



2022 to 2025

# M. Div. Triennial Assessment Report

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An aerial view of Northend Community Center

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## **Special Thanks**

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## Table of Contents

2022 to 2025 M.Div. Assessment Executive Summary .....	5
M.Div. Assessment at a Glance .....	7
History of the M.Div.....	8
1. Institutional Goals and Objectives.....	13
2. Outcome Assessment Standards.....	15
3. M.Div. Assessment Plan.....	20
4. M.Div. Alumni Assessment.....	21
5. M.Div. Learning Outcomes Assessment .....	27
Course Assessment from Course Evaluations.....	27
5.1 Educational Objective 1.0—Understanding the Sufficient Scriptures.....	30
Outcome 1.1 .....	30
Outcome 1.2 .....	36
Outcome 1.3 .....	40
Overall Assessment of Objective 1 .....	46
5.2 Educational Objective 2.0—Enhanced Academic Ability.....	47
Outcome 2.1 .....	47
Outcome 2.2 .....	51
Outcome 2.3 .....	55
Overall Assessment of Objective 2 .....	57
5.3 Educational Objective 3.0— Spiritual Growth .....	59
Outcome 3.1 .....	59
Outcome 3.2 .....	66
Overall Assessment of Objective 3 .....	69
5.4 Educational Objective 4.0—Valuing Relationships .....	70
Outcome 4.1 & 4.2 .....	70
Overall Assessment of Objective 4 .....	74
5.5 Educational Objective 5.0—Preparation for Service .....	75

Outcome 5.1 .....	75
Outcome 5.2 .....	81
Outcome 5.3 .....	98
Outcome 5.4 .....	104
Outcome 5.5 .....	109
Overall Assessment of Objective 5 .....	113
6. Suggested M.Div. Improvement Plan.....	114
Appendix 1: Rubrics .....	119
Appendix 2: Student Spiritual Evaluation Results.....	145
Appendix 3: Peer Evaluation Survey Results .....	252
Appendix 4: Ministry Evaluation Survey Results .....	371
Appendix 5: Reflection Papers .....	405
Appendix 6: M.Div. Alumni Survey Results.....	599

## **2022 to 2025 M.Div. Assessment Executive Summary**

The 2025 Master of Divinity Comprehensive Assessment evaluates the effectiveness of Faith Bible Seminary's M.Div. program through student outcome assessments, course evaluations, alumni surveys, and faculty review conducted on a three-year cycle. The goal of this process is to determine how effectively the program forms graduates in biblical conviction, theological competency, pastoral ministry, and readiness for service in the local church and global mission.

Overall, the findings indicate that the M.Div. program continues to meet or exceed its institutional benchmarks. Across multiple measures, graduates demonstrate strong theological formation, pastoral readiness, and sustained ministry impact. Taken together, the results affirm the strength of the seminary's educational model and its commitment to forming biblically grounded leaders for the church.

### **Alumni Evaluation**

The 2025 alumni survey provides important insight into long-term perceptions of preparation for ministry. After removing invalid or inactive contacts, the seminary identified 103 eligible M.Div. alumni. Twenty-seven alumni responded, yielding a response rate of approximately 26 percent. While this sample size does not support statistically generalizable conclusions, it provides meaningful descriptive insight into graduate experiences and long-term ministry preparation.

Across all assessed competencies, approximately 94 percent of responses fell within the top two categories of the survey scale ("Very well equipped" or "Well equipped"). Alumni reported particularly strong preparation in commitment to Scripture as the final authority for faith and practice, confidence in evangelical theological orthodoxy, hermeneutical competence in interpreting Scripture, preparation for preaching and the ministry of the Word, and readiness for pastoral leadership and the care of souls.

Alumni were also asked to evaluate the long-term usefulness of specific courses within the curriculum. Biblical counseling courses, expository preaching, and original language instruction in Greek and Hebrew received especially strong ratings, indicating that graduates continue to rely heavily on these areas of training in their ministry contexts. These findings suggest that the program's most practice-oriented components maintain strong long-term ministry relevance.

A small number of foundational courses received comparatively lower long-term ratings. Hermeneutics received positive responses from approximately 56 percent of respondents, while Systematic Theology I and II received positive ratings near 70 percent. These differences likely reflect variation in ministry context and the passage of time since course completion, but they also provide helpful feedback for continued curricular reflection and reinforcement of these foundational disciplines.

Open-ended alumni responses reinforce the quantitative findings. Graduates consistently highlighted the depth of biblical training they received, the personal investment of faculty members, and the practical usefulness of their preaching and counseling preparation. Many

respondents described the program as instilling a durable “Bible-first” approach to ministry that continues to shape their pastoral leadership and ministry philosophy years after graduation.

### **2022-2025 Evaluation**

The 2025 assessment also continues a pattern observed in previous assessment cycles. Earlier assessments in 2016, 2019, and 2022 demonstrated steady strengthening of both the curriculum and the institution’s assessment processes. In particular, cross-cultural engagement emerged in earlier cycles as the outcome with the greatest variability. The 2025 findings continue to show strong performance across most domains while indicating that cross-cultural engagement remains an area for continued attention.

Taken together, the evidence indicates that the M.Div. program is effectively accomplishing its central mission of preparing graduates for faithful pastoral ministry. Alumni consistently report strong theological grounding, confidence in the authority of Scripture, and readiness for pastoral leadership responsibilities. The curriculum also demonstrates a coherent progression from foundational biblical and theological coursework toward applied pastoral ministry and leadership training, reflecting the seminary’s philosophy of forming both theological understanding and ministry competence.

While the overall results are highly positive, the assessment highlights several areas where targeted refinement could strengthen the program further. Cross-cultural engagement remains the outcome with the greatest variability across assessment cycles and will continue to receive focused curricular attention. Lower long-term ratings in hermeneutics and systematic theology suggest opportunities to reinforce these foundational areas through integrative assignments and continued emphasis on ministry application. Increasing alumni participation in future surveys would also strengthen the statistical confidence of future assessments and provide a more representative picture of graduate experiences.

In summary, the 2025 assessment affirms that the M.Div. program at Faith Bible Seminary is effectively fulfilling its educational and theological mission. Graduates demonstrate strong biblical conviction, theological competence, and readiness for pastoral ministry. The areas identified for improvement represent focused refinements rather than structural weaknesses and reflect the seminary’s ongoing commitment to thoughtful evaluation and continuous improvement.

## M.Div. Assessment at a Glance

In this table, the first column is the number associated with FBS' M.Div. objectives. 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.

Outcome	Outcome Goal Status	Possible Steps to Improve Outcome Scores / Assessment in 2028
1.1	Met	Continue periodic faculty calibration of peer-graded assignments and refine rubric distinctions to maintain scoring clarity.
1.2	Met	Conduct brief faculty calibration of selected Bibliology statements and refine rubric language to strengthen scoring precision.
1.3	Met	Review a small sample of papers each cycle to maintain consistent rubric expectations and clarify exemplary performance.
2.1	Met	Periodically calibrate peer scoring using sample papers; explore introducing an earlier research assignment to measure development across the program.
2.2	Met	Introduce a faculty benchmark grade alongside peer and self-assessment to strengthen reliability of the evaluation.
2.3	Met	Strengthen instruction and modeling in gospel-centered responses to non-theistic worldviews; consider a later program assignment to measure growth.
3.1	Met	Develop earlier mechanisms to identify student concerns before final assessments and strengthen formative leadership development.
3.2	Met	Reintroduce pastoral assessment of reflection papers and refine the measurement structure to better capture reliance on the Holy Spirit in ministry contexts.
4.1	Met	Review the 80% peer-recognition benchmark and implement structured prayer and care check-ins to strengthen relational engagement.
4.2	Met	Continue strengthening relational formation during residencies, particularly through intentional interaction between distance and residential students.
5.1	Met	Reinforce applied instruction on pastoral oversight and leadership responsibilities; add limited faculty-evaluated samples alongside peer assessments.
5.2	Needs Improvement	Refine the Ministry Experience Exit instrument to align directly with Word ministry and care-of-souls competencies; track results longitudinally across cohorts.
5.3	Met	Add a brief applied reflection connecting the student's philosophy of equipping to a concrete ministry context.
5.4	Met	Strengthen case-study instruction in cross-cultural church partnership and refine rubric distinctions at the exemplary level.
5.5	Met	Review rubric descriptors to better differentiate proficient and exemplary performance and periodically calibrate peer evaluation expectations.

## **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.

**1<sup>st</sup> M.Div. Cohort (2007-10)**



**2<sup>nd</sup> M.Div. Cohort (2010-2013)**



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



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



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



**6th M.Div. Cohort (2022-2025)**



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. 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 individuals who had opted out of communication, Faith Bible Seminary identified a population of 103 eligible M.Div. alumni. A statistically representative sample (95% confidence level; 5% margin of error) would have required 82 responses. After two weeks of outreach, 27 complete surveys were received (26% response rate).

While this response rate does not permit statistically generalizable conclusions, it provides meaningful descriptive insight into alumni perceptions of program effectiveness and long-term ministry impact.

### FBS Survey Details

The survey consists of 20 questions and collects:

- Biographical data for placement and alumni tracking
- Two Likert-scale sections:
  - Perceived equipping relative to M.Div. program outcomes
  - Perceived equipping from individual courses
- Eight open-ended questions regarding long-term ministry impact and reflections

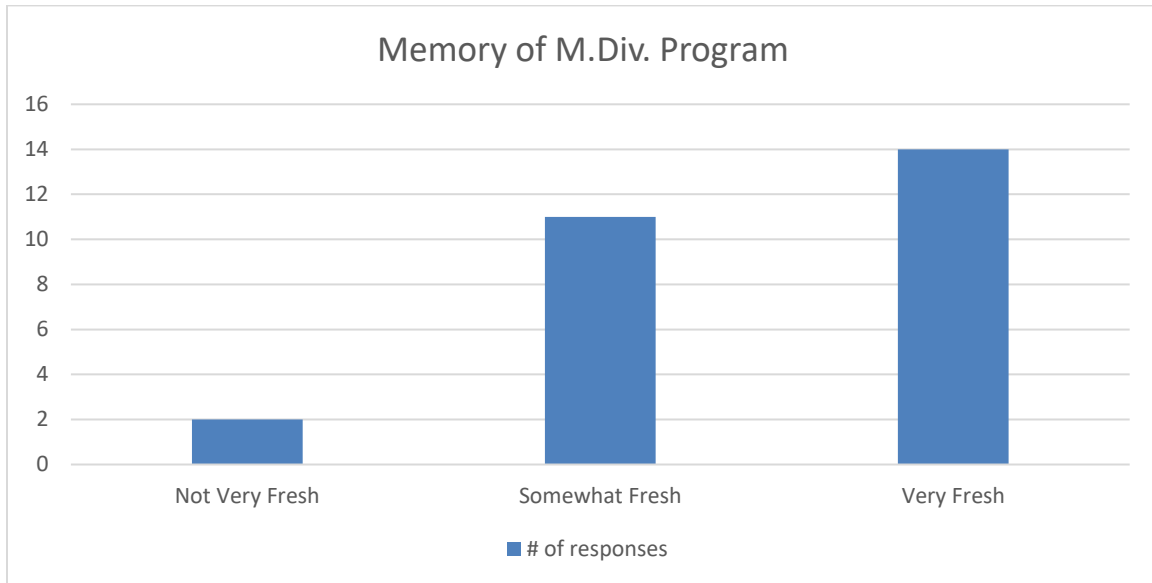
To account for recall accuracy, alumni categorized the freshness of their course memory:

- **Very fresh** (graduated within last 5 years): 51.9%
- **Somewhat fresh** (graduated more than 5 years ago): 40.7%
- **Not very fresh** (graduated more than 10 years ago): 7.4%

This distribution provides both recent and longer-term ministry perspective.

## **Assessment: M.Div. Program Outcomes**

The chart below shows the distribution of answers in how well M.Div. graduates remember their time in the program.



## **Questions about M.Div. Outcome**

Across all assessed competencies, alumni report strong perceived equipping. Approximately 94% of outcome-related responses fall within the top two categories (“Very well equipped” or “Well equipped”).

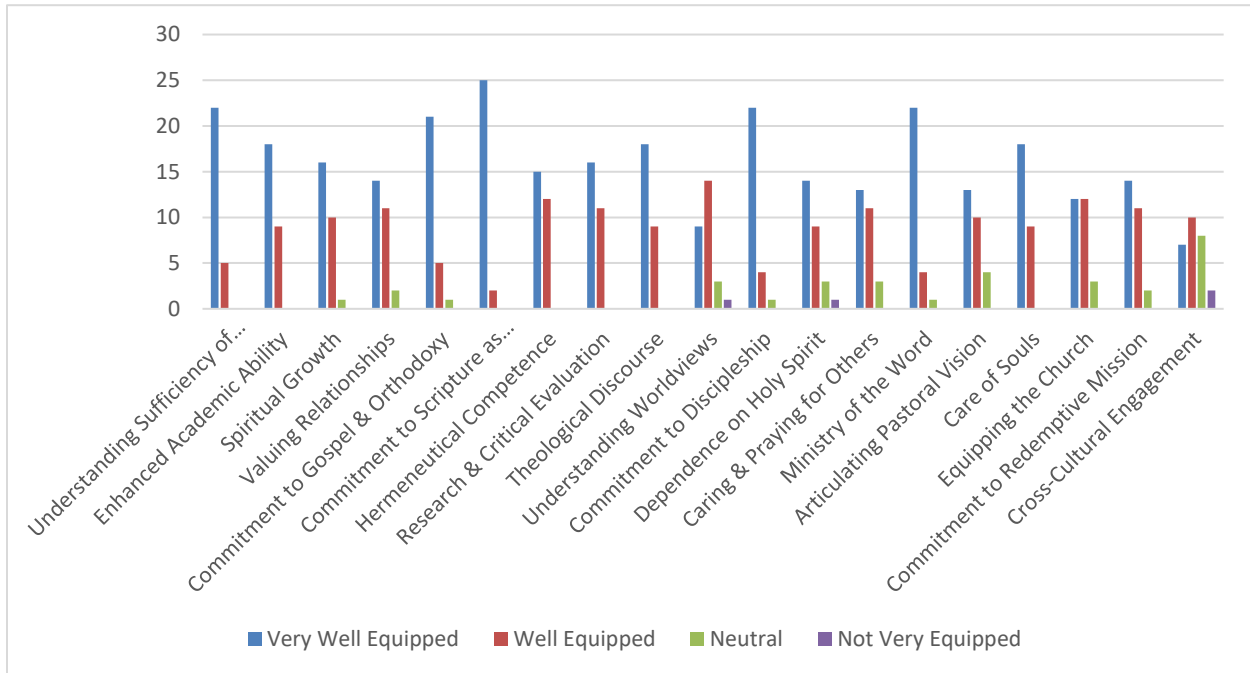
The highest concentration of “Very well equipped” responses appears in domains central to theological and pastoral formation:

- Commitment to Scripture as final authority
- Commitment to evangelical orthodoxy
- Discipleship and obedience to Christ
- Hermeneutical competence
- Ability to engage in theological discourse
- Articulation of a biblical vision for pastoral leadership
- Ministry of the Word
- Care of souls

Cross-cultural engagement reflects the greatest variability, including the highest proportion of neutral and “Not very equipped” responses. While still positive overall, this domain remains the most clearly identified area for curricular refinement.

These findings suggest that the core theological and pastoral commitments of the program are both clearly transmitted and durably internalized.

These findings suggest that the program’s core theological and pastoral formation is both clearly communicated and successfully internalized by graduates.



**Questions about Specific Courses (0 to 5 year students)**

Recent graduates evaluated individual courses based on ministry usefulness. Results skew strongly positive. The consistency of high ratings across exegetical, theological, and preaching courses reinforces alumni affirmation of the program’s academic rigor and pastoral application.

The table below shows the percentage of time each course was listed “Very Well” or “Well.” The table excluded “I didn’t take this course.”

Course	% Very Well or Well
Bible Geography	91%
Hebrew I	91%
Hebrew II	91%
Hebrew Readings	91%
Pentateuch & Historical Books	91%
Greek I	91%
Greek Readings	91%
Greek Exegesis I	91%
Greek Exegesis II	91%
Acts & Pauline/General Epistles	91%
Systematic Theology I	91%
Systematic Theology II	91%

Systematic Theology III	91%
Systematic Theology IV	91%
Ordination Doctrinal Paper	91%
Expository Preaching	91%
Foundations for Interpretation (Hermeneutics)	82%
Intertextuality	82%
Hebrew Exegesis	82%
Poetic & Prophetic Books	82%
Greek II	82%
Synoptic Gospels & Johannine Literature	82%
History of Christianity	82%
Theology of Christian Missions	82%
Apologetics & World Religions	82%
Basics of Biblical Counseling (Track 1)	82%
Biblical Counseling Theology (Track 2–6)	82%
Advanced Issues in Biblical Counseling	82%
Supervised Observation I	82%
Supervised Observation II	82%
Advanced Teaching Methods	82%
Church Leadership, Administration, Growth	82%
Local Church Strategic Planning	82%
Staying Strong Spiritually	82%

**Questions about Specific Courses (5-10 year students)**

Graduates 5–10 years removed from completion also report positive long-term ministry value. Language and theology courses continue to demonstrate strong retention and perceived impact. However:

- Hermeneutics (56%) shows lower long-term perceived impact.
- Systematic Theology I & II (70%) reflect moderate retention.
- Expository Preaching and Advanced Issues in Biblical Counseling show minor variability, including isolated “Poorly” responses.

Some decline in foundational-course ratings may reflect diminished recall over time or varied ministry contexts rather than instructional weakness. Nevertheless, these patterns warrant periodic review to ensure sustained long-term impact.

Course	% Very Well or Well
Basics of Biblical Counseling (Track 1)	90%
Advanced Issues in Biblical Counseling	90%
Expository Preaching	90%
Greek I	82%
Greek II	82%

Hebrew I	82%
Hebrew II	82%
Systematic Theology I	70%
Systematic Theology II	70%
Foundations for Interpretation (Hermeneutics)	56%

**Assessment: Open-Ended Questions**

Qualitative feedback is overwhelmingly positive. Recurring themes include:

- Gratitude for faculty investment
- A durable ministry-shaping foundation
- Daily or weekly application of language, exegesis, and counseling training
- A deeply internalized “Bible-first” mindset
- Confidence in Scripture’s sufficiency

Several alumni credited their seminary experience as decisive in preparing them for pastoral leadership, including one who noted they would not be serving as a senior pastor without the formation received.

Minor feedback included:

- Desire for additional repetition or mnemonic reinforcement in language instruction
- A dropdown omission of “2025” as a graduation year (instrument issue, not programmatic concern)

Overall, qualitative data strongly reinforce the idea that graduates view their FBS formation as spiritually formative, practically useful, and enduringly impactful.

**Assessment: Historic Analysis**

- **2016:** Alumni evaluated overall objectives rather than specific outcomes. FBS met its institutional goals, though eleven courses did not meet the benchmark.
- **2019:** Outcome-level assessment was implemented. All outcomes met the institutional benchmark except cross-cultural engagement, which emerged as the weakest domain, and ten courses did not meet the stated goal.
- **2022:** Substantial improvement was evident. Only two courses failed to meet the benchmark, and all outcomes achieved institutional targets, though cross-cultural engagement continued to show comparatively lower strength.
- **2025:** Survey confirms sustained strength in theological and pastoral formation, with approximately 94% of responses in the top two categories. Cross-cultural engagement again represents the most consistent area for refinement.

## **Outcome Assessment Summary**

Although response rates limit statistical generalization, the consistency of results across outcomes, course-level ratings, and qualitative reflections indicates that the M.Div. program is effectively forming graduates in theological conviction, pastoral competence, and ministry durability.

Cross-cultural formation remains the most identifiable curricular refinement area. Secondary attention should be given to long-term retention in selected foundational courses. Overall alumni feedback affirms the program's theological depth, pastoral utility, and enduring ministry impact.

### **Suggested Improvements: Alumni Input**

- Recommended,
  - Strengthen cross-cultural engagement formation within the M.Div. curriculum.
  - Review long-term retention in Hermeneutics Systematic Theology.
  - Improve alumni survey participation rates.

## 5. 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. Answer of "N/A" were not counted towards averages on course assessments

#### Scale

10 to 8.99	8.99 to 6	5.99 to 3	2.99 to 1	1 to 0
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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
<b>Fall 2022</b>															
BI 520	9.6	9.8	9.6	9.6	9.6	9.6	9.5	9.5	8.9	9.5	9.2	9.3	9.4	9.3	9.3
BI580	9.6	9.5	9.3	8.9	8.8	9.0	9.5	9.4	9.2	9.2	9.0	9.3	9.2	9.6	9.2
NT503	9.6	9.5	9.6	8.8	8.7	8.8	9.4	9.3	8.6	8.7	8.4	8.9	8.8	9.2	8.8
OT503	9.7	9.8	9.7	8.8	9.0	8.5	9.5	9.2	9.4	9.4	8.6	8.9	8.9	9.5	8.9
PT630	9.1	9.0	8.3	9.0	8.6	8.9	9.4	9.1	8.7	9.0	9.3	8.7	9.4	8.9	8.7
<b>Spring 2023</b>															
BC501	9.6	9.9	9.7	9.4	9.2	9.6	9.7	9.6	9.3	9.7	9.4	9.6	9.5	9.4	9.3
NT504	9.4	9.6	9.6	8.8	9.0	9.0	9.4	9.4	8.2	9.3	9.0	9.1	9.3	9.5	8.8
OT504	9.7	9.7	9.7	9.6	9.6	9.3	9.7	9.7	9.7	9.5	9.5	9.6	9.4	9.9	9.4
ST541	9.8	9.9	9.3	9.5	9.5	9.5	9.5	9.7	9.4	9.7	9.7	9.5	9.4	9.3	9.6
<b>Summer 2023</b>															
NT505	9.6	9.5	9.6	9.7	9.6	9.5	9.7	9.3	9.4	9.3	9.6	9.5	9.4	9.6	9.6
OT505	9.6	9.8	9.6	9.4	9.7	9.5	9.8	9.6	9.6	9.5	9.7	9.6	9.7	9.7	9.4
ST542	9.8	9.8	9.4	9.4	9.4	9.3	9.7	9.7	9.2	9.6	9.8	9.6	9.8	9.5	9.7
<b>Fall 2023</b>															
BC502	9.5	9.6	9.6	9.1	9.1	9.3	9.6	9.3	8.9	9.0	9.1	9.6	9.5	9.6	8.9
CH510	9.2	9.3	8.3	9.0	9.2	9.0	8.9	8.9	8.3	8.9	8.9	8.8	8.8	8.8	8.7
NT633	9.5	9.8	9.5	9.4	9.3	8.9	9.5	9.4	8.8	9.2	9.0	9.1	9.4	9.6	9.0
<b>Spring 2024</b>															

Course Evaluation Data Not Collected

**Summer 2024**

NT720	9.3	9.4	9.4	9.3	9.5	8.9	9.4	9.5	8.5	8.7	9.0	9.0	9.5	9.1	8.5
OT722	9.7	9.7	9.7	9.2	9.4	9.4	9.5	9.5	9.5	9.5	9.6	9.4	9.5	9.5	9.4
ST547	9.9	9.9	9.8	9.9	9.9	9.9	9.8	9.9	9.5	9.8	9.7	9.9	9.8	9.4	9.7

**Fall 2024**

BC503	8.0	8.8	8.8	8.8	8.4	8.3	8.8	8.7	8.5	8.5	7.8	8.6	8.5	8.0	7.7
BC610	9.5	9.5	9.3	9.5	9.3	9.3	9.7	9.7	9.3	9.3	9.0	9.7	9.6	9.3	9.3
NT722	9.6	9.6	9.6	9.4	9.6	9.5	9.6	9.6	9.3	9.6	9.6	9.6	9.6	9.6	9.4
PT610	9.4	9.4	9.4	9.3	9.3	9.4	9.4	9.4	9.4	9.4	9.3	9.4	9.4	9.3	9.3
ST630	9.3	9.3	9.2	9.3	9.3	9.2	9.3	9.3	9.3	9.3	9.2	9.2	9.2	9.2	9.2

**Spring 2025**

**Course Evaluation Data Not Collected**

In addition to the program-level measures described above, the M.Div. program was assessed through a series of structured individual assignments distributed throughout the curriculum. Collectively, these assignments provide important indicators of how well students are achieving the program's stated learning outcomes.

