

2023

ASSESSMENT REPORT

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An aerial view of Northend Community Center

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Special Thanks

Isaac Madison and Josh Greiner for their coding of data in Objective 1.

Karis Aucoin for her coding of data in Objectives 2, 3, and 5

All of FBS (Faith Bible Seminary)' M.Div. students that make this assessment and our M.Div. Program possible.

Table of Contents

The Story of M.Div. Assessment.....	5
History of the M.Div.....	6
1. Institutional Goals and Objectives.....	10
2. Outcome Assessment Standards.....	12
3. M.Div. Assessment Plan.....	18
4. M.Div. Alumni Assessment	19
5. Assessment Methodology.....	26
6. M.Div. Learning Outcomes Assessment.....	36
Course Assessment from Course Evaluations.....	36
M.Div. Assessment at a Glance	38
6.1 Educational Objective 1.0—Understanding the Sufficient Scriptures.....	40
Outcome 1.1	40
Outcome 1.2	48
Outcome 1.3	51
Overall Assessment of Objective 1	55
6.2 Educational Objective 2.0—Enhanced Academic Ability.....	56
Outcome 2.1	56
Outcome 2.2	59
Outcome 2.3	62
Overall Assessment of Objective 2	64
6.3 Educational Objective 3.0— Spiritual Growth	65
Outcome 3.1 & 3.2	65
Overall Assessment of Objective 3	71
6.4 Educational Objective 4.0—Valuing Relationships	72
Outcome 4.1 & 4.2	72
Overall Assessment of Objective 4	76

6.5 Educational Objective 5.0—Preparation for Service	77
Outcome 5.1	77
Outcome 5.2	82
Outcome 5.3	91
Outcome 5.4	95
Outcome 5.5	100
Overall Assessment of Objective 5	102
7. Suggested M.Div. Improvement Plan.....	103
7.1 Assessment Plan Improvement:	103
7.2 M.Div. Program Improvement.....	103
7.3 Alumni Survey Changes	104
7.4 Faculty Improvements.....	104
Appendix 1: Rubrics	105
Appendix 2: Open Ended Theology Questions	110
Appendix 3: Student Spiritual Evaluation Results.....	111
Appendix 4: Peer Evaluation Survey Results	112
Appendix 5: World View Paper Grades with Comments.....	113
Appendix 6: Ministry Evaluation Survey Results	114
Appendix 7: Reflection Paper Summaries	115
Appendix 8: M.Div. Alumni Survey Results.....	116

The Story of M.Div. Assessment

What follows below is page upon page of facts, figures, and assessments. All of these things are important, and they help to show the many wonderful things that FBS is able to accomplish through its M.Div. program and where it needs to grow. But these numbers can become just that, numbers on a page. It is easy to forget that these numbers were produced by real men, doing real schoolwork, who will be real pastors.

We start our assessment with alumni. Are former students still being impacted by what they have learned? Our surveys indicate that men are still benefitting from the practical ministry training and counseling they received while in the M.Div. program. They are using this training all over the world in a variety of ministry positions.

In our assessment of Objective 1, we found that our M.Div. student were able articulate well the most important Christian doctrines. This is an encouragement because it shows that our students value God and his sufficient scriptures.

In our assessment of Objective 3, we saw that our students were trusting God more and being viewed by their overseers as men ready to serve the church. This assessment tells the story of men earning a rigorous degree and learning how to trust God to get them to graduation. God has honored that trust and these men are now ready for the difficult circumstances of the professional pastorate.

In Objective 4, we show that men who do not participate in the M.Div. program on campus are perceived as less relational than their peers. While not a positive finding, this assessment made it become known and now FBS can work to address the underlying issues.

The above are just a few of the encouraging examples you will find below. So, as you read this report, do not simply focus on goals made and goals missed. Think of the work of the men that produced this data and the stories that the data tell.

Finally, if you think the data says something important that FBS missed, please reach out to Kirk Fatool who was the primary preparer of this report.

Dean of Enrollment Management and Academics

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History of the M.Div.

The congregation of Faith Church (FC) has been committed to the area of discipleship for ministry service since its birth in 1964. This commitment extended beyond the equipping of the church itself to include those preparing for pastoral ministry. Numerous pastoral interns have been practically trained at FC. These men have been sent out for vocational ministry in the United States and around the world. In addition, by the grace of God, FC also became known for its emphasis on the sufficiency of Scripture and its corollary—biblical counseling. Faith Biblical Counseling Ministries, a ministry of FC, has also trained over 12,000 men and women in biblical counseling through the Biblical Counseling Training Conference and the Basic Training Courses.

As a result of the training emphasis in the church, in 2002 the congregation of FC included in its five-year strategic plan an initiative to consider and lay the groundwork for a church-based seminary. The congregation believed that a church-based seminary was a natural extension of what God had allowed FC to do throughout its history. Furthermore, the congregation of FC wanted to begin Faith Bible Seminary (FBS) in order to address some growing concerns with the current seminary model. There were three particular needs that the congregation desired to address: cost, time, and ministry experience.

- First, the cost of seminary has quickly outpaced the ability of most seminarians to graduate debt-free. In addition, many seminarians work full-time which makes being a husband and father or wife and mother particularly challenging. Thus, many seminarians are leaving school with a family unit in need of repair and indebtedness that potentially limits ministry opportunities.
- Second, many students face the challenge of not finishing their degrees within 3–4 years due, in part, to the prohibitive cost and the associated full-time work.
- Third, many students do not sufficiently engage in practical ministry during their seminary experience, which hinders their preparedness for future ministry.

In an attempt to meet these needs, FBS was legally established in 2005 by FC as a limited liability corporation. FBS began in the fall of 2007 by offering a Master of Divinity (M.Div.) degree. The M.Div. degree functions in a cohort model and students are accepted into this program every three years. Also, students with less than three years of full-time pastoral experience are required to be in an internship program as described in the FBS catalog.

1st M.Div. Cohort (2007-10)



2nd M.Div. Cohort (2010-2013)



3rd M.Div. Cohort (2013-2016)



4th M.Div. Cohort (2016-2019)



5th M.Div. Cohort (2019-2022)



A total of 134 Master of Divinity students have enrolled at FBS since 2007. 102 of the students have graduated. 6 students are still pursuing their degree. This represents a **76% graduation rate**. FBS' goal is to graduate 80% of its matriculating students. 92% of FBS' graduates are currently in full time ministry positions.

1. Institutional Goals and Objectives

FBS Mission Statement

Faith Bible Seminary is a graduate-level training institution designed to glorify God by equipping students with a **biblical education for effective Christian ministry**. In light of this mission statement, completion of the FBS curriculum will result in the following educational objectives being realized.

FBS Educational Objectives

1.0 Understanding the Sufficient Scriptures: FBS students will demonstrate a whole-hearted and exclusive commitment to the Scriptures. This commitment is displayed through the student's acquisition of the necessary exegetical tools for a productive life-long study and communication of God's Word, the development of sound doctrinal convictions, and the development of skills necessary to minister the Word of God effectively.

2.0 Enhanced Academic Ability: Students will expand critical thinking skills, understanding of relevant subject matter, and the ability to evaluate reference works in order to clearly communicate truth to themselves and others.

3.0 Spiritual Growth: Students will leave FBS with a more meaningful relationship with Christ. They will display this relationship in both their growing godly character and their service.

4.0 Valuing Relationships: FBS will facilitate godly relationships within the student body for the purpose of encouragement and exhortation. Students will develop a commitment to facilitating godly relationships in their future ministries.

5.0 Preparation for Service: FBS students will learn to boldly engage in biblically based Christian ministries to build the body of Christ around the world through the development of leadership, discipleship, counseling, and community outreach skills.

M.Div. Programmatic outcomes

Objective 1: Understanding the Sufficient Scriptures as Evidenced by:

- Outcome 1.1. An understanding of and commitment to the gospel and evangelical orthodoxy within its historical context.
- Outcome 1.2. An understanding of and commitment to Scripture as the ultimate authority by which every realm of human knowledge and endeavor should be judged.
- Outcome 1.3. A growing hermeneutical competence in understanding the message of Scripture in its original languages and synthesizing its theology in order to apply truth to oneself, the church, and society.

Objective 2: Enhanced Academic Ability as Evidenced by:

- Outcome 2.1. A demonstrated ability to research topics pertaining to Christian ministry and critically evaluate trends and practices from a Scriptural basis.
- Outcome 2.2. A growing ability to responsibly engage in scholarly discourse in regard to past and current theological issues.
- Outcome 2.3. An understanding of worldviews and how to responsibly engage others with different worldviews to bring to bear the claims of the gospel.

Objective 3: Spiritual Growth as Evidenced by:

- Outcome 3.1 A life that demonstrates a commitment to being a humble disciple of Christ and growing in obedience to His commands, learning to frame life in terms of loving God wholeheartedly, and loving one's neighbor.
- Outcome 3.2. A growing dependence on and submission to the Holy Spirit as evidenced by the fruit of the Spirit in the context of relationships.

Objective 4: Valuing Relationships as Evidenced by:

- Outcome 4.1. A commitment to caring and praying for the physical and spiritual needs of one another during the seminary experience.
- Outcome 4.2. A growing ability to minister the Word to one another through encouragement, exhortation, confrontation, and vulnerable sharing of God's work in one's own life.

Objective 5: Preparation for Service as Evidenced by:

- Outcome 5.1 The ability to articulate a biblical vision for the local church and pastoral leadership, engaging the multifaceted challenges of ministry with integrity and growing wisdom.
- Outcome 5.2 A growing proficiency in the ministry of the Word and the "care of souls," both in corporate and individual contexts.
- Outcome 5.3 An understanding of and commitment to a biblical strategy for equipping the body for the worship of God, ministry to one another unto Christian maturity, and outreach to the local and world community.
- Outcome 5.4 An understanding of God's historical-redemptive mission in the world and commitment to being a partner in that mission through word and deed.

- Outcome 5.5 An understanding of and commitment to cross-cultural engagement for the sake of the gospel, critically reflecting on one’s own cultural biases and seeking to be a learner from other cultures for the sake of the gospel.

2. Outcome Assessment Standards

Objective 1 Assessment Standards

- An understanding of and commitment to the gospel and evangelical orthodoxy within its historical context. The achievement of this program objective will be measured during the student’s last semester by the student’s ability to articulate in writing:
 - A core belief that Jesus is the Son of God, fully divine and fully human and that His work on the cross and resurrection is the only means of salvation from sin.
 - A core belief in:
 - God’s Trinitarian nature
 - God’s sovereign control
 - God’s holiness
 - The verbal and plenary inspiration of Scriptures
 - The total depravity of mankind
 - The three components of sanctification (past, present, future)
 - The local church as the manifestation of God’s people today
 - The practice of the ordinances of the church—baptism/the Lord’s table
 - The government of the church through pastors and deacons
 - The practice of church discipline
 - The enabling present ministry of the Holy Spirit in the believer’s life.
 - The bodily second coming of Jesus.
- An understanding of and commitment to Scripture as the ultimate authority by which every realm of human knowledge and endeavor should be judged. The achievement of this program objective will be measured during the student’s last semester by the student’s ability to articulate in writing:

- A core belief in:
 - The Scriptures (66 books) as the sole authority for the Christian's source of truth
 - The role of Scriptures as the source of counseling theory and practice by which all other theories are to be evaluated.
- A growing hermeneutical competence in understanding the message of Scripture in its original languages and synthesizing its theology in order to apply truth to oneself, the church, and society. The achievement of this program objective will be measured during the student's last semester by the student's ability to articulate in writing:
 - An example of how knowing the original languages of Scripture helps to interpret the Scriptures.
 - A Biblical theology of the plot line of Scripture that includes creation, fall, flood, the establishment and fall of Israel, the first coming of Christ, the establishment of the church and the second coming of Christ all of which exists for God's plan to create a people for Himself to rule over the works of His hands for His glory with the preeminent ruler to inherent all things being His Son Jesus Christ

Objective 2 Assessment Standards

- A demonstrated ability to research topics pertaining to Christian ministry and critically evaluate trends and practices from a Scriptural basis. The achievement of this program objective will be measured through a student's research paper that includes:
 - The gathering and documentation of a significant body of current resources on an issue in Christian ministry
 - An accurate articulation of that current issue
 - An assessment of this current issue in comparison to properly interpreted Scripture
 - The drawing of appropriate conclusions following Scripture regarding this issue
- A growing ability to responsibly engage in scholarly discourse in regard to past and current theological issues. The achievement of this program objective will be measured through a student's research paper that includes:
 - Engagement with another scholar's opinion on a specific theological issue as demonstrated through citation.
 - An assessment of this scholar's opinion based upon Scripture.

- The drawing of appropriate conclusions following Scripture regarding Christian theology
- The production of a robust Bibliography
- An understanding of worldviews and how to responsibly engage others with different worldviews to bring to bear the claims of the gospel. The achievement of this program objective will be measured through a student's ability to articulate in writing:
 - The major religious worldviews (Deism, Polytheism, Pantheism, Atheism, Theism)
 - The inadequate assumptions of each worldview in comparison to Theism, which leave individuals believing that particular worldview without the hope of the gospel.

Objective 3 Assessment Standards

- A life that demonstrates a commitment to being a humble disciple of Christ and growing in obedience to His commands, learning to frame life in terms of loving God wholeheartedly, and loving one's neighbor. The achievement of this program objective will be measured through an assessment of the student's patterns of life by an elder of the church at which the student is a member during the student's last semester.
- A growing dependence on and submission to the Holy Spirit as evidenced by the fruit of the Spirit in the context of relationships. The achievement of this program objective will be measured through an evaluation of the student's patterns of life by an elder of the church at which the student is a member. In addition, this quality will be measured through the written testimony of the student regarding at least three specific areas in which the student has grown through the seminary experience as affirmed by an elder of the church at which the student is a member during the student's last semester.

Objective 4 Assessment Standards

- A commitment to caring and praying for the physical and spiritual needs of one another during the seminary experience. The achievement of this program objective will be measured during the student's last semester through a peer evaluation of the student's patterns over his seminary career of caring and praying for other students.
- A growing ability to minister the Word to one another through encouragement, exhortation, confrontation, and vulnerable sharing of God's work in one's own life. The achievement of this program objective will be measured during the student's last semester through a peer evaluation of the student's patterns in this area over his seminary career.

Objective 5 Assessment Standards

- The ability to articulate a biblical vision for the local church and pastoral leadership, engaging the multifaceted challenges of ministry with integrity and growing wisdom. The achievement of this program objective will be measured during the student's last semester by the student's ability to articulate in writing:
 - A philosophy of ministry for the local church and pastorate that includes:
 - The church's authority being the Word of God
 - The church as a worshiping body
 - The church as a serving body
 - The church as a loving force in its local and world community
 - The pastor as a shepherd of the flock
 - The pastor as an example to the flock
 - The pastor as an overseer of the flock
 - The pastor as a leader of the flock
 - The pastor as an equipper of the flock
 - The pastor as a teacher of the flock
 - The achievement of this program objective will also be measured by a survey given to the constituents whom the student leads in his church.
- A growing proficiency in the ministry of the Word and the "care of souls," both in corporate and individual contexts. The achievement of this program objective will be measured by a comparison of the ministry experience inventory completed at the beginning and ending of his seminary experience and a survey given to 2 constituents whom the student leads in his church.
- An understanding of and commitment to a biblical strategy for equipping the body for the worship of God, ministry to one another unto Christian maturity, and outreach to the local and world community. The achievement of this program objective will be measured during the student's last semester by the student's ability to articulate in writing these facets of equipping:
 - Preaching and teaching the Word in large and small group settings

- Singing the Word in large and small group settings
- Discipling and Counseling the Word in one-on-one settings.
- Living the Word
 - Through hospitality
 - Through sharing of one another's possessions for the benefit of the body and the community
 - Through serving the body and the community
- An understanding of God's historical-redemptive mission in the world and commitment to being a partner in that mission through word and deed. The achievement of this program objective will be measured during the student's last semester by the student's ability to articulate in writing a philosophy of missions that includes:
 - The calling of believers to go into all the world and make disciples.
 - The body of Christ as consisting of congregations of believers throughout the world and the benefits of partnering with them (1 Cor. 12)
- An understanding of and commitment to cross-cultural engagement for the sake of the gospel, critically reflecting on one's own cultural biases and seeking to be a learner from other cultures for the sake of the gospel. The achievement of this program objective will be measured during the student's last semester by the student's ability to clearly assess an issue in contemporary mission work (with relevant sources). Students may choose from the following topics:
 - The definition of missions
 - Church planting movements as a methodology
 - The insider movement
 - Issues of orality in missions
 - Partnership with non-Western believers (in theological education, theologizing, church planting, or other endeavors)
 - The relationship between evangelism and social action
 - Issues of relief and development
 - Missionary qualifications and preparation

- Best practices for local congregations in supporting missionaries.
- A people group study and engagement proposal
- Any other issue related to global Christianity and missions per approval by the course instructor.

3. M.Div. Assessment Plan

The M.Div. assessment plan has four components:

1. Compile and analyze the following every three years:
 - a. M.Div. student graduation rate
 - b. M.Div. graduate placement in ministry
 - c. Execute the brief M.Div. alumni survey given on the following pages every three years.
2. Execute a comprehensive M.Div. student assessment, part of which will be distributed every three years. This assessment is also contained in the subsequent pages in this section of this report.
3. Annually compile, assess, and make recommendations based upon the M.Div. faculty feedback.

The plan is administered by Dean of Enrollment Management and Academic, Kirk Fatool. Results are distributed to the FBS Board and core faculty.

4. M.Div. Alumni Assessment

After removing invalid emails, deceased alumni, and alumni that had opted out of surveys, FBS had a population of 99 alumni. To get a representative sample (margin of error 5%, confidence interval 95%) FBS would have needed a sample of 78 alumni responses. After two weeks of encouraging M.Div. Alumni to complete a survey, FBS received 60 complete surveys. While this is not a representative sample, it does constitute a majority of all M.Div. Alumni (60.6%).

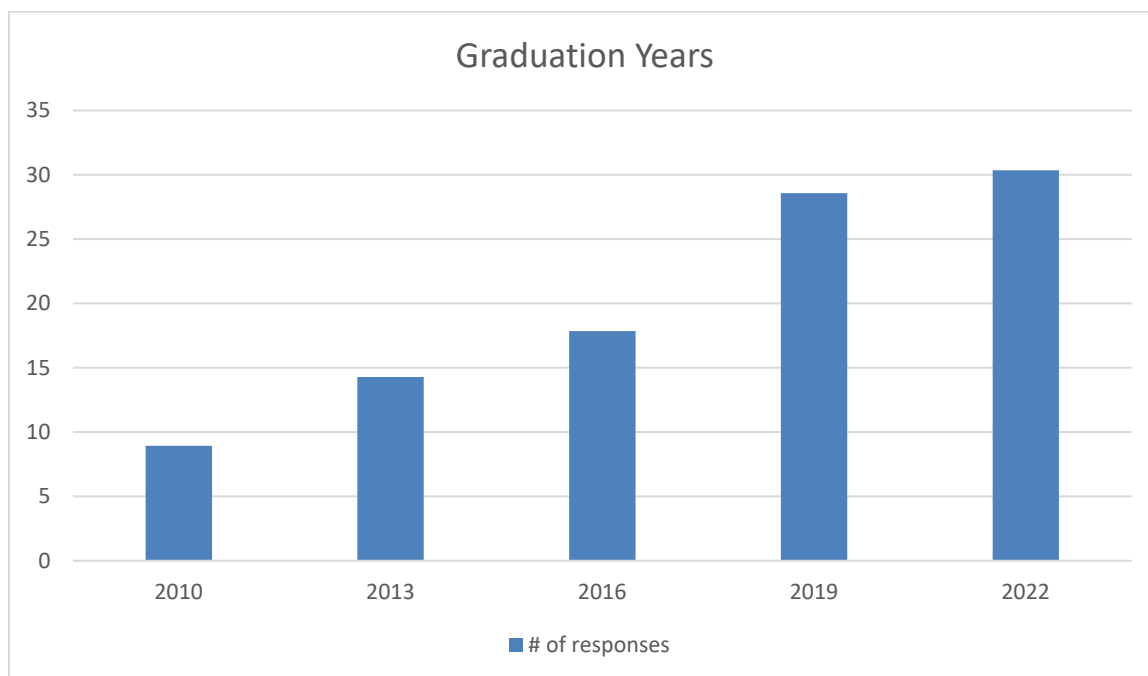
Description

FBS' survey instrument is 20 questions long. It collects various biographical information that is used in reporting placement rates and keeping up with our alumni. There are 2 Likert scales in the survey. One scale asks students to rate their equipping on FBS' outcomes and the other asks them to rate their classes. Finally, there are eight open-ended questions that ask students to comment on several topics.

