



Program Assessment Reports

Report for the 2024-2025
Annual Faculty Review of Assessment

Fall 2025

Program Outcomes Mapped to Institutional Outcomes
Program Outcomes:

1. Engage in intentional spiritual growth toward a Christ-like character and life of service.
2. Demonstrate effective communication skills.
3. Exhibit an understanding of the scientific method and mathematical principles.
4. Analyze traditional and evolving views of women, race, and ethnicity in the US. and abroad.
5. Examine civilization in a global context with emphasis on the history of Christianity and evangelism.
6. Apply the basic principles of Christian ethics in modern society.

College Educational Outcomes ("Students will demonstrate: . . .")	Corresponding General Education Outcomes
• commitment to Christ-like living and ministry	1,5,6
• effective communication	2,4,6
• critical thinking	1,2,3,4,5,6
• biblical exposition skills	
• a foundation in Wesleyan-Holiness theology	
• multicultural awareness in missional service	4,5,6
• a Christian worldview	1,4,5,6
• life-long learning	1,2,4,5,6

Program Curriculum Map

Indicate level at which outcomes are addressed in various courses: **B** = beginner; **I** = intermediate; **A** = advanced (keep in mind that "core" programs are often intended to provide only beginning or introductory level learning in certain areas)

	Outcome1	Outcome2	Outcome3	Outcome4	Outcome5	Outcome6
ENG-1013		B				
ENG-1023		B				
ENG-1043		B				
GEN-1003	B	B				
HIS-2013					B	
HIS-2023					B	B
MTH-1003			B			
PAS-1013	B					B
PAS-1023	B					B
PHI-3013	I			I		
PSY-1013	B					B
SCI-2013			B			
SOC-1003	B			B		
SPE-1003		B				
THE-3013	I					I

Academic Assessment Flow Chart

Mission:	Nazarene Bible College is an undergraduate professional school, committed to academic and practical programs designed to prepare persons for ministry.	Goal:	Each graduate of our college will have developed an understanding of general education consistent with the higher education community. In addition, each graduate will have gained knowledge and competence in the field of Christian ministry and a depth of understanding and skill in their major area of ministry.		
Program Outcomes		Procedures & Goals		Assessment Results	Use of Results
Completion of this program should enable students to:					
1. Engage in intentional spiritual growth toward a Christ-like character and life of service.		1a. At least 80% of students in the spiritual formation class will achieve a score of 80% (40/50 pts.) or better On the “Journal Report” assignment submitted at the end of the course.		1a. Students scored an average of 96% on the Journal Report. This final report on a student's journaling, which has taken place for the six weeks of the course, includes reflection on how the journaling has impacted the student’s relationship with God, what the student has learned about self, and what patterns (of spiritual discipline) may have emerged for the student.	1a. Students in ministry should be serious about their relationship with God and be exploring the things that they learn about themselves in this course. This is a valuable exercise that shows students are journaling and reflecting.
		1b. In <i>GEN1003 Lifelong Learning</i> Week 2 “Setting goals” assignment students identify personal growth, Spiritual growth, and professional growth. An average student score will be achieved of 80% or better.		1b. There were twenty -two students this school term and on this project all students exceeded the minimum of 80% or better	1b. Perhaps a more in-depth look at the goals assignment is needed. I am wondering if when students are setting goals of a spiritual nature if the average instructor automatically gives an A grade?
2. Demonstrate effective communication skills.		2a Using speech scores from <i>SPE1003 Principles of Public Speaking</i> , the scores of the student Informative speeches will receive at 75% or better class average.		2a. The scores of sixteen students were evaluated in Week 3 of the course. Their informational speeches were evaluated with an average grade of 79%.	2a. This class demonstrated effective communication in oral communication. The speeches were videotaped and peer evaluated.
		2b Using speech scores from <i>SPE1003 Principles of Public Speaking</i> , the scores of the student Persuasive speeches will receive at 75% or better class average.		2b. Using the scores of sixteen students in week 6 of the speech course. The Persuasive speech scores had an average of 78%	2b. This class demonstrated effective communication in oral communication. The speeches were videotaped and peer evaluated.
3. Exhibit an understanding of the scientific method and mathematical principles.		3a. to be assessed 26-27		3a.	3a.
		3b.		3b.	3b.

4. Analyze traditional and evolving views of women, race, and ethnicity in the US. and abroad.	4a. The <i>Introduction to Sociology 1013</i> assignment for the Immersion Project will be assessed. The Immersion Project is designed to increase understanding of cultural groups in the US. and abroad. Students are required to interact with groups different than their own cultural group. Interviews and research are conducted for the chosen group and a 5-6 page essay is written to discuss findings. Students will achieve a score of 80% or better on the Immersion Project Essay. 4b. In week 5 of SOC 1013 students choose an article of their choice on the topic of "Women in Society." They are required to discuss the evolving Issues and views on women in the U.S. and abroad. This assignment will be assessed using a coding system to discover the completion of research and thoughts on this topic. Words to highlight understanding such as: change, a specific issue facing women, views on women will be identified. Students will achieve an 80% or better score based on the coding to show understanding.	4a. The average grade for the Immersion Project was below the goal of 80%. It was an average of 70%. In a review of the actual posted essays there were a number of things that were reflected by the grade. It was apparent that the students had not been held to using an MLA format. Following the Requirements of the Immersion Project was another deficit area. 4b. Articles on the changing roles of women and society were evaluated by coding red for the issue and yellow for the examples of changes that need to be made or problem areas for women. All articles graded were graded at an average of 77% due to 3 students not handing in the assignment. The articles evaluated were well written and covered the materials well.	4a. A meeting with the instructor to work on ways to help students in the area of the required format and weekly scaffolding will be held to insure understanding of the Immersion paper requirements using MLA format. 4b. This article assignment was a success to enhance understanding of the changing roles of women at home and abroad. The papers reflected areas needed for improvement in equal treatment for women.
5. Examine civilization in a global context with emphasis on the history of Christianity and evangelism.	5a. to be assessed 25-26 5b	5a. 5b.	5a. 5b.
6. Apply the basic principles of Christian ethics in modern society.	6a. . <i>To be evaluated in 25-26</i> 6b.	6a. 6b.	6a. 6b.

