



PROVIDENCE

Program Evaluation Report Form for Master of Arts in Christian Studies [Summer, 2022 – Winter, 2024]

The MA (Christian Studies) program is orientated toward general theological studies, with no ‘thesis’ option. It provides students with a general knowledge base in Bible, Theology, and Ministry and training in exegetical, critical, and practical skills. Courses are designed to improve the student’s ability to serve Jesus Christ in the church and the world in a lay or para-church ministry, and to be more effective disciples of Christ in all spheres of their lives.

A. Program Evaluation Schedule

Collection		Completed										
Aug 12-19	Direct artifacts will be collected and anonymized by BTS Dept chair Indirect artifacts collected and results aggregated by the Admin assistant <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="width: 50%;">Direct Artifacts</th> <th style="width: 50%;">Indirect Artifacts</th> </tr> </thead> <tbody> <tr> <td>Entering Bible Exam</td> <td>Graduate Student Questionnaire</td> </tr> <tr> <td>Exit Bible Exam</td> <td>Student Feedback Forms for OT53*, NT53*, and TS6** courses</td> </tr> <tr> <td>Integrative Seminar Major Essay</td> <td>Reflection Essay for Integrative Seminar</td> </tr> <tr> <td>Major Essay for IN5102</td> <td></td> </tr> </tbody> </table>	Direct Artifacts	Indirect Artifacts	Entering Bible Exam	Graduate Student Questionnaire	Exit Bible Exam	Student Feedback Forms for OT53*, NT53*, and TS6** courses	Integrative Seminar Major Essay	Reflection Essay for Integrative Seminar	Major Essay for IN5102		Dec 17
Direct Artifacts	Indirect Artifacts											
Entering Bible Exam	Graduate Student Questionnaire											
Exit Bible Exam	Student Feedback Forms for OT53*, NT53*, and TS6** courses											
Integrative Seminar Major Essay	Reflection Essay for Integrative Seminar											
Major Essay for IN5102												
Review												
Jan 2-3	Groups of faculty review direct artifacts and submit reports to Academic Dean or BTS Chair Dean or BTS Chair present reports along with data from indirect artifacts to faculty with proposed changes Faculty discuss proposed changes	Jan 3 Mar 13										
Closing the Loop												
Apr-May	Course-level changes implemented by individual faculty for September courses											
Apr-May	Program-level changes proposed and implemented through SPPC Committee Changes to evaluation plan itself implemented by Academic Dean											

B. Program Evaluation Results

Program Outcomes	Artifacts	Benchmarks	Results
<p>Graduates will demonstrate a general knowledge of Scripture, theology, and current cultural contexts to enhance further ministry.</p> <p>Supporting Academic Goal 1</p>	<p>DIRECT: Entering Bible Exam</p> <p>Exit Bible Exam</p> <p>Integrative Seminar Major Essay²</p> <p>INDIRECT Graduating Student Questionnaire Pt 1¹</p>	<p>DIRECT: 2 out of 3 students will score at least 60%</p> <p>4 out of 5 students will score at least 75%</p> <p>80% of students score 3-4 on ISME rubric</p> <p>INDIRECT Average rating of 4 out of 5</p>	<p>N/A (need to create this artifact)</p> <p>N/A (need to create this artifact)</p> <p>No MA-CS students enrolled as it was not yet a program requirement</p> <p>See Q12-13, 15b on "Alumni Survey" Need to create this artifact. Grads to pursue: Andrew Mickelfield, Lyndol Fast</p>
<p>Graduates will demonstrate basic skills for studying the English Bible for personal faith formation and lay leadership, and exhibit proficiency in academic writing and engaging critical research.</p> <p>Supporting Academic Goals 2 + 4</p>	<p>DIRECT Integrative Seminar Major Essay²</p> <p>INDIRECT Graduating Student Questionnaire Pt 2¹</p> <p><i>Alternate: Student Feedback form for OT53*, NT53*, and TS6** courses³</i></p>	<p>DIRECT 80% of students score 3-4 on ISME rubric</p> <p>INDIRECT Average rating of 4 out of 5</p> <p>Average rating of 4 out of 5</p>	<p>67% of students scored 3 or above (2 scored 3, one 1.5)</p> <p>See above</p> <p>Aggregated results taken from all students in BTS courses, not just MA-CS</p>
<p>Graduates will have acquired a framework of faith within which to provide formal or informal ecclesial leadership, to support personal faith formation, and to participate in the church's mission</p> <p>Supporting Academic Goals 1 + 5</p>	<p>DIRECT Integrative Seminar Major Essay²</p> <p>Integrative Essay for IN5102⁴</p> <p>INDIRECT Reflection Essay for Integrative Seminar²</p> <p>Graduating Student Questionnaire Pt3¹</p>	<p>DIRECT 80% of students score 3-4 on ISME rubric</p> <p>80% of students will score 2 or more on the rubric</p> <p>INDIRECT 80% of students will score 3-4 on the rubric</p> <p>Average rating of 4 out of 5</p>	<p>67% of students scored 3 or above (see above).</p> <p>100% of students scored between 2 and 2.5.</p> <p>No MA-CS students enrolled.</p> <p>Need to create this artifact, but see Q#15-sp.formation-on Alumni Survey</p>

¹The Graduating Student Questionnaire will be required from all students graduating from the MA Theological studies program. It asks students to assess how well the program met their expectations (vis a vis both information and formation) and how well they feel equipped with knowledge, skills, and formation to undertake a terminal degree in their field.