91 (91.9%) alumni opened the email that was sent encouraging them to complete the survey. 73 (73.7%) alumni clicked the link to start the survey. 60 alumni (60.6%) ultimately completed the survey.

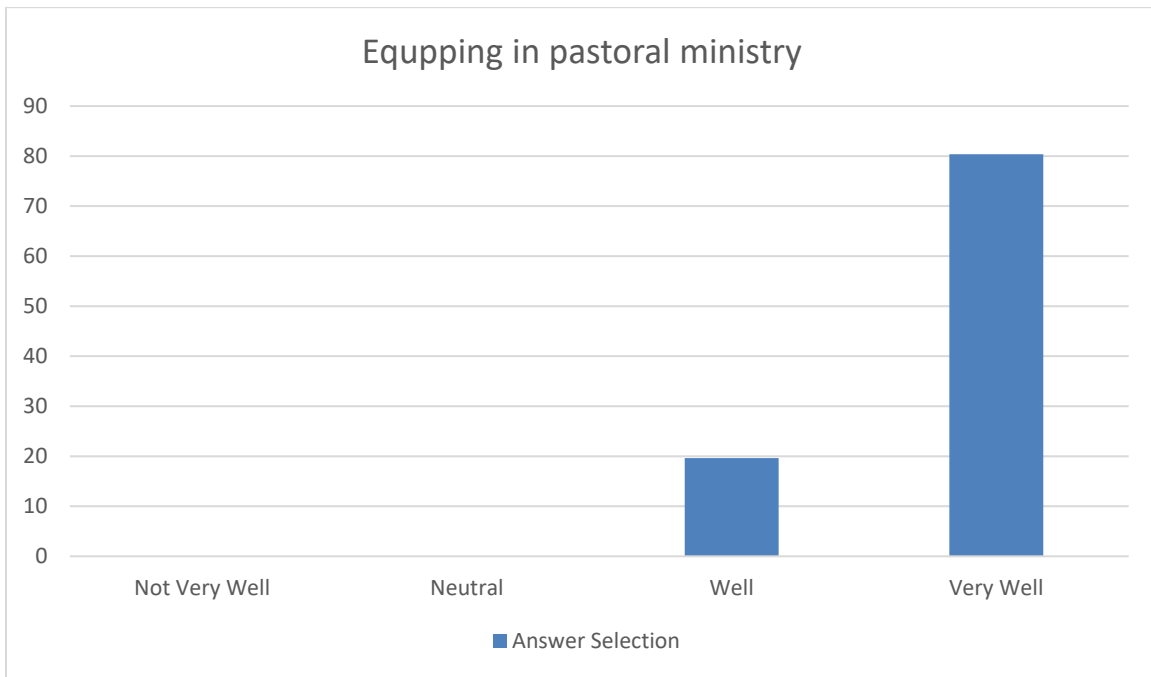
Assessment: Scale Questions

FBS asked alumni to identify the year in which they graduated.



As the above chart shows, a majority of respondents graduated in 2019 and 2022 (58.9%). Additionally, the further a student was removed from graduation, the less likely they were to complete the survey. While FBS tried to impress upon alumni the importance of participation of all groups, older alumni were less likely to complete the survey. FBS will need to consider ways to increase alumni participation in surveys. Additionally, FBS has added some recommendations below for alumni outside the last two cohorts.

Alumni were asked, “As you reflect on the various aspects of pastoral ministry how well do you believe FBS equipped you?” FBS is very pleased that all respondents said “well” or “very well.”



56 of 60 alumni responded to a Likert scale that asked them to rate how well they were equipped in FBS’ various outcomes. FBS weighted the scale in the following ways,

- 5 = Very well equipped
- 4 = Well equipped
- 3 = Neutral
- 2 = Not very equipped
- 1 = Not equipped at all

When the individual scores were weighted and averaged, they produced the following table. **FBS goal is that each outcome average 4.0 (well equipped) or higher.**

Outcome	Mean Weighted Score
An understanding of and commitment to the gospel and evangelical orthodoxy within its historical context.	4.7
An understanding of and commitment to Scripture as the ultimate authority by which every realm of human knowledge and endeavor should be judged.	4.8
A growing hermeneutical competence in understanding the message of Scripture in its original languages and synthesizing its theology in order to apply truth to oneself, the church, and society.	4.6
A demonstrated ability to research topics pertaining to Christian ministry and critically evaluate trends and practices from a Scriptural basis.	4.6
A growing ability to responsibly engage in scholarly discourse in regard to past and current theological issues.	4.5
An understanding of worldviews and how to responsibly engage others with different worldviews to bring to bear the claims of the gospel.	4.3
A life that demonstrates a commitment to being a humble disciple of Christ and growing in obedience to His commands, learning to frame life in terms of loving God wholeheartedly and loving one's neighbor.	4.7
A growing dependence on and submission to the Holy Spirit as evidenced by the fruit of the Spirit in the context of relationships.	4.5
A commitment to caring and praying for the physical and spiritual needs of one another during the seminary experience.	4.4
A growing ability to minister the Word to one another through encouragement, exhortation, confrontation, and vulnerable sharing of God's work in one's own life.	4.7
The ability to articulate a biblical vision for the local church and pastoral leadership, engaging the multifaceted challenges of ministry with integrity and growing wisdom.	4.5
A growing proficiency in the ministry of the Word and the "care of souls," both in corporate and individual contexts.	4.6
An understanding of and commitment to a biblical strategy for equipping the body for the worship of God, ministry to one another unto Christian maturity, and outreach to the local and world community.	4.5
An understanding of God's historical-redemptive mission in the world and commitment to being a partner in that mission through word and deed.	4.6
An understanding of and commitment to cross-cultural engagement for the sake of the gospel, critically reflecting on one's own cultural biases and seeking to be a learner from other cultures for the sake of the gospel.	4.2

FBS met its stated goal in all areas. FBS is pleased that alumni that responded to the survey felt "well equipped" in all of FBS outcomes.

Regarding the M.Div. curriculum, 53 of 60 alumni responded to a Likert scale that asked them to rate how well each class helped to achieve the above outcomes. FBS weighted the scale in the following ways,

- 5 = Very well
- 4 = Well
- 3 = Just Okay
- 2 = Poorly
- 1 = Very Poorly

FBS did not count students that indicated they did not take a given class. Additionally, since FBS curriculum has changed over the last 15 years, FBS also listed scores from the last two cohorts in one column and scores from the 2010 through 2016 cohorts in another column for comparison.

By comparing all the mean scores, the scores of the 2010-2016 cohort, and the 2019/2022 cohort it can be shown the students rate almost every course higher as time goes on.

When the individual scores were weighted and averaged, they produced the following table. **FBS goal is that each outcome average 4.0 (well) or higher.**

Course Name	Weighted Mean Score, all respondents	Weighted Mean Scores, 2010, 2013, 2016	Weighted Mean Score, 2019 & 2022
Foundations for Interpretation (Hermeneutics)	4.2	4.2	4.2
Bible Geography	4.3	4.1	4.4
Intertextuality	4.5	4.5	4.5
Hebrew I	4.6	4.7	4.5
Hebrew II	4.6	4.7	4.5
Hebrew Readings	4.6	4.7	4.6
Hebrew Exegesis	4.7	4.7	4.7
Pentateuch and Historical Books	4.7	4.8	4.6
Poetic and Prophetic Books	4.6	4.6	4.6
Greek I	4.6	4.6	4.6
Greek II	4.6	4.6	4.6
Greek Readings	4.7	4.7	4.6
Greek Exegesis I	4.7	4.7	4.7
Greek Exegesis II	4.7	4.7	4.7
Synoptic gospels and Johannine Literature	4.7	4.7	4.7

Acts and the Pauline and General Epistles	4.7	4.7	4.7
History of Christianity	3.9	3.9	4.0
Theology of Christian Missions	3.9	4.0	3.9
Apologetics and World Religions	4.1	4.2	4.0
Systematic Theology I	4.5	4.3	4.7
Systematic Theology II	4.5	4.3	4.7
Systematic Theology III	4.5	4.3	4.7
Systematic Theology IV	4.6	4.4	4.7
Ordination Doctrinal Paper	4.5	4.3	4.6
Basics of Biblical Counseling (Track 1)	4.7	4.7	4.7
Biblical Counseling Theology (Track 2,3,4,5, or 6)	4.6	4.7	4.6
Advanced Issues in Biblical Counseling	4.7	4.6	4.7
Supervised Observation I	4.4	4.1	4.5
Supervised Observation II	4.4	4.1	4.5
Expository Preaching	4.3	4.0	4.6
Advanced Teaching Methods	4.1	3.9	4.2
Church Leadership, Administration, Growth	4.3	4.2	4.3
Local Church Strategic Planning	4.2	4.1	4.3
Staying Strong Spiritually	4.4	4.3	4.5

Only two classes failed to reach a score of 4.0 or higher (highlighted in yellow above). The classes were, History of Christianity and Theology of Christian Missions. History of Christianity has shown some improvement when compared to 2010-2016 cohorts. Scores for Theology of Christian Missions have remained virtually identical.

In 2019, FBS made significant changes to History of Christianity and Theology of Christian Missions. However, in the open-ended response to the question, “For any class that you rated as "poorly" or "very poorly" please explain why” alumni from 2019 and 2022 did not comment on History of Christianity and Theology of Christian Missions. FBS will need to consider how to further improve History of Christianity and Theology of Christian Missions.

Assessment: Open-Ended Questions

When given the open-ended prompt, “We would love to include a personal comment about your ministry training from FBS. Please think through how the training has helped you and provide (if desired) 2-3 sentences about how God is using your training in your life and/or the

life of others” 48 alumni spoke very highly of FBS training related to “ministry preparation” and “counseling training.” Positive comments on “ministry preparation” were found in 70.8% of answers. Positive comments about “counseling training” were found in 58.3% of answers.

When asked to comment on outcomes that they believed to be the weakest, alumni mentioned “cross cultural issues” two times. When asked to comment on the M.Div. program’s strengths, students tended to speak very highly of FBS “practical ministry” training and “counseling.”

Beyond the above, students provided individual answers that will be helpful to FBS, but no common themes were apparent.

Assessment: Historic Analysis

In 2016, FBS did not ask alumni to rank outcomes specifically. Instead, they ranked FBS’ overall objectives. FBS achieved its goals in 2016. In 2019, FBS asked about outcomes as it did above. Only the outcome “An understanding of and commitment to cross-cultural engagement for the sake of the gospel, critically reflecting on one’s own cultural biases and seeking to be a learner from other cultures for the sake of the gospel” failed to achieve FBS’ goal.

When considering class assessments, the 2016 assessment saw eleven classes that did not achieve FBS stated goals. The 2019 assessment saw ten classes that did not achieve FBS stated goals. In both assessments, History of Christianity, and Theology of Christian Missions were classes that did not meet FBS’s desired goal. The 2022 Alumni survey only showed 2 courses that did not meet FBS’ goal. This is a substantial improvement.

In 2016 and 2019, as with 2022, open-ended questions had some helpful ideas, but there were very few common themes.

Outcome Assessment Summary

As with assessment in 2016 and 2019, FBS alumni speak highly of FBS’ ability to prepare them for service. Additionally, alumni note the ways that FBS has prepared them for service. Additionally, changes made to classes in 2019 seem to have been highly effective as all classes were at, above, or close to FBS stated goals.

Recommended Improvements: Alumni Survey Data Collection

- Consider an incentive to students to increase survey participation.
- Consider shortening the survey to boost participation.
- Consider changing the wording on question 17 to, “For any class that you did not rate “very well” please explain why.”
- Consider a slightly different survey for “older” alumni that focuses on long term take aways.

- Add the question, “What was the single most valuable class?” to gauge student opinions on learning.
- Add the question, “What was the single most important thing FBS taught you?” for “older” alumni.
- For Alumni outside the last two cohorts, create an instrument that only gathers placement data and does not ask about classes.

Recommended Improvements: M.Div. Curriculum

- Consider ways to improve History of Christianity.
- Consider ways to improve Theology of Christian Missions.

Recommended Improvements: Overall experience/internship

- Consider the implementation of professor office hours.

5. Assessment Methodology

Section 1 outlines the goals and objectives of the M.Div. program and FBS. Section 2 explains what FBS expects from its M.Div. students to demonstrate that they have achieved FBS' stated objectives in section 1.

Section 5 (below) is a description of how FBS assessed if students have demonstrated the standards in Section 2.

Objective 1: Understanding the Sufficient Scriptures as Evidenced by:

Outcome 1.1 An understanding of and commitment to the gospel and evangelical orthodoxy within its historical context

To assess a student's ability in this objective M.Div. students were given a series of 73 open ended questions on the topics pertaining to the gospel, evangelical orthodoxy, and its historical interpretation and application.

Throughout the M.Div. program, students developed their answers. In the final year students submitted all 73 answers to Dr. Aucoin. Dr. Aucoin provided grades on an ordinal scale from 0 to 3. Below are what each number represents,

3 = Would Pass an ordination counsel with excellence

2 = Would Pass

1 = Would not pass--some problems

0 = Didn't try

After receiving initial grades, students were asked to resubmit their answers and note their improvements.

Then, using the standards found in Section 2, FBS assessed students' understanding of and commitment to the gospel and evangelical orthodoxy within its historical context.

A full transcript of the opened ended questions can be found in Appendix 2

Outcome 1.2 "An understanding of and commitment to Scripture as the ultimate authority by which every realm of human knowledge and endeavor should be judged."

The achievement of this program objective will be measured during the student's last semester by the student's ability to articulate in writing the following:

A core belief in:

- The Scriptures (66 books) as the sole authority for the Christian’s source of truth
- The role of Scriptures as the source of counseling theory and practice by which all other theories are to be evaluated.

FBS students, as part of their course work, were asked to present their views on canonicity, Scriptural authority, etc. In 2022, FBS considered four pieces of evidence (Ordination Exam answers, Doctrinal position papers, a course embedded theology exam (PT610), and course embedded Counseling Exam (BC502)) to consider the following learning outcomes,

- The Scriptures (66 books) as the sole authority for the Christian’s source of truth.
- The role of Scriptures as the source of counseling theory and practice

Outcome 1.3 “A growing hermeneutical competence in understanding the message of Scripture in its original languages and synthesizing its theology in order to apply truth to oneself, the church, and society.

The achievement of this program objective will be measured during the student’s last semester by the student’s ability to articulate in writing:

- An example of how knowing the original languages of Scripture helps to interpret the Scriptures.
- A Biblical theology of the plot line of Scripture that includes creation, fall, flood, the establishment and fall of Israel, the first coming of Christ, the establishment of the church and the second coming of Christ all of which exists for God’s plan to create a people for Himself to rule over the works of His hands for His glory with the preeminent ruler to inherit all things being His Son Jesus Christ
- The implications of God’s plan for living today.

In 2022, FBS considered three pieces of evidence (original language papers, OT (Old Testament) synthesis papers, and a course embedded assignment in BI620: Intertextuality) to consider the following learning outcomes,

1. Students will provide an example of how knowing the original languages of Scripture helps to interpret the Scriptures.
2. Provides a clear outline of the plot line of Scripture (creation, fall, flood, the establishment and fall of Israel, the first coming of Christ.)
3. The implications of God's plan for living today.

Objective 2: Enhanced Academic Ability as Evidenced by:

Outcome 2.1 “A demonstrated ability to research topics pertaining to Christian ministry and critically evaluate trends and practices from a Scriptural basis.”

The achievement of this program objective will be measured through a student’s research paper that includes:

- The gathering and documentation of a significant body of current resources on an issue in Christian ministry
- An accurate articulation of that current issue
- An assessment of this current issue in comparison to properly interpreted Scripture
- The drawing of appropriate conclusions following Scripture regarding this issue

In their final semester of coursework, M.Div. students were given the below prompt to answer a question about Open Theism.

“Provide an annotated bibliography of at least 10 references in Turabian Form. The annotation should include 2-3 sentences summarizing the relevance of the resource. 4 of these resources should be theological journal articles from the ATLA (American Theological Library Association) database. In one single space (ss) page state the main proponents of Open Theism. Summarize the doctrine of Open Theism. In a second ss page evaluate Open Theism in regard to the doctrine of God’s omniscience and draw conclusions regarding whether or not Open Theism is Biblical.”

Then, once these assignments were completed, M.Div. students were assigned a partner and they graded each other’s papers based on the above Open Theism rubric.

Their scores were posted to Populi and recorded.

FBS’ goal is that the mean of each assessment be 3.5 or higher.

Outcome 2.2 “A growing ability to responsibly engage in scholarly discourse in regard to past and current theological issues.”

The achievement of this program objective will be measured through a student’s research paper that includes:

- Engagement with another scholar’s opinion on a specific theological issue as demonstrated through citation.
- An assessment of this scholar’s opinion based upon Scripture.
- The drawing of appropriate conclusions following Scripture regarding Christian theology
- The production of a robust Bibliography

In their final semester of coursework, M.Div. students were given the below prompt about Theological Issues,

“Please provide a 2–page ss summary of a theological issue you analyzed in seminary. The analysis should include an accurate summary of 2-3 scholars’ opinions with appropriate footnoting on the issue and a critical evaluation of the issue from a Biblical perspective drawing conclusion.”

Then, once these assignments were completed, M.Div. students were assigned a partner and they graded each other’s papers based on the above Open Theism rubric.

Their scores were posted to Populi and recorded.

FBS’ goal is that the mean of each assessment be 3.5 or higher.

Outcome 2.3“An understanding of worldviews and how to responsibly engage others with different worldviews to bring to bear the claims of the gospel.”

The achievement of this program objective will be measured through a student’s ability to articulate in writing:

- The major religious worldviews (Deism, Polytheism, Pantheism, Atheism, Theism)
- The inadequate assumptions of each worldview in comparison to Theism, which leave individuals believing that particular worldview without the hope of the Gospel.

A year before they graduated 28 M.Div. students were given the following course embedded assignment (ME620). All 28 turned in the assignment (100%)

“Please provide a 5-page double-spaced summary of the major worldviews (Deism, Polytheism, Pantheism, Panentheism, Atheism, and Theism). Discuss how you would begin to bring to bear the gospel claims on 2 of the worldviews excluding Theism.”

To assess students’ ability in this objective, FBS used this rubric and comments from the professor of ME620. [The raw data from ME620 can be found in appendix 5.](#)

FBS’ goal is that 80% of its graduates can answer the above questions in an exemplary or proficient manner.

Objective 3: Spiritual Growth as Evidenced by:

Outcome 3.1 “A life that demonstrates a commitment to being a humble disciple of Christ and growing in obedience to His commands, learning to frame life in terms of loving God wholeheartedly, and loving one’s neighbor.”

The achievement of this program objective will be measured through an assessment of the student’s patterns of life by an elder of the church at which the student is a member during the student’s last semester.

Outcome 3.2 “A growing dependence on and submission to the Holy Spirit as evidenced by the fruit of the Spirit in the context of relationships.”

The achievement of this program objective will be measured through an evaluation of the student’s patterns of life by an elder of the church at which the student is a member. In addition, this quality will be measured through the written testimony of the student regarding at least three specific areas in which the student has grown through the seminary experience as affirmed by an elder of the church at which the student is a member during the student’s last semester.

To measure spiritual growth as related to the above objectives, FBS employed a Spiritual Evaluation. A copy of the results of this survey can be found in [Appendix 3](#). With a population size of 28 with a confidence level of 95% and 5% margin of error, 27 would be a representative sample size. Students were asked to provide a survey to their overseeing pastor. 27 of 28 (96.4%) pastors responded to the FBS survey.

FBS provided a 16 questions survey. Five questions asked the pastors to give biographical info and describe their relationship. Six of the questions were open-ended. The remaining five questions were Likert scales that asked each pastor to rate statements on a weighted scale from 10 to 1. 10 = “Outstanding quality” and 1 = “definitely a problem area.”

