</td>
<td>Final sermons: all 23 sermons scored</td>
</tr>
</tbody>
</table>
If only some assignments were evaluated, please explain why, and the selection process

10 of the TTSF exam questions were selected at random, de-identified and graded by rubric.

Evaluation Process (Please explain how the student evidence was evaluated. Please attach rubrics or other evaluation materials used)
I have attached rubric(s) used for evaluation ___Yes ___No

TTSF Exams were evaluated by Judy Tenelshof and Drew Hazen, using a rubric.
TTTH exams were evaluated by Henry Holloman, using a rubric.
THT final papers received both peer review and professor review, using a rubric.
TTPT Final sermons received both peer review and professor review, using a rubric.

Summary of Results (Please include a description, using percentages and mean scores, of the major findings from the assessment activity. Data or charts may be attached)

TTSF Exams:
The average score for question 2 on the exam was 8.91 out of 10 points.
The average score for question 6 on the exam was 8.8 out of 10 points.

TTTH Exams:

<table>
<thead>
<tr>
<th>Theology 2014 Summary Data</th>
<th>Average Score</th>
<th>Total Possible</th>
</tr>
</thead>
<tbody>
<tr>
<td>Doctrinal Explanation</td>
<td>21.59</td>
<td>25</td>
</tr>
<tr>
<td>Biblical Basis</td>
<td>22.62</td>
<td>25</td>
</tr>
<tr>
<td>Contemporary Relevance</td>
<td>21.87</td>
<td>25</td>
</tr>
<tr>
<td>Assessing Non-evangelical Doctrines</td>
<td>20</td>
<td>25</td>
</tr>
</tbody>
</table>
### TTHT Exams:

<table>
<thead>
<tr>
<th>Historical Development</th>
<th>Superior</th>
<th>Good</th>
<th>Acceptable</th>
<th>Poor</th>
</tr>
</thead>
<tbody>
<tr>
<td>Clearly and insightfully explains the formulation of this doctrine by major theologians in church history.</td>
<td>Clearly explains the formulation of this doctrine by major theologians in church history.</td>
<td>Adequately explains the formulation of this doctrine by a figure in church history.</td>
<td>Explanation of the formulation of this doctrine by a figure in church history is inadequate.</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th></th>
<th>Superior</th>
<th>Good</th>
<th>Acceptable</th>
<th>Poor</th>
</tr>
</thead>
<tbody>
<tr>
<td>HT506-1 (traditional)</td>
<td>2</td>
<td>6</td>
<td>4</td>
<td>11</td>
</tr>
<tr>
<td>HT506-2 (online/hybrid)</td>
<td>1</td>
<td>5</td>
<td>10</td>
<td>12</td>
</tr>
</tbody>
</table>

### TTPT Final Sermons:

<table>
<thead>
<tr>
<th>Final Sermons 2014 summary data</th>
<th>total students</th>
<th>average score</th>
<th>median score</th>
<th># of excellent scores (9-10)</th>
<th>% of excellent scores</th>
<th># of good scores (6-8)</th>
<th>% of good scores</th>
<th>total good and excellent scores</th>
</tr>
</thead>
<tbody>
<tr>
<td>Accurate Exposition</td>
<td>23</td>
<td>8.60</td>
<td>8.80</td>
<td>10</td>
<td>43%</td>
<td>12</td>
<td>52%</td>
<td>96%</td>
</tr>
<tr>
<td>Communication Clarity</td>
<td>23</td>
<td>8.76</td>
<td>8.75</td>
<td>11</td>
<td>48%</td>
<td>12</td>
<td>52%</td>
<td>100%</td>
</tr>
<tr>
<td>Doctrinal Relevance/Application</td>
<td>23</td>
<td>7.93</td>
<td>8.25</td>
<td>8</td>
<td>35%</td>
<td>13</td>
<td>57%</td>
<td>91%</td>
</tr>
<tr>
<td>Total score</td>
<td>23.00</td>
<td>8.43</td>
<td>8.42</td>
<td>8</td>
<td>35%</td>
<td>15.00</td>
<td>65%</td>
<td>100%</td>
</tr>
</tbody>
</table>
Methods Used for Sharing Assessment Information

A faculty team met to discuss these results on ________________. Briefly describe the number of team members involved and the process/method of discussion. ________________

(date)

The TTSF faculty met to discuss the results of their assessment, but there was no meeting of MDiv. faculty to discuss the overall data.

