

**Master of Arts (Apologetics)  
Jury Conducted: May 2017**

***Student Learning Objective 1: Students will demonstrate their understanding of and ability to communicate biblical, theological, and historical truth in settings that require a defense of the Christian faith.***

*ATS Degree Program Goals for Standard D Degrees – The goals an institution adopts for these degree programs should include the attainment of a survey knowledge of various theological disciplines, or focused knowledge in a specific discipline, or interdisciplinary knowledge. Achievement of student learning outcomes for these degrees shall contribute to meeting these programmatic goals.*

Measures	Baseline	Results Last Year	Improvement	New Benchmark(s)	Action Plan Steps to Achieve the New Benchmark
<i>Direct Measure(s)</i>					
<p><i>Embedded Assignments</i></p> <ul style="list-style-type: none"> <li>• Systematic Theology I (combined average from Spring/Summer2016 and Fall 2016)</li> <li>• History of Christianity: Reformation-Modern (combined average from Spring/Summer2016 and Fall 2016)</li> <li>• Christian Ethics (combined average from Spring/Summer2016 and Fall 2016)</li> </ul>	<ul style="list-style-type: none"> <li>• 3.08 out of 4.0</li> <li>• 3.47 out of 4.0</li> <li>• 2.62 out of 4.0</li> </ul>	<ul style="list-style-type: none"> <li>• 2.94</li> <li>• 3.52</li> <li>• 2.53</li> </ul>	<ul style="list-style-type: none"> <li>• -0.14</li> <li>• +0.05</li> <li>• -0.09</li> </ul>	<ul style="list-style-type: none"> <li>• 3.08 out of 4.0</li> <li>• 3.50 out of 4.0</li> <li>• 3.08 out of 4.0</li> </ul>	<ul style="list-style-type: none"> <li>• Due to lower scores in internet sections, add a template for embedded assignment essay to all internet blackboard shells. Provide guidelines to all adjuncts on communication of essay requirements to students.</li> <li>• Provide guidelines to all adjuncts on communication of book review requirements to students.</li> <li>• Due to lower scores in internet and hybrid sections, add template for embedded assignment letter to all internet/hybrid blackboard shells. Provide guidelines to adjuncts on communication of letter requirements to students.</li> </ul>

<ul style="list-style-type: none"> <li>Intermediate Greek Grammar (last semester for this course)</li> </ul> <p><i>THSE6300 Theological Research and Writing Seminar</i></p> <ul style="list-style-type: none"> <li>Summative Writing Assignment (one student score from Fall 2016. Currently, no other MA Apologetics students have taken the course)</li> </ul>	<ul style="list-style-type: none"> <li>3.30 out of 4.0</li> <li>3.08 out of 4.0</li> </ul>	<ul style="list-style-type: none"> <li>3.76</li> <li>3.00</li> </ul>	<ul style="list-style-type: none"> <li>+0.26</li> <li>-0.08</li> </ul>	<ul style="list-style-type: none"> <li>3.50 out of 4.0</li> <li>3.08 out of 4.0</li> </ul>	<ul style="list-style-type: none"> <li>TBD by Biblical Studies</li> <li>Consider adjusting syllabus to require students to send Summative Writing Assignments to the Writing Center.</li> </ul>
<i>Indirect Measure(s)</i>					
<p><i>Student Evaluations</i></p> <ul style="list-style-type: none"> <li>Questions 2, 7, 11, 15 (combined average of these four questions from THEO5300/ ETHC5300/ HIST5301, Fall 2016)</li> </ul>	<ul style="list-style-type: none"> <li>4.25 out of 5.0</li> </ul>	<ul style="list-style-type: none"> <li>4.67</li> </ul>	<ul style="list-style-type: none"> <li>+0.42</li> </ul>	<ul style="list-style-type: none"> <li>4.68 out of 5.0</li> </ul>	<ul style="list-style-type: none"> <li>Consider removing questions 11 and 15 as an indirect measure as they relate to the course instructor rather than course content.</li> </ul>

***Student Learning Objective 2: Students will demonstrate critical and constructive thought processes in cultural and apologetic engagement.***

