Assessment Map for DMin

Terms Assessed: Spring 2024- Fall 2025

Student Learning Outcome #1: Students will demonstrate leadership capabilities in fundamental ministry disciplines of preaching, teaching, counseling, and administration through seminar work and completing a ministry project.

Alignment to Mission Statement/Strategic Plan: When students demonstrate leadership capabilities in fundamental ministry disciplines through seminar work and completing a ministry project, it fosters an atmosphere for further preparation of servants to walk with Christ, proclaim His truth, and fulfill His mission.

Alignment to ATS/NASM/CACREP Goals: As students demonstrate leadership capabilities in fundamental ministry disciplines though seminar work and completing a ministry project, they will increase their leadership capacity in enhancing their effectiveness as ministry leaders in their chosen settings.

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) • Exit Interview Evaluation Project Report (Ministry Goals) Project Proposal (Project Report Evaluation) Project Report (Ministry Analysis & Reflection) Exit Interview (Synthesis)	3.32/4.0	***Target: Met/UnMet-New Direct Measures-N n=20*** Spring 2024-3.30/4.0 Fall 2024-3.55/4.0 Spring 2025- 3.52/4.0 Fall 2025- 3.47 Total for all semesters-3.46/4.0	Integrating the Doctrinal Foundations as a part of faculty training and training for Project Mentors as well as an increased emphasis on doctrinal foundations in PDWS8203. New Benchmark for Direct Measures: 3.4/4.0

Indirect Measures (at least one) • Student Course Evaluation Surveys (Learning Experience Section) PMLS8300 Strategic Leadership	4.69/5.0	***Target:*** *Met/**UnMet***- ***Indirect Measures-*** ***n= 13*** Fall 2024- 4.6 Fall 2025- 4.7 Total both semesters- 4.65 ***Reflection on Results*****:** The direct measures were met reflecting progress in leadership capabilities of students. More faculty training and project mentor training along with greater emphasis on doctrinal issues in the last workshop that the students take. Indirect measures were not met due to the change in ProDoc evaluation rubric.	A change in the student evaluation rubric could be reflected in this measure. New Benchmark for Indirect Measures: 4.7/5.0

Student Learning Outcome #2: Students will exhibit greater personal and spiritual maturity as well as increased value for excellence through self and peer evaluation as well as project report quality.

Alignment to Mission Statement/Strategic Plan: Greater personal and spiritual maturity as well as increased value for excellence undergird the mission of the seminary to prepare servants to walk with Christ, proclaim His truth, and fulfill His mission.

Alignment to ATS/NASM/CACREP Goals: By exhibiting greater personal and spiritual maturity as well as increased value for excellence through self and peer evaluation as well as project report quality, the students will reinvigorate and deepen their vocation calling.

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) • Exit Interview Evaluations Project Report (Ministry Analysis and Reflection) Exit Interview (Synthesis) Exit Interview (Ministry Vision)	3.68/4.0	***Target: Met****/UnMet-* ***Direct Measures-n=20*** Spring 2024-3.39/4.0 Fall 2024-3.62/4.0 Spring 2025- 3.72/4.0 Fall 2025- 3.56/4.0 Total both semesters-3.7/4.0	Faculty led devotional time at the beginning of many seminars, specifically in Mid-Career Assessment Workshop in which students dialog with one another on total wellness of the ministry including Spiritual Formation. Highlight spiritual development responsibility of Field Mentors as a part of faculty workshop. New Benchmark for Direct Measures: 3.7/4.0 A change in the student evaluation rubric could be reflected in this measure.

Indirect Measures (at least one) • Student Course Evaluation Surveys (Learning Experience Section) PDWS8202 Mid-Career Assessment Workshop	4.95/5.0	***Target:*** *Met/****UnMet*****-***Indirect Measures-n=17*** Spring 2024- 4.7/5.0 Fall 2024- 4.5/5.0 Spring 2025- 4.3/5.0 Fall 2025- 4.7/5.0 Total both semesters-4.55/5.0 ***Reflection on Results*****:** The direct measures were met indicating progress in personal and spiritual maturity as well as project quality. The Mid-Career Assessment workshop helps the students in total wellness and the Project in Ministry Design emphases quality of the project. Indirect measures were not met due the change in the rubric.	New Benchmark for Indirect Measures: 4.6/5.0

Student Learning Outcome #3: SLO 3: Students will develop in-depth contextual competency to identify, frame and respond to critical ministry issues.
Alignment to Mission Statement/Strategic Plan: As students develop in-depth contextual competencies and respond to critical issues, they will deepen their preparation as servants to walk with Christ, proclaim His truth and fulfill his mission.
Alignment to ATS/NASM/CACREP Goals: The Student Learning Outcome #3 is in alignment with ATS Goal stated in Standard 5.3, b.