Summation of Assessment Impact {describe decisions and changes made in response to assessment results. Explain items in column 5}:

This year's assessment particularly followed up in the area of creating course changes to cover Objective 4: . (Analyze traditional and evolving views of women, race, and ethnicity in the US. and abroad.) The textbook addition of *Understanding the World's Cultures* by Craig Storti is intended to create a deeper understanding of ethnicity in the United States and abroad. A major assignment regarding the topic of evolving roles of women was added and a hands-on assignment that requires students to interact with people of other races, gender, or beliefs was also added. The added article evaluation was a success but more work is needed to improve the Immersion Project.

Objectives 1 and 2 have shown students to be successful in the accomplishment these objectives.

Budget Items {identify any decisions and/or changes which require budgetary support}:

College Strategic Planning {identify any decisions and/or changes which need to be communicated to the college strategic planning committee}:

Program Outcomes Mapped to Institutional Outcomes
Program Outcomes:

1. Identify the basic content of the Bible
2. Utilize sound methods and resources for interpreting the Bible
3. Articulate the essentials of the Christian faith
4. Nurture the Christlike life as informed by Scripture and Christian thought
5. Apply a Christian worldview to contemporary critical issues

College Educational Outcomes ("Students will demonstrate: . . .")	Corresponding Program Outcomes	
	<i>Gen. Ed.</i>	<i>Bible/Theo</i>
• commitment to Christ-like living and ministry	1,5,6	1, 3, 4
• effective communication	2,4,6	
• critical thinking	1,2,3,4,5,6	
• biblical exposition skills		1, 2
• a foundation in Wesleyan-Holiness theology		3, 4
• multicultural awareness in missional service	4,5,6	
• a Christian worldview	1,4,5,6	1, 3, 5
• life-long learning	1,2,4,5,6	

Program Curriculum Map

Indicate level at which outcomes are addressed in various courses: **B** = beginner; **I** = intermediate; **A** = advanced (keep in mind that "core" programs are often intended to provide only beginning or introductory level learning in certain areas)

	Outcome1	Outcome2	Outcome3	Outcome4	Outcome5
Introduction to the Old Testament	B				
Introduction to the New Testament	B				
Biblical Interpretation		B			
Pentateuch	I	I		B	B
New Testament Gospels	I	I		I	B
Prophets/Wisdom Lit./Hist.Books	I	A		B	B
Paul Epistles/Acts	I	A		I	B
Doctrine of Holiness			A	A	I
Systematic Theology I			A	I	I
Systematic Theology II			A	I	I

Program Assessment Report *Program: Bible and Theology Core*
Academic Year: 2024-2025
Academic Assessment Flow Chart

Mission:	Nazarene Bible College is an undergraduate professional school, committed to academic and practical programs designed to prepare persons for ministry.	Goal:	Each graduate of our college will have developed an understanding of general education consistent with the higher education community. In addition, each graduate will have gained knowledge and competence in the field of Christian ministry and a depth of understanding and skill in their major area of ministry.		
Program Outcomes		Procedures & Goals		Assessment Results	Use of Results
Completion of this program should enable students to:					
1. Identify the basic content of the Bible		1a. Group norm for NBC senior students will exceed National norms for students in all 10 subject areas, on the ABHE Bible Content Exam. 1b. In 3 rd year Bible classes, at least 70% of students will score 70% or better in regard to "identifying the message " in the conclusion of their exegetical papers as scored on the exegetical grading rubric.		1a. This year NBC students scored above national norms in 9 out of 10 areas 1b. Total: = 77% scored 70% or better ActsFallA: 8/8 ActsSpringA: 2/3 OTHistBooksFallA: 3/3 PaulEpistlesSpringB: 2/3 PaulEpistlesFallB: 1/4 PoetWisdomSpringA: 2/4 ProphetsWinterA: 9/10 Total = 27/35	1a. As of last year, more accurate analytics are available. NBC seniors scored higher than the norm of other schools in 9 of 10 subject areas. Area for improvement = Psalms & Wisdom Lit. (scored almost equal to national norm). Program will review Poetic & Wisdom course This year (2025): above in 9 of 10 areas 2024: above in 8 of 10 areas 2023: above in all 10 areas 2022: above in all 10 areas 2021: not available due to system change 2020: above in 14 of 16 areas 2019: above in All 16 areas 1b. Goal exceeded. Improvement over last year and highest average in 7 years. This year (2025): 77% at goal or better 2024: 67% at goal or better 2023: 74% at goal or better 2022: 60% at goal or better 2021: 73% at goal or better 2020: 71% scored at goal or better 2019: 74% scored at goal or better
2. Utilize sound methods and resources for interpreting the Bible		2a. In 3 rd year Bible classes, at least 80% of students will score 65% or better for the final score of their exegetical paper as scored on the exegetical grading rubric. 2b. At least 80% of students in Preaching III will compose a sermon ms which will be rated at least "4" (out of 5 pts.) in relation to being "exegetically correct," as indicated on the Preaching manuscript grading rubric.		2a. Total: = 86% scored 65% or better ActsFallA: 8/8 ActsSpringA: 3/3 OTHistBooksFallA: 3/3 PaulEpistlesSpringB: 2/3 PaulEpistlesFallB: 2/4 PoetWisdomSpringA: 2/4 ProphetsWinterA: 10/10 Total = 30/35 2b. Total: = Scores not provided this year PreachIII-SpringAB: N/A	2a. Goal exceeded. Among higher averages of last 7 years. Program continues to seek ways to improve student skills in relation to exegetical work. This year (2025): 86% at goal or better 2024: 89% at goal or better 2023: 86% scored at goal or better 2022: 72% scored at goal or better 2021: 78% scored at goal or better 2020: 79% scored at goal or better 2019: 83% scored at goal or better 2b. Program changes and new directors for most programs disrupted communications and responses. Sermon ms scores were not provided this year. This year (2025): Scores not provided this year 2024: 80%