Additionally, pastors were asked the following open-ended questions about students,

- “Please give additional details for any areas above you marked as ‘I Have Concerns’ or ‘Definitely a Problem Area.’”
- “Please discuss, to the degree possible, how the student responds under difficult, stressful circumstances.”
- “Please discuss, to the degree possible, any observations of the student’s struggle with depression, moodiness, or withdrawal.”
- “Please give, if possible, examples of how the student handles relational conflict.”
- “If you are aware of any unresolved relational conflict in the student, please discuss below the nature of the conflict and how long it has continued.”
- “Please give examples of how this person serves others.”

FBS’ goal is that students are ranked 8.0 or higher in each category.

Objective 4: Valuing Relationships as Evidenced by:

Outcome 4.1 “A commitment to caring and praying for the physical and spiritual needs of one another during the seminary experience.”

The achievement of this program objective will be measured during the student’s last semester through a peer evaluation of the student’s patterns over his seminary career of caring and praying for other students.

Outcome 4.2 “A growing ability to minister the Word to one another through encouragement, exhortation, confrontation, and vulnerable sharing of God’s work in one’s own life.”

The achievement of this program objective will be measured during the student’s last semester through a peer evaluation of the student’s patterns in this area over his seminary career.

The M.Div. students were asked, in their final semester, to evaluate one another based upon perceived relational qualities such as prayer for one another, care for one another, and ministering the Word to one another (full results can be found in [Appendix 4](#)).

Students were given a survey with the name of their classmates in the leftmost column. Then, in each row, students would click a checkbox under the column if the other student exemplified that characteristic. The four column characteristics were,

- “Praying for physical and spiritual needs of one another”
- “Caring for physical and spiritual needs of one another”
- “Ministering the Word through encouragement of one another Ministering the Word through admonition of (*sic*)”
- “Ministering the Word through vulnerable sharing with one another”

FBS’ goal is to have 90% of FBS’ students be recognized by 80% of their peers as highly relational.

Objective 5: Preparation for Service as Evidenced by:

Outcome 5.1 “The ability to articulate a biblical vision for the local church and pastoral leadership, engaging the multifaceted challenges of ministry with integrity and growing wisdom.”

The achievement of this program objective will be measured during the student’s last semester by the student’s ability to articulate in writing:

- A philosophy of ministry for the local church and pastorate that includes:
 - The church’s authority being the Word of God
 - The church as a worshiping body
 - The church as a serving body
 - The church as a loving force in its local and world community
 - The pastor as a shepherd of the flock
 - The pastor as an example to the flock
 - The pastor as an overseer of the flock
 - The pastor as a leader of the flock
 - The pastor as an equipper of the flock
 - The pastor as a teacher of the flock
- The achievement of this program objective will also be measured by a survey given to the constituents whom the student leads in his church.

In their final semester of coursework, M.Div. students were given the below prompt to answer a question about Philosophy of Ministry.

“Using your theology exam answers from ecclesiology as a foundation, discuss in 1 page a philosophy of ministry for the local church and pastoral ministry. The philosophy should include a discussion on various aspects including.

- The authority for what the church does
- What the church should be doing when it gathers together
- What the church should be doing locally and in the world.

Also, describe the various aspects of what a pastor is and does in the body. Please organize the first part of your answer on philosophy of ministry around the 3-5 most salient passages regarding what the church is and does.

The second part of your answer should include the 4-5 most salient passages on what a pastor is and does.”

Then, once these assignments were completed, M.Div. students were assigned a partner and they graded each other’s papers based on the above Philosophy of Ministry rubric.

Their scores were posted to Populi and recorded.

FBS' goal is that the mean of each assessment be 3.5 or higher.

Outcome 5.2. “A growing proficiency in the ministry of the Word and the “care of souls,” both in corporate and individual contexts.”

The achievement of this program objective will be measured by a comparison of the ministry experience inventory completed at the beginning and ending of his seminary experience and a survey given to 2 constituents whom the student leads in his church.

In the final semester of classes students are asked to assess their pastoral skills. Students are asked to rate their skills on the following scale, “Learner” (lowest score), “Beginner,” “Competent,” “Instructor,” and “Mentor” (highest score). Full survey results can be found in [Appendix 6](#).

FBS weighted students answers in the following ways,

- Learner = 1
- Beginner = 2
- Competent = 3
- Instructor = 4
- Mentor = 5

FBS' goal is to have each category rated 3.0 or higher.

Outcome 5.3 “An understanding of and commitment to a biblical strategy for equipping the body for the worship of God, ministry to one another unto Christian maturity, and outreach to the local and world community.”

The achievement of this program objective will be measured during the student's last semester by the student's ability to articulate in writing these facets of equipping:

- Preaching and teaching the Word in large and small group settings
- Singing the Word in large and small group settings
- Discipling and Counseling the Word in one-on-one settings.
- Living the Word
 - Through hospitality
 - Through sharing of one another's possessions for the benefit of the body and the community
 - Through serving the body and the community

In their final semester of coursework, M.Div. students were given the prompt below to answer a question about Equipping the Saints.

“Using your theology exam ecclesiology questions as a foundation, discuss in 1 ss page a Biblical philosophy of equipping the saints for the work of the ministry.

Your equipping statement should explain all that is involved in bringing God's people to maturity starting with the fundamental problem of an individual's heart (more than just "sin") and it's solution, what kinds of outreach and community ministry may reach people, moving on to personal evangelism, conversion, counseling, mentoring (one-on-one), teaching/preaching (corporate), how serving also helps equip, praying together, and the role of singing the Word together, living out the word in the world including a righteous life, hospitality, giving not just of time but of treasures, and how worship or singing together helps equip.

Your answer should be extremely robust and concise at the same time. All elements of church ministry that involve equipping the saints to overcome their primary heart problem and be a light to the world should be discussed. The philosophy should end with a statement answering the question, "What are we equipped for? " Or "So what?"...once a person is mature...so what...what should he be doing in our local community and world?"

Finally, support all assertions with Scripture references.”

Then, once these assignments were completed, M.Div. students were assigned a partner and they graded each other’s papers based on the above Philosophy of Ministry rubric.

Their scores were posted to Populi and recorded.

FBS’ goal is that the mean of each assessment be 3.5 or higher.

Outcome 5.4 “An understanding of God’s historical-redemptive mission in the world and commitment to being a partner in that mission through word and deed.”

The achievement of this program objective will be measured during the student’s last semester by the student’s ability to articulate in writing a philosophy of missions that includes:

- The calling of believers to go into all the world and make disciples.
- The body of Christ as consisting of congregations of believers throughout the world and the benefits of partnering with them (1 Cor. 12)

In their final semester of coursework, M.Div. students were given the below prompt to answer a question about Mission Philosophy.

“Discuss in 1 ss page the Biblical basis for missions. Include in your discussion the calling of believers to go into all the world and make disciples and how the universal body of Christ (1 Cor. 12) truth should influence that philosophy (i.e., how an indigenous local body of Christ can partner with a local body of Christ in another country to mutually strengthen one another. Contrast this with the western imperialist practice of missions whereby the wealthy church goes and imports all his "western Christianity" to a poorer foreign church--and why this is not best.)”

Then, once these assignments were completed, M.Div. students were assigned a partner and they graded each other's papers based on the above Mission Philosophy rubric.

Their scores were posted to Populi and recorded.

FBS' goal is that the mean of each assessment be 3.5 or higher.

Outcome 5.5 “An understanding of and commitment to cross-cultural engagement for the sake of the gospel, critically reflecting on one’s own cultural biases and seeking to be a learner from other cultures for the sake of the gospel.”

The achievement of this program objective will be measured during the student's last semester by the student's ability to clearly assess an issue in contemporary mission work (with relevant sources).

In their final semester of coursework, M.Div. students were given the prompt below to answer a question about Cross Cultural Issues.

“Discuss in 1 single-spaced page the problems with not taking into account cross-cultural issues when engaging in mission work. Give an example of contextualizing the gospel (or other facets of ministry) into another culture.”

Then, once these assignments were completed, M.Div. students were assigned a partner and they graded each other's papers based on the above Cross Cultural Issues rubric.

Their scores were posted to Populi and recorded.

6. M.Div. Learning Outcomes Assessment

Course Assessment from Course Evaluations

After each course, FBS asks its M.Div. students to evaluate how well each class fulfills each of FBS’ 15 programmatic outcomes. Initially, students were asked on a scale of 1 to 5 (five is the highest). Later evaluations were on a scale of 1 to 10 (ten is the highest). Finally, in the 1 to 10 scales, the option of “N/A” was given. FBS’ survey software weighed “N/A” at 1 and weighted 10 at 11. This is why some of the scores went higher than 10.

As the heat map below indicates, scores in each class tended to change over time. This indicates that FBS curriculum is, in the beginning semester, focusing on Objective 1 and 2. As time goes on, the heat map shows scores increasing in Objective 5. In other words, as the program begins, FBS is training in the sufficient Scriptures. As the program ends, FBS is training in preparation for service.

Scale

6 to 5	4.9 to 4	3.9 to 3	2.9 to 2	2 to 0
11 to 9	8.9 to 6	5.9 to 3	2.9 to 1	1 to 0

Course #	M.Div. Education Objective by Number														
	1.1	1.2	1.3	2.1	2.2	2.3	3.1	3.2	4.1	4.2	5.1	5.2	5.3	5.4	5.5
Fall 2019															
BI520	5.6	5.7	5.2	5.3	5.6	5.1	4.8	4.7	4.9	4.4	3.9	4.2	3.8	4.1	4.2
BC580	5.6	4.9	4.2	3.9	4.5	3.8	4.2	4.1	4.4	4.4	3.3	3.7	3.6	5.4	4.5
NT503	5.2	5.4	5.6	4.0	4.6	3.4	5.0	4.6	5.3	4.6	3.9	4.7	3.9	4.4	3.6
NT720	10.6	10.5	10.0	9.6	9.9	9.0	9.0	9.0	7.3	8.5	8.3	8.4	8.6	9.6	7.7
OT503	5.7	5.9	5.8	3.9	4.0	3.7	5.4	4.9	5.7	5.3	3.8	4.8	4.1	5.4	4.3
PT630	3.6	4.9	2.9	4.0	3.1	3.1	5.5	5.0	4.8	4.5	5.8	4.2	5.6	4.1	4.0
Spring 2020															
NT504	5.0	5.4	5.6	4.7	4.9	4.0	5.4	5.3	5.2	5.1	4.6	4.6	4.4	4.2	3.8
OT504	5.3	5.6	5.7	4.6	5.1	4.5	5.6	5.3	5.5	5.6	4.2	5.2	4.4	5.2	4.5
ST541	5.6	5.8	5.5	5.3	5.6	5.2	5.5	5.0	5.0	4.6	4.7	4.9	4.5	5.0	4.7
Summer 2020															
NT505	5.3	5.5	5.7	5.0	5.1	4.7	5.3	5.2	4.7	5.0	4.1	5.1	4.4	4.8	4.2
OT505	5.5	5.8	5.9	4.7	4.8	4.5	5.5	5.1	5.3	5.5	3.9	5.0	4.9	5.8	5.0
ST542	5.9	5.9	5.8	5.8	5.9	5.2	5.8	5.6	5.2	5.2	4.5	5.1	5.3	5.6	4.7
Fall 2020															

NT633	6.0	5.8	6.0	5.3	6.0	4.7	5.7	5.7	5.5	5.7	4.6	4.8	4.7	5.9	4.7
OT633	5.9	6.0	6.0	5.8	5.8	5.8	5.7	5.6	5.7	5.8	4.8	5.3	5.3	5.9	5.2
ST543	5.9	6.0	5.7	5.8	5.8	5.9	5.8	5.6	5.5	5.6	5.5	5.3	5.7	5.7	5.5

Spring 2021

BC502	10.7	10.7	10.7	10.7	10.7	10.7	10.7	10.7	9.3	9.3	10.3	10.7	10.7	10.7	10.7
ME600	9.9	10.5	9.8	10.5	10.4	9.9	9.9	9.5	8.7	8.7	9.9	8.9	10.6	10.6	10.0
NT635	10.6	10.8	10.8	10.1	10.6	9.5	10.7	9.8	8.9	9.0	8.9	9.0	9.6	10.1	8.4
OT720	10.4	10.7	10.7	10.4	10.6	10.4	10.7	10.2	10.5	10.0	9.6	10.3	10.1	10.7	8.1

Summer 2021

NT720	10.6	10.5	10	9.6	9.9	9	9	9	7.3	8.5	8.3	8.4	8.6	9.6	7.7
OT722	10.4	10.8	10.7	9.6	10.1	9.7	10.3	9.9	10.5	10.1	9.4	10.2	9.8	10.3	9.1
ST547	10.5	10.9	10.4	10.8	10.9	10.9	10.7	10	9.4	9.8	10	10.2	9.8	9.7	9.5

Fall 2021

BC610	10.2	10.8	9.7	9.6	8.4	10.4	10.8	10.8	10.2	10.4	8.8	10.9	10.4	9.8	8.3
CH510	10.6	9.5	7.3	10.7	10.6	9.7	9.2	8.7	8.7	8.8	8	8	8.6	9.8	9.3
NT722	10.8	10.8	10.8	10.4	10.7	9.3	9.9	9.8	9.8	9.3	8.6	10	9.8	10.2	8
PT610	10.4	10.5	10.5	10.2	9.2	9.5	10.4	9.9	10.4	10.4	9.9	10	10	10.1	9.2
ST630	9.6	10	10	9.9	9.9	8.6	8.8	9	7.9	8.2	9.2	8.7	9.6	9.6	8.3

Spring 2022

BC612
BI620
ME620
PT614
PT620

Evaluations not collected in this semester

M.Div. Assessment at a Glance

The charts below are designed to quickly show the reader how FBS did or did not meet its stated outcomes. The first table explains the different color codes in the second table.

In the second table, the first column is the number associated with FBS' M.Div. objectives listed in [Section 1](#). The second column shows FBS' status on a given outcome. Finally, the third column lists any possible steps FBS is considering improving the scores of that outcome.

Results that FBS finds favorable = Green	Very little, if any, improvement is necessary
Results that FBS finds passable = Yellow	Improvement may be considered
Results that FBS find unacceptable = Red	Improvement must be implemented.

Outcome	Outcome Goal Status	Possible Steps to improve outcome scores/assessment in 2025
1.1		<ul style="list-style-type: none"> N/A
1.2		<ul style="list-style-type: none"> N/A
1.3		<ul style="list-style-type: none"> Consider ways to highlight the importance of connecting the Church to the OT.
2.1		<ul style="list-style-type: none"> N/A
2.2		<ul style="list-style-type: none"> N/A
2.3		<ul style="list-style-type: none"> N/A
3.1		<ul style="list-style-type: none"> Consider ways to improve visionary leadership, delegating responsibilities, and motivating others.
3.2		<ul style="list-style-type: none"> N/A
4.1		<ul style="list-style-type: none"> Consider why distance students are perceived as less caring than local students.

4.2		<ul style="list-style-type: none"> • Consider additional assessments to gauge M.Div. students valuing relationships. • Consider ways FBS can assess the valuing of relationships on
5.1		<ul style="list-style-type: none"> • Consider ways to improve scores in the areas noted in Suggested M.Div. Improvement Plan.
5.2		<ul style="list-style-type: none"> • Complete recommended updates from 2019 for the 2025 assessment.
5.3		<ul style="list-style-type: none"> • N/A
5.4		<ul style="list-style-type: none"> • Consider ways to improve scores in the areas noted in Suggested M.Div. Improvement Plan.
5.5		<ul style="list-style-type: none"> • N/A

6.1 Educational Objective 1.0—Understanding the Sufficient Scriptures

Outcome 1.1

“An understanding of and commitment to the gospel and evangelical orthodoxy within its historical context”

In 2019, FBS used a more traditional type of test where, using a rubric and a grader versed in theology, FBS assessed student understanding of traditional orthodoxy in the final semester of their program through a course embedded assignment.

In 2022, FBS moved to two course-embedded assignments to assess student knowledge of historical Christian orthodoxy. The first assignment asks students 65 questions that, for grading purposes, were broken down into 73 categories. Then, the answers were reviewed by Dr. Aucoin, and students were provided directions for improvement. Finally, in their last semester of coursework, students uploaded their updated answers and provided a self-grade with a reason. [A full listing of the questions asked to students can be found in Appendix 2.](#)

Student provided the following grading scale when assessing their own answers,

- 3 = Would Pass an ordination counsel with excellence
- 2 = Would Pass
- 1 = Would not pass--some problems
- 0 = Didn't try

FBS then correlated answers to specific questions as they related to the outcome standards for outcome 1.1 (listed in [section 2](#)).

FBS' goal is that 80% of students finish with a score of 2.0 or higher.

[FBS used this rubric to assess this outcome.](#)

Description

26 out of 28 M.Div. students participated in the assessment described above.

	Initial Avg.	Revised Avg.	Difference of Averages
Student 01	1.4	2.4	1.0
Student 02	2.8	3.0	0.2
Student 03	2.6	3.0	0.4
Student 04	2.8	2.9	0.1
Student 05	2.7	2.9	0.2

Student 06	2.7	3.0	0.3
Student 07	2.3	3.0	0.7
Student 08	2.6	3.0	0.4
Student 09	3.0	3.0	0.0
Student 10	1.9	2.5	0.6
Student 11	2.9	2.9	0.1
Student 12	1.7	2.1	0.4
Student 13	2.7	2.7	0.0
Student 14	2.6	2.7	0.1
Student 15	2.6	3.0	0.4
Student 16	2.4	2.8	0.4
Student 17	2.3	2.6	0.4
Student 18	2.9	3.0	0.1
Student 19	2.8	3.0	0.2
Student 20	2.8	2.9	0.1
Student 21	2.7	2.7	0.1
Student 22	2.6	3.0	0.3
Student 23	2.6	3.0	0.4
Student 24	2.8	3.0	0.2
Student 25	2.7	3.0	0.3
Student 26	2.6	2.8	0.2
Averages (Total)	2.6	2.8	0.3

In their initial answers, students the average score given by Dr. Aucoin was 2.6 out of a possible 3.0 (expressed from here as 2.6/3.0). In their second attempts, the average score was 2.8/3.0.

The median score on the initial score was 2.7/3.0 and the revised median was 2.9/3.0.

The lowest initial average was 1.4/3.0 and the highest initial average was 3.0/3.0. The lowest revised average was 2.4/3.0 and the highest revised average was 3.0/3.0.

The largest score improvement was 1.0 (1.4 to 2.4). The lowest score improvement was 0.0 (2.7 remained at 2.7). The average improvement was .3 points.

When assessing this objective, FBS used the mean scores of initial answers and revised answers. This was to give an assessment of the 2022 cohort as a whole. It is important to note that these scores represent an average. After revisions, only one student had more than 5 answers that would not pass an ordination exam. Below is a distribution of the answers that would not have passed an ordination council,

- 18 with 0 answers that would not pass (69.2%).
- 2 with 1 answer that would not pass (7.7%).
- 1 with 2 answers that would not pass (3.8%).

- 1 with 3 answers that would not pass (3.8%).
- 2 with 4 answers that would not pass (7.7%).
- 1 with 5 answers that would not pass (3.8%).
- 1 with 14 answers that would not pass (3.8%).

The tables below show how each ordination question related to how well M.Div. students were able to express the outcome 1.1 standards found in [Section 2](#). The left most column lists the standard FBS evaluated. The center column lists the questions FBS asked to evaluate that standard listed in [Section 2](#). The third column lists the mean score of all FBS students on their revised answers. Sections highlighted in green represent areas that FBS achieved its goals.

FBS goal is that mean scores are 2.0 “Would Pass an ordination council” or higher.