Each assignment is evaluated using a rubric that identifies specific competencies associated with the program's learning objectives. These rubrics establish clear benchmarks for evaluation and allow assessment data to be aggregated across cohorts for program review.

For clarity and readability, not all assessment procedures are described in detail below. The specific assessment process for each assignment is explained within the section where that assignment is discussed.

[Go To Appendix 1](#)

## 5.1 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 2025, FBS created three course embedded assignments and upped the number of questions asked to students to 79. 26 questions are given to students in the Final Equipping class, 36 are given to the students as a test in ST2, 17 are given to the students in ST1. After giving a full answer to all the questions as graded assignments, students reviewed their peers and gave them a grade using the below scale.

Students were provided with the following grading scale when assessing their own answers,

- 3 = Would Pass an ordination council 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.

**FBS’ benchmark is that 80% of students finish with a score of 2.0 or higher.**

#### **Assessment Description**

26 out of 28 M.Div. students participated in the assessment described above. Every student was required to have a peer grade from two different students, 22 of 26 students had two graders and 4 students had 4 graders. The table below lists the average and the difference in grades between the averages of the peer grades.

Self-Average is the average total score of how the student graded themselves.

Peer 1 Average is the average of the total scores that peer 1 gave to the student.

Diff of Self and Peer 1 indicates the difference between the average grade the student gave themselves and the average score given by peer 1. A positive number indicates that the student graded themselves **higher than the peer did**. A negative number indicates that the student graded themselves **lower than the peer did**.

Peer 2 Average is the average of the total scores that peer 2 gave to the student.

Diff of Self and Peer 2 indicates the difference between the average grade the student gave themselves and the average score given by peer 1. A positive number indicates that the student

graded themselves **higher than the peer did**. A negative number indicates that the student graded themselves **lower than the peer did**.

**Total Average Scores of Each Test**

	<b>Self</b>	<b>Peer 1</b>	<b>Diff of Peer 1 and Self</b>	<b>Peer 2</b>	<b>Diff of Peer 2 and Self 2</b>
Student 01	3.00	2.77	-0.23	No Grade	No Grade
Student 02	3.00	3.00	0.00	No Grade	No Grade
Student 03	3.00	2.92	-0.08	3.00	0.00
Student 04	3.00	2.62	-0.38	No Grade	No Grade
Student 05	2.92	3.00	0.08	3.00	0.08
Student 06	2.85	2.85	0.00	2.69	-0.15
Student 07	2.85	2.85	0.00	2.77	-0.08
Student 08	2.85	2.69	-0.15	2.62	-0.23
Student 09	2.85	2.85	0.00	2.85	0.00
Student 10	2.77	2.85	0.08	2.77	0.00
Student 11	2.77	2.92	0.15	2.77	0.00
Student 12	2.77	2.77	0.00	2.62	-0.15
Student 13	2.67	2.38	-0.28	2.69	0.03
Student 14	2.62	2.62	0.00	2.54	-0.08
Student 15	2.62	2.77	0.15	2.54	-0.08
Student 16	2.62	2.69	0.08	2.62	0.00
Student 17	2.56	2.62	0.06	2.59	0.03
Student 18	2.54	2.77	0.23	2.62	0.08
Student 19	2.46	2.38	-0.08	2.77	0.31
Student 20	2.38	2.23	-0.15	2.31	-0.08
Student 21	2.23	2.62	0.38	2.46	0.23
Student 22	2.23	2.38	0.15	2.31	0.08
Student 23	2.23	1.85	-0.38	2.15	-0.08
Student 24	2.15	2.31	0.15	2.15	0.00
Student 25	2.00	2.69	0.69	2.62	0.62
Student 26	1.69	2.23	0.54	2.08	0.38
<b>Averages</b>	<b>2.56</b>	<b>2.62</b>	<b>0.06</b>	<b>2.59</b>	<b>0.04</b>

**Total Average Scores of the 13 Categories**

<b>Category</b>	<b>Self</b>	<b>Peer 1</b>	<b>Diff of Peer 1 and Self</b>	<b>Peer 2</b>	<b>Diff of Peer 2 and Self 2</b>
Format	2.58	2.40	-0.17	2.39	-0.19
Preface	2.60	2.96	0.36	2.86	0.26
Conversion	2.68	2.85	0.17	2.95	0.27
Call	2.52	2.73	0.21	2.68	0.16
Bibliology	2.24	2.42	0.18	2.41	0.17

Theology Proper	2.76	2.65	-0.11	2.73	-0.03
Christology	2.52	2.58	0.06	2.43	-0.09
Pneumatology	2.52	2.58	0.06	2.41	-0.11
Angelology, Demonology, Satanology	2.60	2.69	0.09	2.68	0.08
Anthropology and Hamartiology	2.32	2.48	0.16	2.36	0.04
Soteriology	2.52	2.58	0.06	2.50	-0.02
Ecclesiology	2.63	2.54	-0.09	2.55	-0.08
Eschatology	2.60	2.65	0.05	2.68	0.08
<b>Averages</b>	<b>2.54</b>	<b>2.62</b>	<b>0.08</b>	<b>2.59</b>	<b>0.04</b>

**Raw Scores by Category**

Category	Average Self Grade	Average Peer Grade	Average Peer 2 Grade
Angelology, Demonology, Satanology	2.60	2.69	2.68
Anthropology and Hamartiology	2.32	2.48	2.36
Bibliology	2.24	2.42	2.41
Call	2.52	2.73	2.68
Christology	2.52	2.58	2.43
Conversion	2.68	2.85	2.95
Ecclesiology	2.63	2.54	2.55
Eschatology	2.60	2.65	2.68
Pneumatology	2.52	2.58	2.41
Soteriology	2.52	2.58	2.50
Theology Proper	2.76	2.65	2.73

**Results and Findings**

**FBS met and exceeded its benchmark that 80% of students finish with a score of 2.0 or higher (“Would Pass an ordination council”).** In 2025, 100% of participating students met the benchmark, confirming cohort-wide doctrinal readiness aligned with ordination-level expectations.

This assessment functions as a competency-based doctrinal demonstration, not a norm-referenced ranking. The goal is to verify that students can clearly articulate and defend

evangelical orthodoxy in a form consistent with pastoral ministry standards. FBS strengthened this competency verification in 2025 by expanding course-embedded measurement across three courses and 79 total questions, increasing both coverage and stability.

Assessment Component	Self Avg	Peer 1 Avg	Peer 2 Avg	Overall Avg	Benchmark
Doctrinal Orthodoxy Test	2.56	2.62	2.59	2.59	2.0 or higher
13-Category Composite	2.54	2.62	2.59	2.58	2.0 or higher

### Peer-Self Alignment

Differences between self and peer averages were minimal (overall mean differences at or below .06), indicating consistent application of doctrinal standards and no evidence of systemic self-inflation. Where divergence occurred, it most often reflected conservative self-assessment rather than peer generosity. For example, two students rated themselves at or below passing level (2.00 and 1.69), yet peers rated both above 2.0, suggesting self-critique and humility rather than grade inflation.

Measure	Self Avg	Peer 1 Avg	Peer 2 Avg	Mean Difference (Self vs Peer)
Total Test Average	2.56	2.62	2.59	≤ .06

### Results by Category

Category	Self Avg	Peer 1 Avg	Peer 2 Avg	Above 2.0?
Theology Proper	2.76	2.65	2.73	Yes
Conversion	2.68	2.85	2.95	Yes
Eschatology	2.60	2.65	2.68	Yes
Angelology/Demonology	2.60	2.69	2.68	Yes
Ecclesiology	2.63	2.54	2.55	Yes
Call	2.52	2.73	2.68	Yes
Christology	2.52	2.58	2.43	Yes
Pneumatology	2.52	2.58	2.41	Yes
Soteriology	2.52	2.58	2.50	Yes
Preface	2.60	2.96	2.86	Yes
Bibliology	2.24	2.42	2.41	Yes
Anthropology/Hamartiology	2.32	2.48	2.36	Yes
Format	2.58	2.40	2.39	Yes

Category means were strongest in Theology Proper and Conversion, reflecting confident articulation in foundational doctrinal categories. The lowest category averages occurred in Bibliology and Anthropology/Hamartiology. Importantly, even these categories remained above the ordination-level benchmark, signaling “growth opportunities” rather than instability.

### Reliability and Rater Consistency

Domain	Self vs Peer MAD	Peer vs Peer MAD	Avg ICC
Format	.27	.32	.760
Preface	.36	.09	.399
Conversion	.24	.09	.459
Call	.48	.27	.558
Bibliology	.34	.32	.760
Theology Proper	.34	.14	.783
Christology	.27	.34	.825
Pneumatology	.18	.23	.812
Angelology/Demonology	.24	.09	.882
Anthropology/Hamartiology	.33	.20	.841
Soteriology	.34	.14	.813
Ecclesiology	.17	.27	.901
Eschatology	.32	.55	.482

Rater alignment was evaluated using intraclass correlation (ICC) and mean absolute difference (MAD) comparisons. In plain terms, these measures indicate whether peer and self-scorers tend to evaluate doctrinal competence in consistent ways. ICC values ranged from moderate to very strong across categories, supporting the conclusion that the cohort’s results reflect a stable evaluative standard rather than random scoring.

Notable pattern: Eschatology showed the greatest peer variance, likely reflecting interpretive diversity within that category. This does not threaten the benchmark outcome, but it helps explain where rater agreement naturally spreads.

### **Historic Analysis**

**2016:** 12 of 13 doctrinal standards reached “exemplary/proficient”; weakness noted in the bodily second coming of Christ.

**2019:** Two doctrinal areas (God’s sovereign control; church discipline) did not reach target; course-embedded revisions recommended.

**2022:** Initial mean 2.6 improved to 2.8 after revision; faculty feedback process demonstrated measurable theological refinement.

**2025:** Expanded multi-course assessment with peer calibration confirms stable doctrinal competency across all standards, with 100% of students meeting ordination-level expectations and strong rater alignment.

### **Outcome Assessment Summary**

Outcome 1.1 demonstrates stable doctrinal readiness consistent with ordination-level expectations. In 2025, 100% of students met the passing benchmark ( $\geq 2.0$ ), exceeding the 80% goal. Self and peer scores closely aligned, indicating shared doctrinal standards and consistent rubric use. Strength was most visible in Theology Proper and Conversion, while Bibliology and

Anthropology/Hamartiology represent the clearest areas for continued sharpening. Overall, FBS exceeded its benchmark and confirmed cohort-wide evangelical orthodoxy.

### **Outcome 1.1 Improvements**

- **Recommended**
  - Implement a brief faculty calibration review of a sample assignment each cycle to anchor peer grading and strengthen scoring consistency.
  - Refine rubric descriptors to introduce clearer distinctions between scores of 3 and 4.
- **Optional**
  - Track category-level trends over time, especially in Bibliology and Anthropology/Hamartiology, to evaluate whether targeted reinforcement produces measurable gains.
  - Further standardize SPSS coding and labeling procedures to reduce manual preparation time.

## 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 2025, FBS created three course-embedded assignments totaling 79 questions (26 in Final Equipping, 36 in ST2, 17 in ST1). Students submitted full doctrinal statements, completed peer reviews, and graded themselves using a four-point ordination scale. Outcome 1.2 was specifically assessed through doctrinal statements on Bibliology, including:

- Includes a statement that all 66 books are inspired and without error
- Defines Inspiration as “God Breathed” which ensures that the end-product (what is written) is without error. Does not define the inspiration as a process.
- Including a statement on Gen. 1 - 11 as literal history
- Includes a statement on the sufficiency of Scripture in counseling, for life and practice
- Includes a statement on the canon being closed
- Includes a statement on the hermeneutic—literal, grammatical, historical, literary, cultural contexts.

Outcome 1.2 draws specifically from the Bibliology category within the broader doctrinal assessment described in Outcome 1.1, focusing in greater detail on students’ articulation of Scriptural authority.

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

- 3 = Would Pass an ordination council 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 1.2.

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

## Assessment Description

Outcome 1.2 is assessed through the Bibliology category within the broader doctrinal assessment described in Outcome 1.1, focusing specifically on students’ articulation of Scriptural authority. Outcome 1.2 functions as a competency-based verification of Bibliological clarity aligned with ordination-level expectations. When providing a doctrinal assessment of Bibliology, average student assessments were as follows:

- Self-Grade = 2.24/3.00
- Peer 1 Grade = 2.42/3.00
- Peer 2 Grade = 2.41/3.00

Only three students provided self-grades below ordination-passing level, and only two peer reviewers gave such assessments.

In addition to peer and self-assessment, FBS conducted a structured textual review of the Bibliology submissions using a Large Language Model (LLM) to identify patterns in doctrinal articulation and coherence. The review yielded the following observations,

“A review of the submitted Bibliology statements reveals strong theological uniformity across the cohort. All students affirmed the sixty-six–book canon as the sole and final authority for Christian faith and practice. Each statement articulated verbal plenary inspiration, inerrancy in the original autographs, and the sufficiency of Scripture for life, godliness, and counseling ministry. No submission introduced competing epistemic authorities or integrationist frameworks that would compromise Scripture’s sole authority.

Variation among submissions was primarily a matter of depth, precision, and clarity rather than doctrinal deviation. Some students demonstrated greater theological nuance in articulating the relationship between inspiration, preservation, translation, and sufficiency, while others stated these doctrines more briefly. Differences in quality were reflected more in rhetorical development than in theological substance.

Overall, the texts demonstrate stable doctrinal continuity within the M.Div. program and confirm that students are articulating orthodox Bibliology in a manner consistent with institutional standards.”

## Results and Findings

**FBS met its benchmark that mean scores remain at or above 2.0 (“Would Pass an ordination council”) in Bibliology.** Outcome 1.2 was assessed through the Bibliology category of the broader doctrinal assessment (Outcome 1.1), focusing specifically on Scriptural authority and sufficiency.

Assessment Component	Self Average	Peer 1 Average	Peer 2 Average	Overall Average
Bibliology Doctrinal Statement	2.24	2.42	2.41	2.36

Only a small number of individual ratings fell below passing level, and those instances were not widespread across raters. The cohort-level means confirm that students are articulating a high doctrine of Scripture in a manner consistent with FBS expectations.

### **Supplemental textual review**

In addition to numeric scoring, FBS conducted a structured textual review of Bibliology submissions using a Large Language Model (LLM) to identify patterns of clarity, coherence, and rubric alignment. This review was used to verify whether strong numerical performance corresponded to substantive doctrinal articulation rather than rubric inflation.

The review confirmed strong theological uniformity: students consistently affirmed the 66-book canon, verbal plenary inspiration, inerrancy in the original autographs, canon closure, literal hermeneutic commitments, and the sufficiency of Scripture for life, practice, and counseling ministry. Variation primarily reflected differences in depth and precision rather than doctrinal deviation.

### **Historic Analysis**

- **2016:** 96% of students were “exemplary/proficient” in affirming Scripture as the sole authority; 91% were “exemplary/proficient” in articulating Scripture’s role in counseling.
- **2019:** 92.3% were “exemplary/proficient” in affirming Scriptural authority; however, only 53.9% met the benchmark in articulating Scripture’s role in counseling, indicating a measurable weakness in applied sufficiency.
- **2022:** Course-embedded revisions produced improvement, with revised mean scores ranging from 2.7–2.9 across Bibliology standards, including counseling sufficiency.
- **2025:** Peer-reviewed doctrinal articulation within the Bibliology category confirms sustained affirmation of Scriptural authority and continued correction of prior counseling-sufficiency weaknesses, with all cohort means exceeding the 2.0 benchmark

### **Outcome Assessment Summary**

Outcome 1.2 confirms stable Bibliological conviction across the cohort. All mean scores exceeded the 2.0 ordination benchmark, and textual review corroborated consistent affirmation of inspiration, inerrancy, canon closure, and Scriptural sufficiency, including counseling application. This outcome reflects sustained correction of the 2019 counseling-sufficiency weakness and continued stability in a high view of Scripture.

### **Outcome 1.2 Improvements**

- Recommended
  - Implement a brief faculty calibration review of selected Bibliology statements each cycle to reinforce peer scoring precision and strengthen clarity in sufficiency and hermeneutics.
  - Refine rubric descriptors to introduce clearer distinctions between scores of 3 and 4.

- Optional
  - Standardize SPSS coding and variable labeling for Bibliology items to streamline analysis and reduce manual preparation.



3.00	3.00	3.00	3.00	0.00
3.00	3.00	3.00	3.00	0.00
2.00	2.00	2.00	2.00	0.00
3.00	3.00	3.00	3.00	0.00
3.00	3.00	3.00	3.00	0.00
3.00	3.00	3.00	3.00	0.00
3.00	3.00	3.00	3.00	0.00
3.00	3.00	3.00	3.00	0.00
3.00	3.00	3.00	3.00	0.00
3.00	3.00	3.00	3.00	0.00
3.00	2.00	2.50	3.00	-0.50
3.00	3.00	3.00	3.00	0.00
<b>2.92</b>	<b>2.88</b>	<b>2.90</b>	<b>2.92</b>	<b>-0.02</b>

**LLM Observations: Original Languages Paper**

In addition to peer and self-assessment, FBS conducted a structured textual review of the Original Languages submissions using a LLM to identify patterns in interpretive method and the specificity of language-based argumentation. This review served to confirm whether strong numerical results reflected substantive hermeneutical depth rather than rubric inflation. The review yielded the following observations,

“A review of the submitted Original Languages papers reveals a consistent cohort-level conviction that Greek and Hebrew study materially strengthens interpretation, preaching, and counseling application. Most papers moved beyond generic advocacy for language study and supplied at least one concrete interpretive example where word choice, grammar, syntax, or semantic range clarified meaning in a way that would be difficult to establish from English translation alone. Students commonly framed original-language benefits in terms of improved precision, reduced interpretive ambiguity, and increased confidence in theological claims.

Across the cohort, the strongest submissions demonstrated ‘exemplary’ performance by grounding claims in specific texts and showing a clear interpretive chain: (1) identification of a translation or interpretive question, (2) engagement with the original language data, and (3) articulation of how that data meaningfully shaped interpretation and application. These papers typically included interpretive controls such as attention to context, discourse flow, and lexical limits, and they avoided treating a lexicon entry as decisive on its own.

Variation among submissions was primarily a matter of specificity and explanatory clarity rather than a difference in theological commitments. Proficient papers generally communicated the value of original languages with one or more examples, but examples were sometimes summarized at a higher level, or the paper moved quickly from language detail to conclusion without fully showing the interpretive steps. Developing-level tendencies, when present, most often reflected broad assertions about the value of original languages with limited textual demonstration, or examples that stayed descriptive rather than interpretive.

Overall, the submissions indicate strong hermeneutical instincts and a shared understanding that original-language study serves the church best when it produces clearer exegesis, more careful doctrinal formulation, and more faithful application.”

**Assessment Description: OT and NT Synthesis**

The below table shows the raw scores of 24 of 26 students self-assessment, peer assessment, average scores, consensus scores, and difference between actual average and student consensus. Students that did not have self, peer, and consensus assessments were removed from the table. 2 students did not have full assessment. The bottom row indicates averages of each column.

Synt. OT 3, Self	Synt. OT 3, Peer	Actual Average	Synt. OT 3, Cons.	Synt. OT 2, Self	Synt. OT 2, Peer	Actual Average2	Synt. OT 2, Cons.	Average Student Score	Average Peer Score	Average Consensus Score
3.00	3.00	3.00	3.00	3.00	3.00	3.00	3.00	3.00	3.00	3.00
3.00	3.00	3.00	3.00	3.00	3.00	3.00	3.00	3.00	3.00	3.00
3.00	3.00	3.00	3.00	2.00	2.00	2.00	2.00	2.50	2.50	2.50
3.00	3.00	3.00	3.00	3.00	3.00	3.00	3.00	3.00	3.00	3.00
3.00	3.00	3.00	3.00	3.00	3.00	3.00	3.00	3.00	3.00	3.00
2.00	3.00	2.50	3.00	3.00	3.00	3.00	3.00	2.50	3.00	3.00
3.00	3.00	3.00	3.00	3.00	3.00	3.00	3.00	3.00	3.00	3.00
3.00	3.00	3.00	3.00	3.00	3.00	3.00	3.00	3.00	3.00	3.00
2.00	3.00	2.50	3.00	3.00	3.00	3.00	3.00	2.50	3.00	3.00
3.00	2.00	2.50	3.00	3.00	3.00	3.00	3.00	3.00	2.50	3.00
2.00	2.00	2.00	2.00	3.00	3.00	3.00	3.00	2.50	2.50	2.50
3.00	3.00	3.00	3.00	3.00	3.00	3.00	3.00	3.00	3.00	3.00
3.00	3.00	3.00	3.00	3.00	3.00	3.00	3.00	3.00	3.00	3.00
3.00	3.00	3.00	3.00	3.00	3.00	3.00	3.00	3.00	3.00	3.00
3.00	3.00	3.00	3.00	3.00	3.00	3.00	3.00	3.00	3.00	3.00
3.00	3.00	3.00	3.00	3.00	3.00	3.00	3.00	3.00	3.00	3.00
3.00	3.00	3.00	3.00	3.00	3.00	3.00	3.00	3.00	3.00	3.00
3.00	3.00	3.00	3.00	3.00	3.00	3.00	3.00	3.00	3.00	3.00
3.00	3.00	3.00	3.00	3.00	3.00	3.00	3.00	3.00	3.00	3.00
3.00	3.00	3.00	3.00	3.00	3.00	3.00	3.00	3.00	3.00	3.00
3.00	3.00	3.00	3.00	3.00	3.00	3.00	3.00	3.00	3.00	3.00
3.00	3.00	3.00	3.00	3.00	3.00	3.00	3.00	3.00	3.00	3.00
3.00	3.00	3.00	3.00	3.00	3.00	3.00	3.00	3.00	3.00	3.00
3.00	2.00	2.50	2.00	3.00	2.00	2.50	3.00	3.00	2.00	2.50
3.00	3.00	3.00	3.00	3.00	3.00	3.00	3.00	3.00	3.00	3.00
<b>2.88</b>	<b>2.88</b>	<b>2.88</b>	<b>2.92</b>	<b>2.96</b>	<b>2.92</b>	<b>2.94</b>	<b>2.96</b>	<b>2.92</b>	<b>2.90</b>	<b>2.94</b>

## **LLM Observations: OT Synthesis Papers**

In addition to peer and self-assessment, FBS conducted a structured textual review of the OT Synthesis submissions using a LLM to identify patterns in (1) outlining the biblical plotline and (2) tracing redemptive trajectories that establish foundations for Christ and worldwide mission. The review yielded the following observations,

“A review of the submitted OT Synthesis papers reveals strong uniformity in students’ ability to narrate the major plot movements of the Old Testament and to connect those movements to fulfillment in Christ. Most papers clearly referenced the expected storyline elements, including creation, fall, flood, the establishment of Israel, and the failure of Israel, and they treated these movements as theological developments rather than isolated historical episodes. The cohort generally demonstrated that they understand the Old Testament not merely as background material, but as progressive revelation moving toward the person and work of Christ.