Program Assessment Report *Program: Bible and Theology Core*

Academic Year: 2024-2025

	2c. At least 85% of graduates will respond "frequently" or "always true" in relation to the statement "I am dedicated to biblical exposition that accurately reflects the content and meaning of Scripture." -College Experience survey 2d. At least 80% of Alumni surveyed will respond "strongly agree" or "agree" in relation to the statement, "My courses in Bible and Theology at NBC improved my ability to use appropriate methods and sound resources to interpret the Bible."	2c. 88.24% responded "always true" and remaining 11.76% responded "frequently" = total: 100% 2d. Survey not administered this year. xx% responded "strongly agree" while the remaining xx% responded "agree" = xx%	2023: 100% 2022: 100% at goal or better 2021: 86% at goal or better 2020: 100% scored at goal or better 2c. Goal exceeded. Students continue to express commitment to accurate biblical exposition. This year (2025): 100% 2024: 97% 2023: 100% 2022: 100% 2021: 100% 2020: 100% 2019: 100% 2018: 100% 2d. Survey not administered this year. On calendar to be sent in 2025-2026 academic year. This year (2025): survey not administered 2024: 100% 2023: survey not administered 2022: survey not administered 2021: survey not administered 2020: 69.57% responded "always true" 2019: 79.31% responded "always true"
3. Articulate the essentials of the Christian faith	3a. Students taking the Theology sequence will write a paper that clearly articulates a doctrine of Christian theology. 80% of the statements will earn a score of 80% or above. 3b. At least 80% of students in Preaching III will compose a sermon ms which will be rated at least "4" (out of 5 pts.) in relation to being "theologically sound," as indicated on the Preaching manuscript grading rubric.	3a. Total: = 93% scored 80% or better SystTheoIIWinterB: 7/7 SystTheoIISpring B: 7/8 3b. Total: = Scores not provided this year PreachIII-SpringAB:	3a. Goal exceeded. Students consistently articulate Christian doctrine. This year (2025): 93% at goal or better 2024: 94% 2023: 80% 2022: 85% 2021: 92% 2020: 97% 2019: 90% 2018: 87% 3b. Program changes and new directors for most programs disrupted communications and responses. Sermon ms scores were not provided this year. This year (2025): Scores not provided this year 2024: 100% 2023: 100% 2022: 100% 2021: 71% 2020: 78% 2019: 100%

Program Assessment Report *Program: Bible and Theology Core*

Academic Year: 2024-2025

	3c. At least 70% of Alumni surveyed will respond "strongly agree" or "agree" in relation to the statement, "My courses in Bible and Theology at NBC enhanced my ability to articulate the essentials of the Christian faith."	3c. Survey not administered this year. xx% responded "strongly agree" and the remaining xx% responded "agree" = xx%	3c. Survey not administered this year. On calendar to be sent in 2025-2026 academic year. This year (2025): survey not administered 2024: 100% 2023: survey not administered. 2022: survey not administered 2021: survey not administered 2020: 78.26% responded "always true" 2019: 72.41% responded "always true"
4. Nurture the Christ-like life as informed by Scripture and Christian thought	4a. At least 80% of District Superintendents will rate NBC Alumni on their district as "good" or "excellent" in the areas of "Personal Character (Holy Life)," and "Personal Character (Christlike Relationships)" according to the annual NBC "Survey For District Superintendents."	4a. Personal character (Holy Life): 40% responded "excellent" and 60% responded "good" – total: 100% Personal character (Christlike Relationships): 10% responded "excellent" and 90% responded "good" – total: 100%	4a. Goal exceeded. DSs continue to express confidence in the character of NBC alumni serving on their district. This year (2025): 100% and 100% 2024: 90% and 90% 2023: not administered 2022: 94.45% and 94.45% 2021: 100% and 96.16% 2020: 100% and 93% 2019: 100% both categories
	4b. At least 80% of students will respond "frequently" or "always true" in relation to the statements "I use what I have learned from Bible classes when I engage in ministry related activities (witnessing, teaching, preaching, counseling, etc.)," and "I am involved in Christian Service within my community." Results will be taken from the NBC Student Development Inventory.	4b. 100% of graduates surveyed responded "frequently" or "always true" for first statement; and 94.12% of graduates surveyed responded "frequently" or "always true" for second statement.	4b. Goal exceeded. Students continue to express commitment to Christian living. This year (2025): 100% and 94.12% 2024: 97% and 94% 2023: 100% and 80% 2022: 100% and 92.86% 2021: 100% and 94.88% 2020: 100% and 98% 2019: 98.72% and 85.9%
5. Apply a Christian worldview to contemporary critical issues	5a. In 3 rd year Bible classes, at least 80% of students will score 75% or better in regard to "discussion of appropriate contemporary application " in the conclusion of their exegetical papers as scored on the exegetical grading rubric.	5a. Total: = 71% scored 75% or better ActsFallA: 8/8 ActsSpringA: 3/3 OTHistBooksFallA: 3/3 PaulEpistlesSpringB: 1/3 PaulEpistlesFallB: 2/4 PoetWisdomSpringA: 2/4 ProphetsWinterA: 6/10 Total = 25/35	5a. Goal not met, but increased over last year. Program will discuss ways to help students better identify application of passages at annual meeting of Bible instructors (adjunct and contract). This year (2025): 71% at goal or better 2024: 67% 2023: 83% scored at goal or better 2022: 52% scored at goal or better 2021: 75% scored at goal or better 2020: 84% scored at goal or better 2019: 68% scored at goal or better 2018: 79% scored at goal or better
	5b. At least 80% of Alumni surveyed will respond "strongly agree" or "agree" in relation to the statement, "My courses in Bible and Theology at NBC helped me intentionally	5b. Survey not administered this year. xx% responded "strongly agree" and the remaining xx% responded "agree"	5b. Survey not administered this year. On calendar to be sent in 2025-2026 academic year. This year (2025): survey not administered 2024: 100%

Program Assessment ReportProgram: *Bible and Theology Core*

Academic Year: 2024-2025

	approach contemporary critical issues with a Christian worldview."		2023: survey not administered 2022: survey not administered 2021: survey not administered 2020: 69.57% 2019: 82.76%
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Summation of Assessment Impact {describe decisions and changes made in response to assessment results. Explain items in column 5}:

Overall: The program is beginning to see and monitor some significant history of performance among students in relation to most outcomes. This provides a helpful view of trends in relation to strengths and weaknesses in the program. Program will begin to evaluate 7-year averages.