Standard	Question(s) Ask by FBS	Initial/Revised Mean Score(s)
“A core belief that Jesus is the Son of God, fully divine and fully human and that His work on the cross and resurrection is the only means of salvation from sin”	How do the Scriptures testify to the deity of Jesus Christ?	Initial=2.9 Revised=3.0
	How do the Scriptures testify to the humanity of Jesus Christ?	Initial=2.9 Revised=3.0
	Explain the mission/purpose of the first coming of Christ. Your answer should include his life, his death, and his resurrection. Please clearly articulate the necessity of a righteous life, a sacrificial death, and the rationale/reason for why God the Father raised Him from the dead	Initial=2.8 Revised=2.9

Standard (A core belief in...)	Question(s) Ask by FBS	Initial/Revised Mean Score(s)
God’s Trinitarian nature	What is the definition of the Trinitarian Nature of God?	Initial=2.7 Revised=2.9
	How do you support the Trinitarian Nature of God from the Scriptures?	Initial=2.8 Revised=2.9
	Describe how all persons of the Trinity are equal in essence, but at the same	Initial=2.8 Revised=2.9

	time participate in functional subordination to carry out the plans of God.	
	Why are modalism and Tri-Theism not supported by the Trinitarian Nature of God?	Initial=2.9 Revised=2.9
God's sovereign control	What is an "attribute" of God? List and develop four attributes of God and how they relate to the believer's life. God's sovereignty and holiness must be two of the four	Initial=2.8 Revised=3.0
God's holiness	What is God's holiness?	Initial=2.6 Revised=2.9
The verbal and plenary inspiration of Scriptures	Define inspiration. Your answer needs to include an explanation of 2 Tim 3:16 "God breathed" regarding the product of inspiration (the original writings) which are without error and an explanation of 2 Peter 1:20-21 regarding the process involved in the Holy Spirit's work in using men to accurately record His words. Include a discussion of verbal and plenary inspiration and what are the implications of inspirations in regard to authority and accuracy	Initial=2.2 Revised=2.8
The total depravity of mankind	What is the definition of the "depravity of man"?	Initial=2.7 Revised=2.9
The three components of sanctification (past, present, future)	Define and explain the three aspects of sanctification.	Initial=2.6 Revised=2.8
The local church as the manifestation of God's people today	What is the church and how does the church fit into God's plan?	Initial=2.0 Revised=2.8

The practice of the ordinances of the church—baptism/the Lord’s table	Please articulate and defend your understanding of the identity and practice of the church ordinances.	Initial=2.7 Revised=2.9
The government of the church through pastors and deacons	Please articulate and defend your position on church governance. Include in your answer a description of the biblical offices given by God for the leadership of the church	Initial=2.4 Revised=2.8
The practice of church discipline	Please articulate and defend the biblical necessity for and the practice of church discipline.	Initial=2.6 Revised=2.7
The enabling present ministry of the Holy Spirit in the believer’s life	What is the current ministry of the Holy Spirit?	Initial=2.7 Revised=2.9
	Define: Indwelling ministry of the Holy Spirit	Initial=2.9 Revised=2.9
	Define: Sealing ministry of the Holy Spirit	Initial=2.8 Revised=2.9
	Define: Illumination work of the Holy Spirit	Initial=2.8 Revised=2.9
	Define: Intercessory work of the Holy Spirit	Initial=2.9 Revised=2.9
	Define: The Baptism of the Holy Spirit	Initial=2.5 Revised=2.9
	Define: Regeneration of the Holy Spirit	Initial=2.6 Revised=2.9
The bodily second coming of Jesus	Please articulate and defend a Biblical theology of the telos of redemptive history. In your answer be sure to discuss the nature and purpose of Jesus’ second coming.	Initial=2.0 Revised=2.8

Assessment: Overall

FBS met its goal that 80% of students finish with a score of 2.0 or higher. 100% of M.Div. students provided an answer that would pass an ordination council.

Additionally, FBS met its goal that all mean scores are 2.0 “Would Pass an ordination council” or higher.

FBS is happy to report that, after revisions, 100% of M.Div. had an average of 2.0 or above. This exceeds FBS’ goal of 80%. Additionally, while some improved more than others, almost every student was able to improve on their initial answers to achieve FBS goal of 2.0 or higher on mean scores. This demonstrates to FBS a student’s ability to refine and improve theological arguments.

Assessment: High Scores

The ordination questions that received the high initial scores are listed below,

1. “Why are modalism and Tritheism not supported by the Trinitarian Nature of God?”
 - a. 2.9/3.0
2. “How do the Scriptures testify to the deity of Jesus Christ?”
 - a. 2.9/3.0
3. “How do the Scriptures testify to the humanity of Jesus Christ?”
 - a. 2.9/3.0
4. “Define [the] Indwelling ministry of the Holy Spirit.”
 - a. 2.9/3.0
5. “Define [the] Intercessory work of the Holy Spirit.”
 - a. 2.9/3.0
6. “Please articulate and defend your understanding of divorce/remarriage and defend from Scripture.”
 - o 2.9/3.0

The top 10% of scores were all related to the persons of the Trinity. FBS’ mission is “*Biblical Education* for effective Christian ministry” [emphasis added]. As the above top scores show, using the Bible to define and defend the trinity are the strongest skills of our students.

After revisions, the six highest scoring answers were,

1. “Describe how all persons of the Trinity are equal in essence, but at the same time participate in functional subordination to carry out the plans of God.”
 - o Initial 2.8/3.0
 - o Revised 3.0/3.0
2. “Why are modalism and Tritheism not supported by the Trinitarian Nature of God?”
 - o Initial 2.9/3.0
 - o Revised 3.0/3.0
3. “What is an “attribute” of God? List and develop four attributes of God and how they relate to the believer’s life. God’s sovereignty and holiness must be two of the four.”
 - o Initial 2.8

- Revised 3.0/3.0
- 4. “How do the Scriptures testify to the deity of Jesus Christ?”
 - Initial 2.9/3.0
 - Revised 3.0/3.0
- 5. “How do the Scriptures testify to the humanity of Jesus Christ?”
 - Initial 2.9/3.0
 - Revised 3.0/3.0
- 6. “Define [the] Intercessory work of the Holy Spirit.”
 - Initial 2.9/3.0
 - Revised 3.0/3.0

The two questions highlighted above are the only two questions that did not initially rank in the highest average scores. However, the answers provided to those two questions ranked fairly high. Likely, there was something that, once made clear, helped students to further understand how to answer these questions. Three of the six revised top scores are related to “Theology Proper.” Two of the six are related to Christology. One of the six is related to Pneumatology.

Assessment: Low Scores

The ordination questions that received the lowest initial scores are listed below,

1. “Define inspiration.”
 - a. 2.2/3.0
2. “Provide a biblical argument for a literal 24-hour seven-day creation.”
 - a. 2.1/3.0
3. “What must be understood about man, his purpose, his heart for change to occur?”
 - a. 2.1/3.0
4. “Please articulate a biblical theology of the necessity of a physical resurrection for the believer and unbeliever and the eternal state of both.”
 - a. 2.1/3.0
5. “Please articulate and defend a Biblical theology of the telos of redemptive history.”
 - a. 2.0/3.0
6. “What is the church and how does the church fit into God’s plan?”
 - a. 2.0/3.0

The categories of the answers with the lowest initial scores are two in bibliology, two in eschatology, one in soteriology, and one in ecclesiology. After students were presented with criticism on their answers, only two revised sets of answers remained in the lowest quartile of answers,

1. “What must be understood about man, his purpose, his heart for change to occur?”
 - a. Initial 2.1/3.0
 - b. Revised 2.6/3.0
2. “Please articulate a biblical theology of the necessity of a physical resurrection for the believer and unbeliever and the eternal state of both.”

- a. Initial 2.1/3.0
- b. Revised 2.7/3.0

While these answers are, by statistical analysis, in the lower quartile of revised questions, it is important to remember that a score of “2” means the answer “would pass” an ordination council. After revisions, the lowest answers went from passing an ordination counsel to almost passing an ordination council “with excellence.” Finally, only one question, “What is the church and how does the church fit into God’s plan?” had an initial mean score that would not have passed a council. After revisions, all the mean scores were 2.0 and above.

Assessment: Historic Analysis

In 2016, FBS used a rubric that assessed thirteen categories graded by a former M.Div. student. Of the thirteen categories only one category did not reach the level of “exemplary” or “proficient.” It related to “the bodily second coming of Jesus Christ.”

In 2019, FBS used a rubric that assessed thirteen categories graded by a former M.Div. student. Of the thirteen categories only two categories did not reach the level of “exemplary” or “proficient.” They related to “God’s sovereign control” and “the practice of church discipline.” Additionally, the use of course embedded assignments were suggested.

Comparing 2022 to 2019, FBS is very pleased that, with improved assessment methods, M.Div. students achieved their goals in all the categories FBS assessed.

Outcome Assessment Summary

FBS is encouraged by the results of its assessment of Outcome 1.1. FBS met its goals on all the standards laid out in section 2 for Outcome 1.1. As the tables and assessment above indicate, M.Div. students have a strong grasp of evangelical orthodoxy and the place of scriptures within that orthodoxy.

After revisions, 69% of students provided 73 answers that would have passed an ordination council. Additionally, only one question had a mean score that would not have passed an ordination council.

As intimated in the Historic Analysis, Outcome 1.1 continues to be an area of strength for our M.Div. students. Students are knowledgeable about historic, orthodox views of Christianity.

Outcome 1.1 Recommend Improvements

- Consider ways to improve theology tests for improved coding and assessment.

Outcome 1.2

An understanding of and commitment to Scripture as the ultimate authority by which every realm of human knowledge and endeavor should be judged.

In 2019, FBS used a more traditional type of test where, using a rubric and a grader versed in theology, FBS assessed student understanding of traditional orthodoxy in the final semester of their program through a course embedded assignment.

In 2022, FBS moved to two course-embedded assignments to assess student knowledge of historical Christian orthodoxy. The first assignment asks students 65 questions that, for grading purposes, were broken down into 73 categories. Then, the answers were reviewed by Dr. Aucoin, and students were provided directions for improvement. Finally, in their last semester of coursework, students uploaded their updated answers and provided a self-grade with a reason. [A full listing of the questions asked to students can be found in Appendix 2.](#)

Student provided the following grading scale when assessing their own answers,

- 3 = Would Pass an ordination counsel with excellence
- 2 = Would Pass
- 1 = Would not pass--some problems
- 0 = Didn't try

FBS then correlated answers to specific questions as they related to the outcome standards for outcome 1.1 (listed in [section 2](#)).

FBS goal is that mean scores are 2.0 “Would Pass an ordination council” or higher.

[FBS used this rubric to assess this outcome.](#)

Description

The tables below show how each ordination question related to how well M.Div. students were able to express the outcome 1.2 standards found in [Section 2](#). The left most column lists the standard FBS evaluated. The center column lists the questions FBS asked to evaluate that standard listed in [Section 2](#). The third column lists the mean score of all FBS students on their revised answers. Sections highlighted in green represent areas that FBS achieved its goals.

Standard (A core belief in...)	Question(s) Ask by FBS	Initial/Revised Mean Score(s)
The Scriptures (66 books) as the sole authority for the Christian’s source of truth.	Your answer needs to include an explanation of 2 Tim 3:16 “God breathed”	Initial=2.4 Revised=2.7

	<p>regarding the product of inspiration (the original writings) which are without error and an explanation of 2 Peter 1:20-21 regarding the process involved in the Holy Spirit’s work in using men to accurately record His words. Include a discussion of verbal and plenary inspiration and what are the implications of inspirations in regard to authority and accuracy</p>	
	<p>How do we know that the OT is the Word of God? Your answer should be a defense of why the 39 books of the OT are included in the canon and no other books like apocrypha.</p>	<p>Initial=2.6 Revised=2.7</p>
	<p>How do we know that the NT (New Testament) is the Word of God? Your answer should be a defense of why the 27 books of the NT are included in the canon and not others like the pseudepigrapha</p>	<p>Initial=2.4 Revised=2.7</p>
<p>The role of Scriptures as the source of counseling theory and practice by which all other theories are to be evaluated.</p>	<p>Give a defense for the doctrine of the sufficiency of Scripture. Discuss what role the Scriptures have in counseling theory and practice</p>	<p>Initial=2.5 Revised=2.9</p>

Assessment

FBS met its goal that mean scores are 2.0 “Would Pass an ordination council” or higher.

Even the initial scores provided by M.Div. students would have been sufficient to meet FBS’ goal. After revisions, the mean scores of all the outcome standards scored 2.0 or higher. M.Div.

students have demonstrated that they have a high view of the Scriptures as a source of truth and are willing to use Scripture to evaluate other truth claims.

Assessment: Historic Analysis

2016 FBS assessed coursework and graded it based on students' ability to state their belief in "The Scriptures (66 books) as the sole authority for the Christian's source of truth" and "The role of Scriptures as the source of counseling theory and practice." In 2016, 96% of students were "exemplary" or "proficient" in their answers to "The Scriptures (66 books) ..." 91% of students were "exemplary" or "proficient" in their answers to "The role of Scriptures..."

As with 2016, in 2019, FBS assessed coursework and graded it based on students' ability to state their belief in "The Scriptures (66 books) as the sole authority for the Christian's source of truth" and "The role of Scriptures as the source of counseling theory and practice." In 2016, 92.3% of students were "exemplary" or "proficient" in their answers to "The Scriptures (66 books) ..." 53.9% of students were "exemplary" or "proficient" in their answers to "The role of Scriptures..."

M.Div. students remain strong in citing their belief about the authority and inerrancy of the canon of scripture as it has been historically defined. Additionally, students' inability to address counseling in 2019 seems to have been addressed through the use of course embedded assignments.

Outcome Assessment Summary

As with outcome 1.1, M.Div. students did very well at stating their commitment to orthodox views on the authority of scripture. FBS should continue to reinforce this trend as it has done so historically.

Outcome 1.2 Recommended Improvements

- Consider ways to improve theology tests for improved coding and assessment.

Outcome 1.3

A growing hermeneutical competence in understanding the message of Scripture in its original languages and synthesizing its theology in order to apply truth to oneself, the church, and society.

FBS students, as part of their coursework, were asked to present their views on canonicity, Scriptural authority, etc. In 2022, assess this outcome through two course embedded assignments,

- A paper on the importance of original languages and,
- A paper that asked student to synthesize the OT with NT and address the practical implications of God's plan in current times.

Using the following scale, FBS assessed students' ability to meet the outcome 1.3 standards listed in [section 2](#). For assessment of the importance of the original languages the following scale was used,

- 3 = Exemplary
- 2 = Proficient
- 1 or lower = Developing.

For assessment of the synthesis of the OT and NT, the following scale was used.

- A = Exemplary
- B = Proficient
- C or lower = Developing.

FBS' goal is that 80% of its graduates can meet the outcome 1.3 standards in an exemplary or proficient manner.

[FBS used these rubrics to assess this outcome.](#)

Description

In their final semester of course work, M.Div. students were given an assignment to assess their core belief in the importance of knowing the original languages of the Bible (ancient Hebrew and ancient Greek). 28 students were given this assignment and 27 completed the assignment (92.4%) The paper on the importance of original languages asked students to address the following,

“Write a 2-page paper (double spaced) giving two examples of how knowing the original languages of Scripture help to interpret the Scriptures. Specifications:

1. One page is on a Greek example
2. One page is on a Hebrew example
3. The lack of clarity of an English translation should be detailed.
4. Explain the Greek or Hebrew
5. Explain the true meaning of the text having understood the Greek/Hebrew.”

The submitted papers were given to a grader who was asked to give a score based on [the rubric for this assignment](#). The mean of all scores was 2.14 out of 3.0 After being graded, the following distribution was created.

Score	% of Students with Score	# of Students with Score
Exemplary	33.3%	9
Proficient	48.2%	13
Developing	18.5%	5

The table below is a list of all the scores achieved by M.Div. students on this assignment. Scores are out of a possible 3.0.

Student	Score
Student 1	3
Student 2	3
Student 3	3
Student 4	3
Student 5	3
Student 6	3
Student 7	3
Student 8	3
Student 9	3
Student 10	2
Student 11	2
Student 12	2
Student 13	2
Student 14	2
Student 15	2
Student 16	2
Student 17	2
Student 18	2
Student 19	2

Student 20	2
Student 21	2
Student 22	2
Student 23	1
Student 24	1
Student 25	1
Student 26	1
Student 27	1
Mean	2.15 out of 3.0

A paper that asked student to synthesize the OT with NT and address the practical implications of God’s plan in current times,

“Write a 2–3-page single spaced paper synthesizing the message of the OT leading into the NT. Your paper should include a clear outline of the plot line of Scripture (Eden, fall, flood, establishment and fall of Israel, leading to the need for the Messiah, Christ first coming, the establishment of the church, and the second coming). The kingdom of God theme should be included in the paper. Also provide at least 5 clear trajectories from the OT that lead to Christ. Finally, please list 3-4 practical implications of God's Plan with man for His people today. Please support all answers with Scripture.”

M.Div. Chair Dr. Aucoin graded all assignments. The grade distribution of this assignment was,

Grade	# Students	% of Class	Assessment
A	20	71%	Exemplary
B	4	14%	Proficient
C	2	7%	Developing
C+	1	4%	Developing
F	1	4%	Developing
Mean 93.0%(B+)			

Assessment

Regarding FBS’ assessment of the importance of knowing the original languages of scripture, FBS achieved its goal that 80% of its graduates can meet the outcome 1.3 standards on original language in an exemplary or proficient manner. 81.5% of M.Div. students were able to meet this outcome in a proficient or exemplary manner.

Regarding FBS' assessment of the importance of knowing the plot line of the Bible and the implications for today, FBS achieved its goal that 80% of its graduates meet the above standard in an exemplary or proficient manner. 85% of students were able to answer in a proficient or exemplary manner.

FBS should be pleased with the high percentage of students that were able to express in writing the importance of knowing the original languages of the bible.

Further assessment of the OT Synthesis papers shows that 85% of students received an "A" or "B" which means they demonstrated fulfillment of FBS' standards. In a review of Dr. Aucoin's comments to students, the most commonly missed issue from the [rubric below](#) was,

Issues Cited by Dr. Aucoin	# of times points were lost	% of tests
No mention of the church	6	21.4%
No mention of the second coming	1	3.6%
God's plan of the kingdom of earth	2	7.1%

The most commonly missed part of the assignment was a mention of the church. However, students mentioned the establishment of the church 88.7% of the time in their answers.

Assessment: Historic Analysis

In 2016, it was the demonstration of knowing the original languages that was below FBS' goal. Only 69% of students were able to satisfactorily demonstrate the value of knowing the original languages and 13% of students did not bother to complete the assignment. The other assessment was at acceptable levels. Clarifying the questions in this assessment was suggested.

In 2019, students had difficulty in demonstrating a trajectory from the OT to the ministry of Jesus. Having this assessment as course embedded assignments was suggested.

Outcome Assessment Summary

FBS students recognize the importance of understanding the Bible as a whole and the use of scripture interpreting scripture. Future assessment should consider how well M.Div. students provide examples from the Greek and Hebrew. The current assessment only asks them to exemplify the importance.

In considering student ability to articulate the plot of the bible and use scripture to interpret scripture, FBS should be encouraged. Historically, some part of outcome 1.3 fell below where FBS expected its students to be. However, not mentioning the church accounted for less than 25% of answers that missed points.

Outcome 1.3 Recommended Improvements

- Consider changes to M.Div. assessment and rubrics 1.3 to better assess students' understanding of the importance of knowing ancient Greek and Hebrew.
- Consider ways to impress upon students the importance of the establishment of the church in redemptive/biblical history.

Overall Assessment of Objective 1

FC and FBS have historically put importance on starting with the assumption that the most important guide in life are the words of the Bible. The Scriptures are sufficient for everything so “understanding the sufficient scriptures” is the most important starting point for FBS. Assessments of Objective 1 demonstrate that M.Div. students recognize and can articulate the importance of scripture. FBS should, in the assessment of Objective 1, consider more assessment that demonstrates growth in these areas from the start of the M.Div. to the end.

6.2 Educational Objective 2.0—Enhanced Academic Ability

Outcome 2.1

A demonstrated ability to research topics pertaining to Christian ministry and critically evaluate trends and practices from a Scriptural basis.

In their final semester of coursework, M.Div. students were given the below prompt to answer a question about Open Theism.

“Provide an annotated bibliography of at least 10 references in Turabian Form. The annotation should include 2-3 sentences summarizing the relevance of the resource. 4 of these resources should be theological journal articles from the ATLA database. In one page state the main proponents of Open Theism. Summarize the doctrine of Open Theism. In a second page evaluate Open Theism in regard to the doctrine of God’s omniscience and draw conclusions regarding whether or not Open Theism is Biblical.”

Then, once these assignments were completed, M.Div. students were assigned a partner and they graded each other’s papers based on the [Open Theism rubric](#).

Their scores were posted to Populi and recorded.

FBS’ goal is that the mean of each assessment be 3.5 or higher.