*ATS Degree Program Goals for Standard D Degrees – The goals an institution adopts for these degree programs should include the attainment of a survey knowledge of various theological disciplines, or focused knowledge in a specific discipline, or interdisciplinary knowledge. Achievement of student learning outcomes for these degrees shall contribute to meeting these programmatic goals.*

Measures	Baseline	Results Last Year	Improvement	New Benchmark(s)	Action Plan Steps to Achieve the New Benchmark
<b><i>Direct Measure(s)</i></b>					
<p><i>Embedded Assignments</i></p> <ul style="list-style-type: none"> <li>• Systematic Theology I (combined average from Spring/Summer2016 and Fall 2016)</li> <li>• History of Christianity: Reformation-Modern (combined average from Spring/Summer2016 and Fall 2016)</li> <li>• Christian Ethics (combined average from Spring/Summer2016 and Fall 2016)</li> </ul>	<ul style="list-style-type: none"> <li>• 3.08 out of 4.0</li> <li>• 3.47 out of 4.0</li> <li>• 2.62 out of 4.0</li> </ul>	<ul style="list-style-type: none"> <li>• 2.94</li> <li>• 3.52</li> <li>• 2.53</li> </ul>	<ul style="list-style-type: none"> <li>• -0.14</li> <li>• +0.05</li> <li>• -0.09</li> </ul>	<ul style="list-style-type: none"> <li>• 3.08 out of 4.0</li> <li>• 3.50 out of 4.0</li> <li>• 3.08 out of 4.0</li> </ul>	<ul style="list-style-type: none"> <li>• Due to lower scores in internet sections, add a template for embedded assignment essay to all internet blackboard shells. Provide guidelines to all adjuncts on communication of essay requirements to students.</li> <li>• Provide guidelines to all adjuncts on communication of book review requirements to students.</li> </ul>
<p><i>THSE6300 Theological Research and Writing Seminar</i></p> <ul style="list-style-type: none"> <li>• Summative Writing Assignment (one student score from Fall 2016. Currently, no other MA</li> </ul>	<ul style="list-style-type: none"> <li>• 3.08 out of 4.0</li> </ul>	<ul style="list-style-type: none"> <li>• 3.00</li> </ul>	<ul style="list-style-type: none"> <li>• -0.08</li> </ul>	<ul style="list-style-type: none"> <li>• 3.08 out of 4.0</li> </ul>	<ul style="list-style-type: none"> <li>• Due to lower scores in internet and hybrid sections, add a template for embedded assignment letter to all internet and hybrid blackboard shells.</li> </ul>

Apologetics students have taken the course)					<p>Provide guidelines to all adjuncts on communication of letter requirements to students.</p> <ul style="list-style-type: none"> <li>• Consider adjusting syllabus to require students to send Summative Writing Assignments to the Writing Center.</li> </ul>
<i>Indirect Measure(s)</i>					
<p><i>Student Evaluations</i></p> <ul style="list-style-type: none"> <li>• Questions 2, 6, 11, 15 (combined average of these four questions from THEO5300, Fall 2016)</li> </ul>	<ul style="list-style-type: none"> <li>• 4.25 out of 5.0</li> </ul>	<ul style="list-style-type: none"> <li>• 4.67</li> </ul>	<ul style="list-style-type: none"> <li>• +0.42</li> </ul>	<ul style="list-style-type: none"> <li>• 4.68</li> </ul>	<ul style="list-style-type: none"> <li>• Consider removing questions 11 and 15 as an indirect measure as they relate to the course instructor rather than course content.</li> </ul>

*Student Learning Objective 3: Students will demonstrate personal and spiritual maturity as Christian apologists.*

