



# PROVIDENCE

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

The MA (Theological Studies) program seeks to provide students with a knowledge base in a specialized area (Old Testament, New Testament, and Systematic Theology), including training in acquaintance with major contributors and issues in the field. The program develops students' research skills in preparation for doctoral research work, and students are stimulated to form their own positions on issues within the field and to foster an eagerness to continue both to learn and contribute to the field. Courses are designed to ground students in the evangelical tradition so they have a framework of faith and knowledge within which to face diverse proposals they will encounter as they proceed to further study.

Artifacts	Benchmarks	RESULTS
<p><b>DIRECT:</b> Final exam of final Greek (NT6102) and Hebrew (OT6102)</p> <p>Final Exam for Major Guided Readings courses (OT7460, NT7460, TS7460)</p> <p><b>INDIRECT</b> Graduating Student Questionnaire Pt 1<sup>2</sup></p> <p><i>Alternate: Student feedback form for OT6301, NT6201 and TS6201<sup>1</sup></i></p>	<p><b>DIRECT</b> 80% of students will achieve B+ or higher</p> <p>80% of students will score 3-4 on rubric</p> <p><b>INDIRECT</b> Average rating of 4 out of 5</p> <p><i>Average rating of 4 out of 5</i></p>	<p>No exam for OT6102 in W'23 No MA-TS students in NT6102 W'24</p> <p>50% (One scored 2.5, one scored 3.5)</p> <p>Need to create this artifact.</p>
<p><b>DIRECT</b> MA Thesis</p> <p><i>Alternate: final paper in BI5101 Hermeneutics</i></p> <p><b>INDIRECT</b> Graduating Student Questionnaire Pt 2<sup>2</sup></p> <p><i>Alternate: Student feedback for OT53*, NT53*, and TS6** courses<sup>3</sup></i></p>	<p><b>DIRECT</b> 2 out of 3 students will score 3-4 on rubric</p> <p><i>80% score 3-4 on rubric</i></p> <p><b>INDIRECT</b> Average rating of 4 out of 5</p> <p><i>Average rating of 4 out of 5</i></p>	<p>Only one thesis - we did not evaluate this</p> <p>33% (scores: 2.6, 3.25, 2.25)</p> <p>Need to create this artifact.</p>

<p>DIRECT Personal location essay for BI5101 Hermeneutics</p> <p>INDIRECT Graduating Student Questionnaire Pt 3<sup>2</sup></p>	<p>DIRECT 80% of students will score 2-3 on the rubric</p> <p>Average rating of 4 out of 5</p>	<p>66% (2 scored 3, one scored 1.5)</p> <p>On Grad survey question rating satisfaction with “spiritual formation” on a scale of 1-4, the average from 8 responses (included both MA-TS and MA-CS) was 2.75.</p>
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### Interpretation

Several artifacts were not obtainable either due to the small sample size or the artifact not yet existing. We have fallen short in one direct benchmark for each of our 3 Outcomes. However, one student with unusual academic limitations was able to skew these results in such a small sample size. In addition, a lack of clarity on two rubrics may have also hindered our ability to correctly assess artifacts (see suggested changes below). We were unable to obtain *any* “indirect” artifacts for this assessment, although one Graduate survey question indicates that the spiritual formation of students (Outcome 3) is not as effective as we desire.

### Possible Program Changes

1. There seems little in the program by which to measure Outcome 3. Does this indicate that we do not need to include this as a program outcome at all? One option would be to replace this outcome with one that highlights exegetical/hermeneutical skills (similar to the MA-CS). Alternatively, we may need another artifact here.

### Suggested Changes to Assessment Process

1. Our benchmarks may be set too high, or assume higher numbers than we get (e.g., 80% = 4/5 students whereas 60% would require only 2/3 students)
2. Is it necessary to gather language exam results if we are assessing the MA thesis?
3. The ‘Personal Location’ essay may be insufficient to measure the success of Outcome 3 alone.
4. The ‘Guided Readings’ rubric should replace the term *robust* with a clearer description, using terms like *depth*, *breadth*, *synthesizing*, *integrating* etc.
5. The second outcome for the ‘Hermeneutics Paper’ rubric needs to distinguish ‘Superior’ from ‘Proficient’ more clearly, and further explanation should be included in the 3<sup>rd</sup> Outcome to aid assessors who are non-specialists.
6. We need to create a ‘Graduate Student Questionnaire’
7. We need to restructure student feedback forms for courses so that results can be disambiguated (and aggregated) by student program, not by the department of the course itself.