With respect to Skill 1, the strongest submissions provided a clear and organized outline of the plotline that maintained chronological and covenantal coherence. These papers tended to name major turning points, clarify why each stage matters theologically, and show continuity between divine promise and historical development. Proficient papers usually included the required storyline elements, but sometimes moved more quickly through the narrative, compressing key transitions or assuming shared knowledge without making the outline explicit. Developing-level tendencies, when present, were typically associated with an outline that was accurate but thin, or that listed events without clearly stating the theological purpose of those events.

With respect to Skill 2, the cohort’s strongest work traced trajectories such as promise, covenant, kingdom, priesthood, sacrifice, exile-restoration, and blessing to the nations, then showed how these strands converge in Christ and support the church’s mission. Exemplary papers commonly moved from storyline to implication by naming how God’s plan shapes the identity, worship, holiness, and mission of God’s people today. Proficient papers often articulated the Christward direction and missional implications in general terms, but with fewer explicit examples of how specific OT structures or themes ground those implications. Where weaker patterns appeared, they most often reflected broad statements about ‘Jesus as fulfillment’ without demonstrating the particular OT lines that establish that fulfillment.

Overall, the submissions confirm that students can synthesize the Old Testament with an eye toward Christ and mission, and that the program is producing interpreters who can move from redemptive storyline to faithful application for the church and society.”

## **Results and Findings**

**FBS exceeded its benchmark that 80% of graduates demonstrate exemplary or proficient performance.** Outcome 1.3 was assessed through two course-embedded assignments designed to measure both interpretive method and theological synthesis:

1. Original Languages Paper (Greek/Hebrew applied to interpretation)
2. OT/NT Synthesis Paper (redemptive storyline, Christward trajectory, and applied implications)

<b>Assignment</b>	<b>Self</b>	<b>Peer</b>	<b>Actual Average</b>	<b>Consensus</b>
Original Languages	2.92	2.88	2.90	2.92
OT/NT Synthesis	2.92	2.90	2.94	2.96

Across both assignments, divergence between the actual average and consensus scoring was minimal (approximately  $-0.02$  to  $+0.02$ ). This tight alignment strengthens confidence that the assessment reflects consistent expectations rather than scoring drift.

### **Interpretation of clustering**

Performance clustered at the proficient and exemplary levels, which is appropriate for a capstone-level competency demonstration. The key interpretive point is that results do not merely show agreement. They show agreement around strong work. Numeric outcomes were corroborated by structured textual review, which confirmed that students were not simply asserting interpretive confidence, but demonstrating interpretive chains and coherent redemptive trajectories.

### **Historic Analysis**

- **2016:** Only 69% met benchmark on original languages; completion issues noted; synthesis met expectations but needed clarity.
- **2019:** Synthesis improved; weakness noted in tracing OT trajectories to Jesus; course-embedded shift recommended.
- **2022:** Course-embedded revisions produced measurable gains; most common weakness was inconsistent church integration in redemptive storyline.
- **2025:** Means increased across both assignments (2.90–2.96); evaluation alignment remained strong; prior weaknesses in Christological trajectory and ecclesiological integration were not observed.

## **Outcome Assessment Summary**

Outcome 1.3 confirms that graduates are translating doctrinal convictions into interpretive competence. Mean scores were strong across both assignments (2.90–2.96), and self, peer, and consensus ratings aligned tightly. Students consistently demonstrated how original-language study clarifies meaning and how Scripture’s redemptive storyline culminates in Christ with clear implications for the church and society. Earlier weaknesses in Christological trajectory and ecclesiological integration were not present in 2025.

### **Outcome 1.3 Improvements**

- **Recommended**
  - Conduct a brief faculty calibration review of selected papers each cycle to reinforce shared expectations for rubric application.
  - Refine rubric descriptors to introduce clearer distinctions between scores of 3 and 4.
- **Optional**
  - Provide brief model examples of exemplary papers to improve clarity of expectations and scoring consistency.

### **Overall Assessment of Objective 1**

Educational Objective 1 assesses doctrinal fidelity, bibliological clarity, and hermeneutical competence through competency-based demonstrations aligned with ordination-level expectations for pastoral ministry. These outcomes are designed to verify ministerial readiness rather than to produce a forced distribution of performance. Accordingly, high rates of proficient and exemplary results reflect successful formation rather than measurement weakness.

Across Outcomes 1.1–1.3, the 2025 evidence indicates stable achievement. For Outcome 1.1, 100% of students met the ordination-level benchmark ( $\geq 2.0$ ), and self and peer ratings closely aligned, indicating consistent rubric use across doctrinal categories. Outcome 1.2 (Bibliology) likewise exceeded the benchmark, with cohort means above threshold and qualitative review confirming doctrinal continuity in inspiration, inerrancy, canon closure, and Scriptural sufficiency. Outcome 1.3 demonstrates that students translate doctrinal commitments into interpretive practice. Mean scores across the Original Languages and OT/NT Synthesis assignments ranged from 2.90 to 2.96, and minimal divergence across self, peer, and consensus scoring supports scoring stability.

Overall, FBS is meeting Objective 1 as intended. Continued rubric refinement and periodic calibration will strengthen differentiation at the upper end while preserving the ordination-level competency standard these assessments are designed to verify.

## 5.2 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 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.

Their scores were posted to Populi and recorded.

**FBS achieved its benchmark is that the mean of each assessment be 2.5 or higher.**

#### **Assessment Description**

27 M.Div. students completed the assignment and uploaded their scores to Populi. Only 26 students received scores from themselves and a partner. The recorded scores of the 26 students were then scored in the following ways,

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

The first table below shows the average self score, the average peer score, and the difference separated by category.

<b>Assessment #</b>	<b>Self-Score Avg.</b>	<b>Peer Score Avg.</b>	<b>Difference (Self minus Peer)</b>
1	2.7/3.0	2.7/3.0	0.0
2	2.8/3.0	2.8/3.0	0.0
3	2.7/3.0	2.7/3.0	0.0
4	2.9/3.0	2.8/3.0	0.1

The table below shows the average score of each student’s self-assessment, the average score of their peer assessor, and the difference between average scores.

<b>Student</b>	<b>Self-Average</b>	<b>Peer Average</b>	<b>Difference (Self-Peer)</b>
Student 1	3.0	3.0	0.0
Student 2	2.8	2.8	0.0
Student 3	2.5	2.8	-0.3
Student 4	2.8	2.8	0.0
Student 5	3.0	3.0	0.0
Student 6	3.0	3.0	0.0
Student 7	2.5	2.8	-0.3
Student 8	2.8	3.0	-0.3
Student 9	2.5	2.5	0.0
Student 10	2.8	3.0	-0.3
Student 11	2.8	3.0	-0.3
Student 12	2.8	2.8	0.0
Student 13	3.0	3.0	0.0
Student 14	2.8	2.5	0.3
Student 15	3.0	2.8	0.3
Student 16	2.5	2.5	0.0
Student 17	3.0	3.0	0.0
Student 18	3.0	3.0	0.0
Student 19	1.8	2.0	-0.3
Student 20	3.0	3.0	0.0
Student 21	3.0	3.0	0.0
Student 22	2.0	3.0	-1.0
Student 23	3.0	3.0	0.0
Student 24	3.0	3.0	0.0
Student 25	2.8	2.0	0.8
Student 26	2.5	2.5	0.0
<b>Totals (Average)</b>	<b>2.7</b>	<b>2.8</b>	<b>0.0</b>

This table indicates the averages of their self grade and peer grade for each assessment,

<b>Student</b>	<b>Assessment 1</b>	<b>Assessment 2</b>	<b>Assessment 3</b>	<b>Assessment 4</b>
Student 1	3.0	3.0	3.0	3.0
Student 2	3.0	3.0	2.0	3.0
Student 3	2.5	2.0	3.0	3.0
Student 4	3.0	3.0	2.0	3.0
Student 5	3.0	3.0	3.0	3.0
Student 6	3.0	3.0	3.0	3.0
Student 7	3.0	2.0	2.5	3.0

Student 8	3.0	3.0	3.0	2.5
Student 9	2.0	3.0	2.0	3.0
Student 10	3.0	2.5	3.0	3.0
Student 11	3.0	2.5	3.0	3.0
Student 12	2.0	3.0	3.0	3.0
Student 13	3.0	3.0	3.0	3.0
Student 14	2.5	2.5	3.0	2.5
Student 15	3.0	3.0	2.5	3.0
Student 16	3.0	3.0	2.0	2.0
Student 17	3.0	3.0	3.0	3.0
Student 18	3.0	3.0	3.0	3.0
Student 19	1.0	2.0	2.0	2.5
Student 20	3.0	3.0	3.0	3.0
Student 21	3.0	3.0	3.0	3.0
Student 22	2.5	2.5	2.5	2.5
Student 23	3.0	3.0	3.0	3.0
Student 24	3.0	3.0	3.0	3.0
Student 25	2.0	3.0	2.0	2.5
Student 26	2.0	3.0	3.0	2.0
<b>Totals (Average)</b>	<b>2.7</b>	<b>2.8</b>	<b>2.7</b>	<b>2.8</b>

## **Results and Findings**

**FBS met its benchmark that the mean of each assessment be 2.5 or higher.** Across the four assessment components, self-score means ranged from 2.7 to 2.9 and peer-score means ranged from 2.7 to 2.8, indicating consistently high performance across the research, synthesis, and theological evaluation requirements of the Open Theism assignment.

Self and peer scoring patterns were closely aligned at both the category and student levels. At the category level, the self minus peer differences were minimal (0.0 to 0.1), suggesting shared interpretation of the rubric and no evidence of systematic self-inflation. At the student level, most self-peer differences clustered near zero, with a small number of notable discrepancies (e.g., Student 22: -1.0; Student 25: +0.8). These cases were isolated and did not meaningfully shift overall means, but they do illustrate the value of periodic calibration to maintain scoring consistency at the upper end of the scale.

Overall cohort performance indicates that students can (1) identify major proponents, (2) accurately summarize doctrinal claims, (3) engage scholarly resources using appropriate research conventions, and (4) draw Scripturally grounded theological conclusions. At the same time, the degree of score clustering near the top of the three-point scale suggests a modest ceiling effect, which limits fine-grained differentiation among high-performing students.

## Historic Analysis

- **2016:** FBS did not meet its benchmark that 80% of graduates demonstrate proficiency in theological research and evaluation.
- **2019:** Of four assessment categories, none reached the 80% threshold; several students did not complete the assignment. Course-embedded administration changes were recommended.
- **2022:** Average scores rose substantially, with over 90% of students achieving proficient or exemplary ratings in every category. Improved submission compliance contributed to gains of 29–38 percentage points over 2019.
- **2025:** Mean self- and peer-scores of 2.77/3.00 and 2.80/3.00 reflect consistent proficiency. Adjusted administration and near-total participation indicate lasting correction of prior weaknesses.

## Outcome Assessment Summary

Outcome 2.1 met the institutional benchmark. Across all four assessments, **self and peer means ranged from 2.7 to 2.9, exceeding the 2.5 threshold** and demonstrating consistent proficiency in theological research, scholarly synthesis, and Scriptural evaluation. Self and peer scoring were tightly aligned, indicating shared rubric standards and no systemic bias in self-assessment. Compared to earlier cycles, the 2025 results support sustained correction of prior weaknesses in compliance and evaluative clarity.

## Outcome 2.1 Improvements

- **Recommended**
  - Add periodic faculty calibration using a small sample of papers to anchor peer scoring and preserve interpretive clarity as scores cluster near the top of the scale.
- **Optional**
  - Introduce a similar research assignment earlier in the program to measure longitudinal development.
  - Maintain tracking of assessment-level trends to ensure continued stability across cohorts.

## 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’ benchmark is that the mean of each assessment be 2.5 or higher.**

### **Assessment Description**

27 M.Div. students completed the assignment and uploaded their scores to Populi. Only 26 students received scores from themselves and a partner. The recorded scores of the 26 students were then score in the following ways,

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

The first table below shows the average self score, the average peer score, and the difference separated by category.

Assessment #	Self-Score Avg.	Peer Score Avg.	Difference (Self minus Peer)
1	2.6	2.5	0.1
2	2.9	2.9	0.0
3	2.8	2.9	-0.1

The table below shows the average score of each student’s self-assessment, the average score of their peer assessor, and the difference between average scores.

Student	Self-Average	Peer Average	Difference (Self-Peer)
Student 1	3.0	3.0	0.0
Student 2	3.0	3.0	0.0

Student 3	2.3	2.3	0.0
Student 4	2.7	2.7	0.0
Student 5	2.7	2.7	0.0
Student 6	2.7	2.7	0.0
Student 7	2.7	2.7	0.0
Student 8	2.7	2.7	0.0
Student 9	2.7	2.7	0.0
Student 10	3.0	3.0	0.0
Student 11	2.7	2.3	0.3
Student 12	3.0	3.0	0.0
Student 13	3.0	3.0	0.0
Student 14	3.0	3.0	0.0
Student 15	3.0	2.7	0.3
Student 16	3.0	3.0	0.0
Student 17	3.0	3.0	0.0
Student 18	3.0	3.0	0.0
Student 19	3.0	3.0	0.0
Student 20	1.7	2.3	-0.7
Student 21	2.7	2.7	0.0
Student 22	2.7	2.7	0.0
Student 23	2.2	2.7	-0.5
Student 24	3.0	3.0	0.0
Student 25	3.0	3.0	0.0
Student 26	2.7	2.7	0.0
Student 27	3.0	3.0	0.0
<b>Totals (Average)</b>	2.8	2.8	0.0

This table indicates the averages of their self grade and peer grade for each assessment,

<b>Student</b>	<b>Assessment 1</b>	<b>Assessment 2</b>	<b>Assessment 3</b>
Student 1	3.0	3.0	3.0
Student 2	3.0	3.0	3.0
Student 3	2.0	2.0	3.0
Student 4	3.0	3.0	2.0
Student 5	2.0	3.0	3.0
Student 6	2.0	3.0	3.0
Student 7	2.0	3.0	3.0
Student 8	2.0	3.0	3.0
Student 9	2.5	3.0	2.5
Student 10	3.0	3.0	3.0
Student 11	1.5	3.0	3.0

Student 12	3.0	3.0	3.0
Student 13	3.0	3.0	3.0
Student 14	3.0	3.0	3.0
Student 15	2.5	3.0	3.0
Student 16	3.0	3.0	3.0
Student 17	3.0	3.0	3.0
Student 18	3.0	3.0	3.0
Student 19	3.0	3.0	3.0
Student 20	1.5	2.0	2.5
Student 21	3.0	3.0	2.0
Student 22	2.0	3.0	3.0
Student 23	2.3	2.5	2.5
Student 24	3.0	3.0	3.0
Student 25	3.0	3.0	3.0
Student 26	2.0	3.0	3.0
Student 27	3.0	3.0	3.0
<b>Totals (Average)</b>	<b>2.6</b>	<b>2.9</b>	<b>2.9</b>

## **Results and Findings**

**FBS achieved its benchmark is that the mean of each assessment be 2.5 or higher.**

Assessment means ranged from **2.6 to 2.9**, and the overall self/peer average was **2.8**, indicating strong cohort-level performance in summarizing scholarly positions, interacting responsibly with sources, and constructing Biblically grounded evaluations.

Distribution data supports both achievement and consistency. In self-evaluations, students rated themselves “Exemplary” at high rates (Skill 1: **63%**, Skill 2: **88.9%**, Skill 3: **81.5%**), and peer evaluations reflected similarly high exemplary rates (Skill 1: **55.6%**, Skill 2: **92.6%**, Skill 3: **92.6%**). A meaningful portion of the cohort achieved perfect scores: **51.9%** scored **3/3** in self-evaluations and **48.1%** scored **3/3** in peer evaluations. This performance profile indicates strength, while also signaling a moderate ceiling effect that reduces differentiation at the top end.

Rater alignment was strong. Self and peer averages were identical overall (**2.8 vs 2.8**), and variability was low (**SD = .22 self; SD = .26 peer**), indicating that outcomes are not being carried by isolated high performers. A small number of individual cases showed noticeable differences (e.g., **Student 20: -0.7; Student 23: -0.5; Students 11 and 15: +0.3**), but these were not widespread and did not materially affect cohort-level means.

Collectively, the data indicate that graduating students can responsibly enter theological discourse by accurately representing opposing viewpoints, using sources appropriately, and offering Scripturally grounded critique and conclusions, with scoring patterns that remain consistent across raters.

## **Historic Analysis**

• **2016:** FBS met its stated objective that at least 80% of graduates demonstrate proficiency in engaging theological issues through research and Scriptural evaluation. Outcome 2.2 was identified as an area of strength.

• **2019:** FBS again met its benchmark, with 96.2% of students scoring proficient or exemplary on Assessment 1, 92.3% on Assessment 2, and 100% on Assessment 3, confirming consistent ability to summarize scholarly positions and construct Biblically grounded evaluations.

• **2022:** Using a 4-point rubric with a benchmark mean of 3.5, all assessment means met or exceeded the institutional goal, and 100% of students scored proficient or exemplary across all three components. This demonstrated robust engagement with scholarship and Scripture and measurable improvement over prior cycles.

• **2025:** After transitioning to a 3-point rubric with a benchmark mean of 2.5, all assessment means again exceeded the institutional standard (2.6–2.9), with self and peer averages of 2.8. Distribution data and low variability (SD = .22 self; .26 peer) confirm sustained consistency in scholarly interaction and scripturally grounded theological argumentation.

## **Outcome Assessment Summary**

Outcome 2.2 exceeded the institutional benchmark. Across the three assessment components, means ranged from 2.6 to 2.9, with an overall self/peer mean of 2.8. Low dispersion (SD = .22 self; .26 peer) and close rater alignment indicate stable cohort-level performance and reliable rubric use. While performance clustered near the top of the scale, the results confirm that students demonstrate consistent competence in scholarly engagement, theological evaluation, and Biblically grounded argumentation.

## **Outcome 2.2 Improvements**

- **Recommended**
  - Consider a faculty grade for the assignment as another benchmark against self and peer grades.
- **Optional**
  - Consider a similar assignment given annually to assess development over time.

### 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 graduation, 31 M.Div. students completed a course-embedded assignment in ME620 (out of 33 total, 93.93% participation). Students submitted a 5-page, double-spaced summary of six major worldviews (Deism, Polytheism, Pantheism, Panentheism, Atheism, and Theism). They also explained how they would begin bringing gospel claims to bear on two non-theistic worldviews.

“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.”

Professor Cody Podor evaluated each submission using a three-point rubric:

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

To assess students’ ability in this objective, and comments from the professor of ME620 to assess if students were exemplary, proficient, or developing.

**FBS’ benchmark is that the mean of each assessment be 2.5 or higher.**

#### **Assessment Description**

Professor Cody Podor, in addition to the grade he assigned, assessed each answer.

<b>Assessment 1</b>	<b>Assessment 2</b>	<b>Averages of Assessment 1 &amp; 2</b>
3.00	3.00	3.00
3.00	3.00	3.00
3.00	3.00	3.00
3.00	3.00	3.00
3.00	3.00	3.00
3.00	3.00	3.00
3.00	3.00	3.00
3.00	3.00	3.00
3.00	3.00	3.00
3.00	3.00	3.00
3.00	3.00	3.00
3.00	3.00	3.00
3.00	3.00	3.00
3.00	3.00	3.00
3.00	3.00	3.00

3.00	3.00	3.00
3.00	3.00	3.00
3.00	3.00	3.00
3.00	2.00	2.50
3.00	2.00	2.50
2.00	3.00	2.50
2.00	3.00	2.50
3.00	2.00	2.50
3.00	2.00	2.50
3.00	2.00	2.50
3.00	2.00	2.50
3.00	2.00	2.50
3.00	2.00	2.50
3.00	2.00	2.50
2.00	2.00	2.00
3.00	1.00	2.00
2.00	1.00	1.50
2.00	1.00	1.50
<b>2.84</b>	<b>2.48</b>	<b>2.66</b>

**Results and Findings**

**Outcome 2.3 produced a mixed but interpretable result against the institutional benchmark of 2.5.** Students demonstrated strong descriptive understanding of major worldview systems. Assessment 1 exceeded benchmark with a mean of 2.84/3.0. Assessment 2, which required students to move from worldview description to initial gospel engagement, narrowly missed the benchmark (2.48 vs 2.5). The combined overall mean remained above threshold (2.66/3.0), indicating solid cohort-level performance with a clearly defined skill gap.

Dispersion metrics reinforce that the challenge is not basic comprehension but applied engagement. The standard deviation for Assessment 1 was .37, while Assessment 2 was .67, showing substantially higher variability when students were required to translate worldview analysis into gospel-centered persuasion. Score clustering also supports this conclusion: 87.1% of students fell within the 2.5–3.0 range overall, but a minority of students (12.9%) scored below 2.5 on one or both assessments, driving the benchmark miss in Assessment 2 despite strong results elsewhere.

In short, the cohort generally knows the worldview categories and can describe them accurately, but a measurable subset demonstrates developmental need when applying the gospel to non-theistic systems in a structured, persuasive manner. This pattern is consistent with prior cycles and provides a focused target for curricular reinforcement.

### **Assessment: Historic Analysis**

- **2016:** Course-embedded assessments for worldview engagement revealed variability in students' ability to articulate biblical responses to non-Christian worldviews. Several students demonstrated only basic proficiency.
- **2019:** Assignments showed improved comprehension of major worldview categories, but faculty noted inconsistent articulation of gospel-centered responses.
- **2022:** Introduction of more guided prompts improved consistency in describing competing worldviews. Students continued to show occasional weaknesses in the "gospel engagement" portion.
- **2025:** Current assessment results indicate improved performance relative to earlier cohorts, though the lower average for Assessment 2 continues a long-term pattern: students generally know the worldview categories but sometimes struggle to move from analysis to persuasive gospel-centered engagement. Although performance reflects improvement relative to earlier cohorts, the gap between descriptive analysis and persuasive gospel-centered application remains evident.

### **Outcome Assessment Summary**

Outcome 2.3 shows strong descriptive competence and a narrower applied growth area. Students exceeded benchmark on worldview comprehension (Assessment 1 mean = 2.84), while gospel-centered engagement narrowly missed the benchmark (Assessment 2 mean = 2.48), with higher dispersion indicating uneven ability to move from analysis to persuasive application. The overall mean (2.66) remains above benchmark, confirming solid cohort performance while identifying a consistent and addressable gap between worldview description and gospel-centered engagement.

### **Outcome 2.3 Improvements**

- Recommended
  - Strengthen instruction and practice opportunities focused specifically on developing robust gospel-centered refutations of non-theistic worldviews.
- Optional
  - Introduce structured modeling examples demonstrating persuasive gospel engagement with at least two non-theistic worldviews.
  - Administer a similar applied worldview assignment later in the program to assess growth between initial exposure and graduation.

### **Overall Assessment of Objective 2**

Across Outcomes 2.1–2.3, M.Div. students demonstrated consistent proficiency in theological research, scholarly interaction, Scriptural evaluation, and worldview engagement.