Measures	Baseline	Results Last Year	Improvement	New Benchmark(s)	Action Plan Steps to Achieve the New Benchmark
<i>Direct Measure(s)</i>					
<p><i>Embedded Assignments</i></p> <ul style="list-style-type: none"> <li>• Systematic Theology I (combined average from Spring/Summer2016 and Fall 2016)</li>   <li>• Christian Ethics (combined average from Spring/Summer2016 and Fall 2016)</li>   <li><i>THSE6300 Theological Research and Writing Seminar</i></li> <li>• Summative Writing Assignment (one student score from Fall 2016. Currently, no other MA Apologetics students have taken the course)</li> </ul>	<ul style="list-style-type: none"> <li>• 3.08 out of 4.0</li>   <li>• 2.62 out of 4.0</li>   <li>• 3.08 out of 4.0</li> </ul>	<ul style="list-style-type: none"> <li>• 2.94</li>   <li>• 2.53</li>   <li>• 3.00</li> </ul>	<ul style="list-style-type: none"> <li>• -0.14</li>   <li>• -0.09</li>   <li>• -0.08</li> </ul>	<ul style="list-style-type: none"> <li>• 3.08 out of 4.0</li>   <li>• 3.08 out of 4.0</li>   <li>• 3.08 out of 4.0</li> </ul>	<ul style="list-style-type: none"> <li>• Due to lower scores in internet sections, add a template for embedded assignment essay to all internet blackboard shells. Provide guidelines to all adjuncts on communication of essay requirements to students.</li>   <li>• Due to lower scores in internet and hybrid sections, add a template for embedded assignment letter to all internet and hybrid blackboard shells. Provide guidelines to all adjuncts on communication of letter requirements to students.</li>   <li>• Consider adjusting syllabus to require students to send Summative Writing Assignments to the Writing Center.</li> </ul>

<i>Indirect Measure(s)</i>					
<p><i>THSE6300 Theological Research and Writing Seminar</i></p> <ul style="list-style-type: none"> <li>• Student Exit Interview/Survey</li> </ul> <p><i>Student Evaluations</i></p> <ul style="list-style-type: none"> <li>• Questions 3, 6, 11, 14 (combined average of these four questions from THEO5300, Fall 2016)</li> </ul>	<ul style="list-style-type: none"> <li>• TBD</li> </ul>	<ul style="list-style-type: none"> <li>• Not yet implemented</li> </ul>		<ul style="list-style-type: none"> <li>• TBD</li> </ul>	<ul style="list-style-type: none"> <li>• TBD</li> </ul>
	<ul style="list-style-type: none"> <li>• 4.25 out of 5.0</li> </ul>	4.67	<ul style="list-style-type: none"> <li>• +0.42</li> </ul>	<ul style="list-style-type: none"> <li>• 4.68 out of 5.0</li> </ul>	<ul style="list-style-type: none"> <li>• Consider removing questions 11 and 14 as an indirect measure as they relate to the course instructor rather than course content.</li> </ul>

***Student Learning Objective 4: Students will demonstrate effective skills in research and writing.***

<b>Measures</b>	<b>Baseline</b>	<b>Results Last Year</b>	<b>Improvement</b>	<b>New Benchmark(s)</b>	<b>Action Plan Steps to Achieve the New Benchmark</b>
<i>Direct Measure(s)</i>					
<p><i>THSE6300 Theological Research and Writing Seminar</i></p> <ul style="list-style-type: none"> <li>• Summative Writing Assignment</li> <li>• Initial Research Writing Sample (one student score from fall 2016. Currently, no other MA Apologetics students have taken the course)</li> </ul>	<ul style="list-style-type: none"> <li>• 3.08 out of 4.0</li> <li>• 77% of students show improvement across all 3 domains: writing, research, argumentation</li> </ul>	<ul style="list-style-type: none"> <li>• 3.00</li> <li>• Results from one student: improvement in 2 of the 3 domains</li> </ul>	<ul style="list-style-type: none"> <li>• -0.08</li> </ul>	<ul style="list-style-type: none"> <li>• 3.08 out of 4.0</li> <li>• 80% of students show improvement across all 3 domains: writing, research, argumentation</li> </ul>	<ul style="list-style-type: none"> <li>• Consider adjusting syllabus to require students to send Summative Writing Assignments to the Writing Center.</li> </ul>

*Indirect*

<p><i>Student Evaluations</i></p> <ul style="list-style-type: none"><li>• Questions 3, 4, 18, 21 (combined average of these four questions from THEO5300, Fall 2016)</li></ul>	<ul style="list-style-type: none"><li>• 4.25 out of 5.0</li></ul>	<ul style="list-style-type: none"><li>• 4.59</li></ul>	<ul style="list-style-type: none"><li>• +0.34</li></ul>	<ul style="list-style-type: none"><li>• 4.60 out of 5.0</li></ul>	<ul style="list-style-type: none"><li>• Consider removing questions 18 and 21 as an indirect measure as they relate to the course instructor rather than course content.</li></ul>
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