²The Integrative Seminar is the capstone course for the MA- Christian studies program, involving the integration of exegetical skill, theological reflection, and practical wisdom. It features engagement with current issues in culture, a reflection essay on the student's academic and personal development through the program, and culminates in a major essay reflecting skills in research, writing, and critical analysis.

³OT53*/NT53*/TS6** courses are elective courses in each field, which typically require a major research paper. PTS "Student Feedback on Course and Instructor" forms ask students to assess the following: "This course was a valuable learning experience." As an indirect Measurement means, the question endeavours to ascertain the value the student attaches to the course.

⁴IN5102 Theology and Practice of Christian Spirituality and Formation

Interpretation

Several artifacts were not obtainable. In some cases, this was because of this cohort's small sample size. In other cases, such as the Bible Entrance and Exit Exams, the artifact did not yet exist. By what we could measure, the program fell short of the direct benchmarks for 4/5 program outcomes. This is due, in part, however to the small sample size (3 students). Note that, as with the MATS assessment, in this assessment we were unable to obtain any indirect artifacts.

Possible Program Changes

The program currently affords students broad choice in electives. However, we have noted that some students enrol in this program to be formed for vocational church ministry. In light of that trend we discussed whether the program requirements ought to be more prescribed. Still, one of the program's virtues remains its adaptability. Delineating separate program "tracks" could preserve the program's flexibility while guiding student formation more intentionally. Alternatively, department chairs and faculty advisors could put together 'packets' or 'templates' that lay out different informal tracks (parachurch ministry; non-profit; etc.) that provide some guidance while making room for personalization.

Suggested Changes to Assessment Process

1. The artifact used for the Integrative Seminary Reflection Essay may not be a robust enough measure for the relevant outcome. Create or adopt another artifact.
2. For ease of assessment, titles of artifacts should be matched precisely to the names given in the rubrics.
3. Given the program's small size at present, consider revising the benchmarks.

C. Rubrics

1. Rubric for Integrative Seminar Major Essay

Outcomes	Superior (4)	Proficient (3)	Satisfactory (2)	Unsatisfactory (1)	AVG. RESULTS
Demonstrates a general knowledge of Scripture	Demonstrates an excellent grasp of relevant Scriptures, and any tensions/complexities they feature	Demonstrates awareness of tensions and/or complexities in relevant Scriptures	Engages with relevant Scriptures	Demonstrates ignorance of important/relevant Scriptures to the issue addressed	
Demonstrates a general knowledge of theology	Has an excellent grasp of relevant theological issues and considerations	Has a good grasp of relevant theological issues and considerations	Demonstrates some awareness of relevant theological issues and considerations	Little to no awareness of relevant theological issues	
Demonstrates a general knowledge of current cultural contexts	Engages theological issues with profound cultural sensitivity and insight	Engages theological issues with cultural sensitivity	Engages theological issues with some awareness of cultural factors	Exhibits little to no sensitivity to cultural contexts	

Demonstrates basic skills for studying the English Bible for personal faith formation and lay leadership	Skillfully employs a variety of interpretive methods in handling Scripture	Employs a variety of biblical interpretive methods with some skill	Demonstrates awareness of different interpretive methods	Poor Scripture handling (e.g., ignorance of translation differences, genre considerations, or literary/canonical contexts)	
Exhibits proficiency in academic writing	Has a clear thesis, material very well organized, with few grammatical errors, and consistent formatting	Has a fairly clear thesis, material is organized, few grammatical errors, and some effort at consistent formatting	Has a fairly clear thesis, material is somewhat organized, some grammatical errors, and inconsistent formatting	Thesis is unclear or lacking, material is poorly organized, many grammatical errors, inconsistent or poor formatting	
Exhibits proficiency in engaging critical research.	Uses at least 15 sources representing the best of scholarship from different perspectives, and engages them both critically and fairly	Uses at least 10 courses representing solid scholarship, and engages them fairly	Uses at least 10 courses representing good scholarship unevenly, and not always fairly	Uses fewer than 10 reputable scholarly sources, and makes poor use of them (rarely cited, misrepresented, unevenly employed)	
Demonstrates a framework of faith that informs and guides missional participation	The essay demonstrates profound ability to identify important issues facing the Church and engages them from a position of deep personal faith	The essay identifies an important issue facing the Church and engages it from a position of personal faith	The essay identifies an issue facing the Church without indication of being animated by a personal faith	The essay does not engage an important issue facing the Church and gives no indication of being animated by a personal faith	

2. Rubric for IN5102 Major Essay

Outcomes	Excellent (3)	Satisfactory (2)	Unsatisfactory (1)	AVG. RESULTS
The Student will have acquired a framework of faith within which to provide formal or informal ecclesial leadership, to support personal faith formation, and to participate in the church's mission.	The essay reflects a mature, self-aware, and vibrant personal faith and growing desire for God and his mission in the world	The essay reflects a growing personal spirituality and desire for God and his mission in the world	The essay reflects an immature spirituality that would be inadequate to support formal or informal church leadership or other significant ministry	

3. *Rubric for Integrative Seminar Reflection Essay*

Outcomes	Excellent (3)	Satisfactory (2)	Unsatisfactory (1)	AVG. RESULTS
The Student will have acquired a framework of faith within which to provide formal or informal ecclesial leadership, to support personal faith formation, and to participate in the church's mission.	The student reports significant spiritual maturation through their program.	The student reports achieving this outcome through their program	The student reports their framework of faith is non-existent or inadequate for church leadership or missional participation or ongoing personal faith formation.	