Description

19 M.Div. students completed the assignment and uploaded their scores to Populi. The recorded scores of the 19 students were then coded in the following ways,

- Exemplary = 4
- Proficient = 3
- Developing = 2
- Deficient = 1

The table below shows the raw scores. The right most column is the mean score of each student. The final row is the mean score over every student on a particular assessment. [Please refer to this rubric for specific measures.](#)

Assessment 1	Assessment 2	Assessment 3	Assessment 4	Mean
4	4	4	4	4
4	4	4	4	4
4	4	4	4	4
4	4	4	4	4
4	4	4	4	4

4	4	4	4	4
4	4	4	4	4
4	4	4	4	4
3	4	4	4	3.8
4	3	4	4	3.8
4	4	4	2	3.5
4	4	3	3	3.5
4	4	3	3	3.5
4	4	3	3	3.5
4	4	3	3	3.5
3	3	3	4	3.3
4	3	3	3	3.3
4	2	3	3	3.0
2	3	3	2	2.5
3.8	3.7	3.6	3.5	3.6

The below table shows what percentage of students completed this assessment in an exemplary or proficient way.

Assessment #	% at Proficient or Exemplary
Assessment 1	94.7%
Assessment 2	94.7%
Assessment 3	100.0%
Assessment 4	89.5%

Assessment

FBS achieved its goal is that the mean of each assessment be 3.5 or higher.

When assessing means, FBS is very encouraged by the scores presented. Every category is, on average, proficient. No individual scores received a score below 3.

Only one assessment did not reach a mean score of 3.5. An exemplary answer on this assessment would have provided, “an articulate a theologically and scripturally based conclusion.” In reviewing the frequencies of each grade, a score of Exemplary or Proficient was noted 89.5% of the time.

Assessment: Historic Analysis

In 2016 and 2019, FBS missed their stated goal for these objectives. FBS’ stated goal in 2016 and 2019 was, “that 80% of its graduates can answer the above questions in an exemplary or proficient manner.” The table below shows what percentage of students received a score of

exemplary or proficient in 2019. The last column shows the percentage points of improvement from 2019 cohort to the 2022 cohort.

Assessment #	% at Proficient or Exemplary in 2019	% change in 2022
Assessment 1	65.4%	+29.3%
Assessment 2	61.5%	+33.2%
Assessment 3	61.5%	+38.5%
Assessment 4	57.7%	+31.8%

Additionally, it needs to be noted that more than a third of the students assessed in 2019 did not turn in the assessment. Through changes in the way FBS administered this assessment the school saw drastic improvement in scores.

Outcome Assessment Summary

In 2022 FBS saw much greater participation in its assessment of Outcome 2.1. With greater participation and changes to the administration of this course embedded assignment, FBS is very encouraged by students' ability to research a topic and make scripturally based, theologically sound arguments.

Recommended Improvements: Outcome 2.1

- Consider ways to encourage total participation in students posting their assessment scores.

Outcome 2.2

A growing ability to responsibly engage in scholarly discourse in regard to past and current theological issues.

In their final semester of coursework, M.Div. students were given the below prompt about Theological Issues,

“Please provide a 2–page ss summary of a theological issue you analyzed in seminary. The analysis should include an accurate summary of 2-3 scholars’ opinions with appropriate footnoting on the issue and a critical evaluation of the issue from a Biblical perspective drawing conclusion.”

Then, once these assignments were completed, M.Div. students were assigned a partner and they graded each other’s papers based on the above Open Theism rubric.

Their scores were posted to Populi and recorded.

FBS’ goal is that the mean of each assessment be 3.5 or higher.

Description

28 students were required to participate in the above exercise on Theological Issues. 28 (100%) students uploaded the assignment. 24 (85.7%) students recorded their scores in the comments section of Populi.

The recorded scores of the 24 students were then coded in the following ways,

- Exemplary = 4
- Proficient = 3
- Developing = 2
- Deficient = 1

The table below shows the raw scores. The right most column is the mean score of each student. The final row is the mean score over every student on a particular assessment. [Please refer to this rubric for specific measures used by FBS.](#)

Assessment 1	Assessment 2	Assessment 3	Means
4.0	4.0	4.0	4.0
4.0	4.0	4.0	4.0
4.0	4.0	4.0	4.0
4.0	4.0	4.0	4.0
4.0	4.0	4.0	4.0
4.0	4.0	4.0	4.0
4.0	4.0	4.0	4.0

4.0	4.0	4.0	4.0
3.0	4.0	4.0	3.7
3.0	4.0	4.0	3.7
4.0	4.0	3.0	3.7
3.0	4.0	4.0	3.7
4.0	4.0	3.0	3.7
3.0	4.0	4.0	3.7
4.0	3.0	4.0	3.7
3.0	4.0	4.0	3.7
3.0	4.0	4.0	3.7
3.0	4.0	4.0	3.7
4.0	3.0	4.0	3.7
4.0	3.0	3.0	3.3
3.0	4.0	3.0	3.3
3.0	4.0	3.0	3.3
3.0	3.5	3.0	3.2
3.0	3.0	3.0	3.0
3.5	3.8	3.7	3.7

Assessment #	% of Students at Proficient or Exemplary
Assessment 1	100%
Assessment 2	100%
Assessment 3	100%

Assessment

FBS met its goal is that the mean of each assessment be 3.5 or higher. Additionally, every student assessed had a score of proficient or higher in each category.

In the Theological Issues assignment, the mean of every assessment met FBS’ goal of 3.5 or higher. Additionally, every student answered their questions in a Proficient or Exemplary way. This demonstrates that students can effectively engage in on theological issues. Finally, students were able to effectively use a variety of sources and cite scripture to argue a point.

Assessment: Historic Analysis

Outcome 2.2 continues to be an area of strength for M.Div. students. In 2016 and 2019, FBS met its stated objectives FBS stated goal in 2016 and 2019 was, “that 80% of its graduates can answer the above questions in an exemplary or proficient manner.” The table below shows what percentage of students received a score of exemplary or proficient in 2019. The last column shows the percentage points of improvement from 2019 cohort to the 2022 cohort.

Assessment #	% at Proficient or Exemplary in 2019	% change in 2022
Assessment 1	96.2%	+3.8%
Assessment 2	92.3%	+7.7%
Assessment 3	100%	No Change

Final Assessment

This continues to be an extraordinarily strong area for FBS. Students in their final semester are making effective uses of scholarship sources to make theological arguments. FBS is confident and encouraged by the ability of our 2022 M.Div. graduate’s ability to make compelling arguments on theological issues.

Recommended Improvements: Objective 2.2

- Consider ways to get 100% participation in assignments.

Outcome 2.3

An understanding of worldviews and how to responsibly engage others with different worldviews to bring to bear the claims of the gospel.

A year before they graduated 28 M.Div. students were given the following course embedded assignment (ME620). All 28 turned in the assignment (100%)

“Please provide a 5-page double-spaced summary of the major worldviews (Deism, Polytheism, Pantheism, Panentheism, Atheism, and Theism). Discuss how you would begin to bring to bear the gospel claims on 2 of the world views excluding Theism.”

To assess students’ ability in this objective, [FBS used this rubric](#) and comments from the professor of ME620 to assess if students were exemplary, proficient, or developing.

FBS’ goal is that 80% of its graduates meet the above assessment with a score of exemplary or proficient.

Description

FBS reviewed all the comments given by Dr. Podor (ME620 professor) and coded them into broad categories. The following is the coding with a brief description of what each one means.

“Grammar/spelling”	Lost points for grammar and spelling issues
“More use of scripture”	Need more use of the Gospel when addressing worldview issues
“N/A”	No issues noted by Dr. Podor
“No Bibliography”	Did not included a bibliography
“Not enough scholarly research”	Student did not include a robust use of scholarly research
“Worldview Summaries”	Worldview summaries were not detailed enough.

After coding the comments, FBS assigned a score of Exemplary, Developing, or Proficient (E, D, P). “Grammar/spelling,” “N/A,” and “No Bibliography” were not counted against students since the rubric is only assessing students’ ability to explain the worldviews and bring the Gospel to bear on them. They were given an “E” for Exemplary.

If a student had one of the following coded comments, they were given a “P” for Proficient; “More use of scripture,” “Worldview Summaries,” or “Not enough scholarly research.” These comments indicated that they did not “accurately explain the 6 world views listed” or failed to “give robust Gospel centered refutations of 2 of the world views.”

If a student had two or more of the following coded comments, they were given a “D” for Developing; “More use of scripture,” “Worldview Summaries,” or “Not enough scholarly research.” These comments indicated that students were “Able to explain accurately 1-3 of the

world views listed” or student were “Unable to show why the theistic world view is superior to any of the world views listed.”

Once this coding was complete, FBS had the following distribution of scores.

Exemplary	17 (60.7%)
Proficient	9 (32.1%)
Developing	2 (7.1%)

Assessment

FBS’ met its goal that 80% of its graduates meet the above assessment with a score of exemplary or proficient. 92.9% of

FBS surpassed its stated goal of 80% of its graduates being able to answer the above questions in an exemplary or proficient manner. To further assess this objective, FBS considered the frequencies at which certain errors appeared as noted by the professor. FBS was left with the following distribution of coded errors,

Coded Comment	# of Times Comment Appeared
“N/A”	11
“No Bibliography”	8
“More use of scripture”	7
“Not enough scholarly research”	4
“Worldview Summaries”	4
“Grammar/spelling”	2

In reviewing the above frequencies, it is encouraging that “N/A” was the most common. This means 39.28% of students were able to complete the assignment in an exemplary way with no additional comments.

In reviewing the other frequencies, 8 students did not include bibliographies. Of these 8, three (37.5%) of them had additional issues that took them out of the range of exemplary. While there could be a number of causes, there is a significant correlation between not including a bibliography and not answering in an exemplary manner.

Assessment: Historic Analysis

In 2016, 91% of students could accurately explain the 6 worldviews and only 70% could offer robust Gospel centered refutations. Based on these results, FBS reworded its questioning to make it clearer what FBS was looking for.

In 2019, 92.3% of students could accurately explain the 6 worldviews and 96.2% could offer robust Gospel centered refutations. Even having met its goals, FBS further refined the question and gave students more room to write.

As a result of this ongoing improvement, FBS has particularly good data to draw from in 2022 in addition to achieving its goals.

Outcome Assessment Summary

FBS students were extraordinarily strong in their ability to bring the Gospel and other scholarship to bear on relevant issues.

Recommended Improvements: Outcome 2.3

- Consider ways to highlight the importance of bibliographies and scholarly resources throughout the M.Div. program.
- Adjust rubric for outcome 2.3 to align with Dr. Podor's grading.
- Consider ways to assess the growth of scholarly ability over the M.Div. program.

Overall Assessment of Objective 2

As with assessments in 2016 and 2019, FBS remains strong in meeting the outcomes for objective two. FBS students have met or exceeded its goals in their ability to make biblical arguments and refute non-biblical arguments. While FBS should consider some ways to assess growth overtime, it should be encouraged by the academic ability of its current M.Div. students.

6.3 Educational Objective 3.0— Spiritual Growth

Outcome 3.1 & 3.2

3.1: A life that demonstrates a commitment to being a humble disciple of Christ and growing in obedience to His commands, learning to frame life in terms of loving God wholeheartedly, and loving one’s neighbor.

3.2: A growing dependence on and submission to the Holy Spirit as evidenced by the fruit of the Spirit in the context of relationships.

To measure spiritual growth as related to the above objectives, FBS employed a Spiritual Evaluation; a copy of the results of this survey can be found in [Appendix 3](#). With a population size of 28 with a confidence level of 95% and 5% margin of error, 27 would be a representative sample size. Students were asked to provide a survey to their overseeing pastor. 27 of 28 (96.4%) pastors responded to the FBS survey.

FBS provided a 16 questions survey. Five questions asked the pastors to give biographical info and describe their relationship. Six of the questions were open-ended. The remaining five questions were Likert scales that asked each pastor to rate statements on a weighted scale from 10 to 1. 10 = “Outstanding quality” and 1 = “definitely a problem area.” The instrument used in 2022 is the same as 2019 but the responses have been coded to numbers for readability.

Additionally, pastors were asked the following open-ended questions about students,

- “Please give additional details for any areas above you marked as ‘I Have Concerns’ or ‘Definitely a Problem Area.’”
- “Please discuss, to the degree possible, how the student responds under difficult, stressful circumstances.”
- “Please discuss, to the degree possible, any observations of the student’s struggle with depression, moodiness, or withdrawal.”
- “Please give, if possible, examples of how the student handles relational conflict.”
- “If you are aware of any unresolved relational conflict in the student, please discuss below the nature of the conflict and how long it has continued.”
- “Please give examples of how this person serves others.”

To assess M.Div. students’ personal growth, FBS asked students to complete the following assignment,

“Write a 6-page double spaced reflection paper on the lessons learned in the following areas.

1. Passion for God—detail how your meditation on God’s word has increased your passion to love God and others (2 pages)

2. Personal Growth— detail the 3-4 areas in which you and others have seen spiritual growth in your life as a direct result of participating in FBS (2 pages)
3. Leadership Lessons—detail the 3–4 most salient leadership lessons you have learned from the last three years in ministry. These could be lessons learned from doing ministry in your internship (or pastoral ministry), from watching your overseeing pastors/deacons, and/or from the failures that happened in ministry over the last three years. (2 pages)”

FBS’ goal is that students are ranked 8.0 or higher in each category of the survey provided to their overseeing pastors.

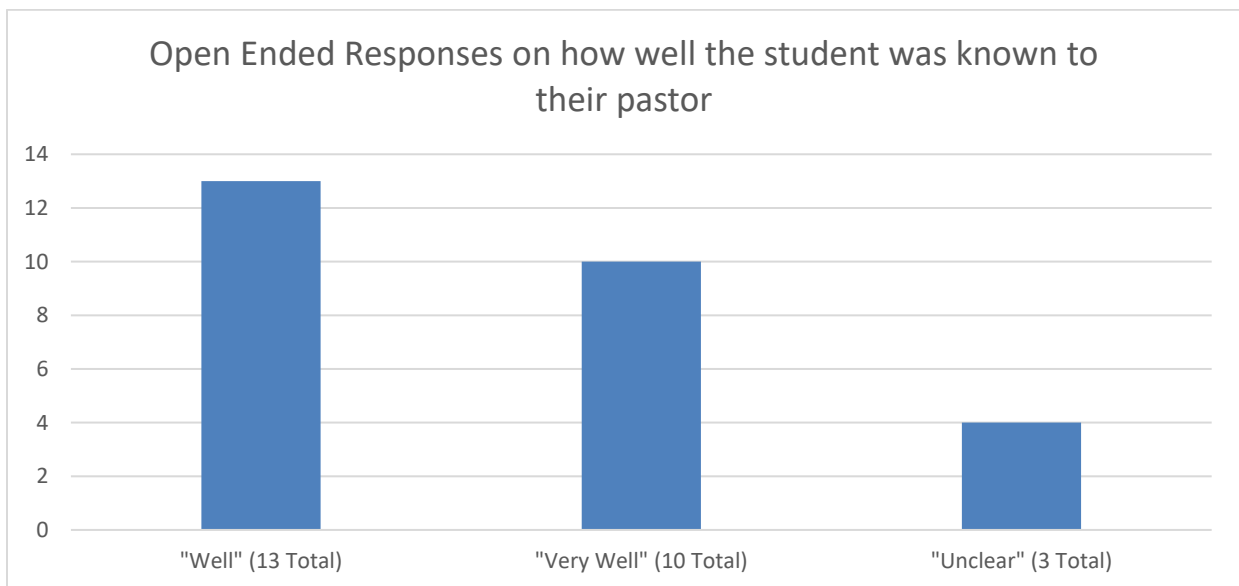
FBS’s goal is that a majority of students demonstrate spiritual growth as evidenced in a written testimony.

Description

The below table describes how long each pastors said they had known the student,

Duration	Times the duration was noted	Total Percentage of Students
1 to 3 Years	14	51.9%
6 or More Years	8	29.6%
4 to 6 Years	5	18.5%

In the self-reported open-ended responses, pastors were told to, “Please describe how well you know the student.” These open-ended answers were interpreted to make the below chart,



Mean scores for all the questions are listed below. The table below represents the average score from all pastors. Questions are rated from highest weighted score to lowest weighted score.

Statement to Rate	Mean Weighted score out of 10
Does not evidence ethnic, gender, or other prejudices	9.8
Demonstrates submission to the Lordship of Jesus Christ	9.7
Dresses modestly and appropriately by local standards	9.7
Maintains relationship with God in difficult circumstances	9.7
Relates well to parents	9.6
Accepts correction with grace	9.6
Relates appropriately with the opposite sex	9.6
Trusts God for personal and family needs	9.6
Willingly serves in accordance with his spiritual gifts	9.5
Lives consistent with beliefs	9.5
Maintains a positive attitude in difficult circumstances	9.5
Is eager to grow, open to new ideas and ways of doing things	9.5
Practices personal Bible study and prayer	9.5
Willingly shares with others from his faith experience	9.5
Demonstrates mature character	9.5
Spends money wisely within means	9.5
Admits to being wrong and asks forgiveness	9.5
Is not self-absorbed	9.5
Goes out of the way to be helpful	9.5
Willingly accepts direction and advice	9.5
Is a servant leader	9.5
Demonstrates concern for how his followers are doing	9.5
Is trusted by others	9.5
Is not argumentative	9.4
Shows patience and tolerance of differing viewpoints	9.4
Extends warm hospitality to others	9.4
Relates well to peers	9.4
Relates well to non-Christians and members of other cultures	9.4
Cooperates with others	9.4
Is an effective team member	9.4
Has friends who offer correction when needed	9.4
Makes sound decisions	9.4
Listens to others, is sensitive to their needs and problems	9.4
Before making decisions, seeks input from those affected	9.4
Adapts well to new situations	9.4
Seeks advice when needed	9.3
If married: Respects spouse's needs and views	9.3

Is a loving person	9.3
Exercises authority wisely	9.3
If married: Expresses love and appreciation toward spouse	9.3
Encourages other to exercise their gifts	9.3
If married: Communicates with and understands spouse	9.2
Is self-motivated	9.1
Is not overcome by temptation	9.1
Is not a workaholic to the detriment of family, co-workers, or self	9.1
Is not lazy, prone to procrastination, or dismissive of responsibility	9.1
Highly values completing the task at hand	9.0
Is tactful	9.0
Understands his strengths and weaknesses	8.9
Delegates responsibilities	8.8
Motivates others	8.8
As parent: Expresses love and appreciation toward children	8.7
As parent: Attends to needs of children (including emotional)	8.7
As parent: Exercises appropriate control and discipline of children	8.4
Is a visionary leader	8.3

The next table below represents the mean score of each student. Due to a flaw in the survey, two students had their scores adjusted. Because they were not married and/or parents, their rank score was 1 out of 10. The mean scores without the outliers adjusted are in parentheses. The numbers in parentheses represent original scores. Students are listed from highest score to lowest score.

	Mean Weighted Score out of 10
Student1	10.0
Student2	9.9
Student3	9.9
Student4	9.8
Student5	9.8
Student6	9.7
Student7	9.7
Student8	9.7
Student9	9.7
Student10	9.6
Student11	9.6
Student12	9.5

Student13	9.5
Student14	9.5
Student15	9.4
Student16	9.4
Student17	9.3
Student18	9.3
Student19	9.2
Student20	9.2
Student21	9.0
Student22	9.0
Student23	8.9
Student24	8.8
Student25	8.5 (7.7)
Student26	8.4 (8.0)
Student27	8.0

Description: Open Ended Responses

A full list of the open-ended questions can be found in [Appendix 3](#). Pastors were asked to comment on “problem areas” noted in the Likert scales. These open-ended questions were optional, so not all respondents replied. Thirteen (48.2%) pastors responded but only 6 commented about concerns (22.2%). While some issues were noted, only 1 respondent made a comment that could be construed as a character issue.

After that clarifying question, pastors were asked to describe how students manage stress, depression/moodiness/withdrawal, relational conflict, and examples of service. Full answers can be seen in [Appendix 3](#), but no recurring issues were noted. While pastors noted individual issues, there was also, typically, a comment about growth in these areas. Comments were generally of praise.

Description: Reflection Paper

FBS performed a qualitative analysis of the Reflection Papers. The open-ended responses were reviewed, and the answers were summarized into three categories: passion for God, personal growth, and leadership. Summarized answers were reviewed for commonalities and reappearing themes. 28 of 28 (100%) of students asked to participate in this assignment participated in this assignment.