Note: this is an essential part of the process and must be completed before moving forward with the remainder of the report.

Conclusions

What did the data tell your faculty team about students’ attainment of the learning outcome?

Explain any strength or weakness suggested about the curriculum:

See attached reports from Theology faculty.

Identifying Changes to Result From Faculty Team’s Conclusions

The evidence suggested that we need to:

☐ Develop a Rubric    ☐ Revise Existing Rubric    ☐ Revise the Assignment    ☐ Implement a new pedagogy    ☐ Implement new technology

☐ Provide models to students    ☐ Identify courses earlier in program where students could further practice the skill    ☐ Revise Curriculum Map

☐ Revise Course sequencing    ☐ Other – Please Specify:

Please describe the changes and/or improvement planned as a result of your analysis.

The TTHT rubric should be revised to be more detailed, with at least three areas of evaluation, rather than just one. The curriculum map should be revised to clarify when each assessment should be performed. Theology assessment should be carried out in more classes. Assessment is supposed to be performed in a student’s final theology class (whichever that class may be). Since assessment was only carried out in a few classes, only a few of the MDiv students assessed were actually in their final semester.

☐ No changes (while this would be unlikely, in rare cases where multiple cycles of assessment have already occurred, this might occur)

Please Explain:
## Implementing the Proposed Change

Describe the change that will be implemented:
Suggestions for the two changes will be discussed with the Theology faculty chair in Fall 2014.

When will the change be implemented?
The change will be suggested for Fall 2014 or Spring 2015.

How will the change be implemented?

## III. PLO Assessment Plan for Next Academic Year (2014-2015)

All of the items in Section III are about the assessment activity the department/program plans to complete during the next academic year.

### List the Program Learning Outcome(s) to be assessed

1. Graduates will exegete and apply a biblical text properly through application of historical-grammatical hermeneutics. ULO 3.
2. Graduates will explain the major doctrines of Christianity, including their biblical basis, historical development, and contemporary relevance, and assess non-evangelical doctrines from an evangelical perspective. ULO 1
3. Graduates will be able to *describe* and *explain* (a) a basic knowledge of Spiritual Theology… ULO 2.
4. Students will prepare and present sermons demonstrating biblical accuracy, oral clarity and contemporary relevance. ULO 3.
5. Proposed PLO (not currently in Talbot’s PLOs) related to ministry skills.

### Describe the student evidence to be collected for assessment

1. Final exegetical papers in TTNT 604 and 605.
2a. Final exam questions in TTTH
2b. Final papers in TTHT 506
3. Midterm exam questions in TTSF 503.
4. Final sermons in TTPT 610.
5. Assessment to be determined by Christian Ministry and Leadership faculty.

### Term evidence will be collected:  
*(Note: experience indicates it is often best to assess in fall, and complete the analysis in spring)*

- [ ] Fall 2014
- [X] Spring 2015  
  (varies by department)
IV. Follow Up on PLO Assessment and Programmatic Changes from Previous Year (2012-13)

List the Program Learning Outcome Assessed in 2012-13

1. Graduates will identify the basic contents of all books of the Old and New Testaments and the broad historical and cultural background information relevant to the study of the Old and New Testaments.
2. Graduates will exegete and apply a biblical text properly through application of historical-grammatical hermeneutics.
3. Students will prepare and present sermons demonstrating biblical accuracy, oral clarity and contemporary relevance.

Describe the student evidence that was collected for assessment

1. OT Essentials Exam, an objective exam covering content of the Old Testament and relevant historical and cultural background information, collected in TTBE 519.
2. NT Essentials Exam, an objective exam covering content of the New Testament and relevant historical and cultural background information, collected in TTBE 520.
3. Text-to-Life (exegetical/homiletical) projects, collected from TTNT 503, 604 and 605.
4. Evaluations of student final sermons, collected in TTPT 609 and 610.

What curricular change was implemented?  Was new data collected after this change?  Yes  No

OT and NT Essentials exams are no longer being used for institutional assessment, since they are given at the end of introductory survey courses.

Has there been any observable impact on teaching or learning? If so, describe.

TTSF faculty began to coordinate their classes around objective based on the relevant PLO, and required the objectives to be listed on each course syllabus.

If no data was collected, when will new data be collected and evaluated?