Cohort means across Outcomes 2.1 and 2.2 exceeded the institutional benchmark (2.5), with stable rater alignment and low dispersion, indicating sustained and broadly distributed academic strength rather than isolated high performance.

In Outcome 2.1, students met or exceeded benchmark across all four rubric components, demonstrating research depth (6+ scholarly sources), accurate articulation of theological positions, orthodox Scriptural critique, and coherent doctrinal conclusions. In Outcome 2.2, students again exceeded benchmark (overall mean 2.8), confirming consistent ability to engage multiple scholars responsibly and construct Biblically grounded theological evaluations.

Outcome 2.3 revealed a more nuanced profile. Students demonstrated strong descriptive mastery of major worldview systems (mean 2.84), while performance in persuasive gospel-centered engagement of non-theistic systems narrowly missed benchmark (mean 2.48), reflecting a recurring but clearly defined application gap.

Overall, Objective 2 reflects sustained institutional strength in academic rigor and theological evaluation, with targeted growth needed in applied worldview persuasion.

### 5.3 Educational Objective 3.0— Spiritual Growth

#### 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.**

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. Of 28 students, 25 pastors responded (89.3% response rate), providing near-cohort-level evaluation.

FBS asked overseeing pastors 8 questions for general information about how well and how long they know the student. Then, pastors were asked 55 multiple choice questions about the students’ character, responses were coded in the following ways,

- Strongly Agree = 5
- Agree = 4
- Neutral = 3
- Disagree = 2
- Strongly Disagree = 1
- Not Observed = Not counted towards average

Finally, pastors were asked to consider the following open ended questions,

- Please give additional details for any areas above you marked as “disagree” or “strongly disagree.”
- 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’ benchmark is that every student receives a rating of 4.0 or higher on every survey category (i.e., no category contains any rating of 3.0 or lower).**

#### **Assessment Description: Objective 3.1**

Descriptions of years known,

# of Years	Frequency	Percent
2.00	4	16%

3.00	10	40%
4.00	1	4%
5.00	5	20%
7.00	2	8%
9.00	1	4%
14.00	1	4%
25.00	1	4%

Descriptions of students and their marriage/parent status

Is Student Married?	Frequency	Percent
No	6	24%
Yes	19	76%

Is Student a Parent	Frequency	Percent
N	13	52%
Y	12	48%

Scores (5 to 1) on various personality traits

Question	Lowest Score	Highest Score	Mean
Is a loving person	4.0	5.0	4.6
Demonstrates submission to the Lordship of Jesus Christ	3.0	5.0	4.7
Understands his strengths and weaknesses	3.0	5.0	4.3
Willingly serves in accordance with his spiritual gifts	4.0	5.0	4.8
Has friends who offer correction when needed	3.0	5.0	4.5
Practices personal Bible study and prayer	3.0	5.0	4.6
Lives consistent with beliefs	3.0	5.0	4.7
Maintains relationship with God in difficult circumstances	4.0	5.0	4.6
Willingly shares with others from his faith experience	4.0	5.0	4.8
Demonstrates mature character	2.0	5.0	4.5
Is not overcome by temptation	3.0	5.0	4.4
Trusts God for personal and family needs	4.0	5.0	4.7
Is tactful	2.0	5.0	4.0
Is not argumentative	2.0	5.0	4.4
Listens to others, is sensitive to their needs and problems	3.0	5.0	4.4

Shows patience and tolerance of differing viewpoints	2.0	5.0	4.4
Admits to being wrong and asks forgiveness	3.0	5.0	4.6
Accepts correction with grace	3.0	5.0	4.6
Is not self-absorbed	3.0	5.0	4.6
Goes out of the way to be helpful	4.0	5.0	4.8
Extends warm hospitality to others	4.0	5.0	4.7
Relates well to peers	2.0	5.0	4.4
Relates appropriately with the opposite sex	3.0	5.0	4.7
Relates well to non- Christians and members of other cultures	4.0	5.0	4.6
Relates well to parents	2.0	5.0	4.5
If married: Respects spouse's needs and views	4.0	5.0	4.7
If married: Communicates with and understands spouse	4.0	5.0	4.7
If married: Expresses love and appreciation toward spouse	4.0	5.0	4.7
As parent: Attends to needs of children (including emotional)	4.0	5.0	4.7
As parent: Exercises appropriate control and discipline of children	3.0	5.0	4.6
As parent: Expresses love and appreciation toward children)	4.0	5.0	4.7
Cooperates with others	2.0	5.0	4.6
Willingly accepts direction and advice	2.0	5.0	4.6
Seeks advice when needed	2.0	5.0	4.4
Is an effective team member	3.0	5.0	4.6
Is not a workaholic to the detriment of family, co- workers or self	3.0	5.0	4.4
Is not lazy, prone to procrastination, or dismissive of responsibility	2.0	5.0	4.4
Is a visionary leader	1.0	5.0	3.6
Is a servant leader	4.0	5.0	4.6
Highly values completing the task at hand	2.0	5.0	4.5
Exercises authority wisely	2.0	5.0	4.3
Demonstrates concern for how his followers are doing	2.0	5.0	4.4
Motivates others	3.0	5.0	4.1
Is trusted by others	2.0	5.0	4.3
Encourages other to exercise their gifts	3.0	5.0	4.4
Delegates responsibilities	1.0	5.0	3.7
Makes sound decisions	2.0	5.0	4.3

Before making decisions, seeks input from those affected	1.0	5.0	4.2
Maintains a positive attitude in difficult circumstances	3.0	5.0	4.5
Adapts well to new situations	3.0	5.0	4.3
Is self-motivated	2.0	5.0	4.3
Does not evidence ethnic, gender, or other prejudices	4.0	5.0	4.8
Is eager to grow, open to new ideas and ways of doing things	3.0	5.0	4.5
Spends money wisely within means	3.0	5.0	4.6
Dresses modestly and appropriately by local standards	4.0	5.0	4.7

Total averaged scores of multiple-choice questions,

<b>Student #</b>	<b>Average Score</b>
Student 1	4.0
Student 2	4.9
Student 3	4.5
Student 4	4.5
Student 5	4.2
Student 6	4.6
Student 7	4.4
Student 8	4.9
Student 9	4.9
Student 10	4.9
Student 11	4.5
Student 12	4.7
Student 13	5.0
Student 14	5.0
Student 15	4.5
Student 16	4.9
Student 17	4.5
Student 18	4.7
Student 19	4.3
Student 20	4.7
Student 21	3.1
Student 22	4.1
Student 23	4.3
Student 24	4.0
Student 25	3.8
<b>Overall Average</b>	<b>4.5/5.0</b>

While two students had composite averages below 4.0, the benchmark is item-level rather than composite-based; therefore, any individual sub-4 rating constitutes a benchmark miss for that category.

Area Assessed	Count of Students rated 3, 2, or 1
Is a visionary leader	12
Motivates others	7
Delegates responsibilities	7
Is trusted by others	4
Is self-motivated	4
Seeks advice when needed	3
Highly values completing the task at hand	3
Exercises authority wisely	3
Encourages other to exercise their gifts	3
Makes sound decisions	3
Before making decisions, seeks input from those affected	3
Cooperates with others	2
Is an effective team member	2
Is not a workaholic to the detriment of family, co-workers or self	2
Is not lazy, prone to procrastination, or dismissive of responsibility	2
Demonstrates concern for how his followers are doing	2
Adapts well to new situations	2
Is eager to grow, open to new ideas and ways of doing things	2
Willingly accepts direction and advice	1
Maintains a positive attitude in difficult circumstances	1
Spends money wisely within means	1

### **Results and findings**

**FBS did not meet its benchmark of zero ratings at 3.0 or below across all survey categories.** Although cohort-level ratings were strong, the benchmark is sensitive to any instance of a 3.0-or-below rating in any category. Twenty-one categories included at least one rating of 3.0 or lower and therefore did not meet the benchmark as defined.

At the cohort level, pastors reported consistently high observable spiritual maturity. Student composite averages had a mean of 4.5/5.0, a median of 4.6/5.0, and a standard deviation of 0.25, indicating ratings clustered in the upper range with limited dispersion. Put plainly, pastoral

evaluations reflect strong and relatively uniform perceptions of Christian character and relational maturity across the class.

The highest-rated areas were “Willingly serves in accordance with his spiritual gifts” (4.8/5.0) and “Willingly shares with others from his faith experience” (4.8/5.0). The lowest-rated areas were “Is a visionary leader” (3.6/5.0) and “Delegates responsibilities” (3.7/5.0). This pattern mirrors prior cycles and suggests a recurring theme: graduating students are widely affirmed for humility, service, and relational maturity, while leadership-expression competencies are more variable and more frequently rated below the benchmark threshold.

This leadership-related pattern is also reflected in the count of students receiving 3.0-or-below ratings. “Is a visionary leader” (12 students), “Motivates others” (7), and “Delegates responsibilities” (7) were the most common categories triggering benchmark misses. A plausible contributing factor is that many students have limited formal leadership scope prior to graduation, which reduces opportunities to demonstrate delegation and visionary initiative in visible, repeatable ways.

### **Qualitative Analysis of Open-Ended Responses**

In addition to survey assessment, FBS conducted a structured textual review of the open ended submissions using a LLM to identify patterns in the responses. The review yielded the following observations,

“Faculty and supervisors consistently report that students respond to difficult or stressful circumstances with prayer, trust in the Lord, perseverance, and a willingness to seek counsel when needed. While some students initially become overwhelmed or hesitant, most demonstrate resilience, growth, and increasing maturity over time.”

When told, “Identify any repeated pattern in these comments that should concern FBS” ChatGPT produced the following summary, “Across multiple evaluations, a consistent pattern emerges in which students respond to stress with perseverance and personal responsibility, but often default toward carrying burdens alone, delaying delegation and help-seeking. While not indicative of moral or emotional instability, this pattern suggests a formative growth area related to shared leadership, proactive vulnerability, and collaborative ministry practice.”

Because pastors were prompted to report observable stress responses rather than private confessional details, this pattern likely reflects ministry behavior more than internal processing. Nevertheless, repeated observations across respondents indicate a meaningful trend: strengthening shared leadership habits, proactive collaboration, and earlier help-seeking.

### **Assessment: Historic Analysis**

- **2016:** Spiritual Evaluation results were limited by a small sample size and uneven response rates. Several character and leadership-related categories fell below institutional benchmarks, and variability across students suggested inconsistency in observable spiritual maturity at program completion.

- **2019:** Response rates improved, and overall character ratings increased; however, multiple categories still fell below FBS' established goal. Leadership-related competencies, particularly visionary leadership and delegation, were noted as weaker areas. Sample size constraints limited broad generalization.
- **2022:** With a representative response rate (96.4%), overall averages exceeded prior institutional benchmarks and scores clustered tightly in the upper range. Leadership distribution competencies remained comparatively lower.
- **2025:** Overall ratings remain strong; however, under the program's zero-tolerance benchmark, the presence of any sub-4.0 ratings in leadership-expression categories remains a recurring pattern.

### **Outcome Assessment Summary**

Outcome 3.1 provides strong pastoral affirmation of spiritual maturity at program completion. Cohort ratings are high and consistent (mean 4.5; median 4.6; SD 0.25), with sustained strength in service, faith-sharing, submission to Christ, and relational maturity. However, FBS did not meet its stated benchmark due to the benchmark's zero-tolerance, item-level structure. 21 categories included at least one rating of 3.0 or below. The most frequent benchmark misses occurred in leadership-expression domains (vision, delegation, and motivation), reflecting a recurring pattern across cycles. Open-ended feedback reinforces overall spiritual health while identifying a consistent growth opportunity in shared leadership, collaboration, and proactive burden-sharing.

### **Objective 3.1 Improvements**

- Recommended
  - Develop earlier-stage mechanisms to identify and address areas of concern in a student's life prior to final program assessment.
  - Reevaluate the current zero-tolerance benchmark to ensure it appropriately distinguishes between core discipleship traits and leadership-expression competencies, aligning the standard more closely with the stated objective.
- Optional
  - Strengthen formative leadership development in visionary leadership, delegation, and motivational capacity.
  - Implement longitudinal tracking of spiritual growth across the duration of the M.Div. program rather than assessing primarily at program completion.

## 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.**

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’ benchmark is that the mean score for each rubric category be 2.0/3.0 or higher.**

### **Assessment Description**

All 28 students (100%) completed the required six-page reflection paper. Submissions were evaluated using a three-point rubric assessing: (1) articulated dependence on the Holy Spirit, (2) evidence of spiritual growth and fruit in relationships, and (3) Spirit-dependent leadership development.

For consistency and structured analysis, the completed papers were reviewed using rubric-aligned criteria, and an LLM was employed as a coding assistant after being provided the exact rubric language. The LLM-generated categorizations were reviewed to ensure alignment with rubric standards. Final scores reflect rubric-based evaluation rather than unstructured automated judgment, with rubric alignment reviewed prior to score finalization

<b>Student</b>	<b>Dependence on the Holy Spirit</b>	<b>Spiritual Growth / Fruit</b>	<b>Spirit-Dependent Leadership</b>	<b>Average Per Student</b>
Student1	3.00	3.00	3.00	3.00
Student2	2.00	3.00	2.00	2.33
Student3	2.00	2.00	2.00	2.00
Student4	3.00	3.00	3.00	3.00
Student5	3.00	3.00	3.00	3.00
Student6	2.00	2.00	2.00	2.00
Student7	2.00	3.00	2.00	2.33
Student8	2.00	2.00	2.00	2.00

Student9	3.00	3.00	3.00	3.00
Student10	2.00	2.00	2.00	2.00
Student11	2.00	2.00	2.00	2.00
Student12	2.00	2.00	2.00	2.00
Student13	3.00	3.00	3.00	3.00
Student14	2.00	2.00	2.00	2.00
Student15	2.00	2.00	2.00	2.00
Student16	3.00	3.00	3.00	3.00
Student17	2.00	2.00	2.00	2.00
Student18	2.00	2.00	2.00	2.00
Student19	2.00	2.00	2.00	2.00
Student20	3.00	3.00	3.00	3.00
Student21	2.00	2.00	2.00	2.00
Student22	3.00	3.00	3.00	3.00
Student23	2.00	2.00	2.00	2.00
Student24	2.00	2.00	2.00	2.00
Student25	3.00	3.00	3.00	3.00
Student26	2.00	2.00	2.00	2.00
Student27	3.00	3.00	3.00	3.00
Student28	2.00	2.00	2.00	2.00
<b>Average Score</b>	<b>2.36</b>	<b>2.43</b>	<b>2.36</b>	<b>2.38</b>

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. Regular engagement with Scripture led many students to express a heightened awareness of their need for continued and deeper biblical meditation. While there were not many 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.

## **Results and Findings**

**FBS met its benchmark that the mean score for each rubric category be 2.0/3.0 or higher.** Results indicate that students can articulate spiritual growth and relational fruit in a structured theological reflection format.

Unlike 2022, these reflection papers were not independently evaluated by overseeing pastors and functioned as a course-embedded assignment in the final semester. While this supports instructional completion and structured reflection, the absence of external corroboration reduces the measure's strength as an independent indicator of Spirit-dependent growth. Additionally, with many students clustered at "2" or "3," the instrument provides limited differentiation at the upper end.

### **Assessment: Historic Analysis**

- **2016:** Assessment of spiritual growth relied primarily on end-of-program reflection and limited pastoral feedback. Sample size constraints and inconsistent articulation of spiritual dependence made it difficult to determine whether observed maturity reflected explicit submission to the Holy Spirit or general character development.

- **2019:** Reflection assignments demonstrated clearer descriptions of personal growth and humility; however, students often described behavioral change without explicitly grounding that growth in dependence upon the Holy Spirit. Pastoral surveys indicated relational fruit but did not always connect that fruit to articulated Spirit-dependence.

- **2022:** With improved response rates and stronger survey consistency, pastoral evaluations reflected high levels of relational maturity and observable fruit. Students' written testimonies increasingly referenced prayer, Scripture meditation, and reliance on God in difficulty, though explicit pneumatological language remained uneven.

- **2025:** Results continue to show relational fruit and growth themes consistent with prior cycles, though explicit articulation of dependence on the Holy Spirit varies in clarity. The shift away from pastoral corroboration weakens the assessment's external validation.

### **Outcome Assessment Summary**

Outcome 3.2 indicates that M.Div. students can articulate spiritual growth and relational fruit at a proficient level within a structured reflection format. All category means exceeded benchmark (composite mean 2.38). Themes of humility, servant leadership, and Scripture-shaped growth were consistent across the cohort. However, because scoring relied on rubric-guided qualitative coding (with LLM assistance) and lacked independent pastoral corroboration in this outcome, the current instrument functions more as structured theological self-assessment than external confirmation. The benchmark was met, but the measure offers limited differentiation and would be strengthened by added input.

### **Objective 3.2 Improvement**

- Recommended
  - Reintroduce pastoral assessments of reflection papers or a similar tool.
  - Adjust the outcome language to clarify how students are expected to demonstrate this objective.
  - Adjust the measurement structure of this outcome to more accurately assess reliance on the Holy Spirit within relational contexts.

### **Overall Assessment of Objective 3**

Assessment data from Outcomes 3.1 and 3.2 indicate that M.Div. students demonstrate consistent and observable patterns of spiritual maturity at program completion. In Outcome 3.1, pastoral evaluations produced a cohort mean of 4.5/5.0 with limited dispersion ( $SD = .25$ ), reflecting strong affirmation of Christlike character, humility, service, and relational integrity across the class. Although the item-level zero-tolerance benchmark was not met due to isolated sub-4.0 ratings, primarily within leadership-expression domains, the overall pattern reflects stable discipleship rather than character deficiency.

Outcome 3.2 met its established benchmark, with rubric category means exceeding 2.0/3.0 (composite mean = 2.38). Students consistently articulated humility, servant leadership, and growth in love for God and others. However, because this measure functioned primarily as structured theological self-assessment without independent pastoral corroboration, it provides limited differentiation and external validation.

Taken together, Objective 3 reflects sustained spiritual formation and relational fruit, with recurring developmental needs in leadership expression and opportunities to strengthen the precision and triangulation of assessment instruments.

## 5.4 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.

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 five 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 one another”
- “Ministering the Word through vulnerable sharing with one another”

FBS defines “highly relational” as being recognized by at least 80% of one’s peers in the areas of prayer, care, and ministry of the Word to fellow students.

**FBS’ goal for this outcome is that students will be recognized by at least 80% of their peers in the assessed relational categories.**

### **Assessment 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.

To make the chart more readable, abbreviations replace the below,

Pray = “Praying for physical and spiritual needs of one another”

Care = “Caring for physical and spiritual needs of one another”

Enco. = “Ministering the Word through encouragement of one another”

Admo. = “Ministering the Word through admonition of one another”

Shar. = “Ministering the Word through vulnerable sharing with one another”

	<b>Participation Type</b>	<b>Pray</b>	<b>Care</b>	<b>Enco.</b>	<b>Admo.</b>	<b>Shar.</b>
Student 1	In Person Every Thursday	69.0%	27.6%	58.6%	20.7%	51.7%
Student 2	Online Every Thursday	48.3%	37.9%	65.5%	27.6%	62.1%
Student 3	In Person Every Thursday	62.1%	37.9%	65.5%	34.5%	41.4%
Student 4	Online Every Thursday	48.3%	17.2%	72.4%	65.5%	62.1%
Student 5	Online Every Thursday	55.2%	17.2%	62.1%	24.1%	41.4%
Student 6	Online Every Thursday	55.2%	31.0%	58.6%	20.7%	58.6%
Student 7	In Person Every Thursday	58.6%	20.7%	58.6%	31.0%	41.4%
Student 8	In Person Every Thursday	65.5%	27.6%	58.6%	20.7%	62.1%
Student 9	Online Every Thursday	55.2%	27.6%	65.5%	41.4%	72.4%
Student 10	Online, but I came to campus for Residencies	62.1%	31.0%	65.5%	37.9%	44.8%
Student 11	In Person Every Thursday	69.0%	62.1%	79.3%	51.7%	65.5%
Student 12	In Person Every Thursday	58.6%	27.6%	65.5%	51.7%	51.7%
Student 13	Online Every Thursday	72.4%	37.9%	72.4%	44.8%	65.5%
Student 14	In Person Every Thursday	72.4%	44.8%	75.9%	27.6%	58.6%
Student 15	Online Every Thursday	48.3%	17.2%	48.3%	6.9%	44.8%
Student 16	In Person Every Thursday	62.1%	31.0%	48.3%	17.2%	51.7%
Student 17	Online Every Thursday	44.8%	17.2%	44.8%	48.3%	51.7%
Student 18	Online Every Thursday	51.7%	10.3%	51.7%	31.0%	51.7%
Student 19	In Person Every Thursday	69.0%	41.4%	51.7%	37.9%	65.5%
Student 20	Online, but I came to campus for Residencies	62.1%	10.3%	69.0%	20.7%	51.7%
Student 21	Online Every Thursday	51.7%	17.2%	34.5%	13.8%	51.7%
Student 22	In Person Every Thursday	62.1%	44.8%	72.4%	44.8%	72.4%
Student 23	Did not Complete	62.1%	27.6%	58.6%	10.3%	62.1%
Student 24	Online Every Thursday	51.7%	13.8%	72.4%	31.0%	41.4%
Student 25	Online Every Thursday	58.6%	31.0%	75.9%	41.4%	69.0%
Student 26	In Person Every Thursday	55.2%	20.7%	51.7%	51.7%	41.4%
Student 27	In Person Every Thursday	69.0%	34.5%	65.5%	17.2%	48.3%
Student 28	Online Every Thursday	51.7%	20.7%	55.2%	17.2%	37.9%
Student 29	In Person Every Thursday	72.4%	31.0%	65.5%	31.0%	58.6%
	<b>Means</b>	<b>59.5%</b>	<b>28.2%</b>	<b>61.7%</b>	<b>31.7%</b>	<b>54.5%</b>

## **Result based on participation type**

### **In person every Thursday**

<b>Pray</b>	<b>Care</b>	<b>Enco.</b>	<b>Admo.</b>	<b>Shar.</b>
65.0%	34.7%	62.9%	33.7%	54.6%

### **Distance (“Online every Thursday” and “Online, but I came to campus for Residencies”)**

<b>Pray</b>	<b>Care</b>	<b>Enco.</b>	<b>Admo.</b>	<b>Shar.</b>
54.5%	22.5%	60.9%	31.5%	53.8%

<b>Evaluation</b>	<b>Local %</b>	<b>Distance %</b>	<b>Difference</b>
Pray	65.00%	54.50%	10.50%
Care	34.70%	22.50%	12.20%
Enco.	62.90%	60.90%	2.00%
Admo.	33.70%	31.50%	2.20%
Shar.	54.60%	53.80%	0.80%

## **Results and findings**

**FBS did not meet its benchmark of students being recognized by at least 80% of their peers in the assessed relational categories.** No student reached the 80% threshold in any category.

Cohort-level means were as follows:

- Prayer: 59.5%
- Care: 28.2%
- Encouragement: 61.7%
- Admonition: 31.7%
- Vulnerable Sharing: 54.5%

Recognition varied substantially across students, particularly in Care, where affirmation ranged from 10.3% to 62.1% (a 51.8-point spread). This dispersion indicates meaningful inconsistency in how students are perceived in meeting one another’s practical needs.

While the benchmark was not met, the mean percentages for Prayer (59.5%) and Encouragement (61.7%) indicate that the typical student was affirmed by more than half the cohort in these areas. This suggests moderate relational engagement in intercessory prayer and

verbal ministry. However, the low mean for Care (28.2%) reflects a significant perceived weakness in practical, embodied relational investment.