Assessment: Likert Scales

FBS achieved its goal that students are ranked 8.0 or higher in each category of the survey provided to their overseeing pastors.

FBS should be very encouraged by the reported scores given by student pastors. FBS' goal was 8.0 or higher in these rankings and every category achieved that rank. Only seven categories (out of 58) ranked lower than 9.0. Three were related to parenting and, due to a flaw in the survey, the mean scores were lower when assessed when those were not parents. After parenting, the statements that received less than 9.0 were,

Understands his strengths and weaknesses	8.9
Delegates responsibilities	8.8
Motivates others	8.8
Is a visionary leader	8.3

Three of these four statements are related to the leadership of others. FBS should consider how to improve leadership scores in future assessments.

Assessment: Open-Ended Questions

FBS should also be encouraged by the general tone of comments given by pastors. If issues were identified, it was generally noted that there had been progress over the three-year degree. However, several students had received notes from their pastor about unresolved issues. FBS will consider ways to address these issues throughout the program.

Assessment: Personal Growth Papers

FBS's goal is that a majority of students demonstrate spiritual growth as evidenced in a written testimony. A change from 2019 is that these testimonies were not assessed by overseeing pastors. Discussed below are the most common themes FBS found in assessing student personal testimonies.

Assessing the answers to "detail how your meditation on God's word has increased your passion to love God and others." There were several recurring themes. Reading the Bible regularly was reported to make students realize the need to read the Bible more. While there were not commonly worded ideas, all the men said they gained an appreciation for God as they read the Bible. Finally, while not every man mentioned love of other directly, many of them said their belief in the importance of sharing the Word and biblical counseling grew while in the M.Div. program.

In assessing, "detail the 3-4 areas in which you and others have seen spiritual growth in your life as a direct result of participating in FBS" humility was the theme mentioned a majority of the time (18 of 28, 64.3%). Married men tended to discuss love of their family. Time management was also a significant theme in these answers as well.

In assessing the men's answers about leadership, answers related to serving/servant leadership and care for those that follow them were most common (60.7%). After that, themes of leadership that related to management (equipping volunteers, organizational team building, etc.) were most common. Answers from the men align well with what was reported by their pastors.

Pastors reported the lowest mean score on Spiritual Evaluation Survey in the areas that related to leadership. M.Div. students reported leadership as one of the areas they needed to grow most in.

Assessment: Historic Analysis

2016 and 2019 analysis of this question were marked by insufficient sample sizes and several categories that fell below FBS goals. FBS is pleased with 2022 results which showed students with high levels of pastoral character.

Outcome Assessment Summary

Since all of Objective 3 is being assessed, please see “Overall Assessment of Objective 3” below.

Recommended Improvements: Objective 3.0

- Consider ways to identify issues with a student's life prior to the end of the program assessments.
- Consider ways to improve visionary leadership, delegating responsibilities, and motivating others.
- Consider ways to track improvement of Spiritual Growth over the M.Div. program.

Overall Assessment of Objective 3

FBS is pleased with the improvements to scores in this objective as compared to 2016 and 2019. Our M.Div. students are growing as noted in several open-ended responses. Students were ranked very highly by their overseeing pastors when asked about character and leadership qualities. While FBS is pleased with these end of program results, FBS will continue to consider ways to assess spiritual growth over the course of study and not just at the end of the program.

6.4 Educational Objective 4.0—Valuing Relationships

Outcome 4.1 & 4.2

4.1: A commitment to caring and praying for the physical and spiritual needs of one another during the seminary experience.

4.2: A growing ability to minister the Word to one another through encouragement, exhortation, confrontation, and vulnerable sharing of God’s work in one’s own life.

The M.Div. students were asked, in their final semester, to evaluate one another based upon perceived relational qualities such as prayer for one another, care for one another, and ministering the Word to one another ([full results can be found in Appendix 4](#)).

Students were given a survey with the name of their classmates in the leftmost column. Then, in each row, students would click a checkbox under the column if the other student exemplified that characteristic. The four column characteristics were,

- “Praying for physical and spiritual needs of one another”
- “Caring for physical and spiritual needs of one another”
- “Ministering the Word through encouragement of one another Ministering the Word through admonition of (*sic*)”
- “Ministering the Word through vulnerable sharing with one another”

FBS’ goal is to have 90% of FBS’ students be recognized by 80% of their peers as highly relational.

Description

The chart below shows the students with no names and how the students participated in the M.Div. The other columns are the percentage of other students that perceived them as having a characteristic. For example, Student 1 has 64.3% for “Praying for physical and spiritual needs of one another.” This means that 64.3% of the other students perceived Student 1 to be a person that prays for the physical and spiritual needs of others.

Green highlights represent scores that met or exceeded FBS goals of 80% or more.

	Course Participation Type	Praying for physical and spiritual needs of one another	Caring for physical and spiritual needs of one another	Ministering the Word through encouragement of one another Ministering the Word through admonition of	Ministering the Word through vulnerable sharing with one another	Mean
Student 1	Distance	64.3%	35.7%	50.0%	50.0%	50.0%
Student 2	Local	71.4%	71.4%	85.7%	57.1%	71.4%
Student 3	Local	84.2%	68.4%	73.7%	79.0%	76.3%
Student 4	Local	76.2%	66.7%	66.7%	52.4%	65.5%
Student 5	Local	88.2%	76.5%	70.6%	76.5%	77.9%
Student 6	Distance	66.7%	50.0%	75.0%	58.3%	62.5%
Student 7	Local	83.3%	66.7%	77.8%	55.6%	70.8%
Student 8	Distance	71.4%	50.0%	64.3%	57.1%	60.7%
Student 9	Local	75.0%	68.8%	62.5%	50.0%	64.1%
Student 10	Local	88.2%	70.6%	70.6%	70.6%	75.0%
Student 11	Distance	57.9%	47.4%	84.2%	57.9%	61.8%
Student 12	Local	70.0%	60.0%	65.0%	65.0%	65.0%
Student 13	Distance	66.7%	41.7%	58.3%	58.3%	56.3%
Student 14	Local	76.2%	61.9%	76.2%	66.7%	70.2%
Student 15	Distance	72.7%	54.6%	72.7%	54.6%	63.6%
Student 16	Local	88.9%	44.4%	77.8%	50.0%	65.3%
Student 17	Local	68.8%	37.5%	87.5%	68.8%	65.6%

Student 18	Distance	75.0%	33.3%	58.3%	58.3%	56.3%
Student 19	Local	95.0%	75.0%	80.0%	80.0%	82.5%
Student 20	Local	79.0%	68.4%	73.7%	79.0%	75.0%
Student 21	Local	77.8%	61.1%	88.9%	61.1%	72.2%
Student 22	Local	70.6%	70.6%	64.7%	47.1%	63.2%
Student 23	Distance	69.2%	38.5%	69.2%	46.2%	55.8%
Student 24	Distance	75.0%	43.8%	81.3%	68.8%	67.2%
Student 25	Distance	64.3%	57.1%	71.4%	71.4%	66.1%
Student 26	Local	80.0%	65.0%	60.0%	80.0%	71.3%
Student 27	Distance	66.7%	53.3%	66.7%	66.7%	63.3%
Student 28	Distance	64.3%	57.1%	57.1%	64.3%	60.7%
Student 29	Local	81.0%	71.4%	81.0%	81.0%	78.6%
Student 30	Distance	78.6%	50.0%	85.7%	57.1%	67.9%
Student 31	Distance	80.0%	50.0%	80.0%	40.0%	62.5%
Student 32	Distance	78.6%	50.0%	71.4%	64.3%	66.1%
	Means	75.2%	56.8%	72.1%	62.3%	66.6%

Assessment

FBS did not meet its goal to have 90% of FBS' students be recognized by 80% of their peers as highly relational. Only one student was recognized by 80% of their peers as highly relational.

Scattered across the distribution were some students that were perceived by their fellow students as being relationally focused. Only one student had a mean of averages that was over 80%.

A more interesting trend emerges when the above distribution is separated by class participation type (distance v. local). The below percentages represent the percentage of other students that believed their peers were relationally focused.

Here are the average means of local students.

Praying for physical and spiritual needs of one another	Caring for physical and spiritual needs of one another	Ministering the Word through encouragement of one another Ministering the Word through admonition of	Ministering the Word through vulnerable sharing with one another
79.6%	65.0%	74.3%	65.9%

Here are the averages means of distance students,

Praying for physical and spiritual needs of one another	Caring for physical and spiritual needs of one another	Ministering the Word through encouragement of one another Ministering the Word through admonition of	Ministering the Word through vulnerable sharing with one another
70.1%	47.5%	69.7%	58.2%

What the above charts show is that local students are rated by their peers as much more relationally focused than their distance education peers. This chart represents the difference in voting percentages,

Evaluation	Local %	Distance %	Difference
Praying for physical and spiritual needs of one another	79.6%	70.1%	9.5%
Caring for physical and spiritual needs of one another	65.0%	47.5%	17.5%
Ministering the Word through encouragement of one another Ministering the Word through admonition of	74.3%	69.7%	4.6%
Ministering the Word through vulnerable sharing with one another	65.9%	58.2%	7.7%

It cannot be said that distance students care less about the physical needs of their fellow students, but the above shows that they are *perceived* to care less about the needs of their fellow students. With the data available, it is not possible to know if students are less caring when they are distant. However, given the high scores in objective 3, it is unlikely that students are uncaring about the needs of other students. FBS will need to investigate their perception of how much students care changes when a student participates remotely. FBS should consider another type of assessment to gauge student care for others.

Assessment: Historic Analysis

Assessments in 2016 and 2019 reflect similar trends to that above analysis. Relational scores that met FBS's goals were scattered and inconsistent. When reviewing this assessment from 2013, when FBS had no distance students, 94% of its M.Div. students were rated as highly relational.

It is reasonable to hypothesize that distance students perceive local students as less relational and vice versa.

Outcome Assessment Summary

Since all of Objective 4 is being assessed, please see "Overall Assessment of Objective 4" below.

Recommended Improvements: Objective 4.0

- Consider why distance students are perceived as less caring than local students.
- Consider additional assessments to gauge M.Div. students' valuing of relationships.
- Consider ways FBS can assess the valuing of relationships on an annual basis.

Overall Assessment of Objective 4

For the third triennial assessment in a row, FBS has not achieved its stated goal. However, analysis of scores based on students' type has revealed that distance students are perceived as less caring overall. However, given distance students' high overall ratings on character in objective 3, it is unlikely distance students *actually* value relationships with their peers less. More investigation and additional assessment will be necessary to address this question.

6.5 Educational Objective 5.0—Preparation for Service

Outcome 5.1

The ability to articulate a biblical vision for the local church and pastoral leadership, engaging the multifaceted challenges of ministry with integrity and growing wisdom.

In their final semester of coursework, M.Div. students were given the below prompt to answer a question about Philosophy of Ministry.

“Using your theology exam answers from ecclesiology as a foundation, discuss in 1 page a philosophy of ministry for the local church and pastoral ministry. The philosophy should include a discussion on various aspects including.

- The authority for what the church does
- What the church should be doing when it gathers together
- What the church should be doing locally and, in the world,

Also, describe the various aspects of what a pastor is and does in the body. Please organize the first part of your answer on philosophy of ministry around the 3-5 most salient passages regarding what the church is and does.

The second part of your answer should include the 4-5 most salient passages on what a pastor is and does.”

Then, once these assignments were completed, M.Div. students were assigned a partner and they graded each other’s papers based on the [below rubric](#).

Their scores were posted to Populi and recorded. The assessment method used in 2022 is different from that used in 2019. In 2019 a final, course embedded assignment was turned in to FBS by students. Using comments from the 2019 comprehensive, FBS developed the above assessment.

FBS’ goal is that the mean of each assessment be 3.5 or higher.

Description

28 students were required to participate in the above exercise on Philosophy of Ministry. All 28 (100%) students uploaded the assignment. 100% of students recorded their scores in the comments section of Populi.

The recorded scores of the 28 students were then coded in the following ways,

- Exemplary = 4
- Proficient = 3
- Developing = 2

- Deficient = 1

The table below shows the raw scores. The right most column is the mean score of each student. The final row is the mean score over every student on a particular assessment. [Please refer to this rubric for specific measures.](#)

Assessment1	Assessment2	Assessment3	Assessment4	Assessment5	Assessment6	Assessment7	Assessment8	Assessment9	Assessment10	Means
4.0	4.0	4.0	4.0	4.0	4.0	4.0	4.0	4.0	4.0	4.0
4.0	4.0	4.0	3.0	4.0	4.0	4.0	4.0	4.0	4.0	3.9
2.0	4.0	4.0	4.0	4.0	4.0	4.0	4.0	4.0	4.0	3.8
4.0	4.0	4.0	3.0	4.0	4.0	2.0	4.0	4.0	4.0	3.7
4.0	4.0	3.0	2.0	4.0	4.0	4.0	4.0	4.0	4.0	3.7
4.0	3.0	3.0	3.0	4.0	4.0	4.0	4.0	4.0	4.0	3.7
3.0	4.0	3.0	3.0	4.0	4.0	4.0	4.0	4.0	[Missing]	3.7
4.0	3.0	3.0	3.0	3.0	4.0	4.0	4.0	4.0	4.0	3.6
4.0	3.0	4.0	1.0	4.0	4.0	4.0	4.0	4.0	4.0	3.6
3.0	3.0	3.0	4.0	4.0	4.0	4.0	3.0	4.0	4.0	3.6
4.0	4.0	3.0	3.0	4.0	4.0	3.0	4.0	3.0	4.0	3.6
4.0	1.0	4.0	4.0	4.0	4.0	4.0	2.0	4.0	4.0	3.5
3.0	4.0	3.0	2.0	3.0	4.0	4.0	4.0	4.0	4.0	3.5
4.0	3.0	3.0	3.0	4.0	4.0	3.0	4.0	3.0	3.0	3.4
4.0	4.0	3.0	3.0	4.0	4.0	3.0	3.0	3.0	3.0	3.4
3.0	4.0	4.0	4.0	3.0	3.0	3.0	3.0	4.0	3.0	3.4
3.0	4.0	3.0	3.0	4.0	2.0	3.0	4.0	3.0	4.0	3.3
3.0	4.0	1.0	1.0	4.0	4.0	4.0	4.0	4.0	4.0	3.3
2.0	3.0	2.0	3.0	4.0	3.0	4.0	4.0	4.0	4.0	3.3
4.0	3.0	3.0	2.0	3.0	4.0	4.0	4.0	2.0	4.0	3.3
1.0	4.0	4.0	4.0	4.0	2.0	4.0	4.0	3.0	2.0	3.2
3.0	4.0	3.0	3.0	4.0	1.0	4.0	3.0	2.0	4.0	3.1
2.0	2.0	3.0	3.0	4.0	3.0	2.0	3.0	3.0	4.0	2.9
2.0	1.0	3.0	3.0	3.0	3.0	3.0	3.0	4.0	4.0	2.9
3.0	4.0	3.0	3.0	2.0	2.0	3.0	3.0	3.0	3.0	2.9
2.0	4.0	2.0	2.0	3.0	2.0	3.0	3.0	2.0	2.0	2.5
2.0	1.0	1.0	1.0	4.0	3.0	4.0	3.0	2.0	4.0	2.5
1.0	3.0	1.0	3.0	3.0	3.0	2.0	2.0	3.0	2.0	2.3
3.1	3.3	3.0	2.9	3.7	3.4	3.5	3.5	3.4	3.6	3.3

Assessment: Individual Assessment Scores

FBS did not meet its goal is that the mean of each assessment be 3.5 or higher.

FBS achieved its stated goal in the follow areas,

Assessment	Score
The pastor as a shepherd of the flock	3.7/4.0
The pastor as an overseer of the flock	3.5/4.0
The pastor as a leader of the flock	3.5/4.0
The pastor as a teacher of the flock	3.6/4.0

While not its stated goal, M.Div. students achieved a 3.0 to 3.67 (Proficient answers) in the following areas,

Assessment	Score
The church's authority being the Word of God.	3.1/4.0
The church as a worshipping body	3.3/4.0
The church as a serving body	3.0/4.0
The pastor as an example to the flock	3.4/4.0
The pastor as an equipper of the flock	3.4/4.0

M.Div. students answered in a developing way in the following areas,

Assessment	Score
The church as a loving force in its local and world community	2.9/4.0

While FBS' stated goal was 3.5 for higher, it is important to remember that 3.0 or higher is a "proficient" answer. Students can address all 10 assessments in a way that is "proficient" or "exemplary." However, FBS should consider ways to impress to M.Div. students the importance of, "The church as a loving force in its local and world community."

Assessment: Student Means

The mean score of all the students' mean scores was 3.3. This means that the average score of all the M.Div. students answer in the "proficient" way. Twenty-two to 28 students (78.6%) answer the questions in a "proficient" or "exemplary" way. However, only one student was deemed by his partner to have answered all the questions in an "exemplary" way.

The most common means scores were 3.3/4.0 (4) and 3.6/4.0 (4) with eight total.

While a majority of M.Div. students (75%) were proficient in their answers, FBS should consider ways to improve overall M.Div. mean scores.

Assessment: Historic Analysis

In 2016 and 2019 FBS failed to meet its stated goal of 80% of MDiv students answering in an exemplary or proficient manner. Neither assessment has a single category out of the ten where M.Div. students answered in an exemplary or proficient manner. Assessment suggested clarification of the questions asked.

A suggestion from the 2019 assessment (that FBS followed) was to make this assessment course-embedded and for a significant amount of a grade. This likely led to improvement in the 2022 assessment which saw FBS achieve its goal in four out of ten assessments.

Outcome Assessment Summary

While six assessments fell short of FBS' goal, it is important to see that FBS achieved its goal on 40% of the assessment for outcome 5.1. This is a vast improvement over 2019. Additionally, five of the areas that fell below 3.5/4.0 are still above 3.0. Again, this is an improvement overall and means that FBS should only have some minor adjustments to meet its goals.

Recommended Improvements: Outcome 5.1

- Consider ways to improve scores in the following categories,
 - The church's authority being the Word of God.
 - The church as a worshiping body
 - The church as a serving body
 - The pastor as an example to the flock
 - The pastor as an equipper of the flock
 - The church as a loving force in its local and world community

Outcome 5.2

A growing proficiency in the ministry of the Word and the “care of souls,” both in corporate and individual contexts.

In the final semester of classes students are asked to assess their pastoral skills. Students are asked to rate their skills on the following scale, “Learner” (lowest score), “Beginner,” “Competent,” “Instructor,” and “Mentor” (highest score). [Full survey results can be found in Appendix 6.](#)

FBS weighted students answers in the following ways,

- Learner = 1
- Beginner = 2
- Competent = 3
- Instructor = 4
- Mentor = 5

The instrument used in 2022 is the same as 2019 but the responses have been coded to numbers for readability.

Scores highlighted in **green** are areas where FBS met its goal.

Scores highlighted in **yellow** are areas where FBS finds the score passable (50% or higher).

Scores highlighted in **red** are areas where FBS is concerned (less than 50%).

FBS’ goal is to have 70% of M.Div. students to rank their skills in the “competent”, “instructor”, or “mentor” (3.0 or higher) category 70% of the time or higher.

Description

The table below shows M.Div. Students self-reported ability in 212 distinct categories in descending order.