Measures (means of program assssment)	**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) • Exit Interview Evaluations Project Proposal (Alternative Models) Project Report (Ministry Analysis) Project Report (Further Implementation)	3.33/4.0	***Target: Met****/UnMet* ***Direct Measures-n=20*** Spring 2024-3.36/4.0 Fall 2024-3.62/4.0 Spring 2025- 3.25/4.0 Fall 2025- 3.20/4.0 Total both semesters-3.36/4.0	Some semesters were under but there was progress. Continue to focus on contextualization within major assignments in program seminars. Integrate emphasis on the context and ministry needs in Project in Ministry Design Workshop specifically withing student breakout sessions for each of the five models for designing a project in ministry. New Benchmark for Direct Measures: 3.35/4.0
	4.6/5.0	***Target: Met****/UnMet-*	New Benchmark for Indirect Measures: 4.7/5.0

Indirect Measures (at least one) • Student Course Evaluation Surveys (Learning Experience Section) PATH8304 Critical Issues in Church Revitalization		***Indirect Measures- n=8*** Fall 2024-4.5/5.0 Fall 2025- 4.8/5.0 Total-4.65/5.0 ***Reflection on Results:*** Direct measures were met as well as the indirect measure reflecting steady progress in development of in-depth contextual competency to identify, frame, and respond to critical issues.	

Student Learning Outcome #4: Students will exhibit advanced theological integration that helps them effectively engage their cultural context with theological acumen and critical thinking.
Alignment to Mission Statement/Strategic Plan: Advanced theological integration is essential in preparing servants to walk with Christ, proclaim His truth, and fulfill His mission.
Alignment to ATS/NASM/CACREP Goals: The Student Learning Outcome #4 is in alignment with the ATS goal stated in Standard 5.3, a.

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) • Exit Interview Evaluations Project Report (Ministry Goals) Project Report (Ministry Analysis) Project Report (Theological Analysis and Reflection)	3.36/4.0	***Target:*** *Met/****UnMet*** ***Direct Measures-n=20*** Spring 2024-3.33/4.0 Fall 2024-3.38/4.0 Spring 2025- 3.32/4.0 Fall 2025- 3.28/4.0 Total both semesters-3.33/4.0	Integrating the Doctrinal Foundations as a part of faculty training and training for Project Mentors as well as an increased emphasis on doctrinal foundations in PDWS8203. The New Benchmark for Direct Measures remains the same at 3.36/4.0
Indirect Measures (at least one) • Exit Interview Evaluations Exit Interview (Self-Evaluation) Exit Interview (Synthesis)	3.5/4.0	***Target:*** ***Met****/UnMet* ***Indirect Measures n=20*** Spring 2024-3.5/4.0 Fall 2024-3.67/4.0 Spring 2025- 3.87/4/0 Fall 2025- 3.67/4.0 Total both semesters-3.68/4.0	New Benchmark for Indirect Measures: 3.65/4.0

		Reflection on Results: Direct measures were not met necessitating the need to integrate theological integration as a part of faculty training and training for project mentors. Indirect measures were met indicating progress in recognition of need for theological integration for cultural context engagement.	

Executive Summary: The DMin program assessed four Student Learning Outcomes (SLOs) covering ministry leadership, personal/spiritual maturity, contextual competency, and theological integration, using direct measures (exit interviews, project reports/proposals) and indirect measures (course evaluation surveys) across the two-year cycle. Direct measures met benchmark in three of the four SLOs — leadership (3.46/4.0 vs. 3.32 target), personal/spiritual maturity (3.7/4.0 vs. 3.68 target), and contextual competency (3.36/4.0 vs. 3.33 target) while theological integration fell short (3.33/4.0 vs. 3.36 target). Indirect measures indicated the opposite pattern: they were unmet for leadership, maturity, and contextual competency (attributed to a change in the student/ProDoc evaluation rubric), but met for theological integration (3.68/4.0). New, slightly raised benchmarks have been set for the next cycle across most measures to reflect these rubric changes and continued growth expectations. Planned actions include integrating Doctrinal Foundations into faculty and project mentor training, increasing emphasis on doctrinal content in PDWS8203, and continuing faculty-led devotional time (notably in the Mid-Career Assessment Workshop) to support spiritual formation and field-mentor involvement. For contextual competency, the faculty will deepen emphasis on contextualization and ministry needs framing within Project in Ministry Design breakout sessions covering the five project models. The theological integration shortfall on direct measures necessitates a targeted push to weave theological integration into faculty and mentor training moving forward. Overall, the assessment reflects steady, incremental progress across the program's learning outcomes, with rubric revisions cited as the main driver of unmet indirect measure targets rather than a decline in student performance.