### **Participation Type Analysis**

In-person students averaged higher recognition than distance students in Prayer (65.0% vs 54.5%) and Care (34.7% vs 22.5%), reflecting differences of 10.5% and 12.2%, respectively. Differences in Encouragement, Admonition, and Vulnerable Sharing were minimal ( $\leq 2.2\%$ ).

Importantly, while overall recognition percentages declined relative to 2022, the local–distance gap narrowed modestly in key categories. This suggests improved parity between participation types, even as overall relational recognition decreased.

### **Assessment: Historic Analysis**

**2013:** When FBS had no distance students, 94% of M.Div. students were recognized as highly relational by their peers, suggesting strong cohort-wide relational perception in a fully local context.

**2016 and 2019:** Relational scores remained scattered and inconsistent, with few students meeting the 80% peer-recognition benchmark. Participation-type differences began to emerge but were not uniformly pronounced across all categories.

**2022:** Mean peer-recognition percentages were substantially higher than in 2025: Prayer (75.2%), Care (56.8%), Encouragement (72.1%), Admonition (62.3%), and Vulnerable Sharing (66.6%). One student exceeded the 80% benchmark. A noticeable gap existed between local and distance students, particularly in Care (17.5% difference).

**2025:** Mean peer-recognition percentages declined across all five categories: Prayer (59.5%), Care (28.2%), Encouragement (61.7%), Admonition (31.7%), and Vulnerable Sharing (54.5%). No student met the 80% benchmark. However, the participation-type gap narrowed modestly in several areas, particularly Prayer (10.5% difference) and Care (12.2% difference), suggesting improved parity between local and distance cohorts despite overall lower relational recognition.

### **Recommended Improvements: Objective 4.0**

- Recommendation
  - Review the appropriateness of the 80% peer-recognition threshold in light of the binary instrument design and cohort size.
  - Create structured prayer and practical care check-ins.
- Optional
  - Ask M.Div. students to, as part of a class assignment, document acts of care that arose out of regular prayer times.

- Implement relationship building activities between online and distance students during residencies.
- Consider ways to make in person participation of residencies more attractive to distance students.

#### **Overall Assessment of Objective 4**

Across multiple assessment cycles, FBS has not met its benchmark of students being recognized by at least 80% of their peers in the assessed relational categories. While 2013 reflected exceptionally strong relational connection in a fully local context, subsequent cycles (2016, 2019, 2022, and 2025) show uneven and inconsistent peer recognition. Although 2022 demonstrated stronger relational affirmation, 2025 revealed a noticeable decline in mean peer-recognition percentages, particularly in care and admonition. Encouragingly, the gap between local and distance students has modestly narrowed.

These findings suggest that while genuine relational ministry is occurring among students, it is not yet consistently visible or widely experienced across the entire cohort. Strengthening shared rhythms of prayer, care, and Word ministry remains an important area for continued intentional development.

## 5.5 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 course rubric.

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

### **Assessment 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.

The table below indicates how each student **assessed themselves** on the rubric,

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	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	1.0	4.0	1.0	4.0	1.0	1.0	4.0	4.0	2.7
2.0	4.0	4.0	4.0	4.0	4.0	3.0	3.0	4.0	4.0	3.6
2.0	4.0	4.0	3.0	2.0	3.0	2.0	3.0	4.0	3.0	3.0
4.0	4.0	4.0	4.0	4.0	4.0	1.0	4.0	1.0	4.0	3.4
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	3.0	4.0	4.0	4.0	1.0	2.0	4.0	3.0	3.2
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	1.0	4.0	3.7
3.0	3.0	3.0	3.0	3.0	2.0	2.0	2.0	2.0	2.0	2.5
4.0	4.0	4.0	4.0	4.0	3.0	4.0	3.0	4.0	4.0	3.8
4.0	3.0	4.0	4.0	4.0	4.0	4.0	4.0	4.0	4.0	3.9
4.0	4.0	4.0	4.0	4.0	4.0	4.0	4.0	4.0	4.0	4.0
4.0	2.0	4.0	4.0	2.0	3.0	2.0	3.0	3.0	4.0	3.1
4.0	3.0	4.0	3.0	4.0	4.0	4.0	4.0	4.0	4.0	3.8
3.0	3.0	4.0	4.0	4.0	4.0	4.0	4.0	3.0	4.0	3.7
4.0	4.0	2.0	4.0	4.0	4.0	4.0	4.0	2.0	4.0	3.6
3.0	1.0	2.0	2.0	4.0	1.0	2.0	4.0	2.0	4.0	2.5
3.0	3.0	4.0	3.0	4.0	3.0	4.0	3.0	4.0	4.0	3.5
4.0	4.0	4.0	3.0	4.0	4.0	4.0	4.0	4.0	4.0	3.9
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	1.0	4.0	1.0	4.0	4.0	3.4
3.0	4.0	4.0	4.0	4.0	4.0	4.0	4.0	4.0	4.0	3.9
4.0	4.0	4.0	4.0	4.0	4.0	4.0	4.0	4.0	4.0	4.0
<b>3.6</b>	<b>3.6</b>	<b>3.7</b>	<b>3.8</b>	<b>3.7</b>	<b>3.6</b>	<b>3.4</b>	<b>3.5</b>	<b>3.5</b>	<b>3.9</b>	<b>3.6</b>

The below table indicates how each student was assessed **by their peer reviewer**,

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	<b>4.0</b>
4.0	4.0	4.0	4.0	4.0	4.0	4.0	4.0	4.0	4.0	4.0	<b>4.0</b>
4.0	4.0	4.0	4.0	4.0	4.0	4.0	4.0	4.0	4.0	4.0	<b>4.0</b>
4.0	4.0	3.0	3.0	3.0	4.0	2.0	2.0	4.0	4.0	4.0	<b>3.3</b>
2.0	4.0	4.0	4.0	4.0	4.0	3.0	3.0	4.0	4.0	4.0	<b>3.6</b>
2.0	4.0	4.0	3.0	2.0	3.0	3.0	3.0	4.0	4.0	3.0	<b>3.1</b>
4.0	4.0	4.0	4.0	4.0	4.0	4.0	4.0	4.0	4.0	4.0	<b>4.0</b>
4.0	4.0	4.0	N/A	4.0	4.0	4.0	4.0	4.0	4.0	4.0	<b>4.0</b>
4.0	4.0	4.0	4.0	4.0	4.0	4.0	4.0	4.0	4.0	4.0	<b>4.0</b>
4.0	3.0	3.0	3.0	3.0	3.0	3.0	3.0	3.0	3.0	3.0	<b>3.1</b>
4.0	4.0	4.0	4.0	4.0	4.0	4.0	4.0	4.0	4.0	4.0	<b>4.0</b>
4.0	4.0	4.0	4.0	4.0	4.0	4.0	4.0	4.0	4.0	4.0	<b>4.0</b>
3.0	3.0	3.0	3.0	3.0	3.0	3.0	3.0	3.0	3.0	3.0	<b>3.0</b>
4.0	4.0	4.0	4.0	4.0	4.0	3.0	4.0	3.0	4.0	4.0	<b>3.8</b>
3.0	4.0	4.0	4.0	4.0	4.0	4.0	4.0	4.0	4.0	4.0	<b>3.9</b>
4.0	4.0	4.0	4.0	4.0	4.0	4.0	4.0	3.0	4.0	4.0	<b>3.9</b>
4.0	3.0	4.0	4.0	2.0	4.0	2.0	3.0	4.0	4.0	4.0	<b>3.4</b>
4.0	3.0	4.0	3.0	4.0	4.0	4.0	4.0	4.0	4.0	4.0	<b>3.8</b>
3.0	3.0	4.0	4.0	4.0	4.0	4.0	4.0	4.0	3.0	4.0	<b>3.7</b>
4.0	4.0	2.0	4.0	4.0	4.0	4.0	4.0	4.0	2.0	4.0	<b>3.6</b>
3.0	1.0	2.0	2.0	4.0	1.0	2.0	4.0	4.0	2.0	4.0	<b>2.5</b>
3.0	3.0	4.0	3.0	4.0	3.0	4.0	4.0	3.0	4.0	4.0	<b>3.5</b>
4.0	4.0	3.0	3.0	4.0	4.0	4.0	4.0	4.0	4.0	4.0	<b>3.8</b>
4.0	4.0	4.0	4.0	4.0	4.0	4.0	4.0	4.0	4.0	4.0	<b>4.0</b>
4.0	4.0	4.0	4.0	4.0	4.0	4.0	4.0	4.0	4.0	4.0	<b>4.0</b>
4.0	4.0	4.0	4.0	4.0	4.0	4.0	4.0	4.0	4.0	4.0	<b>4.0</b>
4.0	4.0	4.0	4.0	4.0	4.0	2.0	4.0	4.0	4.0	4.0	<b>3.8</b>
4.0	4.0	4.0	4.0	4.0	4.0	4.0	4.0	4.0	4.0	4.0	<b>4.0</b>
<b>3.7</b>	<b>3.7</b>	<b>3.7</b>	<b>3.7</b>	<b>3.8</b>	<b>3.6</b>	<b>3.6</b>	<b>3.6</b>	<b>3.6</b>	<b>3.8</b>	<b>3.9</b>	<b>3.7</b>

The table below indicates each assessment was scored on average,

<b>Assessment</b>	<b>Mean Self-Assessment</b>	<b>Mean Peer Assessment</b>	<b>Mean of Assessments</b>	<b>Differences of Peer-Self Scores</b>
The church's authority being the Word of God.	3.6	3.7	3.7	0.1
The church as a worshiping body	3.6	3.7	3.7	0.1
The church as a serving body	3.7	3.7	3.7	0.0
The church as a loving force in its local and world community	3.8	3.7	3.8	-0.1
The pastor as a shepherd of the flock	3.7	3.8	3.8	0.1
The pastor as an example to the flock	3.6	3.6	3.6	0.0
The pastor as an overseer of the flock	3.4	3.6	3.5	0.2
The pastor as a leader of the flock	3.5	3.6	3.6	0.1
The pastor as an equipper of the flock	3.5	3.8	3.7	0.3
The pastor as a teacher of the flock	3.9	3.9	3.9	0.0

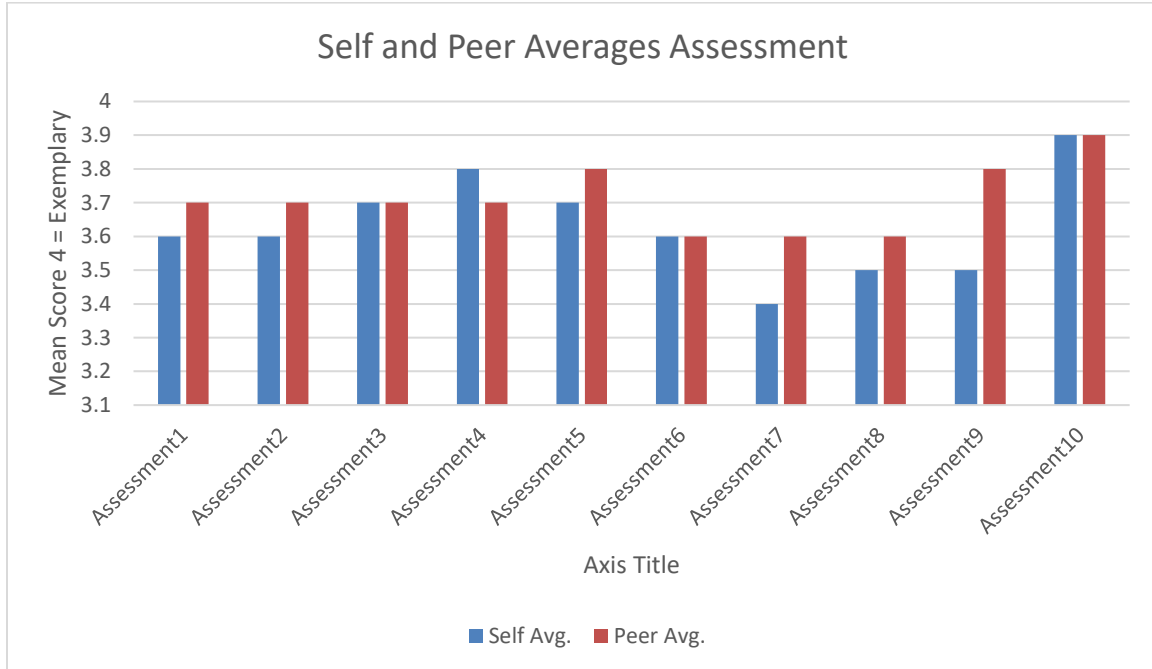
## Results and findings

**FBS exceeded its benchmark that each domain average 3.5 or higher.** All ten domains met or surpassed this threshold, with combined means ranging from 3.5 to 3.9.

Self and peer assessments were closely aligned, with mean differences ranging from 0.0 to 0.3. This minimal divergence indicates no evidence of systemic self-inflation and reflects stable evaluative calibration within the cohort.

Measures of dispersion were low across domains, suggesting consistent cohort-wide competency rather than isolated high performance. “The pastor as a teacher of the flock” emerged as the strongest domain (M = 3.9), while “The pastor as an overseer of the flock” reflected slightly greater variability, though still meeting benchmark.

Compared to earlier cycles in which the benchmark was not achieved, the 2025 results demonstrate sustained and stable articulation of a biblically grounded philosophy of ministry.



### Assessment: Historic Analysis

**2016:** 0 of 10 domains met benchmark; no category demonstrated a majority of exemplary or proficient responses. Assessment results indicated lack of clarity in the prompt and inconsistent articulation of ecclesiology and pastoral leadership.

**2019:** 0 of 10 domains met benchmark; concerns persisted regarding question clarity and assessment structure. A recommendation was made to redesign the assessment as course-embedded and tied to a significant portion of a final grade.

**2022:** 4 of 10 domains met the 3.5/4.0 benchmark following implementation of a graded, course-embedded assessment. Nine of ten domains achieved at least a proficient level ( $\geq 3.0$ ), reflecting measurable improvement though continued refinement was warranted.

**2025:** 10 of 10 domains met or exceeded the 3.5/4.0 benchmark. Peer and self-assessments demonstrated strong alignment, low dispersion, and no evidence of systemic self-inflation, indicating stable and consistent achievement of Outcome 5.1.

### **Outcome Assessment Summary**

FBS met and exceeded its benchmark across all ten domains related to pastoral theology and ecclesiology. Statistical alignment between self and peer assessments, coupled with low dispersion, indicates consistent formation across the cohort.

The data demonstrate that graduating M.Div. students are able to articulate a clear, biblically rooted vision for the church and pastoral leadership with theological precision and pastoral maturity.

### **Outcome 5.1 Improvements**

- Recommended
  - Consider reinforcing applied instruction related to “The pastor as an overseer of the flock,” with particular emphasis on administrative oversight, governance structures, and practical leadership responsibilities, in order to reduce variability and strengthen consistency across the cohort.
- Optional
  - Consider adding a faculty-evaluated sample of the assignment to serve as an additional benchmark alongside self and peer assessments.
  - Consider incorporating a brief reflective component requiring students to articulate how their philosophy of ministry has developed during their time in the M.Div. program.

## 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 a scale of 1 to 10. 10 mean “very confident, I could train others” and 0 means “I have no confidence in this area.” Students could not leave blanks and “0” is worked into the scoring.

**FBS’ benchmark is to have 70% of M.Div. students to rank their confidence in all skills as 7/10 or higher.**

#### **Assessment Description**

FBS asked 28 students to provide responses and 28 responded (100%).

The table below shows M.Div. Students self-reported ability in 161 distinct categories

<b>Wider Category</b>	<b>Specific Category</b>	<b>Score (out of 10)</b>
Academic Ministry Experience	Conducted academic research	4.9
Academic Ministry Experience	Employed media tools in the classroom	4.5
Academic Ministry Experience	Led classroom discussion	4.4
Academic Ministry Experience	Prepared lesson plans	4.2
Academic Ministry Experience	Graded exams, papers, quizzes, etc.	3.9
Academic Ministry Experience	Taught in undergraduate setting	2.9
Academic Ministry Experience	Served as teacher’s/graduate assistant	2.6
Academic Ministry Experience	Developed course assignments	2.1
Academic Ministry Experience	Taught in graduate setting	2.0
Academic Ministry Experience	Developed syllabi	1.9
Academic Ministry Experience	Published a book	1.8
Academic Ministry Experience	Developed testing tools	1.6
Academic Ministry Experience	Published research journal	1.3

Campus Ministry Experience	Developed an alumni network	6.7
Campus Ministry Experience	Discipled college students	6.1
Campus Ministry Experience	Assimilated new believers into movement	4.7
Campus Ministry Experience	Evangelized on a college campus	4.6
Campus Ministry Experience	Planned weekly large group meetings	4.4
Campus Ministry Experience	Helped student integrate faith with major	4.1
Campus Ministry Experience	Mobilized students for missions	4.0
Campus Ministry Experience	Led a campus ministry	3.6
Campus Ministry Experience	Led an athletic ministry	3.6
Children and Youth Ministry Experience	Equipped students for transition to college	6.0
Children and Youth Ministry Experience	Developed youth discipleship program	5.8
Children and Youth Ministry Experience	Recruited teachers	5.7
Children and Youth Ministry Experience	Trained teachers	5.3
Children and Youth Ministry Experience	Trained parents in godly parenting	5.0
Children and Youth Ministry Experience	Organized children's church	4.5
Children and Youth Ministry Experience	Served in nursery ministry	4.4
Children and Youth Ministry Experience	Developed curriculum for children's church	3.4
Children and Youth Ministry Experience	Developed a nursery ministry	2.6
Children and Youth Ministry Experience	Organized daycare program	2.1
Christian Education and Teaching Experience	Taught Adults	8.9
Christian Education and Teaching Experience	Taught College & Career	8.5

Christian Education and Teaching Experience	Taught Seniors	8.0
Christian Education and Teaching Experience	Taught Jr. High	7.9
Christian Education and Teaching Experience	Taught Sr. High	7.6
Christian Education and Teaching Experience	Organized a Sunday School class	7.4
Christian Education and Teaching Experience	Taught Elementary age	7.3
Christian Education and Teaching Experience	Selected curriculum	6.9
Christian Education and Teaching Experience	Recruited teachers	6.8
Christian Education and Teaching Experience	Trained teachers	6.3
Christian Education and Teaching Experience	Taught Cross Culturally	5.6
Christian Education and Teaching Experience	Taught Preschoolers	5.5
Christian Education and Teaching Experience	Implemented church library/resource center	4.5
Christian Education and Teaching Experience	Assessed efficiency of C.E. ministry	3.9
Christian Education and Teaching Experience	Developed a Christian Education	3.7
Christian Education and Teaching Experience	Developed C.E. curriculum	3.6
Christian Education and Teaching Experience	Developed feedback mechanism for C.E.	2.6

Church Planting Experience	Developed doctrinal statement	4.8
Church Planting Experience	Developed core values, mission, and vision	4.4
Church Planting Experience	Developed organizational structure of church	4.0
Church Planting Experience	Developed equipping strategy	3.8
Church Planting Experience	Developed constitutional bylaws	3.4
Church Planting Experience	Recruited a prayer team	3.3
Church Planting Experience	Developed outreach strategy	3.2
Church Planting Experience	Trained leadership	3.1
Church Planting Experience	Developed church budget	3.1
Church Planting Experience	Recruited a team of financial supporters	3.0
Church Planting Experience	Assessed the needs of a community	3.0
Church Planting Experience	Assessed other potential church planters	2.7
Church Planting Experience	Recruited core group	2.5
Church Planting Experience	Conducted a demographic study	2.4
Experience in Counseling on Issues related to:	Counseled adults	8.9
Experience in Counseling on Issues related to:	Pornography	8.4
Experience in Counseling on Issues related to:	The will of God	8.2
Experience in Counseling on Issues related to:	Sex	7.2
Experience in Counseling on Issues related to:	Depression	6.9

Experience in Counseling on Issues related to:	Counseled adolescents	6.9
Experience in Counseling on Issues related to:	Finances	6.7
Experience in Counseling on Issues related to:	Marriage	6.7
Experience in Counseling on Issues related to:	Addictions	6.5
Experience in Counseling on Issues related to:	Family	6.4
Experience in Counseling on Issues related to:	Grief	6.3
Experience in Counseling on Issues related to:	Parenting	6.3
Experience in Counseling on Issues related to:	Academics	6.3
Experience in Counseling on Issues related to:	Death	5.8
Experience in Counseling on Issues related to:	Child rearing	5.6
Experience in Counseling on Issues related to:	Unemployment	5.4
Experience in Counseling on Issues related to:	Physical/verbal abuse	5.4
Experience in Counseling on Issues related to:	Counseled groups	5.4
Experience in Counseling on Issues related to:	Suicide	5.2
Experience in Counseling on Issues related to:	Counseled seniors	5.2

Experience in Counseling on Issues related to:	Birth control	4.9
Experience in Counseling on Issues related to:	Homosexuality	4.9
Experience in Counseling on Issues related to:	Reproductive technologies	4.8
Experience in Counseling on Issues related to:	Eating disorders	4.8
Experience in Counseling on Issues related to:	Counseled children	4.7
Experience in Counseling on Issues related to:	Spiritual Oppression	4.6
Experience in Counseling on Issues related to:	Abortion	4.5
Experience in Counseling on Issues related to:	Divorce	4.5
Experience in Counseling on Issues related to:	Psychiatric disorders	4.4
Experience in Counseling on Issues related to:	Adoption	4.1
Experience in Counseling on Issues related to:	Single motherhood	4.0
Experience in Counseling on Issues related to:	Euthanasia	3.9
Experience in Counseling on Issues related to:	Teenage pregnancy	3.9
Experience in Counseling on Issues related to:	Crisis pregnancy	3.8
Experience in Hospital Visitation with:	Sick	6.3

Experience in Hospital Visitation with:	Family members of the sick	5.6
Experience in Hospital Visitation with:	Family members of the terminally ill	5.2
Experience in Hospital Visitation with:	Terminally ill	4.9
Experience in Visitation with:	Church families	6.9
Experience in Visitation with:	Shut-ins/convalescents	6.8
Experience in Visitation with:	Newcomers	6.4
Experience in Visitation with:	Nursing home/retirement center	6.2
Experience in Visitation with:	Un-churched	5.7
Experience in Visitation with:	Crisis situation	5.0
Experience in Visitation with:	Prisoners	3.8
Media Ministry Experience	Presentation software	5.9
Media Ministry Experience	Advertising	4.3
Media Ministry Experience	Publishing/Graphic design	4.3
Media Ministry Experience	Audio production: CDs, tapes, etc.	4.3
Media Ministry Experience	Website development	4.2
Media Ministry Experience	Photography	4.1
Media Ministry Experience	Video production	4.1
Media Ministry Experience	Print media	3.8
Media Ministry Experience	Radio ministry	2.6
Media Ministry Experience	Web radio	2.3
Media Ministry Experience	Television ministry	1.7
Pastoral Experience	Led worship service	8.6
Pastoral Experience	Teach baptismal candidates	8.4
Pastoral Experience	Involved in or led communion	8.4