### A. Program Evaluation Schedule

Collection		Completed				
Aug 12-19	<p>Direct artifacts will be collected and anonymized by BTS Dept chair Indirect artifacts collected and results aggregated by the Admin assistant</p> <table border="1"> <thead> <tr> <th>Direct Artifacts</th> <th>Indirect Artifacts</th> </tr> </thead> <tbody> <tr> <td>                     Final Exams for OT6102 and NT6102                      Final Exam for Major Guided Readings courses (OT7460, NT7460, TS7460)                      MA Thesis                      Final paper in BI5101 Hermeneutics                      Personal Location Essay for BI5101                 </td> <td>                     Graduate Student Questionnaire                      Student Feedback Forms for OT6301, NT6201, TS6201                      Student feedback for OT53*, NT53*, and TS6** courses                 </td> </tr> </tbody> </table>	Direct Artifacts	Indirect Artifacts	Final Exams for OT6102 and NT6102 Final Exam for Major Guided Readings courses (OT7460, NT7460, TS7460) MA Thesis Final paper in BI5101 Hermeneutics Personal Location Essay for BI5101	Graduate Student Questionnaire Student Feedback Forms for OT6301, NT6201, TS6201 Student feedback for OT53*, NT53*, and TS6** courses	Aug 16
Direct Artifacts	Indirect Artifacts					
Final Exams for OT6102 and NT6102 Final Exam for Major Guided Readings courses (OT7460, NT7460, TS7460) MA Thesis Final paper in BI5101 Hermeneutics Personal Location Essay for BI5101	Graduate Student Questionnaire Student Feedback Forms for OT6301, NT6201, TS6201 Student feedback for OT53*, NT53*, and TS6** courses					
Review						
Aug 22-24	<p>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</p>	Aug 20 Sep 12 Sep 12				
Closing the Loop						
Oct-Nov	Course-level changes implemented by individual faculty for September courses					
Oct-Nov	Program-level changes proposed and implemented through SPPC Committee Changes to evaluation plan itself implemented by Academic Dean					

### B. Program Evaluation

Program Outcomes	Artifacts	Benchmarks
Graduates will have acquired a robust knowledge of Scripture, theology, and current contributors and developments within the specialized area (OT, NT, or Theology) to ground further study.	DIRECT: Final exam of final Greek (NT6102) and Hebrew (OT6102)  Final Exam for Major Guided Readings courses (OT7460, NT7460, TS7460)	DIRECT 80% of students will achieve B+ or higher  80% of students will score 3-4 on rubric
<b>Supporting Academic Goal 1</b>	INDIRECT Graduating Student Questionnaire Pt 1 <sup>2</sup>	INDIRECT Average rating of 4 out of 5

	<p><i>Alternate: Student feedback form for OT6301, NT6201 and TS6201<sup>1</sup></i></p>	<p><i>Average rating of 4 out of 5</i></p>
<p>Graduates will demonstrate a pattern of excellence in critical research, academic writing, and engagement with scholarship within the student’s discipline.</p> <p><b>Supporting Academic Goals 2 + 4</b></p>	<p>DIRECT MA Thesis</p> <p><i>Alternate: final paper in BI5101 Hermeneutics</i></p> <p>INDIRECT Graduating Student Questionnaire Pt 2<sup>2</sup></p> <p><i>Alternate: Student feedback for OT53*, NT53*, and TS6** courses<sup>3</sup></i></p>	<p>DIRECT 2 out of 3 students will score 3-4 on rubric</p> <p><i>80% score 3-4 on rubric</i></p> <p>INDIRECT Average rating of 4 out of 5</p> <p><i>Average rating of 4 out of 5</i></p>
<p>Graduates will have acquired a framework of faith within which to engage in further study, to support personal faith formation, and to participate in the church’s mission.</p> <p><b>Supporting Academic Goals 1 + 5</b></p>	<p>DIRECT Personal location essay for BI5101 Hermeneutics</p> <p>INDIRECT Graduating Student Questionnaire Pt 3<sup>2</sup></p>	<p>DIRECT 80% of students will score 2-3 on the rubric</p> <p>Average rating of 4 out of 5</p>

<sup>1</sup> OT6301 Old Testament Theology, NT6201 New Testament Theology and TS6201 Themes in Theology: Scripture and the Triune God

<sup>2</sup>The 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 (both informationally and formationally) and how well they feel equipped with knowledge, skills, and formation to undertake a terminal degree in their field.