-The exegetical paper assignment is foundational to all Bible courses (except the Introductory courses). Recent changes to Biblical Interpretation class and updates to the *Student's Guide to Exegetical Work* are providing new performance scores for measuring student outcomes. While overall scores on exegetical papers have improved, scores for "application" of a text continue to be below desired goal. Nevertheless, application scores did improve over last year. The application of biblical passages will be discussed in the next annual meeting of all Bible instructors (adjunct and contract).

Budget Items {identify any decisions and/or changes which require budgetary support}:

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College Strategic Planning {identify any decisions and/or changes which need to be communicated to the college strategic planning committee}:

-

Program Assessment Report Program: *AdVantage Core*

Academic Year: 2024-2025

Reserved for AdVantage Core program report

Program Outcomes Mapped to Institutional Outcomes**Program Outcomes:**

1. Identify the intended message of biblical passages.
2. Demonstrate exegetical skill in the interpretation of biblical texts.
3. Relate the message of the biblical text to a contemporary audience.

College Educational Outcomes ("Students will demonstrate: . . .")	Corresponding Program Outcomes		
	<i>Gen. Ed.</i>	<i>Bible/Theo</i>	<i>Major</i>
• commitment to Christ-like living and ministry	1,5,6	1, 3, 4	3
• effective communication	2,4,6		
• critical thinking	1,2,3,4,5,6		1, 2
• biblical exposition skills		1, 2	1, 2
• a foundation in Wesleyan-Holiness theology		3, 4	
• multicultural awareness in missional service	4,5,6		
• a Christian worldview	1,4,5,6	1, 3, 5	3
• life-long learning	1,2,4,5,6		

Program Curriculum Map

Indicate level at which outcomes are addressed in various courses: **B** = beginner; **I** = intermediate; **A** = advanced (keep in mind that "core" programs are often intended to provide only beginning or introductory level learning in certain areas)

	Outcome1	Outcome2	Outcome3
OTHistBooks/Prophets/PoeticWisdom	A	A	
Acts/Pauline Epistles	A	A	
Elective Bible or Theology Course			A
Global Evangelism			I
Senior Ministry Integration			A

Academic Assessment Flow Chart

Mission:	Nazarene Bible College is an undergraduate professional school, committed to academic and practical programs designed to prepare persons for ministry.	Goal:	Each graduate of our college will have developed an understanding of general education consistent with the higher education community. In addition, each graduate will have gained knowledge and competence in the field of Christian ministry and a depth of understanding and skill in their major area of ministry.		
Program Outcomes		Procedures & Goals		Assessment Results	Use of Results
Completion of this program should enable students to:					
1. Identify the intended message of biblical passages.		1a. Graduating Seniors will score an average of at least 15% higher than entering freshman on the ABHE Bible Content exam (total score on exam) 1b. At least 80% of all majors will score 75% or better in relation to the "Summation of main points and clear identification of message " section of the exegetical paper grading rubric in their upper level Bible classes.		1a. Freshman scored average of 63% correct; Seniors scored average of 78% correct. Seniors scored 15% higher than freshman. 1b. 71% of students scored 75% or better ActsFallA: 4/4 ActsSpringA: 1/3 PaulEpistlesSpringB: 1/1 PaulEpistlesFallB: 0/1 PoetWisdomSpringA: 0/1 ProphetsWinterA: 6/7 Total = 12/17	1a. Just met goal. This is a new approach to the procedure which can be measured with the current ABHE statistical provisions. This year (2025): 15% higher 1b. Goal not met. Program will discuss how to improve student ability to identify message of a biblical passage at the annual meeting of Bible instructors (adjunct and contract). This year (2025): 71% at goal or better 2024: 76% at goal or better
2. Demonstrate exegetical skill in the interpretation of biblical texts.		2a. At least 80% of all majors will score 70% or better on the exegetical papers they write in their upper level Bible classes. 2b. At least 80% of all graduating seniors with a B&T major will reply “strongly agree” to the College Experience survey question, “I feel confident that I have been adequately prepared to interpret the Bible and communicate theology” and they will respond “always true” to the question, “I am dedicated to biblical exposition that accurately reflects the content and meaning of Scripture.” 2c. 100% of Bible and Theology majors will respond "always true" or "frequently true" in response to the statement for learning and instruction: "I use Bible study tools like concordances, commentaries, word studies, atlases, and lexicons" in the Student Development Inventory completed in Graduating Colloquium.		2a. 94% of students scored 70% or better ActsFallA: 4/4 ActsSpringA: 3/3 PaulEpistlesSpringB: 1/1 PaulEpistlesFallB: 1/1 PoetWisdomSpringA: 0/1 ProphetsWinterA: 7/7 Total = 16/17 2b. Only one Bible and Theology major completed the College Experience survey (as a graduating senior in Graduating Colloquium). Student responded "strongly agree" to first statement and "always true" to second statement. 2c. The one Bible and Theology major who completed Graduating Colloquium this year responded to the statement with "frequently true."	2a. Goal exceeded. There has been overall improvement in student exegetical work since the program has made adjustments to Biblical Interpretation class and produced a new edition of <i>A Student's Guide to Exegetical Work</i> . This year (2025): 94% at goal or better 2024: 90% at goal or better 2b. Goal met, but with only one BT major involved in Graduating Colloquium this year, the data is quite limited. 2c. Goal met, but with only one BT major involved in Graduating Colloquium this year, the data is quite limited.

