Assessment Map for Doctor of Education

Terms Assessed: Spring 2024- Fall 2025

Student Learning Outcome #1: Students will express an understanding of biblical and theological concepts undergirding teaching, educational leadership or ministry leadership.
Alignment to Mission Statement/Strategic Plan: Enable students to think critically about biblical and theological concepts undergirding education or educational ministry.

Alignment to ATS/NASM/CACREP Goals: Advanced understanding and competency in theological disciplines.

Measures (means of program assessment)	**Criteria for Success (benchmark set last cycle)**	**Results (report, summarize, reflect)—disaggregate by location and semester**	**Use of Results (make action plan to reach criteria, set new criteria if needed, AND discuss success of previous cycle's action plans)**
Direct Measures (at least one) 1. Assessment of Biblical Theology in the Dissertation in Problem and Practice (Dipp)	3.5 out of 4.0	***Target: Met/UnMet*** 4.0 out of 4.0 (3 students)	The impact of students adding a PowerPoint slide to reinforce doctrinal foundations and their importance in doctrinal foundations moved the score from 3.5 to 4.0.
Indirect Measures (at least one) 1. Oral Exam	3.5 out of 4.0	***Target: Met/UnMet*** 4.0/4.0 Pass out of Pass/Fail (8 Students) ***Reflection on Results:*** This is the first data set utilizing the DiPP dissertation model. All student passed with	The data continues to mature due to smaller data set. Because of this we will continue the previous action plan. The Benchmark stays at 3.5 out of 4.0

		4.0 out of 4.0. The program is growing and we anticipate a larger set of data to assess during the next planned assessment in 2028.	The indirect measure will be changed from the oral exam to Educational Career and Context.

Student Learning Outcome #2: Students will demonstrate an understanding of behavioral and social sciences foundational for teaching, educational leadership or ministry leadership.
Alignment to Mission Statement/Strategic Plan: Guide students to master behavioral sciences and social sciences including educational psychology, leadership, and instructional theories and practices.
Alignment to ATS/NASM/CACREP Goals: Advanced understanding and competency in behavioral sciences and social sciences.

Measures (means of program assessment)	**Criteria for Success (benchmark set last cycle)**	**Results (report, summarize, reflect)—disaggregate by location and semester**	**Use of Results (make action plan to reach criteria, set new criteria if needed, AND discuss success of previous cycle's action plans)**
Direct Measures (at least one) 1. Evaluation of Educational Theoretical Foundations in the Dissertation in Problem and Practice (Dipp)	3.5 out of 4.0	***Target: Met/UnMet*** 3.5 out of 4.0	The impact of students adding a PowerPoint slide to reinforce doctrinal foundations and their importance in doctrinal foundations moved the score from 3.5 to 4.0. The data continues to mature due to smaller data set. Because of this we will continue the previous action plan.
Indirect Measures (at least one) 1. Oral Exam	3.5 out of 4.0	***Target: Met/UnMet*** 4.0/4.0 Pass out of Pass/Fail (8 Students) ***Reflection on Results:*** This is the first data set utilizing the DiPP dissertation model. All	The Benchmark stays at 3.5 out of 4.0

		students passed with a 4.0 out of 4.0. The program is growing and we anticipate a larger set of data to assess during the next planned assessment in 2028.	The indirect measure will be changed from the oral exam to Educational Career and Context.

Student Learning Outcome #3: Students will exhibit an understanding and integration of research methods necessary for the study of teaching, educational leadership or ministry leadership.
Alignment to Mission Statement/Strategic Plan: Guide students to master educational research methodologies.
Alignment to ATS/NASM/CACREP Goals: Advanced understanding and competency in research methodologies.

Measures (means of program assessment)	**Criteria for Success (benchmark set last cycle)**	**Results (report, summarize, reflect)—disaggregate by location and semester**	**Use of Results (make action plan to reach criteria, set new criteria if needed, AND discuss success of previous cycle's action plans)**
Direct Measures (at least one) 1. Evaluation of Research, Methodology, and Results chapter(s) of a Dissertation in Professional Practice	3.5 out of 4.0	***Target: Met/UnMet*** 3.5 out of 4.0	The data continues to mature due to smaller data set. Because of this we will continue the previous action plan.
Indirect Measures (at least one) 1. DiPP Defense	3.5 out of 4.0	***Target: Met/UnMet*** 3.7 out of 4.0. ***Reflection on Results:*** The score improved from 3.57 to 3.7. The program is growing and we anticipate a larger set	The indirect measure will be changed from the oral exam to Educational Career and Context. The direct will be changed from Evaluation of Research, Methodology, and Results

		of data to assess during the next planned assessment in 2028.	chapter(s) of a Dissertation in Professional Practice to the DiPP defense.

Executive Summary: The Doctor of Education is still fairly new at NOBTS. During the last few years, the program has grown dramatically with over forty students. Because the growth has occurred in the last few years, most of the students have not reached the stage in the program to complete the comprehensive examination or the dissertation defense. More students are approaching this stage in the program, and the faculty look forward to a larger data set in the next assessment cycle. The next cycle of assessment will provide a clearer picture of the work done in these inaugural years to see academic growth by the students in the program.