Pastoral Experience	Interview baptismal candidates	8.4
Pastoral Experience	Interview new members	8.3
Pastoral Experience	Baptize a person	8.3
Pastoral Experience	Conduct a communion service	8.3
Pastoral Experience	Support and comfort the bereaved	7.3
Pastoral Experience	Officiate a wedding ceremony	6.8
Pastoral Experience	Conduct a wedding rehearsal	6.7
Pastoral Experience	Plan a wedding ceremony	6.7
Pastoral Experience	Minister to a dying person	5.8
Pastoral Experience	Superintended church discipline	5.5
Pastoral Experience	Conduct a funeral	5.5
Pastoral Experience	Plan a funeral service	5.5
Pastoral Experience	Conduct a graveside service	5.2
Preaching Experience	Preached an expository message	9.2
Preaching Experience	Preached a topical message	8.3
Preaching Experience	Preached an evangelistic message	8.1
Preaching Experience	Preached a sermon series	7.9
Preaching Experience	Preached in a cross-cultural setting	6.5
Small Group Ministry Experience	Small group leader	9.0
Small Group Ministry Experience	Small group supervisor/trainer	7.3
Small Group Ministry Experience	Led worship in a small group	7.1
Small Group Ministry Experience	Multiplied other small groups	6.3
Small Group Ministry Experience	Led an evangelistic small group	5.4
Small Group Ministry Experience	Developed small group leaders manual	4.6
Worship and Arts Experience	Planned a worship service	7.8
Worship and Arts Experience	Led a worship service	7.6
Worship and Arts Experience	Developed a theology of worship	7.3
Worship and Arts Experience	Led traditional worship	6.6
Worship and Arts Experience	Led youth worship	6.3
Worship and Arts Experience	Led contemporary worship	6.3

Worship and Arts Experience	Knowledge of copyright laws	5.6
Worship and Arts Experience	Audiovisual production	5.3
Worship and Arts Experience	Performed a solo	5.2
Worship and Arts Experience	Trained worship leaders	5.1
Worship and Arts Experience	Led children's worship	4.7
Worship and Arts Experience	Led a worship p ensemble	4.6
Worship and Arts Experience	Involved in a drama ministry	4.2
Worship and Arts Experience	Directed a drama ministry	2.5
Worship and Arts Experience	Led a choir	2.4

The chart below list the specific areas assessed and their scores listed from highest to lowest,

Preached an expository message	9.2
Small group leader	9.0
Taught Adults	8.9
Counseled adults	8.9
Led worship service	8.6
Taught College & Career	8.5
Pornography	8.4
Teach baptismal candidates	8.4
Involved in or led communion	8.4
Interview baptismal candidates	8.4
Interview new members	8.3
Baptize a person	8.3
Conduct a communion service	8.3
Preached a topical message	8.3
The will of God	8.2
Preached an evangelistic message	8.1
Taught Seniors	8.0
Taught Jr. High	7.9
Preached a sermon series	7.9
Planned a worship service	7.8
Led a worship service	7.6
Taught Sr. High	7.6

Organized a Sunday School class	7.4
Taught Elementary age	7.3
Support and comfort the bereaved	7.3
Small group supervisor/trainer	7.3
Developed a theology of worship	7.3
Sex	7.2
Led worship in a small group	7.1
Depression	6.9
Selected curriculum	6.9
Counseled adolescents	6.9
Church families	6.9
Shut-ins/convalescents	6.8
Officiate a wedding ceremony	6.8
Recruited teachers	6.8
Developed an alumni network	6.7
Finances	6.7
Conduct a wedding rehearsal	6.7
Marriage	6.7
Plan a wedding ceremony	6.7
Led traditional worship	6.6
Addictions	6.5
Preached in a cross-cultural setting	6.5
Family	6.4
Newcomers	6.4
Trained teachers	6.3
Grief	6.3
Led youth worship	6.3
Parenting	6.3
Academics	6.3
Sick	6.3
Multiplied other small groups	6.3
Led contemporary worship	6.3
Nursing home/retirement center	6.2
Discipled college students	6.1
Equipped students for transition to college	6.0
Presentation software	5.9
Developed youth discipleship program	5.8
Minister to a dying person	5.8
Death	5.8
Recruited teachers	5.7
Un-churched	5.7

Taught Cross Culturally	5.6
Child rearing	5.6
Knowledge of copyright laws	5.6
Family members of the sick	5.6
Taught Preschoolers	5.5
Superintended church discipline	5.5
Conduct a funeral	5.5
Plan a funeral service	5.5
Unemployment	5.4
Physical/verbal abuse	5.4
Counseled groups	5.4
Led an evangelistic small group	5.4
Audiovisual production	5.3
Trained teachers	5.3
Suicide	5.2
Counseled seniors	5.2
Family members of the terminally ill	5.2
Conduct a graveside service	5.2
Performed a solo	5.2
Trained worship leaders	5.1
Trained parents in godly parenting	5.0
Crisis situation	5.0
Conducted academic research	4.9
Birth control	4.9
Homosexuality	4.9
Terminally ill	4.9
Developed doctrinal statement	4.8
Reproductive technologies	4.8
Eating disorders	4.8
Led children's worship	4.7
Counseled children	4.7
Assimilated new believers into movement	4.7
Developed small group leaders manual	4.6
Evangelized on a college campus	4.6
Spiritual Oppression	4.6
Led a worship p ensemble	4.6
Abortion	4.5
Organized children's church	4.5
Implemented church library/resource center	4.5
Divorce	4.5
Employed media tools in the classroom	4.5

Led classroom discussion	4.4
Psychiatric disorders	4.4
Planned weekly large group meetings	4.4
Developed core values, mission, and vision	4.4
Served in nursery ministry	4.4
Advertising	4.3
Publishing/Graphic design	4.3
Audio production: CDs, tapes, etc.	4.3
Website development	4.2
Prepared lesson plans	4.2
Involved in a drama ministry	4.2
Adoption	4.1
Photography	4.1
Video production	4.1
Helped student integrate faith with major	4.1
Single motherhood	4.0
Mobilized students for missions	4.0
Developed organizational structure of church	4.0
Euthanasia	3.9
Graded exams, papers, quizzes, etc.	3.9
Assessed efficiency of C.E. ministry	3.9
Teenage pregnancy	3.9
Developed equipping strategy	3.8
Crisis pregnancy	3.8
Prisoners	3.8
Print media	3.8
Developed a Christian Education	3.7
Developed C.E. curriculum	3.6
Led a campus ministry	3.6
Led an athletic ministry	3.6
Developed constitutional bylaws	3.4
Developed curriculum for children's church	3.4
Recruited a prayer team	3.3
Developed outreach strategy	3.2
Trained leadership	3.1
Developed church budget	3.1
Recruited a team of financial supporters	3.0
Assessed the needs of a community	3.0
Taught in undergraduate setting	2.9
Assessed other potential church planters	2.7
Served as teacher's/graduate assistant	2.6

Developed feedback mechanism for C.E.	2.6
Developed a nursery ministry	2.6
Radio ministry	2.6
Recruited core group	2.5
Directed a drama ministry	2.5
Led a choir	2.4
Conducted a demographic study	2.4
Web radio	2.3
Organized daycare program	2.1
Developed course assignments	2.1
Taught in graduate setting	2.0
Developed syllabi	1.9
Published a book	1.8
Television ministry	1.7
Developed testing tools	1.6
Published research journal	1.3

The table below shows total average by student and by wider category. Categories were abbreviated for readability,

Student	Pas. Exp.	Pr. Exp	Coun	Vis	Edu	SG	Wor	Med	C. Plant	C & Y	Acad	Cam	AVG
Student 1	9.3	10.0	8.9	8.7	6.9	7.3	8.4	5.8	4.1	5.2	3.3	3.2	6.8
Student 2	4.1	7.0	8.0	6.3	7.0	8.0	5.0	5.9	5.0	7.0	6.0	6.0	6.3
Student 3	9.4	10.0	7.9	9.5	7.8	9.0	7.1	3.4	3.1	8.9	5.4	3.9	7.1
Student 4	8.4	8.8	8.7	8.2	8.4	8.2	3.9	4.8	4.2	8.4	6.0	7.3	7.1
Student 5	7.8	7.6	5.7	7.8	7.3	6.2	7.1	7.1	2.6	4.0	5.8	4.9	6.2
Student 6	4.6	4.8	5.3	4.9	5.5	2.2	4.9	7.3	2.0	4.0	1.4	1.9	4.0
Student 7	5.7	7.8	5.8	1.3	3.2	1.7	3.3	5.7	0.0	3.8	3.0	0.0	3.4
Student 8	8.9	8.2	7.6	7.9	9.5	10.0	8.8	6.8	8.8	9.3	6.6	8.3	8.4
Student 9	6.8	7.8	3.4	2.6	4.0	2.5	5.4	2.7	0.0	1.6	0.0	0.2	3.1
Student 10	10.0	10.0	9.3	10.0	10.0	10.0	5.6	2.7	6.4	7.7	0.0	5.6	7.3
Student 11	9.8	9.0	8.5	9.5	9.3	9.0	9.4	8.7	6.8	6.6	4.2	5.9	8.0
Student 12	9.4	9.4	9.6	9.6	9.4	9.5	7.4	2.3	8.9	9.2	7.1	9.1	8.4
Student 13	8.7	8.6	7.7	6.9	6.7	8.2	3.3	4.1	6.7	4.8	4.9	8.1	6.6
Student 14	6.6	8.8	6.5	5.5	5.5	8.8	5.9	2.8	2.4	3.5	1.2	8.1	5.4
Student 15	7.3	8.8	5.9	5.1	6.1	7.2	4.9	6.0	1.6	6.4	2.9	3.9	5.5
Student 16	4.8	3.8	2.6	4.5	3.9	4.2	1.1	1.3	3.9	0.9	0.9	3.1	2.9
Student 17	6.1	7.6	8.5	2.8	7.1	8.7	3.1	1.6	1.2	1.4	1.6	3.6	4.4
Student 18	8.4	8.2	7.1	8.9	7.0	8.8	8.9	5.4	6.2	3.3	5.2	8.9	7.2
Student 19	2.8	10.0	1.2	1.8	4.6	1.7	6.7	1.0	0.0	0.9	0.6	0.0	2.6
Student 20	7.2	6.4	2.6	5.4	4.4	5.0	1.6	0.2	0.0	4.0	0.4	0.0	3.1
Student 21	6.9	9.8	5.2	8.0	6.7	9.2	6.9	5.5	6.6	6.5	2.4	2.7	6.4
Student 22	7.3	8.0	6.0	6.2	4.2	6.7	5.4	5.3	3.5	0.0	0.0	0.9	4.5
Student 23	4.9	2.6	1.5	3.6	1.4	3.7	4.8	0.8	0.0	0.2	0.0	0.7	2.0
Student 24	7.5	7.0	7.9	7.8	7.6	7.7	5.9	5.8	5.8	7.8	6.3	7.1	7.0
Student 25	7.1	10.0	2.2	0.9	5.1	4.2	1.0	0.4	0.0	0.8	0.3	2.9	2.9
Student 26	7.0	7.6	2.6	1.2	3.9	5.3	6.5	1.8	0.0	3.6	0.6	1.2	3.5
Student 27	7.8	10.0	3.4	5.6	8.2	5.5	3.3	2.3	0.0	5.3	0.0	3.0	4.5
Student 28	7.2	9.8	2.8	1.0	4.5	2.2	0.0	0.4	0.1	0.3	0.0	3.6	2.7
<b>AVG</b>	<b>7.2</b>	<b>8.1</b>	<b>5.8</b>	<b>5.8</b>	<b>6.2</b>	<b>6.4</b>	<b>5.2</b>	<b>3.8</b>	<b>3.2</b>	<b>4.5</b>	<b>2.7</b>	<b>4.1</b>	<b>5.3</b>

## **Results and Description**

### **Variance and Dispersion**

When examining average confidence scores by student, the variance is 3.8 and the standard deviation is 2.0, indicating substantial dispersion. Given that the instrument requires ratings across 161 categories with no “not applicable” option, low scores frequently reflect limited opportunity or exposure to specialized ministry tasks rather than lack of competence in core pastoral ministry. The dispersion therefore appears driven primarily by differences in ministry context and opportunity during training.

**FBS’ benchmark is to have 70% of M.Div. students to rank their confidence in all skills as 7/10 or higher.**

Only 8 of 28 students (28.5%) met the threshold when applied to all 161 required items. However, because the instrument requires a numeric rating for every category and does not include a “not applicable / no opportunity” option, low scores frequently reflect limited exposure to specialized ministry tasks rather than lack of competence in core pastoral ministry. As a result, the benchmark functions more as a measure of breadth of opportunity than of proficiency in Word ministry and the care of souls.

When examined in domains most directly aligned with Outcome 5.2, students reported strong confidence in Word-centered ministry (Preaching 8.0/10; Pastoral Functions 7.1/10). Care-of-souls categories were mid-range (Counseling 5.6/10; Visitation 5.8/10; Hospital Visitation 5.5/10), suggesting meaningful experience with variability driven by ministry context.

- **Core Word Ministry (Directly Aligned with Outcome 5.2)**

- Preaching Experience 8.0/10
- Pastoral Experience (ordinances, weddings, funerals, church leadership) 7.1/10
- Christian Education and Teaching Experience 6.2/10
- Small Group Ministry Experience 6.6/10

These categories represent Word-centered ministry in corporate settings, including teaching, discipleship, and small-group shepherding.

- **Care of Souls (Directly Aligned with Outcome 5.2)**

- Counseling Experience 5.6/10
- Experience in Visitation 5.8/10
- Experience in Hospital Visitation 5.5/10

While the Care of Souls categories fall below 7.0/10 on average, they remain in the mid-range (5.5–5.8/10) despite the instrument’s requirement that students rate many specialized counseling and visitation contexts regardless of exposure. These results suggest that students have meaningful experience in shepherding and interpersonal ministry, but that opportunity for

breadth across specialized counseling cases and visitation settings varies substantially by student context.

- **Contextual or Specialized Ministry Functions (Indirectly Related)**

- Church Planting Experience 3.3/10
- Campus Ministry Experience 4.6/10
- Children and Youth Ministry Experience 4.6/10
- Worship and Arts Experience 5.4/10
- Media Ministry Experience 3.8/10
- Academic Ministry Experience 2.9/10

As an assessment note, the current instrument's breadth limits interpretability. Because students must respond to a large number of specialized competencies and cannot select "not applicable," the tool conflates pastoral proficiency with opportunity for exposure. In future assessment cycles, FBS will revise the instrument by narrowing items to competencies directly aligned with Outcome 5.2 and by adding a "not applicable / no opportunity" response option to improve validity.

The significant difference between high-scoring categories (Preaching Experience 8.0) and low-scoring categories (Academic Ministry Experience 2.9; Church Planting Experience 3.3) reflects program design rather than program weakness. The M.Div. program is intentionally structured to prepare pastors for Word-centered local church ministry. It is not designed as a research degree nor as a church-planting incubator.

Accordingly, students demonstrate strong confidence in proclamation, shepherding, and ordinance leadership, while expressing lower confidence in academic publishing, media production, and specialized church-planting technicalities.

This pattern confirms that the program's formative emphasis aligns with its stated mission.

### **Assessment: Historic Analysis**

#### **Assessment: Historic Analysis (Outcome 5.2)**

- **2016:** FBS assessed growth in ministry skills by comparing students' responses at entry and at program completion. While the approach sought to measure development over time, a meaningful number of students reported decreased ability at the end of training. FBS interpreted this as likely driven by methodological limitations, including students forgetting their initial responses and recalibrating self-perception as they gained training and humility.
- **2019:** FBS used the same "Learner" to "Mentor" instrument but identified two persistent limitations. First, the descriptors on the scale were perceived as nebulous, limiting interpretive clarity. Second, the instrument included numerous categories tied to narrow ministry contexts or obsolete technologies (e.g., production of tapes), which diluted the assessment's alignment with Outcome 5.2's emphasis on Word ministry and the care of

souls. In response, FBS developed a plan to shift to a clearer 1–10 scale and to reduce or revise items that were overly specific or outdated.

- **2022:** FBS again used the 2019 instrument (coded numerically for readability) because the planned intake survey had not been implemented in time for the incoming cohort. The 2022 results reinforced the historic concern that the instrument’s breadth limits interpretability. At the same time, results continued to show students reporting strongest confidence in core ministry functions, particularly teaching and sharing the gospel. These patterns supported the need to revise the tool so that future assessments more directly measure growth in the competencies central to Outcome 5.2.

### **Outcome Assessment Summary**

FBS did not meet the stated benchmark when applied across all 161 required items. This benchmark miss is best interpreted as a limitation of the instrument’s breadth and forced-response design rather than a deficiency in core M.Div. formation. Students reported highest confidence in expository preaching (9.2), small group leadership (9.0), and pastoral functions related to ordinances and congregational leadership (Pastoral Experience mean 7.1), which directly align with Outcome 5.2. Care-of-souls domains (counseling and visitation) remained mid-range, reflecting real exposure with uneven opportunity across contexts. Overall, the data support strong preparation for Word-centered local church ministry while underscoring the need to revise the assessment tool for tighter alignment and interpretive clarity.

### **Outcome 5.2 Improvements**

- **Recommended**
  - Revise the Ministry Experience Exit instrument by narrowing items to competencies directly aligned with Outcome 5.2 (ministry of the Word and care of souls).
  - Add a “Not applicable / no ministry exposure” response option so limited opportunity is not interpreted as lack of proficiency.
  - Administer the revised instrument annually across a three-year cycle and review results longitudinally to identify trends, strengthen consistency across cohorts, and evaluate the impact of curricular adjustments.
- **Optional**
  - Add limited supervisor or pastoral mentor feedback to supplement student self-assessment and provide triangulated evidence.
  - Organize reporting into core domains (Word Ministry, Care of Souls, Contextual Functions) to improve clarity and year-to-year comparison.
  - Reinforce applied preparation in care-of-souls contexts, including counseling breadth, crisis visitation, and shepherding in complex pastoral situations, to strengthen cohort consistency.

### 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. This assessment evaluates students' understanding of a biblical strategy for equipping the saints as demonstrated through written theological synthesis and peer evaluation.

“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.

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

#### **Assessment Description**

Twenty-eight students were required to participate in the above exercise on Equipping the Saints. All 28 (100%) students participated.

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.

<b>Indicator</b>	<b>Skill 1 Self</b>	<b>Skill 1 Peer</b>	<b>Skill 2 Self</b>	<b>Skill 2 Peer</b>	<b>Skill 3 Self</b>	<b>Skill 3 Peer</b>	<b>Skill 4 Self</b>	<b>Skill 4 Peer</b>	<b>Avg</b>	<b>Var</b>	<b>SD</b>
Student 1	4.0	4.0	4.0	4.0	4.0	4.0	4.0	4.0	4.0	0.0	0.0
Student 2	4.0	4.0	4.0	4.0	4.0	4.0	4.0	4.0	4.0	0.0	0.0
Student 3	4.0	4.0	4.0	3.0	4.0	4.0	4.0	4.0	3.9	0.1	0.3
Student 4	4.0	4.0	4.0	4.0	4.0	4.0	4.0	4.0	4.0	0.0	0.0
Student 5	3.0	4.0	4.0	4.0	4.0	4.0	4.0	4.0	3.9	0.1	0.3
Student 6	4.0	4.0	2.0	2.0	3.0	3.0	4.0	4.0	3.3	0.7	0.8
Student 7	4.0	4.0	2.0	4.0	4.0	4.0	4.0	4.0	3.8	0.4	0.7
Student 8	4.0	4.0	4.0	4.0	4.0	4.0	4.0	4.0	4.0	0.0	0.0
Student 9	3.0	4.0	3.0	4.0	4.0	4.0	4.0	4.0	3.8	0.2	0.4
Student 10	4.0	4.0	4.0	4.0	4.0	3.0	4.0	4.0	3.9	0.1	0.3
Student 11	4.0	4.0	4.0	4.0	4.0	4.0	4.0	4.0	4.0	0.0	0.0
Student 12	4.0	4.0	3.0	3.0	3.0	3.0	4.0	4.0	3.5	0.3	0.5
Student 13	4.0	4.0	4.0	4.0	4.0	4.0	4.0	4.0	4.0	0.0	0.0
Student 14	4.0	4.0	4.0	4.0	4.0	4.0	3.0	3.0	3.8	0.2	0.4
Student 15	4.0	4.0	3.0	3.0	4.0	4.0	4.0	4.0	3.8	0.2	0.4
Student 16	4.0	4.0	4.0	4.0	4.0	4.0	3.0	3.0	3.8	0.2	0.4
Student 17	3.0	3.0	2.0	3.0	2.0	3.0	3.0	3.0	2.8	0.2	0.4
Student 18	4.0	4.0	4.0	4.0	4.0	4.0	4.0	4.0	4.0	0.0	0.0
Student 19	4.0	4.0	3.0	3.0	4.0	4.0	4.0	4.0	3.8	0.2	0.4
Student 20	4.0	4.0	4.0	4.0	4.0	4.0	4.0	4.0	4.0	0.0	0.0
Student 21	3.0	3.0	3.0	3.0	3.0	3.0	3.0	3.0	3.0	0.0	0.0
Student 22	4.0	4.0	4.0	4.0	3.0	3.0	4.0	4.0	3.8	0.2	0.4
Student 23	4.0	4.0	4.0	3.0	4.0	4.0	4.0	3.0	3.8	0.2	0.4
Student 24	4.0	4.0	4.0	4.0	4.0	4.0	4.0	4.0	4.0	0.0	0.0
Student 25	4.0	4.0	4.0	4.0	4.0	4.0	4.0	4.0	4.0	0.0	0.0
Student 26	4.0	4.0	4.0	4.0	4.0	4.0	4.0	4.0	4.0	0.0	0.0
Student 27	4.0	4.0	4.0	4.0	4.0	4.0	4.0	4.0	4.0	0.0	0.0
Student 28	4.0	4.0	4.0	4.0	4.0	4.0	4.0	4.0	4.0	0.0	0.0
<b>Avg</b>	<b>3.9</b>	<b>3.9</b>	<b>3.6</b>	<b>3.7</b>	<b>3.8</b>	<b>3.8</b>	<b>3.9</b>	<b>3.8</b>			

<b>Var</b>	<b>0.1</b>	<b>0.1</b>	<b>0.5</b>	<b>0.3</b>	<b>0.2</b>	<b>0.2</b>	<b>0.1</b>	<b>0.1</b>
<b>SD</b>	<b>0.3</b>	<b>0.3</b>	<b>0.7</b>	<b>0.5</b>	<b>0.5</b>	<b>0.4</b>	<b>0.3</b>	<b>0.4</b>

<b>Measure</b>	<b>Mean</b>
Overall Self Mean (4 skills)	3.8
Overall Peer Mean (4 skills)	3.8
Combined Overall Mean	3.8
Benchmark	3.5

<b>Performance Level</b>	<b>Scale Value</b>	<b>% of Students (Overall Avg)</b>
Exemplary	4.0	64%
Proficient	3.0–3.9	32%
Developing	2.0–2.9	4%
Deficient	<2.0	0%

## **Results and Findings**

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

Across all four skills, self means ranged from 3.6 to 3.9 and peer means ranged from 3.7 to 3.9, indicating consistent exemplary-to-proficient performance. Skill 2 demonstrated the greatest dispersion (Self SD = 0.7; Peer SD = 0.5), suggesting this dimension was the most differentiating component of the rubric while still exceeding the benchmark. Variance across skills remained low (0.1–0.5), indicating consistent cohort-level mastery rather than wide performance disparity. Self and peer evaluations were closely aligned, indicating that students' self-perceptions were generally corroborated by peers.