<sup>3</sup>OT53\*/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: “Overall, 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.

## C. Rubrics

### 1. Rubric for Major Guided Readings Exam

Outcomes	Superior (4)	Proficient (3)	Satisfactory (2)	Unsatisfactory (1)	AVG. RESULTS
Demonstrates a robust knowledge of significant contributors to and developments within the specialized area	Excellent ability to assimilate and synthesize extensive reading in concise, well-written essay responses that display a robust knowledge of significant contributors to and developments within the specialized area	A good sense of significant contributors to and developments within the specialized area with both big picture and some grasp of nuance	A basic sense of significant contributors to and developments within the specialized area but with little grasp of nuance between positions.	Limited grasp of significant contributors to and developments within the specialized area and no grasp of nuance between positions.	

### 2. Rubric for Major Thesis

Outcomes	Superior (4)	Proficient (3)	Satisfactory (2)	Unsatisfactory (1)	AVG. RESULTS
Demonstrates sufficient mastery of the scholarly discussion in the area of specialization	Has a firm command of the relevant contours of scholarly debate and engages strengths and weaknesses of the options	Has a general grasp of relevant contours of scholarly debate	Engages with scholarship, but misses significant conversation partners and arguments	Does not display adequate awareness of the scholarly discussion(s) relevant to the thesis area	
Exhibits proficiency in engaging critical research.	Uses at least 70 sources representing the best of scholarship from different perspectives, and engages them both critically and fairly	Uses at least 50 sources representing solid scholarship, and engages them fairly	Uses at least 40 sources representing good scholarship unevenly, and not always fairly	Uses fewer than 40 reputable scholarly sources, and makes poor use of them (rarely cited, misrepresented, unevenly employed)	
Demonstrates the necessary theological, exegetical, and hermeneutical skills necessary to execute a masters-level thesis in the area of specialization	Skillfully employs various interpretive methods in handling Scripture and demonstrates a sophisticated and consistent theological and hermeneutical approach	Employs a variety of biblical interpretive methods with some skill and demonstrates a consistent theological and hermeneutical approach	Demonstrates awareness of different interpretive methods with some attention to the theological and hermeneutical approach(es) taken	Evidence of poor Scriptural handling, little hermeneutical reflection, and (if relevant) no consistent theological approach	
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, material is poorly organized, many grammatical errors, inconsistent or poor formatting	

3. *Rubric for Hermeneutics Final Paper*

Outcomes	Superior (4)	Proficient (3)	Satisfactory (2)	Unsatisfactory (1)	AVG. RESULTS
Demonstrates sufficient mastery of the scholarly discussion in the area of specialization	Has a firm command of the relevant contours of scholarly debate and engages strengths and weaknesses of the options	Has a general grasp of relevant contours of scholarly debate	Engages with scholarship, but misses significant conversation partners and arguments	Does not display adequate awareness of the relevant scholarly discussion(s)	
Exhibits proficiency in engaging critical research.	Uses at least 10 sources representing the best of scholarship from different perspectives, and engages them both critically and fairly	Uses at least 8 sources representing solid scholarship, and engages them fairly	Uses at least 8 sources representing good scholarship unevenly, and not always fairly	Uses fewer than 8 reputable scholarly sources, and makes poor use of them (rarely cited, misrepresented, unevenly employed)	
Demonstrates proficiency in exegetical and hermeneutical skills	Skillfully employs various interpretive methods in right measure in the handling of the Scripture passage(s)	Employs a variety of biblical interpretive methods with some skill, although unbalanced in deployment (e.g., too much space devoted to a word study)	Rudimentary use of different interpretive methods	Poor handling of Scripture, limited grasp of various hermeneutical considerations	
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, material is poorly organized, many grammatical errors, inconsistent or poor formatting	

4. *Rubric for Hermeneutics Personal Location Essay*

Outcomes	Superior (3)	Proficient (2)	Unsatisfactory (1)	AVG. RESULTS
Demonstrates a framework of faith within which to engage in further study	Demonstrates insightful awareness of the impact of various contexts on personal faith and a mature appreciation for the impact of personal convictions on personal hermeneutic	Demonstrates some awareness of the impact of various contexts on personal faith and a some appreciation for the impact of personal convictions on personal hermeneutic	Demonstrates little to no awareness of the impact of various contexts on personal faith and little to no appreciation for the impact of personal convictions on personal hermeneutic	