Program Assessment Report *Program: Bible and Theology Major*
Academic Year: 2024-2025

3. Relate the message of the biblical text to a contemporary audience.	3a. At least 80% of all majors will score 80% or better in relation to the "Discussion of appropriate contemporary application" section of the exegetical paper grading rubric in their upper level Bible classes. 3b. At least 85% of the B&T majors will include noticeable expressions and reflections which demonstrate growth in learning with regard to interpreting the Bible and applying its message to a contemporary audience (as determined by the Program Director in relation to the final SMI reflection paper).¹	3a. 76% of students scored 80% or better ActsFallA: 4/4 ActsSpringA: 3/3 PaulEpistlesSpringB: 1/1 PaulEpistlesFallB: 0/1 PoetWisdomSpringA: 0/1 ProphetsWinterA: 5/7 Total = 13/17 3b. Only one student majoring in Bible and Theology provided the SMI paper for evaluation (see 2b above; same senior). The student did include significant descriptions and expressions reflecting growth in interpreting the Bible and applying its message (use of exegetical resources, word study, original audience, literary context,).	3a. Goal not met. Close to goal, but just under. This issue will also be a subject of discussion at the upcoming annual meeting of Bible instructors (adjunct and contract). This year (2025): 76% at goal or better 2024: 90% at goal or better 3b. Goal met, but with only one BT major involved in SMI this year, the data is quite limited.
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Summation of Assessment Impact {describe decisions and changes made in response to assessment results. Explain items in column 5}:

¹Procedure "3b" will be evaluated by means of reviewing the final reflection paper from the SMI course for Bible and Theology Majors. The instructions for the final (6th) paper are intentionally worded to prompt student response in relation to their understanding and practice of the interpretation and application of the Bible, based on their experience in NBC Bible courses.

Budget Items {identify any decisions and/or changes which require budgetary support}:

College Strategic Planning {identify any decisions and/or changes which need to be communicated to the college strategic planning committee}:

Program Outcomes Mapped to Institutional Outcomes

Program Outcomes:

1. Know the basic counseling principles as they relate to individuals, families, organizations, human development, abnormal behavior, and Christian thought.
2. Identify basic counseling techniques and how to apply them in a Biblical way.
3. Be able to accurately assess emotional and spiritual health in oneself and those of the individuals within the counseling setting.
4. Develop strategies for biblically managing conflict within families and organizations.

College Educational Outcomes ("Students will demonstrate: . . .")	Corresponding Program Outcomes		
	<i>Gen. Ed.</i>	<i>Bible/Theo</i>	<i>Major</i>
• commitment to Christ-like living and ministry	1,5,6	1, 3, 4	1,2,3,4
• effective communication	2,4,6		3,4
• critical thinking	1,2,3,4,5,6		1,2,3,4
• biblical exposition skills		1, 2	2,4
• a foundation in Wesleyan-Holiness theology		3, 4	3
• multicultural awareness in missional service	4,5,6		1,3,4
• a Christian worldview	1,4,5,6	1, 3, 5	1,2,3,4
• life-long learning	1,2,4,5,6		1,3

Program Curriculum Map

Indicate level at which outcomes are addressed in various courses: **B** = beginner; **I** = intermediate; **A** = advanced (keep in mind that "core" programs are often intended to provide only beginning or introductory level learning in certain areas)

	Outcome1	Outcome2	Outcome3	Outcome4
PSY-4602 Orientation to Counseling for Christian Ministries	B	B	I	B
PSY-4614 Developmental Issues in Counseling	I	I	I	I
THE-4604 Counseling and Christian Thought	I	I	I	I
PSY-4624 Individual Counseling Theories	I	I	I	I
PSY-4634 Marriage and Family Counseling Theories	I	I	I	I
PSY-4644 Abnormal Psychology for Counseling	I	I	I	I
BLE-4654 Group and Organizational Behavior	I	I	I	I
BLE-4684 Managing Change and Conflict	I	I	I	I
PSY-4612 Capstone to Counseling for Christian Ministries	I	I	I	I

Program Assessment ReportProgram: *Counseling for Christian Ministries Major*
Academic Year: 2024-2025

Academic Assessment Flow Chart

Mission:	Nazarene Bible College is an undergraduate professional school, committed to academic and practical programs designed to prepare persons for ministry.	Goal:	Each graduate of our college will have developed an understanding of general education consistent with the higher education community. In addition, each graduate will have gained knowledge and competence in the field of Christian ministry and a depth of understanding and skill in their major area of ministry.			
Program Outcomes		Procedures & Goals		Assessment Results	Use of Results	
Completion of this program should enable students to:						
1. Know the basic counseling principles as they relate to individuals, families, organizations, human development, abnormal behavior, and Christian thought.		1a. A comprehensive examination has been developed to assess a cohort from beginning (Orientation) to program completion (Capstone). The comprehensive exam was developed from CCM courses and utilizes questions from CCM core course textbook test banks developed by the textbook publishers. The first draft of the comprehensive exam was given during Orientation 2025 and Capstone 2025. The post cohort year exam for the Orientation 2025 students will be given in Capstone 2026. The 2025 version contains 60 questions but three of the CCM courses (PSY-4612, PSY-4634 and BLE-5684) as objective questions were not available or not available in time for Orientation/Capstone 2025. These courses will be included in future years. 1b. Few CCM courses have objective assessments such as a final/midterm/weekly quizzes. Those that do may not specifically address CCM program outcomes. As courses are revised for the new learning platform, a final exam will be required for all CCM courses. A data base of questions will be developed from those exams which will be included in the CCM Comprehensive Examination.		1a. 2025 Comprehensive Examination Scores 5 Orientation Students 2025: 45% (possibly an outlier) 58% 63% 75% 77% (this student already has a master’s degree) 4 Capstone Students 2025: 70% 72% 78% 78% 1b. In progress		1a. In progress. Student scores will be expected to improve from Orientation to Capstone by a percentage as yet to be determined. <