FBS met and exceeded its benchmark of 3.5 across all assessed dimensions, with a combined overall mean of 3.8. Performance distribution data shows that 96% of students scored at the Proficient or Exemplary level, with 64% scoring Exemplary. The close alignment between self and peer evaluations, along with low overall variance, suggests not only strong performance but shared clarity about what faithful equipping looks like.

### **Assessment: Historic Analysis**

- **2016:** FBS failed to achieve its goal of 80% of M.Div. students answering the equipping question in an exemplary or proficient manner in any of the four assessment areas. This assessment recommended improvements to question clarity.
- **2019:** FBS achieved its goal of 80% exemplary/proficient in all areas except Assessment 2. This assessment recommended further clarification of the prompt and making the assignment graded.
- **2022:** Using a revised peer-graded rubric, FBS did not meet its stated benchmark of 3.5 across all assessments (overall mean = 3.31). While 89.3% of students scored at the proficient or exemplary level, students continued to show weakness in articulating the importance of singing as a formative means of equipping.
- **2025:** FBS exceeded its benchmark of 3.5 across all four assessed skills (combined overall mean = 3.8). Ninety-six percent of students scored at the proficient or exemplary level, with 64% scoring exemplary. Unlike previous cycles, students demonstrated strong articulation across all dimensions of equipping, including worship and singing, indicating that prior concerns regarding the articulation of singing as formative have been corrected.

### **Outcome Assessment Summary**

The 2025 cohort demonstrates clear, comprehensive articulation of a biblical philosophy of equipping the saints. Compared to prior cycles in which worship and singing were weaker dimensions, students now show strengthened theological integration across all areas of equipping.

These results indicate cohort-wide competency in connecting ecclesiology, discipleship, worship, and outreach within a coherent equipping framework.

### **Outcome 5.3 Improvements**

- **Optional**
  - Add a brief applied ministry reflection in which students connect their articulated philosophy of equipping to a concrete ministry context.
  - Include a longitudinal comparison question asking students to identify how their philosophy of equipping has developed since entering the M.Div. program.

## 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.

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

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

### **Assessment Description**

Twenty-eight students were required to participate in the above exercise on Mission Philosophy. All 28 (100%) students uploaded the assignment. 27 of 28 students had their responses rated by a peer (96.4%)

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 scores as students rated themselves,

	Skill 1 Self	Skill 2 Self	Skill 3 Self	Skill 4 Self	Avg	Var.	SD
Student1	4.0	4.0	4.0	4.0	4.00	0.00	0.00
Student2	4.0	4.0	4.0	4.0	4.00	0.00	0.00
Student3	4.0	4.0	4.0	4.0	4.00	0.00	0.00
Student4	4.0	4.0	4.0	4.0	4.00	0.00	0.00
Student5	4.0	4.0	2.0	3.0	3.25	0.69	0.83
Student6	4.0	4.0	3.0	3.0	3.50	0.25	0.50
Student7	4.0	4.0	4.0	4.0	4.00	0.00	0.00

Student8	4.0	4.0	4.0	4.0	<b>4.00</b>	<b>0.00</b>	<b>0.00</b>
Student9	4.0	3.0	2.0	3.0	<b>3.00</b>	<b>0.50</b>	<b>0.71</b>
Student10	4.0	4.0	3.0	4.0	<b>3.75</b>	<b>0.19</b>	<b>0.43</b>
Student11	4.0	4.0	4.0	4.0	<b>4.00</b>	<b>0.00</b>	<b>0.00</b>
Student12	4.0	3.0	4.0	3.0	<b>3.50</b>	<b>0.25</b>	<b>0.50</b>
Student13	4.0	4.0	4.0	4.0	<b>4.00</b>	<b>0.00</b>	<b>0.00</b>
Student14	4.0	4.0	4.0	4.0	<b>4.00</b>	<b>0.00</b>	<b>0.00</b>
Student15	4.0	3.0	4.0	4.0	<b>3.75</b>	<b>0.19</b>	<b>0.43</b>
Student16	4.0	4.0	3.0	3.0	<b>3.50</b>	<b>0.25</b>	<b>0.50</b>
Student17	3.0	4.0	3.0	3.0	<b>3.25</b>	<b>0.19</b>	<b>0.43</b>
Student18	4.0	4.0	4.0	4.0	<b>4.00</b>	<b>0.00</b>	<b>0.00</b>
Student19	4.0	3.0	4.0	4.0	<b>3.75</b>	<b>0.19</b>	<b>0.43</b>
Student20	4.0	4.0	4.0	4.0	<b>4.00</b>	<b>0.00</b>	<b>0.00</b>
Student21	2.0	3.0	4.0	4.0	<b>3.25</b>	<b>0.69</b>	<b>0.83</b>
Student22	4.0	4.0	4.0	4.0	<b>4.00</b>	<b>0.00</b>	<b>0.00</b>
Student23	3.0	4.0	4.0	3.0	<b>3.50</b>	<b>0.25</b>	<b>0.50</b>
Student24	4.0	4.0	4.0	4.0	<b>4.00</b>	<b>0.00</b>	<b>0.00</b>
Student25	4.0	4.0	4.0	4.0	<b>4.00</b>	<b>0.00</b>	<b>0.00</b>
Student26	4.0	4.0	3.0	4.0	<b>3.75</b>	<b>0.19</b>	<b>0.43</b>
Student27	4.0	4.0	3.0	4.0	<b>3.75</b>	<b>0.19</b>	<b>0.43</b>
Student28	4.0	4.0	4.0	4.0	<b>4.00</b>	<b>0.00</b>	<b>0.00</b>
<b>Avg</b>	<b>3.86</b>	<b>3.82</b>	<b>3.64</b>	<b>3.75</b>			
<b>Var.</b>	<b>0.19</b>	<b>0.15</b>	<b>0.37</b>	<b>0.19</b>			
<b>SD</b>	<b>0.44</b>	<b>0.38</b>	<b>0.61</b>	<b>0.43</b>			

The table below shows the scores as students were rated by their peers

	Skill 1 Self	Skill 2 Self	Skill 3 Self	Skill 4 Self	Avg	Var.	SD
Student1	4.0	4.0	4.0	4.0	<b>4.00</b>	<b>0.00</b>	<b>0.00</b>
Student2							
Student3	4.0	4.0	4.0	4.0	<b>4.00</b>	<b>0.00</b>	<b>0.00</b>
Student4	4.0	4.0	4.0	4.0	<b>4.00</b>	<b>0.00</b>	<b>0.00</b>
Student5	4.0	4.0	3.0	3.0	<b>3.50</b>	<b>0.25</b>	<b>0.50</b>
Student6	4.0	4.0	3.0	3.0	<b>3.50</b>	<b>0.25</b>	<b>0.50</b>
Student7	4.0	4.0	4.0	4.0	<b>4.00</b>	<b>0.00</b>	<b>0.00</b>
Student8	4.0	4.0	4.0	4.0	<b>4.00</b>	<b>0.00</b>	<b>0.00</b>
Student9	4.0	4.0	4.0	4.0	<b>4.00</b>	<b>0.00</b>	<b>0.00</b>
Student10	4.0	3.0	4.0	4.0	<b>3.75</b>	<b>0.19</b>	<b>0.43</b>
Student11	4.0	4.0	4.0	4.0	<b>4.00</b>	<b>0.00</b>	<b>0.00</b>
Student12	4.0	3.0	4.0	3.0	<b>3.50</b>	<b>0.25</b>	<b>0.50</b>
Student13	4.0	4.0	4.0	4.0	<b>4.00</b>	<b>0.00</b>	<b>0.00</b>

Student14	4.0	4.0	4.0	4.0	<b>4.00</b>	<b>0.00</b>	<b>0.00</b>
Student15	4.0	3.0	4.0	4.0	<b>3.75</b>	<b>0.19</b>	<b>0.43</b>
Student16	4.0	4.0	4.0	4.0	<b>4.00</b>	<b>0.00</b>	<b>0.00</b>
Student17	4.0	4.0	3.0	3.0	<b>3.50</b>	<b>0.25</b>	<b>0.50</b>
Student18	4.0	4.0	4.0	4.0	<b>4.00</b>	<b>0.00</b>	<b>0.00</b>
Student19	4.0	3.0	4.0	4.0	<b>3.75</b>	<b>0.19</b>	<b>0.43</b>
Student20	4.0	4.0	4.0	4.0	<b>4.00</b>	<b>0.00</b>	<b>0.00</b>
Student21	2.0	3.0	4.0	4.0	<b>3.25</b>	<b>0.69</b>	<b>0.83</b>
Student22	4.0	4.0	4.0	4.0	<b>4.00</b>	<b>0.00</b>	<b>0.00</b>
Student23	4.0	4.0	4.0	3.0	<b>3.75</b>	<b>0.19</b>	<b>0.43</b>
Student24	4.0	4.0	4.0	4.0	<b>4.00</b>	<b>0.00</b>	<b>0.00</b>
Student25	4.0	4.0	4.0	4.0	<b>4.00</b>	<b>0.00</b>	<b>0.00</b>
Student26	4.0	4.0	4.0	4.0	<b>4.00</b>	<b>0.00</b>	<b>0.00</b>
Student27	4.0	4.0	3.0	4.0	<b>3.75</b>	<b>0.19</b>	<b>0.43</b>
Student28	4.0	4.0	4.0	4.0	<b>4.00</b>	<b>0.00</b>	<b>0.00</b>
<b>Avg</b>	<b>3.93</b>	<b>3.81</b>	<b>3.85</b>	<b>3.81</b>			
<b>Var.</b>	<b>0.14</b>	<b>0.15</b>	<b>0.13</b>	<b>0.15</b>			
<b>SD</b>	<b>0.38</b>	<b>0.39</b>	<b>0.36</b>	<b>0.39</b>			

The tables below show the differences in scores between self scores and peer scores.

<b>Means</b>			
<b>Skill #</b>	<b>Self</b>	<b>Peer</b>	<b>Self minus Peer</b>
Skill 1	3.86	3.93	-0.07
Skill 2	3.82	3.81	0.01
Skill 3	3.64	3.85	-0.21
<b>Standard Deviation</b>			
<b>Skill #</b>	<b>Self</b>	<b>Peer</b>	<b>Self minus Peer</b>
Skill 1	0.44	0.38	0.06
Skill 2	0.38	0.39	-0.01
Skill 3	0.61	0.36	0.26
Skill 4	0.43	0.39	0.04
<b>Variance</b>			
<b>Skill #</b>	<b>Self</b>	<b>Peer</b>	<b>Self minus Peer</b>
Skill 1	0.19	0.14	0.05
Skill 2	0.15	0.15	0.00
Skill 3	0.37	0.13	0.25
Skill 4	0.19	0.15	0.04

## **Results and Findings**

**FBS met its goal that the mean of each assessment be 3.5 or higher.** All four skills exceeded the institutional threshold.

Dispersion measures indicate strong cohort consistency. Standard deviations ranged from .38 to .61 across self and peer evaluations. Skill 3 (cross-cultural church partnership) reflected the highest variability in self-ratings (SD = .61; Var = .37), suggesting this area requires the most nuanced articulation. However, peer ratings for this same skill demonstrated lower dispersion (SD = .36), indicating that peers perceived greater consistency than students perceived in themselves.

Mean differences between self and peer evaluations were minimal across Skills 1, 2, and 4. A paired-samples t-test revealed no statistically significant differences in those areas. Skill 3 showed a statistically significant difference ( $p = .031$ ;  $d \approx .44$ ), reflecting moderately lower self-ratings compared to peer evaluations. This suggests conservative self-assessment rather than inflation.

The mode across both rating sets was 4.0. In every skill area, at least 71% of responses were exemplary. While this indicates strong performance, it may also suggest limited differentiation at the upper end of the rubric.

Overall, the data reflect both strong theological clarity and measurable improvement in applied ecclesiological reasoning relative to prior cycles..

### **Assessment: Historic Analysis**

- **2016 and 2019:** Students were assessed using broader prompts that asked them to evaluate selected issues related to missions. While FBS met its stated goal in both years, the 2016 assessment indicated a need for clearer articulation of God's historical-redemptive plan within the framework of mission theology.
- **2022:** FBS implemented a more focused, course-embedded Mission Philosophy assignment designed to require explicit articulation of biblical foundations and applied mission theology. Students achieved strong performance in articulating the biblical basis for missions (3.9/4.0) and the Great Commission mandate (3.9/4.0), but scores related to cross-cultural church partnership (3.3/4.0) and critique of western imperialist models (3.4/4.0) fell slightly below the 3.5 benchmark.
- **2025:** Using a refined rubric and incorporating both self and peer evaluations, FBS met its stated goal that each skill average 3.5 or higher. While Skill 3 (cross-cultural church partnership) remained the comparatively lowest mean area (Self = 3.64; Peer = 3.85), performance exceeded the institutional benchmark and demonstrated improvement relative to 2022, indicating strengthened applied ecclesiological understanding alongside consistently strong biblical-theological foundations.

### **Outcome Assessment Summary**

The 2025 cohort demonstrates strong theological grounding in the biblical basis for missions and clear articulation of responsible global partnership. Compared to earlier cycles in which cross-cultural partnership fell below benchmark, students now exceed expectations across all dimensions.

These findings indicate both doctrinal clarity and growing ecclesiological maturity in global mission theology.

#### **Recommended Improvements: Outcome 5.4**

- Recommended
  - Reinforce applied instruction related to cross-cultural church partnership with particular emphasis on practical case studies
  - Refine the Mission Philosophy rubric to increase differentiation at the exemplary level.
- Optional
  - Introduce a faculty-evaluated sample of the assignment alongside peer assessment to provide additional feedback.
  - Incorporate a brief reflective component requiring students to explain any differences between their self-evaluation and peer evaluation.

## 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.

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

### **Assessment Description**

Twenty-eight students were required to participate in the above exercise on Cross Cultural Issues. 25 of 28 (89%) students uploaded the assignment. Analyses were conducted on complete paired cases (25)

The recorded scores of the 25 students were then coded in the following ways,

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

The table below shows the raw scores of self evaluations

ID	Skill_1_Self	Skill_2_Self	Avg	SD	Var
Student1	4.00	4.00	<b>4.00</b>	<b>0</b>	<b>0</b>
Student2	4.00	4.00	<b>4.00</b>	<b>0</b>	<b>0</b>
Student3					
Student4					
Student5	3.00	4.00	<b>3.50</b>	<b>0.5</b>	<b>0.25</b>
Student6	1.00	1.00	<b>1.00</b>	<b>0</b>	<b>0</b>
Student7	4.00	4.00	<b>4.00</b>	<b>0</b>	<b>0</b>
Student8	4.00	4.00	<b>4.00</b>	<b>0</b>	<b>0</b>
Student9	3.00	4.00	<b>3.50</b>	<b>0.5</b>	<b>0.25</b>
Student10	3.00	4.00	<b>3.50</b>	<b>0.5</b>	<b>0.25</b>
Student11	4.00	4.00	<b>4.00</b>	<b>0</b>	<b>0</b>
Student12	2.00	4.00	<b>3.00</b>	<b>1</b>	<b>1</b>

Student13	4.00	4.00	<b>4.00</b>	<b>0</b>	<b>0</b>
Student14	4.00	4.00	<b>4.00</b>	<b>0</b>	<b>0</b>
Student15					
Student16	4.00	4.00	<b>4.00</b>	<b>0</b>	<b>0</b>
Student17	3.00	3.00	<b>3.00</b>	<b>0</b>	<b>0</b>
Student18	4.00	4.00	<b>4.00</b>	<b>0</b>	<b>0</b>
Student19	4.00	4.00	<b>4.00</b>	<b>0</b>	<b>0</b>
Student20	3.00	4.00	<b>3.50</b>	<b>0.5</b>	<b>0.25</b>
Student21	4.00	2.00	<b>3.00</b>	<b>1</b>	<b>1</b>
Student22	4.00	4.00	<b>4.00</b>	<b>0</b>	<b>0</b>
Student23	3.00	4.00	<b>3.50</b>	<b>0.5</b>	<b>0.25</b>
Student24	4.00	4.00	<b>4.00</b>	<b>0</b>	<b>0</b>
Student25	4.00	4.00	<b>4.00</b>	<b>0</b>	<b>0</b>
Student26	4.00	4.00	<b>4.00</b>	<b>0</b>	<b>0</b>
Student27	4.00	4.00	<b>4.00</b>	<b>0</b>	<b>0</b>
Student28	4.00	4.00	<b>4.00</b>	<b>0</b>	<b>0</b>
<b>Avg</b>	<b>3.56</b>	<b>3.76</b>			
<b>Sd</b>	<b>0.75</b>	<b>0.71</b>			
<b>Var</b>	<b>0.57</b>	<b>0.50</b>			

The table below shows the raw scores of peer evaluations,

<b>ID</b>	<b>Skill_1_Peer</b>	<b>Skill_2_Peer</b>	<b>Avg</b>	<b>SD</b>	<b>Var</b>
Student1	4.00	4.00	<b>4.00</b>	<b>0</b>	<b>0</b>
Student2	4.00	4.00	<b>4.00</b>	<b>0</b>	<b>0</b>
Student3					
Student4					
Student5	3.00	4.00	<b>3.50</b>	<b>0.5</b>	<b>0.25</b>
Student6	1.00	1.00	<b>1.00</b>	<b>0</b>	<b>0</b>
Student7	4.00	4.00	<b>4.00</b>	<b>0</b>	<b>0</b>
Student8	4.00	4.00	<b>4.00</b>	<b>0</b>	<b>0</b>
Student9	3.00	4.00	<b>3.50</b>	<b>0.5</b>	<b>0.25</b>
Student10	3.00	4.00	<b>3.50</b>	<b>0.5</b>	<b>0.25</b>
Student11	4.00	4.00	<b>4.00</b>	<b>0</b>	<b>0</b>
Student12	3.00	4.00	<b>3.50</b>	<b>0.5</b>	<b>0.25</b>
Student13	4.00	4.00	<b>4.00</b>	<b>0</b>	<b>0</b>
Student14	4.00	4.00	<b>4.00</b>	<b>0</b>	<b>0</b>
Student15					
Student16	4.00	4.00	<b>4.00</b>	<b>0</b>	<b>0</b>
Student17	3.00	3.00	<b>3.00</b>	<b>0</b>	<b>0</b>
Student18	4.00	4.00	<b>4.00</b>	<b>0</b>	<b>0</b>
Student19	3.00	3.00	<b>3.00</b>	<b>0</b>	<b>0</b>

Student20	3.00	4.00	<b>3.50</b>	<b>0.5</b>	<b>0.25</b>
Student21	4.00	2.00	<b>3.00</b>	<b>1</b>	<b>1</b>
Student22	4.00	4.00	<b>4.00</b>	<b>0</b>	<b>0</b>
Student23	3.00	4.00	<b>3.50</b>	<b>0.5</b>	<b>0.25</b>
Student24	4.00	4.00	<b>4.00</b>	<b>0</b>	<b>0</b>
Student25	4.00	4.00	<b>4.00</b>	<b>0</b>	<b>0</b>
Student26	4.00	4.00	<b>4.00</b>	<b>0</b>	<b>0</b>
Student27	4.00	4.00	<b>4.00</b>	<b>0</b>	<b>0</b>
Student28	4.00	4.00	<b>4.00</b>	<b>0</b>	<b>0</b>
<b>Avg</b>	<b>3.56</b>	<b>3.72</b>			
<b>Sd</b>	<b>0.70</b>	<b>0.72</b>			
<b>Var</b>	<b>0.49</b>	<b>0.52</b>			

The tables below show the differences in scores between self scores and peer scores.

<b>Means</b>			
<b>Skill #</b>	<b>Self</b>	<b>Peer</b>	<b>Self minus Peer</b>
Skill 1	3.6	3.6	0.00
Skill 2	3.8	3.7	0.04
<b>Standard Deviation</b>			
<b>Skill #</b>	<b>Self</b>	<b>Peer</b>	<b>Self minus Peer</b>
Skill 1	.75	.70	.05
Skill 2	.71	.72	-0.01
<b>Variance</b>			
<b>Skill #</b>	<b>Self</b>	<b>Peer</b>	<b>Self minus Peer</b>
Skill 1	.57	.49	.08
Skill 2	.50	.52	.02

## **Results and Findings**

**FBS met its goal that the mean of each assessment be 3.5 or higher.** Across both rubric components, mean scores exceeded this threshold in both self and peer evaluations (Skill 1: 3.56; Skill 2: 3.76 self / 3.72 peer).

Dispersion measures indicate strong cohort consistency. Standard deviations ranged from .70 to .75 across self and peer ratings, reflecting limited variability and stable performance. While a small number of students displayed lower individual scores, these were isolated and did not materially affect overall means.

A paired-samples t-test revealed no statistically significant differences between self and peer evaluations (Skill 1:  $p = .170$ ; Skill 2:  $p = .212$ ). This indicates no evidence of systematic inflation or deflation in self-ratings.

Pearson correlations between self and peer evaluations were exceptionally strong (Skill 1:  $r = .927$ ; Skill 2:  $r = .963$ ;  $p < .001$ ), demonstrating high agreement and shared evaluative standards within the cohort. This level of alignment strengthens confidence in the rubric's consistency and application.

Overall, the data indicate that cross-cultural engagement competency is both present and consistently demonstrated across the graduating class.

### **Assessment: Historic Analysis**

**2016:** 80% of students were exemplary or proficient on contextualization (Assessment 2), but only 78% demonstrated satisfactory performance on Assessment 1, prompting curriculum adjustments.

**2018/2019:** 80% of students achieved exemplary or proficient performance on Assessment 2; however, only 76.93% demonstrated satisfactory performance on Assessment 1. Additional curriculum refinements were recommended, and the assessment was transitioned to a course-embedded model.

**2022:** Following curricular revisions, 100% of students performed at the proficient or exemplary level. The overall mean was 3.7, with 53.6% of students scoring exemplary on all measures. This marked a significant improvement in both breadth and depth of demonstrated competency.

**2025:** The cohort again met the institutional benchmark, with mean scores exceeding 3.5 across all measures (Self: 3.56 and 3.76; Peer: 3.56 and 3.72). No statistically significant differences were found between self and peer evaluations, and correlations between raters were exceptionally strong ( $r = .927$  and  $r = .963$ ,  $p < .001$ ), indicating high evaluative consistency.

### **Outcome Assessment Summary**

Outcome 5.5 confirms sustained competency in cross-cultural awareness and contextualization. Following curricular refinements in earlier cycles, students now consistently exceed institutional benchmarks.

Graduating M.Div. students demonstrate both critical awareness of Western cultural exportation and the ability to articulate faithful contextualization of the gospel in diverse cultural settings.

### **Outcome 5.5 Improvements**

- **Recommended**
  - In light of the clustering of scores at the upper end of the scale, review the rubric descriptors to ensure sufficient differentiation between proficient and exemplary performance
- **Optional**

- Incorporate a brief reflective component requiring students to articulate specific personal cultural assumptions they have identified.
- Periodically calibrate peer evaluation expectations through a faculty-led review.

### **Overall Assessment of Objective 5**

In 2025, FBS met or exceeded benchmarks in Outcomes 5.1, 5.3, 5.4, and 5.5, showing strong cohort competence and close self/peer alignment (minimal mean differences, low dispersion). Students demonstrated biblically grounded philosophies of church and pastoral leadership (5.1), comprehensive strategies for equipping the saints (5.3), and robust mission theology with improved articulation of cross-cultural church partnership (5.4). Cross-cultural engagement and contextualization remained above benchmark with exceptionally strong rater agreement (5.5), though score clustering suggests rubric refinement may help. Outcome 5.2 did not meet its stated holistic benchmark when applied across 161 required items; however, results show strong preparation in core Word-centered ministry (preaching, teaching, ordinances, shepherding). Lower scores concentrated in specialized or opportunity-dependent areas, indicating an instrument-alignment issue more than a program weakness. Overall, Objective 5.0 is being achieved at a high level, with the primary improvement need focused on refining the 5.2 assessment tool.