Category	Weighted Average	# that Answered 3.0 or Higher	% that indicated 3.0 or Higher
Shared personal testimony	3.8	25.0	96.2%
Turned a conversation to the gospel	3.5	24.0	92.3%
Shared the gospel in large groups	3.5	24.0	92.3%
Small group leader	3.5	22.0	84.6%
Discipled believers	3.5	22.0	84.6%
Preached an expository message	3.2	21.0	80.8%

Preached a topical message	3.1	21.0	80.8%
Pornography	3.0	21.0	80.8%
Small group supervisor/trainer	3.2	20.0	76.9%
Led someone to Christ	3.1	19.0	73.1%
Trained others to share Christ	3.0	19.0	73.1%
Followed up on new believers	3.1	19.0	73.1%
The will of God	3.0	18.0	69.2%
College & Career	3.0	18.0	69.2%
Organized a Sunday School class	2.9	18.0	69.2%
Developed a philosophy of ministry	3.0	18.0	69.2%
Led a ministry team	2.9	18.0	69.2%
Preached a sermon series	2.9	17.0	65.4%
Preached an evangelistic message	2.9	17.0	65.4%
Counseled adults	3.0	17.0	65.4%
Church families	2.9	17.0	65.4%
Adults	3.0	17.0	65.4%
Maintained church facilities	2.8	17.0	65.4%
Trained others to share personal testimony	3.1	17.0	65.4%
Discipled college students	2.8	17.0	65.4%
Academics	2.7	16.0	61.5%
Jr. High	2.8	16.0	61.5%
Sr. High	2.9	16.0	61.5%
Conducted academic research	2.5	16.0	61.5%
Newcomers	2.7	15.0	57.7%
Developed a theology of missions	2.7	15.0	57.7%
Vision casted for a ministry	2.7	15.0	57.7%
Managed a budget	2.6	15.0	57.7%
Trained leaders in ministry	2.7	15.0	57.7%
Presentation software	2.6	15.0	57.7%
Led classroom discussion	2.6	15.0	57.7%
Employed media tools in the classroom	2.4	15.0	57.7%
Involved in or led communion	2.7	14.0	53.8%
Sex	2.6	14.0	53.8%
Counseled adolescents	2.6	14.0	53.8%
Formed a ministry team	2.5	14.0	53.8%
Engaged in strategic planning	2.6	14.0	53.8%
Developed individual discipleship plans	2.7	14.0	53.8%

Helped disciples to discover gifts	2.8	14.0	53.8%
Helped disciples to discover calling	2.7	14.0	53.8%
Baptize a person	2.5	13.0	50.0%
Conduct a communion service	2.4	13.0	50.0%
Family	2.5	13.0	50.0%
Unchurched	2.5	13.0	50.0%
Recruited staff for special events	2.7	13.0	50.0%
Equipped students for transition to college	2.5	13.0	50.0%
Interview baptismal candidates	2.5	12.0	46.2%
Interview new members	2.4	12.0	46.2%
Led a worship service	2.4	12.0	46.2%
Depression	2.5	12.0	46.2%
Led worship in a small group	2.5	12.0	46.2%
Created a budget	2.4	12.0	46.2%
Recruited laity to ministry	2.5	12.0	46.2%
Developed a discipleship program	2.4	12.0	46.2%
Planned a worship service	2.5	12.0	46.2%
Developed youth discipleship program	2.4	12.0	46.2%
Prepared lesson plans	2.2	12.0	46.2%
Helped student integrate faith with major	2.2	12.0	46.2%
Teach baptismal candidates	2.5	11.0	42.3%
Marriage	2.5	11.0	42.3%
Parenting	2.5	11.0	42.3%
Homosexuality	2.1	11.0	42.3%
Finances	2.4	11.0	42.3%
Grief	2.4	11.0	42.3%
Unemployment	2.2	11.0	42.3%
Seniors	2.4	11.0	42.3%
Recruited teachers	2.3	11.0	42.3%
Selected curriculum	2.4	11.0	42.3%
Served on a mission trip	2.4	11.0	42.3%
Administrator	2.2	11.0	42.3%
Planned large scale evangelistic events	2.5	11.0	42.3%
Developed a theology of worship	2.3	11.0	42.3%
Developed doctrinal statement	2.1	11.0	42.3%
Support and comfort the bereaved	2.4	10.0	38.5%

Preached in a cross-cultural setting	2.2	10.0	38.5%
Death	2.2	10.0	38.5%
Spiritual Oppression	2.1	10.0	38.5%
Addictions	2.0	10.0	38.5%
Family members of the sick	2.3	10.0	38.5%
Elementary age	2.4	10.0	38.5%
Trained teachers	2.3	10.0	38.5%
Developed a Christian	2.3	10.0	38.5%
Developed small group leader's manual	2.3	10.0	38.5%
Managed church finances	2.2	10.0	38.5%
Led a worship service ²	2.2	10.0	38.5%
Led contemporary worship	2.0	10.0	38.5%
Served in nursery ministry	2.1	10.0	38.5%
Trained teachers ⁴	2.2	10.0	38.5%
Divorce	2.2	9.0	34.6%
Counseled seniors	2.0	9.0	34.6%
Shut-ins/convalescents	2.0	9.0	34.6%
Nursing home/retirement center	2.2	9.0	34.6%
Sick	2.3	9.0	34.6%
Family members of the terminally ill	2.1	9.0	34.6%
Led an evangelistic small group	2.4	9.0	34.6%
Multiplied other small groups	2.2	9.0	34.6%
Created a procedure manual	2.0	9.0	34.6%
Developed an evangelistic strategy	2.3	9.0	34.6%
Led youth worship	2.1	9.0	34.6%
Recruited teachers	2.2	9.0	34.6%
Graded exams, papers, quizzes, etc.	2.0	9.0	34.6%
Evangelized on a college campus	2.2	9.0	34.6%
Planned weekly large group meetings	2.2	9.0	34.6%
Plan a wedding ceremony	1.9	8.0	30.8%
Birth control	1.8	8.0	30.8%
Reproductive	1.8	8.0	30.8%
Adoption	1.8	8.0	30.8%
Childrearing	2.0	8.0	30.8%
Physical/verbal abuse	2.1	8.0	30.8%
Counseled children	1.9	8.0	30.8%
Counseled groups	2.0	8.0	30.8%
Crisis situation	2.2	8.0	30.8%

Terminally ill	1.9	8.0	30.8%
Cross cultural	2.2	8.0	30.8%
Church Business	2.0	8.0	30.8%
Led membership class	2.0	8.0	30.8%
Led newcomer orientation	1.8	8.0	30.8%
Led a worship ensemble	1.9	8.0	30.8%
Led traditional worship	1.9	8.0	30.8%
Trained parents in godly parenting	2.0	8.0	30.8%
Developed course assignments	1.8	8.0	30.8%
Led a campus ministry	2.0	8.0	30.8%
Officiate a wedding ceremony	1.8	7.0	26.9%
Conduct a funeral	1.9	7.0	26.9%
Single motherhood	1.7	7.0	26.9%
Preschoolers	2.1	7.0	26.9%
Wrote a job description	2.0	7.0	26.9%
Wrote a policy manual	1.8	7.0	26.9%
Served as a board member	1.9	7.0	26.9%
Internet evangelism	2.0	7.0	26.9%
Performed a solo	1.8	7.0	26.9%
Led children's worship	2.0	7.0	26.9%
Developed core values, mission, and vision	1.9	7.0	26.9%
Developed church budget	1.7	7.0	26.9%
Developed testing tools	1.8	7.0	26.9%
Assimilated new believers into movement	2.0	7.0	26.9%
Conduct a wedding rehearsal	1.7	6.0	23.1%
Minister to a dying person	2.0	6.0	23.1%
Plan a funeral service	2.0	6.0	23.1%
Conduct a graveside service	1.8	6.0	23.1%
Teenage pregnancy	1.7	6.0	23.1%
Suicide	1.8	6.0	23.1%
Abortion	1.7	6.0	23.1%
Implemented church library/resource center	1.8	6.0	23.1%
Organized/led a mission trip	1.9	6.0	23.1%
Familiar with evangelizing cult members	1.9	6.0	23.1%
Led assimilation team	1.7	6.0	23.1%
Audiovisual production	2.0	6.0	23.1%

Knowledge of copyright laws	1.8	6.0	23.1%
Publishing/Graphic design	1.9	6.0	23.1%
Assessed the needs of a community	1.7	6.0	23.1%
Developed organizational structure of church	1.7	6.0	23.1%
Developed equipping strategy	1.6	6.0	23.1%
Organized children's church	1.8	6.0	23.1%
Developed syllabi	1.7	6.0	23.1%
Mobilized students for missions	1.8	6.0	23.1%
Superintended church discipline	1.7	5.0	19.2%
Crisis pregnancy	1.6	5.0	19.2%
Eating disorders	1.7	5.0	19.2%
Prisoners	1.7	5.0	19.2%
Education (C.E.) ministry	1.7	5.0	19.2%
Assessed efficiency of C.E. ministry	1.7	5.0	19.2%
Developed C.E. curriculum	1.7	5.0	19.2%
Served in a seeker-sensitive church service	1.7	5.0	19.2%
Trained worship leaders	1.7	5.0	19.2%
Website development	1.8	5.0	19.2%
Recruited a prayer team	1.7	5.0	19.2%
Recruited a team of financial supporters	1.5	5.0	19.2%
Trained leadership	1.6	5.0	19.2%
Developed constitutional bylaws	1.6	5.0	19.2%
Developed outreach strategy	1.7	5.0	19.2%
Organized daycare program	1.5	5.0	19.2%
Developed curriculum for children's church	1.7	5.0	19.2%
Served as teacher's/graduate assistant	1.6	5.0	19.2%
Psychiatric disorders	1.7	4.0	15.4%
Euthanasia	1.4	4.0	15.4%
Developed feedback mechanism for C.E.	1.6	4.0	15.4%
Missions committee member	1.6	4.0	15.4%
Recruited pastoral staff	1.6	4.0	15.4%
Direct mail	1.6	4.0	15.4%
Phone campaign	1.6	4.0	15.4%
Involved in a drama ministry	1.7	4.0	15.4%
Photography	1.8	4.0	15.4%

Video production	1.9	4.0	15.4%
Recruited core group	1.5	4.0	15.4%
Assessed other potential church planters	1.5	4.0	15.4%
Taught in undergraduate setting	1.6	4.0	15.4%
Conducted a stewardship campaign	1.5	3.0	11.5%
Commercials	1.4	3.0	11.5%
Newspaper ads	1.4	3.0	11.5%
Demographic studies	1.6	3.0	11.5%
Led a choir	1.3	3.0	11.5%
Print media (newspaper, magazine, etc.)	1.5	3.0	11.5%
Conducted a demographic study	1.5	3.0	11.5%
Published research journal	1.3	3.0	11.5%
Led an athletic ministry	1.5	3.0	11.5%
Hired pastoral staff	1.4	2.0	7.7%
Audio production: CDs, tapes, etc.	1.7	2.0	7.7%
Developed a nursery ministry	1.5	2.0	7.7%
Taught in graduate setting	1.3	2.0	7.7%
Developed an alumni network	1.4	2.0	7.7%
Directed a drama ministry	1.2	1.0	3.8%
Radio ministry	1.3	1.0	3.8%
Web radio	1.3	1.0	3.8%
Advertising	1.6	1.0	3.8%
Published a book	1.2	1.0	3.8%
Television ministry	1.2	0.0	0.0%

Assessment

FBS did not meet its goal to have 70% of M.Div. students to rank their skills in the “competent”, “instructor”, or “mentor” (3.0 or higher) category 70% of the time or higher.

It first needs to be noted that, in 2019, FBS developed a plan to change the way it assessed growth in Outcome 5.2. The plan involved asking a ministry experience survey on a 1 to 10 scale then asking it again in the final semester. FBS did not, in time for applications of the 2022 class, institute the new intake survey.

Given what FBS has, the areas highlighted in green represent the areas students feel most confident in. The 12 categories highlighted above teaching or sharing the Gospel. While it would have been optimal to have the improved survey, FBS is encouraged that students feel confident to teach and share the gospel with others.

There were 39 areas where 50% or more of students rated themselves at 3.0 or higher. The below table is a distribution of the categories in which students' answers fell,

Category	# of times this category was between 70% and 50%
Leadership Administration	9
Counseling	6
Evangelism/Discipleship	4
Teaching	4
Academic Training	3
Preaching	3
Visitation	3
Pastoral Duties	2
Campus Ministry	1
Children and Youth Ministry	1
Educational Ministry	1
Media	1
Missions	1

While FBS' would prefer all the categories above to be higher, it is encouraging that 59% of the categories that students felt equipped in were some of the core functions of the pastoral ministry (leadership administration, counseling, evangelism/discipleship, and teaching).

There are 161 categories listed in red above. While some areas may garner concern from FBS, others are simply the result of using an older survey instrument.

Assessment: Historic Analysis

In 2016, FBS assessed the growth in skills. While this was a good assessment idea, a significant number of students actually listed their abilities decreasing, by the end of training. FBS hypothesized that students forgot what they put in when they were admitted to the program. Or, in a spirit of humility, they did not think as highly of their skills once they had completed the program.

In 2019, FBS used the same assessment as above but found the "Learner" to "Mentor" scale to be nebulous. Additionally, there was a plan to eliminate questions about specific ministry types and obsolete technologies (Production of tapes, for example).

Outcome Assessment Summary

FBS is encouraged by the categories that our students feel most confident in. However, improvements to this assessment will give FBS better insight into how FBS is achieving outcome 5.2.

Recommended Improvements: Outcome 5.2

- Complete recommended updates from 2019 for the 2025 assessment.

Outcome 5.3

An understanding of and commitment to a biblical strategy for equipping the body for the worship of God, ministry to one another unto Christian maturity, and outreach to the local and world community

In their final semester of coursework, M.Div. students were given the prompt below to answer a question about Equipping the Saints.

“Using your theology exam ecclesiology questions as a foundation, discuss in 1 ss page a Biblical philosophy of equipping the saints for the work of the ministry.

Your equipping statement should explain all that is involved in bringing God's people to maturity starting with the fundamental problem of an individual's heart (more than just "sin") and it's solution what kinds of outreach and community ministry may reach people, moving on to personal evangelism, conversion, counseling, mentoring (one-on-one), teaching/preaching (corporate), how serving also helps equip, praying together, and the role of singing the Word together, living out the word in the world including a righteous life, hospitality, giving not just of time but of treasures, how worship or singing together helps equip.

Your answer should be extremely robust and concise at the same time. All elements of church ministry that involve equipping the saints to overcome their primary heart problem and be a light to the world should be discussed. The philosophy should end with a statement answering the question, "What are we equipped for? " Or "So what?"...once a person is mature...so what...what should he be doing in our local community and world?"

Finally, support all assertions with Scripture References.”

Then, once these assignments were completed, M.Div. students were assigned a partner and they graded each other's papers based [on the below rubric](#).

Their scores were posted to Populi and recorded. The assessment method used in 2022 is different from that used in 2019. In 2019 a final, course embedded assignment was turned in to FBS by students. Using comments from the 2019 comprehensive, FBS developed the above assessment.

FBS' goal is that the mean of each assessment be 3.5 or higher.

Description

Twenty-eight students were required to participate in the above exercise on Equipping the Saints. All 28 (100%) students uploaded the assignment. 100% of students recorded their scores in the comments section of Populi.

The recorded scores of the 28 students were then coded in the following ways,

- Exemplary = 4
- Proficient = 3
- Developing = 2
- Deficient = 1

The table below shows the raw scores. The right most column is the mean score of each student. The final row is the mean score over every student on a particular assessment. [Please refer to this rubric for specific measures.](#)

Assessment1	Assessment2	Assessment3	Assessment4	Means
4.0	4.0	4.0	4.0	4.0
4.0	4.0	4.0	4.0	4.0
4.0	4.0	4.0	4.0	4.0
4.0	4.0	3.0	4.0	3.8
4.0	4.0	4.0	3.0	3.8
4.0	3.0	4.0	[Missing]	3.7
3.0	3.0	4.0	4.0	3.5
3.0	3.0	4.0	4.0	3.5
4.0	3.0	4.0	3.0	3.5
3.0	3.0	4.0	4.0	3.5
4.0	3.0	4.0	3.0	3.5
2.0	4.0	4.0	4.0	3.5
3.0	4.0	4.0	3.0	3.5
4.0	3.0	3.0	4.0	3.5
4.0	3.0	3.0	3.0	3.3
3.0	3.0	4.0	3.0	3.3
3.0	3.0	3.0	4.0	3.3
3.0	3.0	4.0	3.0	3.3
4.0	2.0	4.0	3.0	3.3
4.0	3.0	4.0	2.0	3.3
4.0	2.0	3.0	3.5	3.1
3.0	3.0	3.0	3.0	3.0
2.0	3.0	4.0	3.0	3.0
3.0	2.0	4.0	3.0	3.0
3.0	2.0	4.0	3.0	3.0
2.0	3.0	2.0	4.0	2.8
3.0	1.0	2.0	3.0	2.3
2.0	1.0	3.0	1.0	1.8
3.3	3.0	3.6	3.3	3.3

Assessment: Individual Assessment Scores

FBS did not meet its goal that the mean of each assessment be 3.5 or higher.

FBS achieved its stated goal in the following area,

Assessment	Score
Discipling and Counseling the Word in one-on-one settings	3.6/4.0

While not its stated goal, M.Div. students achieved a 3.0 to 3.61 (Proficient answers) in the following areas,

Assessment	Score
Preaching and teaching the Word in large and small group settings	3.3/4.0
Living the Word, through hospitality, through sharing of one another's possessions for the benefit of the body and the community, and through serving the body and the community.	3.3/4.0
Singing the Word in large and small group settings	3.0/4.0

While FBS' stated goal was 3.5 for higher, it is important to remember that 3.0 or higher is a "proficient" answer.

Assessment: Student Means

The mean score of all the students' mean scores was 3.31. This means that the average scores of all the M.Div. students were "proficient." 25 of 28 (89.3%) answer the questions in a "proficient" or "exemplary" way. Three students answered all questions in an "exemplary" (4.0/4.0) way.

The most common means scores were 3.50/4.0 (28.6% of students) and 3.25 (21.4%) of students.

While a majority of M.Div. students were proficient (89.29%) in their answers, FBS should consider ways to improve overall M.Div. mean scores.

Assessment: Historic Analysis

In 2016, FBS failed to achieve its goal of 80% of M.Div. students answering the above question in an exemplary or proficient manner in any of the four assessments. This assessment suggested improvements to question clarity.

In 2019, FBS achieved its goal of 80% of M.Div. students answering the above question in an exemplary or proficient manner in all categories except Assessment 2. This assessment suggested improvements to question clarity and making the assignment graded.

Since FBS' goal in previous assessments was "exemplary" or "proficient" FBS' scores in 2022 are an improvement over 2016 but are in alignment with the 2019 assessment results. M.Div. students still do not seem to be able to articulate the importance of singing.

Outcome Assessment Summary

FBS' assessment of Outcome 5.3 is in line with the results that it received in 2019. In summary, students are exemplary or proficient at explaining the importance of preaching in small group settings, one-on-one discipleship, and "living the Word." Students remain unable to articulate the importance of singing.

Recommended Improvements: Outcome 5.3

- None

Outcome 5.4

An understanding of God’s historical-redemptive mission in the world and commitment to being a partner in that mission through word and deed.

In their final semester of coursework, M.Div. students were given the below prompt to answer a question about Mission Philosophy.

“Discuss in 1 ss page the Biblical basis for missions. Include in your discussion the calling of believers to go into all the world and make disciples and how the universal body of Christ (1 Cor. 12) truth should influence that philosophy (i.e., how an indigenous local body of Christ can partner with a local body of Christ in another country to mutually strengthen one another. Contrast this with the western imperialist practice of missions whereby the wealthy church goes and imports all his "western Christianity" to a poorer foreign church--and why this is not best.)”

Then, once these assignments were completed, M.Div. students were assigned a partner and they graded each other’s papers based on the above Mission Philosophy rubric.

Their scores were posted to Populi and recorded. The assessment method used in 2022 is different from that used in 2019. In 2019 a final, course embedded assignment was turned in to FBS by students. Using comments from the 2019 comprehensive, FBS developed the above assessment.

FBS’ goal is that the mean of each assessment be 3.5 or higher.

Description

Twenty-eight students were required to participate in the above exercise on Mission Philosophy. All 28 (100%) students uploaded the assignment. 100% of students recorded their scores in the comments section of Populi.