Program Assessment ReportProgram: *Counseling for Christian Ministries Major*
Academic Year: 2024-2025

	to address this program objective and outcome measures may need to be created.		
3. Be able to accurately assess emotional and spiritual health in oneself and those of the individuals within the counseling setting.	3a. A requirement for CCM students to complete ten hours of counseling from an accredited/licensed Christian counselor is being considered as an additional requirement to the CCM program to address the first part of this objective.	3a. In progress	3a. NA
	3b. CCM courses will be reviewed during the transfer to the new learning platform to ensure all core courses are providing instruction to students on how to assess emotional and spiritual health in others. CCM courses affected: PSY-4602, PSY-4614, PSY-4624, PSY-4634, and THE-4604.	3b. In progress	3b. NA
	3c. Student Development Inventory question.	3c. 76.47% of CCM students who completed the inventory endorsed "I seek to appropriately address the needs of people who come to me for spiritual counsel" as Always True.	3c. Monitor this response over time.
	3d. College Experience Survey question.	3d. 100% of CCM students surveyed endorsed "I feel confident that I have been adequately prepared to: Help those who seek spiritual counsel" with Strongly Agree or Agree.	3d. Monitor this response over time.
4. Develop strategies for biblically managing conflict within families and organizations.	4a. The 2025 CCM Comprehensive Examination did not include questions from PSY-4634 – Marriage and Family Counseling Theories (text bank access not available in time) and BLE-4684 – Managing Change and Conflict (has a final exam which is not multiple choice or true/false).	4a. In progress	4a. NA
	4b. As these two courses are the foundation of this objective, they will be included in future CCM Comprehensive Examinations. Approval to make changes (include objective questions in the final exam) to a course required for students in CCM but not a PSY course may be required.	4b. In progress	4b. NA

Summation of Assessment Impact A comprehensive examination was designed to assess a cohort from beginning (Orientation) to program completion (Capstone). The comprehensive exam was developed from CCM courses and utilizes questions from CCM core course textbook test banks developed by the textbook publishers in most cases. The first draft of the comprehensive exam was given during Orientation 2025 and Capstone 2025. The 2025 version contains 60 questions, three CCM courses (PSY-4612, PSY-4634 and BLE-4684) were not represented but will be in future years. Additionally, as CCM courses are migrated to the new learning platform, they will be reviewed and revised as necessary to ensure all CCM program outcomes are being addressed and to verify objective measures in the form of final exams (or midterms or weekly quizzes) are included in all CCM or CCM required courses. Given the results of the first administration from the first version of the CCM Comprehensive Examination, more difficult questions may be added. This year, questions categorized as easy were primarily selected from publisher test banks.

Budget Items Continued commitment and financial support for summer Orientation/Capstone intensive weekend is requested. Finding new locations for the Orientation/Capstone courses that are not at high altitude, are affordable, and are geographically accessible to students (within an hour drive of an airport) was not possible for 2025 as alternative locations were already booked. Currently in negotiations with Cross Oak Camp and Retreat Center in Ohio. There was some concern that there were no Orientation students projected for Summer 2026. In that case, there will be no Intensive Weekend in 2026, but something will have to be planned for the Capstone students in 2026.

College Strategic Planning The counseling field has become so liberal and woke that the textbooks are offensive to Christians and not appropriate for educating Christian students. Locating Christian friendly textbooks that have been published in the last decade is challenging. When I reached out to Cengage, this is the response I received:

“Regarding our other disciplines/course area titles such as counseling, social work, psych, and others, they are designed to be more broad spectrum in order to accommodate various teaching styles and communities that students may encounter in their careers. We understand that not all instructors may want to include sections in a textbook that touch on the LGBTQIA+ community. In such cases, instructors have the flexibility to not assign those specific chapters or sections as required readings.”

This is the approach I have been taking with the CCM Orientation course in the primary text book used (Becoming a Helper), however, the topic is not limited to chapters specifically covering LGBTQIA+ issues but is filled with the ideology from cover to cover.

Create Pastoral Counseling Certification. Currently researching the Association of Certified Biblical Counselors (<https://biblicalcounseling.com/>); MidAmerica Institute for Nouthetic Studies (<https://nouthetic.org/>); and the American Association of Christian Counselors (<https://aacc.net/>). I have also had some conversations with Indiana Wesleyan University.

Outreach to other denominations with doctrines similar to Wesleyan-Holiness theology to recruit students into the Nazarene Bible College and Counseling for Christian Ministries Program as we do with the Salvation Army Officer Corps. The number of students enrolling in the CCM program is such that it may not be economically feasible to continue without additional students in the future.

Program Assessment ReportProgram: *Leadership and Ethics Major*
Academic Year: 2024-2025

Program Outcomes Mapped to Institutional Outcomes
Program Outcomes:

1. Know the strategies that lead to the attainment of organizational goals.
2. Demonstrate leadership skills necessary to mentor others successfully.
3. Utilize effective professional communications strategies.
4. Understand the regulatory requirements within the business setting.
5. Identify the change management strategies which ensure optimal organizational performance.

College Educational Outcomes ("Students will demonstrate: . . .")	Corresponding Program Outcomes		
	<i>Previous Course Work</i>	<i>AdVantage Core</i>	Major
• commitment to Christ-like living and ministry		1, 2, 3, 4, 5	2
• effective communication	PCW		2,3
• critical thinking	PCW		1, 2, 3, 4, 5
• biblical exposition skills		1, 4	2
• a foundation in Wesleyan-Holiness theology		2	
• multicultural awareness in missional service		1, 2, 5	1, 2, 3, 4, 5
• a Christian worldview		1, 2, 4	1, 2, 3
• life-long learning	PCW	3	1, 2, 3, 4, 5

Program Assessment ReportProgram: *Leadership and Ethics Major*
Academic Year: 2024-2025

Program Curriculum Map

Indicate level at which outcomes are addressed in various courses: B = beginner; I = intermediate; A = advanced (keep in mind that "core" programs are often intended to provide only beginning or introductory level learning in certain areas)