## 6. Suggested M.Div. Improvement Plan

### Outcome 1.1 Improvements

- **Recommended**
  - Implement a brief faculty calibration review of a sample assignment each cycle to anchor peer grading and strengthen scoring consistency.
  - Refine rubric descriptors to introduce clearer distinctions between scores of 3 and 4.
- **Optional**
  - Track category-level trends over time, especially in Bibliology and Anthropology/Hamartiology, to evaluate whether targeted reinforcement produces measurable gains.
  - Further standardize SPSS coding and labeling procedures to reduce manual preparation time.

### Outcome 1.2 Improvements

- **Recommended**
  - Implement a brief faculty calibration review of selected Bibliology statements each cycle to reinforce peer scoring precision and strengthen clarity in sufficiency and hermeneutics.
  - Refine rubric descriptors to introduce clearer distinctions between scores of 3 and 4.
- **Optional**
  - Standardize SPSS coding and variable labeling for Bibliology items to streamline analysis and reduce manual preparation.

### Outcome 1.3 Improvements

- **Recommended**
  - Conduct a brief faculty calibration review of selected papers each cycle to reinforce shared expectations for rubric application.
  - Refine rubric descriptors to introduce clearer distinctions between scores of 3 and 4.
- **Optional**
  - Provide brief model examples of exemplary papers to improve clarity of expectations and scoring consistency.

### Outcome 2.1 Improvements

- **Recommended**

- Add periodic faculty calibration using a small sample of papers to anchor peer scoring and preserve interpretive clarity as scores cluster near the top of the scale.
- **Optional**
  - Introduce a similar research assignment earlier in the program to measure longitudinal development.
  - Maintain tracking of assessment-level trends to ensure continued stability across cohorts.

### **Outcome 2.2 Improvements**

- **Recommended**
  - Consider a faculty grade for the assignment as another benchmark against self and peer grades.
- **Optional**
  - Consider a similar assignment given annually to assess development over time.

### **Outcome 2.3 Improvements**

- **Recommended**
  - Strengthen instruction and practice opportunities focused specifically on developing robust gospel-centered refutations of non-theistic worldviews.
- **Optional**
  - Introduce structured modeling examples demonstrating persuasive gospel engagement with at least two non-theistic worldviews.
  - Administer a similar applied worldview assignment later in the program to assess growth between initial exposure and graduation.

### **Objective 3.1 Improvements**

- **Recommended**
  - Develop earlier-stage mechanisms to identify and address areas of concern in a student's life prior to final program assessment.
  - Reevaluate the current zero-tolerance benchmark to ensure it appropriately distinguishes between core discipleship traits and leadership-expression competencies, aligning the standard more closely with the stated objective.
- **Optional**

- Strengthen formative leadership development in visionary leadership, delegation, and motivational capacity.
- Implement longitudinal tracking of spiritual growth across the duration of the M.Div. program rather than assessing primarily at program completion.

### **Objective 3.2 Improvement**

- Recommended
  - Reintroduce pastoral assessments of reflection papers or a similar tool.
  - Adjust the outcome language to clarify how students are expected to demonstrate this objective.
  - Adjust the measurement structure of this outcome to more accurately assess reliance on the Holy Spirit within relational contexts.

### **Recommended Improvements: Objective 4.0**

- Recommendation
  - Review the appropriateness of the 80% peer-recognition threshold in light of the binary instrument design and cohort size.
  - Create structured prayer and practical care check-ins.
- Optional
  - Ask M.Div. students to, as part of a class assignment, document acts of care that arose out of regular prayer times.
  - Implement relationship building activities between online and distance students during residencies.
  - Consider ways to make in person participation of residencies more attractive to distance students.

### **Outcome 5.1 Improvements**

- Recommended
  - Consider reinforcing applied instruction related to “The pastor as an overseer of the flock,” with particular emphasis on administrative oversight, governance structures, and practical leadership responsibilities, in order to reduce variability and strengthen consistency across the cohort.
- Optional

- Consider adding a faculty-evaluated sample of the assignment to serve as an additional benchmark alongside self and peer assessments.
- Consider incorporating a brief reflective component requiring students to articulate how their philosophy of ministry has developed during their time in the M.Div. program.

### **Outcome 5.2 Improvements**

- **Recommended**
  - Revise the Ministry Experience Exit instrument by narrowing items to competencies directly aligned with Outcome 5.2 (ministry of the Word and care of souls).
  - Add a “Not applicable / no ministry exposure” response option so limited opportunity is not interpreted as lack of proficiency.
  - Administer the revised instrument annually across a three-year cycle and review results longitudinally to identify trends, strengthen consistency across cohorts, and evaluate the impact of curricular adjustments.
- **Optional**
  - Add limited supervisor or pastoral mentor feedback to supplement student self-assessment and provide triangulated evidence.
  - Organize reporting into core domains (Word Ministry, Care of Souls, Contextual Functions) to improve clarity and year-to-year comparison.
  - Reinforce applied preparation in care-of-souls contexts, including counseling breadth, crisis visitation, and shepherding in complex pastoral situations, to strengthen cohort consistency.

### **Outcome 5.3 Improvements**

- **Optional**
  - Add a brief applied ministry reflection in which students connect their articulated philosophy of equipping to a concrete ministry context.
  - Include a longitudinal comparison question asking students to identify how their philosophy of equipping has developed since entering the M.Div. program.

### **Recommended Improvements: Outcome 5.4**

- **Recommended**
  - Reinforce applied instruction related to cross-cultural church partnership with particular emphasis on practical case studies
  - Refine the Mission Philosophy rubric to increase differentiation at the exemplary level.

- **Optional**
  - Introduce a faculty-evaluated sample of the assignment alongside peer assessment to provide additional feedback.
  - Incorporate a brief reflective component requiring students to explain any differences between their self-evaluation and peer evaluation.

### **Outcome 5.5 Improvements**

- **Recommended**
  - In light of the clustering of scores at the upper end of the scale, review the rubric descriptors to ensure sufficient differentiation between proficient and exemplary performance
- **Optional**
  - Incorporate a brief reflective component requiring students to articulate specific personal cultural assumptions they have identified.
  - Periodically calibrate peer evaluation expectations through a faculty-led review.

## Appendix 1: Rubrics

### Appendix 1: Rubrics

2025 M.Div. Comprehensive Assessment Report

#### 1. Ordination Paper Rubric

##### Formatting

Points	Grading Rubric
3	Similar format to Brent's, or similarly easily readable, All components are present—Title Page, TOC, page numbers, minor typos, grammar mistakes if any
2	Some discernable formatting inconsistencies and discernable typos, most of the components of formatting (Title page, TOC, page numbers) are present.
1	Many discernable formatting issues, typos, grammar mistakes, few of the formatting components are present (Title page, TOC, page numbers)

<b>0</b>	No discernable attempt to format nicely, poor grammar, many typos
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**Section: Preface**

<b>Points</b>	<b>Description</b>
3	A well written paragraph introduction and thank you's were included which would need no edits for an ordination council
2	An acceptable preface was included but some parts may need editing before presenting to an ordination council.
1	An attempt was made but needs to be substantially reworked
0	Not present

**Section: Conversion**

<b>Points</b>	<b>Description</b>
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3	A well written conversion testimony was written and would need no edits for an ordination council
2	An acceptable conversion testimony was written but some parts may need editing before presenting to an ordination council.
1	An attempt was made but needs to be substantially reworked
0	Not present

**Section: Call**

<b>Points</b>	<b>Description</b>
3	A well written description of the three part call to ministry was included and would need no edits for an ordination council.
2	The definition of a call was written out, but may not have included grounding in the text and would need some edits prior to an ordination council

1	An attempt was made but needs to be substantially reworked
0	Not present

**Section: I. Bibliology**

Points	Description
3	Well written defense including all of the below items with scriptural references and definitions. Needs no re-working before being presented at an ordination council.
2	Includes most of the items below and would probably pass an ordination council but could use some edits
1	An attempt was made but needs to be substantially reworked
0	Not present

**Required Elements**

Includes a statement on that all 66 books are inspired and without error

Defines Inspiration as “God Breathed” which ensures that the end-product (what is written) is without error. Does not define the inspiration as a process.

including a statement on Gen 1-11 as literal history

includes a statement on the sufficiency of Scripture in counseling, for life and practice

includes a statement on the cannon being closed

Includes a statement on the hermeneutic—literal grammatical historical literary, cultural contexts.

**Section: II. Theology Proper**

<b>Points</b>	<b>Description</b>
3	Well written defense including all of the below items with scriptural references and definitions. Needs no re-working before being presented at an ordination council.
2	Includes most of the items below and would probably pass an ordination council but could use some edits
1	An attempt was made but needs to be substantially reworked
0	Not present

**Required Elements**

Gives the proper definition of the Trinity—One God/essence and three persons with appropriate defending scripture.

Gives many attributes of God

**Section: III. Christology**

<b>Points</b>	<b>Description</b>
3	Well written defense including all of the below items with scriptural references and definitions. Needs no re-working before being presented at an ordination council.
2	Includes most of the items below and would probably pass an ordination council but could use some edits
1	An attempt was made but needs to be substantially reworked
0	Not present

**Required Elements**

Jesus Christ is the incarnation of the second person of the divine trinity

He is fully God (with appropriate Scriptures)

He is fully Man (with appropriate Scriptures)

He has two natures combined in one person

He lived a perfectly righteous life fulling God's righteous requirements

His death was a substitutional sacrifice fulfilling God's wrath against sin.

He arose bodily from the dead

He is returning bodily.

**Section: IV. Pneumatology**

<b>Points</b>	<b>Description</b>
3	Well written defense including all of the below items with scriptural references and definitions. Needs no re-working before being presented at an ordination council.
2	Includes most of the items below and would probably pass an ordination council but could use some edits
1	An attempt was made but needs to be substantially reworked
0	Not present

**Required Elements**

The Holy Spirit is the third person of the Trinity

The Holy Spirit is fully God

The Holy Spirit has the marks of personhood

The Holy Spirit's new testament ministry

Regeneration

Indwelling

Baptism of the Holy Spirit,

Illumination.

including a statement on spiritual gifts

**Section: V Angelology, Demonology, Satanology**

<b>Points</b>	<b>Description</b>
3	Well written defense including all of the below items with scriptural references and definitions. Needs no re-working before being presented at an ordination council.

2	Includes most of the items below and would probably pass an ordination council but could use some edits
1	An attempt was made but needs to be substantially reworked
0	Not present

**Required Elements**

Angels, demons, satan, are created beings

Angels are ministering spirits

Demons and Satan are fallen angels

Satan and demons will be finally and forever judged

**Section: VI. Anthropology and Hamartiology**

Points	Description
3	Well written defense including all of the below items with scriptural references and definitions. Needs no re-working before being presented at an ordination council.

2	Includes most of the items below and would probably pass an ordination council but could use some edits
1	An attempt was made but needs to be substantially reworked
0	Not present

**Required Elements**

The purpose of mankind—represent God

Man fell into sin upon his disobedience to God in the Garden of Eden

Adam’s progeny are both sinful in action and nature

Mankind is depraved and unable to achieve God’s righteousness on his own.

The basic social unit that God first created was the husband and wife to bear children with th husband being the head and the wife being the helper.

Pride as the exaltation of man is the root of man’s sinful disposition

The heart of man which is the center of his worship has been corrupted and worships something other than God.

**Section: VII. Soteriology (including a statement on Progressive Sanctification)**

Points	Description
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3	Well written defense including all of the below items with scriptural references and definitions. Needs no re-working before being presented at an ordination council.
2	Includes most of the items below and would probably pass an ordination council but could use some edits
1	An attempt was made but needs to be substantially reworked
0	Not present

**Required Elements**

Mankind is in need of salvation apart from himself.

The basis of salvation is the vicarious atonement of Jesus Christ

Define Justification

Define Propitiation

Define how one is saved—by grace alone through faith alone and not of works.

Include the outworking of salvation—sanctification.

**Section: VIII. Ecclesiology**

Points	Description
3	Well written defense including all of the below items with scriptural references and definitions. Needs no re-working before being presented at an ordination council.
2	Includes most of the items below and would probably pass an ordination council but could use some edits
1	An attempt was made but needs to be substantially reworked
0	Not present

**Required Elements**

Define the Church

Visible manifestation of the church—local churches

The two offices of a church—pastor and deacon

The two ordinances of the church –baptism/the Lord’s table

The activities of the church, worship, equipping the saints, serving, being a light to the world.

The purity of the church--Discipline

**Section: IX. Eschatology**

Points	Description
3	Well written defense including all of the below items with scriptural references and definitions. Needs no re-working before being presented at an ordination council.
2	Includes most of the items below and would probably pass an ordination council but could use some edits
1	An attempt was made but needs to be substantially reworked
0	Not present

**Required Elements**

Jesus second coming will be physical

Jesus will usher in a new heavens and new earth

Believers will experience a bodily resurrection

It is okay for FBS that each person’s eschatology is not fully worked out here. It may not be okay for your local church.

**2. Original Language Paper**

Skill	Exemplary	Proficient	Developing
Skill 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.

### 3. Synthesis of OT

Skill	Exemplary	Proficient	Developing
Skill 1	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
Skill 2	Provides clear 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	Provides general 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	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

**4. Open Theism Paper**

Skill	Exemplary	Proficient	Developing
Skill 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
Skill 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
Skill 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.
Skill 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

**5. Theological Issues Paper**

Skill	Exemplary	Proficient	Developing
Skill 1	Cites over 3 different scholars in a research paper and engages with them through discussion	Cites 2 to 3 scholars in a research paper and engages with them through discussion	Cites less than 2 scholars and does not tend to interact with their ideas
Skill 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.
Skill 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

**6. Equipping the Saints Paper**

Skill	Exemplary (Clearly expresses...)	Proficient (Generally expresses...)	Developing (Very basically expresses...)	Deficient (Does not express)
Skill 1	Preaching and teaching the Word in	Preaching and teaching the Word in	Preaching and teaching the Word in	Did not mention preaching/teaching

	large and small group settings	large and small group settings	large and small group settings	
Skill 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	Did not mention singing the Word/Worship
Skill 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	Did not mention Discipling and counseling
Skill 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	Did not mention living the word through hospitality, sharing, serving,, etc.

**7. Philosophy of Ministry Paper**

<b>Skill</b>	<b>Exemplary (Clearly express with scriptural proof...)</b>	<b>Proficient (Expresses, with some scriptural proof...)</b>	<b>Developing (Expresses a belief in...)</b>	<b>Deficient</b>
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Skill 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.	Did not mention this.
Skill 2	The church as a worshiping body	The church as a worshiping body	The church as a worshiping body	Did not mention this.
Skill 3	The church as a serving body	The church as a serving body	The church as a serving body	Did not mention this.
Skill 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	Did not mention this.
Skill 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	Did not mention this.
Skill 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	Did not mention this.
Skill 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	Did not mention this.

Skill 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	Did not mention this.
Skill 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	Did not mention this.
Skill 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	Did not mention this.

**8. Mission Philosophy Paper**

Skill	Exemplary	Proficient	Developing
Skill 1	Provides a clear explanation, with biblical proof shown, of the biblical basis for missions.	Provides a general explanation, with biblical proof shown, of the biblical basis for missions.	Provides a very basic explanation, with biblical proof shown, of the biblical basis for missions.
Skill 2	Provides a clear explanation of how and why believers are to go into the world and make disciples.	Provides a general explanation of how and why believers are to go into the world and make disciples.	Provides a very basic explanation of how and why believers are to go into the world and make disciples.

Skill 3	Provides a clear explanation of how local churches can partner with churches in other countries.	Provides general explanation of how local churches can partner with churches in other countries.	Provides very basic explanation of how local churches can partner with churches in other countries.
Skill 4	Provides a robust contrast of biblical missions against a model where “western Christianity” is imported.	Provides general contrast of biblical missions against a model where “western Christianity” is imported.	Provides very basic contrast of biblical missions against a model where “western Christianity” is imported.

**9. Cross Cultural Issues Paper**

Skill	Exemplary	Proficient	Developing
Skill 1	Provides a clear explanation, with biblical proof shown, of the biblical basis for missions.	Provides a general explanation, with biblical proof shown, of the biblical basis for missions.	Provides a very basic explanation, with biblical proof shown, of the biblical basis for missions.
Skill 2	Provides a clear explanation of how and why believers are to go into the world and make disciples.	Provides a general explanation of how and why believers are to go into the world and make disciples.	Provides a very basic explanation of how and why believers are to go into the world and make disciples.

Skill 3	Provides a clear explanation of how local churches can partner with churches in other countries.	Provides general explanation of how local churches can partner with churches in other countries.	Provides very basic explanation of how local churches can partner with churches in other countries.
Skill 4	Provides a robust contrast of biblical missions against a model where “western Christianity” is imported.	Provides general contrast of biblical missions against a model where “western Christianity” is imported.	Provides very basic contrast of biblical missions against a model where “western Christianity” is imported.

**Theology Proper**

1. What is the definition of the Trinitarian Nature of God? [1 paragraph]
2. How do you support the Trinitarian Nature of God from the Scriptures? [1/2 page]
3. 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. [1/3 page]
4. Why are modalism and Tri-Theism not supported by the Trinitarian Nature of God? [1/3 page]
5. 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 [2/3 page]
6. Explain if God has a predominate attribute. [1/3 page]
7. What is God’s holiness? [1/3 page]
8. How would you articulate the tension between the sovereignty of God and the responsibility of man? In your answer include an answer to the question, “If God is sovereign and good then why is there evil?” [3/4 page]

## **Bibliology**

1. Define inspiration. [1/3 page]

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 [1/2 page)

2. How would you help someone be assured of the reliability of the bible? Or, why is the Bible the Word of God but not the Koran, or book of Mormon, or....? [1 page]. Your answer should reflect a precise point by point classic defense on why the Bible is the Word of God.

3. How do we know that the OT is the Word of God? [3/4 page]. Your answer should be a defense of why the 39 books of the OT are included in the canon and no other books like the apocrypha.

4. How do we know that the NT is the Word of God? [3/4 page]. 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.

5. What is the doctrine of the sufficiency of Scripture? [1/3 page]

6. Give a defense for the doctrine of the sufficiency of Scripture. Discuss what role the Scriptures have in counseling theory and practice [1/2 page]

7. What is the eternal status of the person who has never heard about the specific revelation of Jesus Christ through the Gospel? Explain with biblical support. [1/3 page]

8. What is “literal interpretation”? [1/3 page]

9. Provide a biblical argument for a literal 24-hour seven-day creation. [3/4 page]

10. Define general and specific revelation and the efficacy of each. Discuss the role of the Scriptures as the sole authority for truth and contrast with general revelation and its authority. [3/4 page]

11. How does God speak today? [1/3 page]

### **Anthropology**

1. What is the image of God in man? [1/3 page]
2. What is the nature of man? [Of what is man composed? (Di/Trichotomy)]. Explain your view's implication to counseling theology. [1/3 page]
3. What is the definition of the "depravity of man"? [1 paragraph]
4. Provide a biblical defense of complementarianism. [1/2 page]
5. Give a theology of sexuality [3/4 page]

### **Angelology**

1. What is your view of demon possession and biblical counseling? [1/3 page]

### **ST2 Theology Test — Christology**

1. How do the Scriptures testify to the deity of Jesus Christ? [1/2 page]
2. How do the Scriptures testify to the humanity of Jesus Christ? [1/2 page]
3. 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 [3/4 page]
4. Explain the mission/purpose of the second coming of Christ? [1/2 page]
5. How do the Scriptures testify to the OT Messianic fulfillment in Jesus Christ? [2/3 page]
6. Defend an orthodox view of the hypostatic union? [1/2 page]
7. Defend an orthodox view of the kenosis [1/2 page]

8. Defend the necessity of the virgin birth. [1/3 page]
9. Defend an orthodox view of the impeccability of Jesus [1/3 page]
10. What is Jesus' role in the church today? [1/3 page]

### **Pneumatology**

1. What is the current ministry of the Holy Spirit? [1/2 page]
2. How are believers guided by the Holy Spirit today? Include in your answer how believers are guided in decision making by the Word of God and are not guided by inner impressions. This is a discussion of the two different wills of God—His sovereign will/revealed will? [2/3 page]
3. Define:
4. Indwelling ministry of the Holy Spirit [1 paragraph]
5. Sealing ministry of the Holy Spirit [1 paragraph]
6. Illumination work of the Holy Spirit [1 paragraph]
7. Intercessory work of the Holy Spirit [1 paragraph]
8. The Baptism of the Holy Spirit [1 paragraph]
9. Regeneration of the Holy Spirit [1 paragraph]
10. Defend a cessationist's view of the sign gifts [1/2 page]
11. Articulate the problematic view of the Holy Spirit in the Charismatic movement [1/2 page]

### **Soteriology**

1. Describe the necessary components of the Gospel message and how would you lead a person to Christ? Your answer should also include a robust discussion on who Jesus is, His unique work, what His unique work accomplished, and how one appropriates His work. [2/3 page]
2. Provide a concise yet thorough explanation of Romans 3:21-31 and define the following terms [1 page]
  - a. Justification
  - b. Propitiation
  - c. Redemption
  - d. Reconciliation
3. Explain how James and Paul are not contradictory regarding their views of faith and works [1/2 page]
4. Define and explain the three aspects of sanctification. [1/2 page]
5. Describe Biblical progressive sanctification including the following [1page]
  - a. What must be understood about man, his purpose, his heart for change to occur?
  - b. What is the goal of biblical change?
  - c. What is God's involvement in biblical change?
  - d. What is man's involvement in his own growth?
  - e. What is the role of a counselor/discipler in another's growth?
  - f. How is ongoing fruit maintained and cultivated?

**ST3 2021 Theology Test — Ecclesiology**

1. What is the church and how does the church fit into God's plan? [1/2 page]

2. 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 [1/2 page]
3. Please articulate and defend your understanding of the identity and practice of the church ordinances. [1/2 page]
4. Please articulate and defend your understanding of equipping the saints for the work of the ministry based upon Eph 4. In your answer give biblical a philosophy of ministry on the equipping of the saints that involves individual ministry (discipleship/counseling), small group ministry and large group ministry. [1/2 page]
5. Please articulate and defend the biblical basis for an organized church membership [1/2 page]
6. Please articulate and defend the biblical necessity for and the practice of church discipline. [1/2 page]
7. Please articulate and defend your understanding of divorce/remarriage and defend from Scripture. [1/2 page]
8. Please articulate and defend the role of the church as being a light to the community. How should a congregation be led to impact the community in evangelism, service, and missions (include a biblical philosophy of missions)? [1/2 page]
9. Please articulate and defend the role of a pastor/elder in a local church. [1/2 page]
10. Define and defend the church's relationship to Israel now and in the future. [1/2 page]

### **Eschatology**

1. 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. [1/2 page]
2. Please present a biblical case for a pre-tribulation, pre-millennial view of the end times. [1/2 page]
3. If your conviction is not pre-tribulational and pre-millennial, please articulate and defend your view. [1/2 page]
4. Please articulate a biblical theology of the necessity of a physical resurrection for the believer and unbeliever and the eternal state of both. [1/2 page]
5. What practical value is meditation on the scripture related to the end times to the saints today? [1/2 page]