The recorded scores of the 28 students were then coded in the following ways,

- Exemplary = 4
- Proficient = 3
- Developing = 2
- Deficient = 1

The table below shows the raw scores. The right most column is the mean score of each student. The final row is the mean score over every student on a particular assessment. [Please refer to this rubric for specific measures.](#)

Assessment1	Assessment2	Assessment3	Assessment4	Means
4.0	4.0	4.0	4.0	4.0

4.0	4.0	4.0	4.0	4.0
4.0	4.0	4.0	4.0	4.0
4.0	4.0	4.0	4.0	4.0
4.0	4.0	4.0	3.0	3.8
3.0	4.0	4.0	4.0	3.8
4.0	4.0	3.0	4.0	3.8
4.0	4.0	3.0	4.0	3.8
4.0	4.0	4.0	3.0	3.8
4.0	4.0	3.0	4.0	3.8
4.0	4.0	3.0	4.0	3.8
4.0	4.0	3.0	4.0	3.8
4.0	4.0	4.0	3.0	3.8
4.0	3.0	3.0	4.0	3.5
4.0	4.0	2.0	4.0	3.5
4.0	4.0	3.0	3.0	3.5
4.0	3.0	4.0	3.0	3.5
4.0	4.0	3.0	3.0	3.5
4.0	4.0	3.0	3.0	3.5
4.0	3.0	4.0	3.0	3.5
4.0	4.0	3.0	3.0	3.5
4.0	4.0	3.0	3.0	3.5
4.0	4.0	3.0	3.0	3.5
4.0	4.0	3.0	3.0	3.5
4.0	4.0	3.0	3.0	3.5
4.0	4.0	3.0	3.0	3.5
4.0	4.0	3.0	3.0	3.5
4.0	4.0	3.0	2.0	3.3
3.0	4.0	2.0	4.0	3.3
3.9	3.9	3.3	3.4	3.6

Assessment: Individual Assessment Scores

FBS did not meet its goal that the mean of each assessment be 3.5 or higher.

FBS achieved its stated goal in the following areas,

Assessment	Score
Provides a clear explanation, with biblical proof shown, of the biblical basis for missions.	3.9/4.0
Provides a clear explanation of how and why believers are to go into the world and make disciples.	3.9/4.0

While not its stated goal, M.Div. students achieved a 3.0 to 3.61 (Proficient answers) in the following areas,

Assessment	Score
Provides a clear explanation of how local churches can partner with churches in other countries.	3.3/4.0
Provides a robust contrast of biblical missions against a model where “western Christianity” is imported.	3.4/4.0

While FBS’ stated goal was 3.5 for higher, it is important to remember that 3.0 or higher is a “proficient” answer.

While all M.Div. students answer in an “exemplary or proficient” way, FBS will consider ways to improve scores.

Assessment: Student Means

The mean score of all the students’ mean scores was 3.6. This means that the average score of all the M.Div. students were better than “proficient” but not exemplary. Twenty-eight of 28 (100%) answered the questions in a “proficient” or “exemplary” way. Three students answered all questions in an “exemplary” (4.0/4.0) way.

The most common means scores were 3.8/4.0 (32.1% of students) and 3.5 (46.4%) of students.

Additionally, students showed improvement over time in the areas of writing on missions. In their second year of coursework, students needed to write a paper about a contemporary issue in missions. Dr. Podor used a four-point scale rubric to grade their assignments. When FBS compares the means of the above assessment to the previous course assignment, this is the distribution FBS was left with,

ME600 Mean Score	Mission Philosophy Mean Score	Difference
1.0	3.3	2.3
2.0	4.0	2.0
2.0	3.8	1.8
2.0	3.5	1.5
2.0	3.5	1.5
3.0	3.8	1.3
3.0	3.5	1.0
3.0	3.8	0.8
3.0	3.8	0.8
3.0	3.8	0.8

3.0	4.0	0.5
3.0	3.5	0.5
3.0	3.8	0.3
3.0	3.8	0.3
3.0	3.8	0.3
4.0	4.0	0.0
4.0	4.0	0.0
Missing	3.5	0.0
Missing	3.5	0.0
3.0	3.5	0.0
3.0	3.5	0.0
3.0	3.5	0.0
4.0	3.8	-0.3
4.0	3.3	-0.3
4.0	3.5	-0.5
4.0	3.5	-0.5
4.0	3.5	-0.5
4.0	3.5	-0.5
3.1	3.6	0.5

Since the assignments are not the same, the comparison is not perfect. However, in their ability to write scholarly about missions, M.Div. students showed a mean improvement of .46 on their answer by their final year.

Assessment: Historic Analysis

In the 2016 and 2019 assessment of Outcome 5.4 and 5.5, students were given a list of 10 possible topics and asked to “assess the issue.” While FBS achieved its stated goal in both years, the 2016 assessment suggested that the assessment questions be further explained to include God’s plan for mission work.

For 2022, FBS opted for more focused questions that would encourage students to explain the theology and theory behind the necessity of missions.

Outcome Assessment Summary

While there is room to improve, FBS is able to see from course-embedded assignments that students are improving their ability to research and talk about theology and theory of missions. While FBS is pleased with the overall ability of students to address the above assessment, FBS will consider improvements over time.

Recommended Improvements: Outcome 5.4

- Consider ways to improve student understanding in the following areas,
 - Provides a clear explanation of how local churches can partner with churches in other countries.
 - Provides a robust contrast of biblical missions against a model where “western Christianity” is imported.

Outcome 5.5

An understanding of and commitment to cross-cultural engagement for the sake of the gospel, critically reflecting on one's own cultural biases and seeking to be a learner from other cultures for the sake of the gospel.

In their final semester of coursework, M.Div. students were given the prompt below to answer a question about Cross Cultural Issues.

“Discuss in 1 single-spaced page the problems with not taking into account cross-cultural issues when engaging in mission work. Give an example of contextualizing the gospel (or other facets of ministry) into another culture.”

Then, once these assignments were completed, M.Div. students were assigned a partner and they graded each other's papers based on the above Cross Cultural Issues rubric.

Their scores were posted to Populi and recorded. The assessment method used in 2022 is different from that used in 2019. In 2019 a final, course embedded assignment was turned in to FBS by students. Using comments from the 2019 comprehensive, FBS developed the above assessment.

FBS' goal is that the mean of each assessment be 3.5 or higher.

Description

Twenty-eight students were required to participate in the above exercise on Mission Philosophy. All 28 (100%) students uploaded the assignment. 100% of students recorded their scores in the comments section of Populi.

The recorded scores of the 28 students were then coded in the following ways,

- Exemplary = 4
- Proficient = 3
- Developing = 2
- Deficient = 1

The table below shows the raw scores. The right most column is the mean score of each student. The final row is the mean score over every student on a particular assessment. [Please refer to this rubric for specific measures.](#)

Assessment1	Assessment2	Means
4.0	4.0	4.0
4.0	4.0	4.0
4.0	4.0	4.0
4.0	4.0	4.0

4.0	4.0	4.0
4.0	4.0	4.0
4.0	4.0	4.0
4.0	4.0	4.0
4.0	4.0	4.0
4.0	4.0	4.0
4.0	4.0	4.0
4.0	4.0	4.0
4.0	4.0	4.0
4.0	4.0	4.0
4.0	4.0	4.0
4.0	4.0	4.0
4.0	3.0	3.5
3.0	4.0	3.5
3.0	4.0	3.5
3.0	4.0	3.5
3.0	4.0	3.5
3.0	4.0	3.5
4.0	3.0	3.5
3.0	4.0	3.5
3.0	4.0	3.5
4.0	3.0	3.5
3.0	3.0	3.0
3.0	3.0	3.0
3.0	3.0	3.0
3.6	3.8	3.7

Assessment: Individual Assessment Scores

FBS met its goal that the mean of each assessment be 3.5 or higher.

FBS achieved its stated goal in the following area,

Assessment	Score
Provides a clear explanation of the weaknesses of the Western missionary movement which imported not only the gospel to other cultures but also Western civilization values	3.6/4.0
Provides clear written arguments for contextualizing the gospel into another culture	3.8/4.0

While all M.Div. students answered in an “exemplary or proficient” way, FBS is happy with the answers provided by its M.Div. students.

Assessment: Student Means

The mean score of all the students' mean scores was 3.7. This means that the average score of all the M.Div. students was better than "proficient" but not exemplary. Twenty-eight of 28 (100%) answered the questions in a "proficient" or "exemplary" way. Fifteen students (53.6%) answered all questions in an "exemplary" (4.0/4.0) way.

On assessment 1, 18 (64.3%) of students addressed these assessments in an exemplary way. On Assessment 2, 22 (78.6%) of students addressed this assessment in an exemplary way.

Assessment: Historic Analysis

In 2016, FBS achieved its goal on assessment 2 of 80% of M.Div. students answering a similar question in an exemplary or proficient manner. Only 78% of students could satisfactorily answer assessment 1. Curriculum changes were recommended.

In 2018, FBS achieved its goal on assessment 2 of 80% of MDiv students answering a similar question in an exemplary or proficient manner. Only 76.93% of students could satisfactorily answer assessment 1. More curriculum changes were recommended. Additionally, it was recommended that this assessment become course embedded.

As the above results show, FBS has improved in this assessment in 2022.

Outcome Assessment Summary

Outcome 5.5 is perhaps FBS greatest "success story" of past assessment leading to future improvement. 2016 and 2019 only saw half of its students able to effectively articulate on the topic of contextualization. Improvements made in 2019 likely caused the scores of this object to be very improved.

Recommended Improvements: Outcome 5.5

- None

Overall Assessment of Objective 5

There is work to be done in improving several scores, but perspective is necessary. FBS states a goal of 3.5 or higher. Perspective comes when it is recognized that "3.5" is actually halfway between "proficient" and "exemplary." Only two directly assessed scores fell below 3.0. While FBS will work to improve, it is encouraged by the overall results.

7. Suggested M.Div. Improvement Plan

7.1 Assessment Plan Improvement:

- 1.1
 - Consider ways to improve theology tests for improved coding and assessment.
- 1.3
 - Consider changes to M.Div. assessment and rubrics 1.3 to better assess students' understanding of the importance of knowing ancient Greek and Hebrew.
 - Consider ways to impress upon students the importance of the establishment of the church in redemptive/biblical history.
- 2.1
 - Consider ways to encourage total participation in students posting their assessment scores.
- 2.2
 - Consider ways to get 100% participation in assignments.
- 2.3
 - Consider ways to assess the growth of scholarly ability over the M.Div. program.
 - Adjust rubric for outcome 2.3 to align with Dr. Podor's grading.
- 3.0
 - Consider ways to identify issues with a student's life prior to end of the program assessments.
 - Consider ways to improve visionary leadership, delegating responsibilities, and motivating others.
 - Consider ways to track improvement of Spiritual Growth over the M.Div. program.
- 4.0
 - Consider why distance students are perceived as less caring than local students.
 - Consider additional assessments to gauge M.Div. students' valuing of relationships.
 - Consider ways FBS can assess the valuing of relationships on an annual basis.
- 5.2
 - Complete recommended updates from 2019 for the 2025 assessment

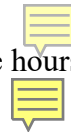
7.2 M.Div. Program Improvement

- 2.3
 - Consider ways to assess the growth of scholarly ability over the M.Div. program.
- 5.1
 - Consider ways to improve scores in the following categories,
 - The church's authority being the Word of God.
 - The church as a worshipping body
 - The church as a serving body

- The pastor as an example to the flock
 - The pastor as an equipper of the flock
 - The church as a loving force in its local and world community
- 5.4
 - Consider ways to improve student understanding in the following areas,
 - Provides a clear explanation of how local churches can partner with churches in other countries.
 - Provides a robust contrast of biblical missions against a model where “western Christianity” is imported.

7.3 Alumni Survey Changes

- Alumni Survey Data Collection
 - Consider an incentive for students that complete the survey.
 - Consider shortening the survey to boost participation.
 - Consider changing the wording on question 17 to, “For any class that you did not rate “very well” please explain why.”
 - Consider a slightly different survey for “older” alumni that focuses on long term take aways.
 - Add the question, “What was the single most valuable class?” to gauge student opinions on **learning**.
 - Add the question, “What was the single most important thing FBS taught you?” for “older” alumni.
 - For Alumni outside the last two cohorts, create an instrument that only gathers placement data and does not ask about classes.
- M.Div. Curriculum
 - Consider ways to improve History of Christianity and Theology of Christian Missions.
- Overall experience/internship
 - Consider the implementation of professor office hours.



7.4 Faculty Improvements

- Consider ways to improve faculty participation in faculty evaluations.

Appendix 1: Rubrics

Outcome 1.1

Exemplary (Would Pass an ordination counsel with excellence = 3.0)	Proficient (Would Pass an ordination counsel = 2.0)	Developing (Would not pass an ordination counsel = 1.0)
That Jesus is the Son of God, fully divine and fully human and that His work on the cross and resurrection is the only means of salvation from sin.	That Jesus is the Son of God, fully divine and fully human and that His work on the cross and resurrection is the only means of salvation from sin.	That Jesus is the Son of God, fully divine and fully human and that His work on the cross and resurrection is the only means of salvation from sin.
In God's Trinitarian nature	In God's Trinitarian nature	In God's Trinitarian nature
In God's Sovereign control	In God's Sovereign control	In God's Sovereign control
In God's holiness	In God's holiness	In God's holiness
In the verbal and plenary inspiration of the scriptures	In the verbal and plenary inspiration of the scriptures	In the verbal and plenary inspiration of the scriptures
In the total depravity of mankind	In the total depravity of mankind	In the total depravity of mankind
In the three components of sanctification (past, present, and future)	In the three components of sanctification (past, present, and future)	In the three components of sanctification (past, present, and future)
In the local church as the manifestation of God's people today	In the local church as the manifestation of God's people today	In the local church as the manifestation of God's people today
In the practice of the ordinances of the church (baptism/the Lord's Table)	In the practice of the ordinances of the church (baptism/the Lord's Table)	In the practice of the ordinances of the church (baptism/the Lord's Table)
In the government of the church through pastors and deacons	In the government of the church through pastors and deacons	In the government of the church through pastors and deacons
In the practice of church discipline	In the practice of church discipline	In the practice of church discipline
In the enabling present ministry of the Holy Spirit in the believer's life	In the enabling present ministry of the Holy Spirit in the believer's life	In the enabling present ministry of the Holy Spirit in the believer's life
In the bodily second coming of Jesus Christ	In the bodily second coming of Jesus Christ	In the bodily second coming of Jesus Christ

Outcome 1.2

Exemplary (Would Pass an ordination counsel with excellence = 3.0)	Proficient (Would Pass an ordination counsel = 2.0)	Developing (Would not pass an ordination counsel = 1.0)
The Scriptures (66 books) as the sole authority for the Christian's source of truth.	The Scriptures (66 books) as the sole authority for the Christian's source of truth.	The Scriptures (66 books) as the sole authority for the Christian's source of truth.
The role of Scriptures as the source of counseling theory and practice by which all other theories are to be evaluated	The role of Scriptures as the source of counseling theory and practice by which all other theories are to be evaluated	The role of Scriptures as the source of counseling theory and practice by which all other theories are to be evaluated

Outcome 1.3

Original Languages Paper

Exemplary = 3	Proficient = 2	Developing = 1
Provides specific examples, using interpreted scriptures, to clearly express the usefulness of knowing original languages.	Provides general examples, using interpreted scriptures, to express the usefulness of knowing original languages.	Provides general examples to express the usefulness of knowing original languages.

Plot Line of the Bible paper

Exemplary = A	Proficient = B	Developing = C or lower
Provides a clear outline of the plot line of Scripture (creation, fall, flood, the establishment and fall of Israel, and the first coming of Christ.)	Provides a general outline of the plot line of Scripture (creation, fall, flood, the establishment and fall of Israel, and the first coming of Christ.)	Provides a very basic outline of the plot line of Scripture (creation, fall, flood, the establishment and fall of Israel, and the first coming of Christ.)
Provides clear examples of how God's plan, as laid out in scripture, creates trajectories that lay the foundation for Christ and	Provides general examples of how God's plan, as laid out in scripture, creates trajectories that lay the foundation for Christ and	Provides very basic examples of how God's plan, as laid out in scripture, creates trajectories that lay the foundation for Christ and

world-wide mission for God's glory.	world-wide mission for God's glory.	world-wide mission for God's glory.
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Outcome 2.1

Assessment #	Exemplary=4	Proficient=3	Developing=2
1	Has included 9 or more books/journal articles on a given current topic and able to summarize the content of the resource	Has included 6-9 books/journal articles on a given current topic and able to summarize the content of the resource	Has included 5 or less books/journal articles on a given current topic
2	Provides an accurate articulation of the current issue with major proponents of the issue.	Provides an accurate articulation of the current issue	Provides an inaccurate articulation of the current issue
3	Shows use of orthodox theology and Scripture accurately to critique the issue	Shows use of orthodox theology accurately to critique the issue	Fails to critically engage with the issue.
4	Provides an articulate a theologically and scripturally based conclusion	Suggest a possible opinion based upon theological and scriptural concerns even if not sure.	Offer no conclusion or faulty conclusions

Objective 2.2

Assessment #	Exemplary=4	Proficient=3	Developing=2
1	Cites over 5 different scholars in a research paper and engages with them through discussion	Cites 3-4 scholars in a research paper and engages with them through discussion	Cites less than 3 scholars and does not tend to interact with their ideas
2	Use orthodox theology and Scripture accurately to critique the issue	Use orthodox theology accurately to critique the issue	Fail to critically engage with the issue.
3	Articulate a theologically and scripturally based conclusion	Suggest a possible opinion based upon theological and scriptural concerns even if not sure.	Offer no conclusion or faulty conclusions

Outcome 2.3

Assessment #	Exemplary=4	Proficient=3	Developing=2
1	Able to accurately explain the 6 world views listed	Able to accurately explain 4-5 of the world views listed.	Able to explain accurately 1-3 of the world views listed
2	Able to give robust Gospel centered refutations of 2 of the world views	Able to give a few reasons why 2 of the world views are inadequate	Unable to show why the theistic world view is superior to any of the world views listed

Outcome 5.1

Assessment #	Exemplary=4	Proficient=3	Developing=2
1	The church's authority being the Word of God.	The church's authority being the Word of God.	The church's authority being the Word of God.
2	The church as a worshiping body	The church as a worshiping body	The church as a worshiping body
3	The church as a serving body	The church as a serving body	The church as a serving body
4	The church as a loving force in its local and world community	The church as a loving force in its local and world community	The church as a loving force in its local and world community
5	The pastor as a shepherd of the flock	The pastor as a shepherd of the flock	The pastor as a shepherd of the flock
6	The pastor as an example to the flock	The pastor as an example to the flock	The pastor as an example to the flock
7	The pastor as an overseer of the flock	The pastor as an overseer of the flock	The pastor as an overseer of the flock
8	The pastor as a leader of the flock	The pastor as a leader of the flock	The pastor as a leader of the flock
9	The pastor as an equipper of the flock	The pastor as an equipper of the flock	The pastor as an equipper of the flock
10	The pastor as a teacher of the flock	The pastor as a teacher of the flock	The pastor as a teacher of the flock

Outcome 5.3

Assessment #	Exemplary=4	Proficient=3	Developing=2
1	Preaching and teaching the Word in large and small group settings	Preaching and teaching the Word in large and small group settings	Preaching and teaching the Word in large and small group settings

2	Singing the Word in large and small group settings	Singing the Word in large and small group settings	Singing the Word in large and small group settings
3	Discipling and Counseling the Word in one-on-one settings	Discipling and Counseling the Word in one-on-one settings	Discipling and Counseling the Word in one-on-one settings
4	Living the Word, through hospitality, through sharing of one another's possessions for the benefit of the body and the community, and through serving the body and the community	Living the Word, through hospitality, through sharing of one another's possessions for the benefit of the body and the community, and through serving the body and the community	Living the Word, through hospitality, through sharing of one another's possessions for the benefit of the body and the community, and through serving the body and the community

Outcome 5.4

Assessment #	Exemplary=4	Proficient=3	Developing=2
1	Clearly assess an issue in contemporary mission work with relevant sources.	Generally, assess an issue in contemporary mission work with relevant sources.	Basically, assess an issue in contemporary mission work with relevant sources.

Outcome 5.5

Assessment #	Exemplary=4	Proficient=3	Developing=2
1	Provides a clear explanation of the weaknesses of the Western missionary movement which imported not only the gospel to other cultures but also Western civilization values	Provides a general explanation of the weaknesses of the Western missionary movement which imported not only the gospel to other cultures but also Western civilization values	Provides a very basic explanation of the weaknesses of the Western missionary movement which imported not only the gospel to other cultures but also Western civilization values
2	Provides clear written arguments for contextualizing the gospel into another culture	Provides general written arguments for contextualizing the gospel into another culture	Provides very basic written arguments for contextualizing the gospel into another culture's world-wide mission for God's glory.

Appendix 2: Open Ended Theology Questions

Appendix 3: Student Spiritual Evaluation Results

Appendix 4: Peer Evaluation Survey Results

Appendix 5: World View Paper Grades with Comments

Appendix 6: Ministry Evaluation Survey Results

Appendix 7: Reflection Paper Summaries

Appendix 8: M.Div. Alumni Survey Results