	Outcome1	Outcome2	Outcome3	Outcome4	Outcome5
Business & Professional Communication	B	I	A	I	A
Business Finance	I		A	A	A
Legal and Ethical Issues in Nonprofit Organizations	A			A	A
Group & Organizational Behavior	A	A	B	B	A
Strategic Leadership & Management	A	A	A	B	A
Business Ethics		I	I	A	A
Managing Change and Conflict	A	A	A		A
Capstone Project	A	A	A	A	A

Program Assessment ReportProgram: *Leadership and Ethics Major*
Academic Year: 2024-2025

Academic Assessment Flow Chart

Mission:	Nazarene Bible College is an undergraduate professional school, committed to academic and practical programs designed to prepare persons for ministry.	Goal:	Each graduate of our college will have developed an understanding of general education consistent with the higher education community. In addition, each graduate will have gained knowledge and competence in the field of Christian ministry and a depth of understanding and skill in their major area of ministry.	
Program Outcomes		Procedures & Goals	Assessment Results	Use of Results
Completion of this program should enable students to:				
1. Know the strategies that lead to the attainment of organizational goals.	1a. Final Exam-BLE4654-Group & Organizational Behavior. 80% of the students will earn 80% or more on the Final Exam.	1a. Leadership and Ethics courses were not offered in the 2024-2025 academic year. No data available for assessment this year.	1a.	
	1b. Students in BLE4624-Business Finance will be engaged in a Course Long Project. 80% of the students will score 80% or higher on their final projects.	1b.	1b.	
2. Demonstrate leadership skills necessary to mentor others successfully.	2a. 80% of the students will score 80% or higher on the Change Project in BLE4684-Managing Change and Conflict.	2a.	2a.	
	2b. 80% of the students will score 80% or better on the Final Exam (BLE4684-Managing Change and Conflict).	2b.	2b.	
3. Utilize effective professional communications strategies.	3a. 80% of the students in BLE4624-Business Finance will score 80% or higher on the Business Plan for a Non-Profit Organization assignment (Vision, Mission, Values, and Objectives).	3a.	3a.	

	3b. 80% of the students in BLE4614-Business and Professional Communication will score 80% or higher on the Written Communication Project assignment.	3b.	3b.
4. Understand the regulatory requirements within the business setting.	4a. 80 % of the students in BLE-4644 (Legal, Ethical & Regulatory Environ of Business) will score 80% or higher on the Mid-Term Exam. 4b. 80% of the students in BLE4674-Business Ethics will score 80% or higher on the Weekly Case Study Discussion Question.	4a. 4b.	4a. 4b.
5. Identify the change management strategies which ensure optimal organizational performance.	5a. 80% of students enrolled in BLE4654-Group and Organizational Behavior will score 80% or higher on their Paper on Text Concepts-Effects of Different Leadership Styles in the Workplace. 5b. 80% of the students will score 80% or higher on the Final Exam (BLE4684-Managing Change and Conflict).	5a. 5b.	5a. 5b.

Program Assessment ReportProgram: *Leadership and Ethics Major***Academic Year:** 2024-2025

Summation of Assessment Impact {describe decisions and changes made in response to assessment results. Explain items in column 5}:

This program is currently in transition to a new director. The new director will determine next steps for improving student learning.

Budget Items {identify any decisions and/or changes which require budgetary support}:

College Strategic Planning {identify any decisions and/or changes which need to be communicated to the college strategic planning committee}:

Program Outcomes Mapped to Institutional Outcomes

Program Outcomes:

1. Grow in Christlike character as persons and pastors.
2. Promote evangelism and community engagement.
3. Conduct culturally relevant, God-centered worship.
4. Communicate the gospel in contextually appropriate ways.
5. Learn to effectively lead and administer the church as a servant leader.
6. Discover good practices for effective pastoral care.
7. Apply what is being learned through directed field study.

Pastoral Leadership Major is a degree completion program, but it shares the same goals as the Pastoral Ministries Major. Both programs have the same courses and learning outcomes for ministry preparation and ordination education as required by the Church of the Nazarene. Thus, the assessment reports are very similar. The difference is that the Pastoral Ministries report tracks the PM majors while the Pastoral Leadership report tracks the PL majors.

College Educational Outcomes ("Students will demonstrate: . . .")	Corresponding Program Outcomes		
	<i>Gen. Ed.</i>	<i>Bible/Theo</i>	Pastoral Leadership Major
• commitment to Christ-like living and ministry	1,5,6	1, 3, 4	1,2
• effective communication	2,4,6		4,6
• critical thinking	1,2,3,4,5,6		4
• biblical exposition skills		1, 2	4
• a foundation in Wesleyan-Holiness theology		3, 4	1
• multicultural awareness in missional service	4,5,6		2, 4, 5
• a Christian worldview	1,4,5,6	1, 3, 5	4, 7
• life-long learning	1,2,4,5,6		1, 5

Program Curriculum Map

Indicate level at which outcomes are addressed in various courses: **B** = beginner; **I** = intermediate; **A** = advanced (keep in mind that "core" programs are often intended to provide only beginning or introductory level learning in certain areas)

Pastoral Leadership Program Curriculum	Outcome1	Outcome2	Outcome3	Outcome4	Outcome5	Outcome6	Outcome7
CEM-2113 Foundations for Christian Educational Ministries		B		B	B		
MUS-1143 Music Ministries I - Introduction			I		I		
OTR-2013 Global Evangelism	B		B				
OTR-4013 Developing a Missional Church		I	I	I	A		
PAS-2013 Practice of Christian Ministry	I	B	I	I	I	I	
PAS-2023 History and Polity of the COTN					B	I	
PAS-3013 Worship	A		I	I			
PAS-3023 Pastoral Care and Counseling	A				B		
PAS-3033 Christian Preaching I	B			B			
PAS-3043 Christian Preaching II	I			I			
PAS-3053 Christian Preaching III	A			A			
PAS-4023 Church Administration and Finance	A				A	A	
PAS-4092 Senior Ministry Integration (SMI)						A	A
PSY-4083 Leadership	A				A	A	
SPE-3033 Oral Interpretation			A	A			

Program Assessment Report *Program: Pastoral Leadership Major*
Academic Year: 2024-2025
Academic Assessment Flow Chart

Mission: (Col. 1) →	Nazarene Bible College is an undergraduate professional school, committed to academic and practical programs designed to prepare persons for ministry.	Goal:	Each graduate of our college will have developed an understanding of general education consistent with the higher education community. In addition, each graduate will have gained knowledge and competence in the field of Christian ministry and a depth of understanding and skill in their major area of ministry.	
Program Outcomes (Col. 2)		Procedures & Goals (Col. 3)	Assessment Results (Col. 4)	Use of Results (Col. 5)
Completion of this program should enable students to:				
1. Grow in Christlike character as persons and pastors.		1a. 75% of Pastoral Leadership majors will score 75% or better on the final exam in the Doctrine of Holiness course. 1b. 85% of all graduating seniors with a PL major will reply “always true” to the Student Development Inventory survey question, “I recognize the significance of the Wesleyan-Holiness theological perspective as foundational for life and service” (question 2). 1c. 80% of PL majors will use terminology and expressions reflecting growth (in the opinion of the assessor) in their Reflection paper on the Personal Spiritual Retreat they are required to take in the Spiritual Formation course ((PAS1023).	1a. 1 out of 3 LM majors (33%) scored 75% or better on the final exam of the Doctrine of Holiness course (THE2013) 1b. 3 of 5 graduating students (63%) with a PL major responded to the question with “always true.” The other 2 students (27%) responded to the question with “frequently true. 1c. 1 of 2 students (50%) with a PL major used terminology and expressions of growth in their Reflection paper	1a. *(See explanatory note in the “narrative” section below). Did not meet the goal. It is hard to understand why we have such a low percentage of students who met the goal when 100% of the PM majors did meet the goal. There were only 3 students who took the test, and so perhaps this was simply an anomaly. We will continue to monitor the results and see if this trend/poor percentage continues or not. 1b. Did not meet the goal. This is a bit disappointing, but it is hard to know if this is a trend or not since only 5 students completed the SDI survey. The other two respondents responded in a positive way, but not with “always true.” We will monitor the results. 1c. Did not meet goal. With only 2 students, it is difficult to assess the success or failure of this outcome and/or procedure. We will continue to monitor the results. Notably, both students reflected on the helpfulness of the Spiritual retreat for their spiritual lives, and they plan to do this more often.
2. Promote evangelism and community engagement.		2a. NOTE: This Program Outcome will be evaluated in 2027-2028 according to the NBC goal of evaluating every Program Outcome at least once every 10 years. 2b.	2a. 2b.	2a. 2b.
3. Conduct culturally relevant God-centered worship.		3a. The Worship course (PAS3013) has two class projects that deal with the ability to conduct culturally relevant, God-centered worship: 1. Conduct a Worship Service Observational Analysis and 2. Craft a Detailed Worship Liturgy. 75% of PL majors will score 75% or better on these 2 projects demonstrating knowledge and ability. 3b. The course Introduction to Music Ministries (MUS1013) has a course project in which students must critique worship songs in light of biblical, theological, historical, missiological, and pastoral considerations. 75% of PL majors will score 85% or better on this course project.	3a. This procedure is invalid because the Worship course is not required for Pastoral Leadership. No results. 3b. This procedure is invalid because the Worship course is not required for Pastoral Leadership. No results.	3a. We will find different procedures to assess this Outcome for the Pastoral Leadership major 3b.
4. Communicate the gospel in contextually appropriate ways.		4a. Preaching Manuscript Assignment. There is a manuscript rubric in Preaching I, II and III in which	4a. Christian Preaching I: 4 out of 4 sermons preached by PL majors (100%) scored 75% or higher. Average score = 93%	4a. Met goal. The students did really quite well on their sermons and preaching assignments. We will continue to monitor the results for consistency.

Program Assessment Report *Program: Pastoral Leadership Major*
Academic Year: 2024-2025

	students must compose and deliver an effective biblical sermon which clearly presents the Gospel. 75% of PL majors will score 75% or better for the preaching assignment in each of these preaching courses. 4b. Statistics gathered from DS Survey sent annually to 1/3 of the USA/Canada District Superintendents. 75% of the District Superintendents in the COTN responding to the “NBC Survey for District Superintendents” will rate NBC students/alumni serving on their districts either “good” or “excellent” in Preaching/Teaching.” 4c. In the College Experience survey which is taken during the Graduating Colloquium, 75% of graduating Pastoral Leadership majors will respond “strongly agree” or “agree” to the question, “I feel confident that I have been adequately prepared to preach effectively.”	Christian Preaching II: 4 out of 4 sermons preached by PL majors (100%) scored 75% or higher. Average score = 92% 4b. In the 2024-2025 DS survey for NBC, 7 out of 10 DS’s (70%) rated NBC students/alumni serving on the their district as either “good” (5 out of 10) or “excellent” (2 out of 10) in Preaching/Teaching. 4c. 3 out of 3 graduating PL majors (100%) responded “strongly agree” (2 out of 3) or “agree” (1 out of 3) to the question, “I feel confident that I have been adequately prepared to preach effectively.”	4b. Did not meet goal; however, we are very close to the 75% rating, which seems to be quite positive. We will monitor the results to see if this percentage is reflective of the assessment of NBC students/alumni by their DS’s over time. 4c. Met goal. It is very gratifying to see that our graduates feel like they are adequately prepared for effective preaching. We will continue to monitor for patterns over time.
5. Learn to effectively lead and administer the church as a servant leader.	5a. . NOTE: This Program Outcome will be evaluated in 2027-2028 according to the NBC goal of evaluating every Program Outcome at least once every 10 years. 5b.	5a. 5b.	5a. 5b.
6. Discover good practices for effective pastoral care.	6a. . NOTE: This Program Outcome will be evaluated in 2027-2028 according to the NBC goal of evaluating every Program Outcome at least once every 10 years. 6b.	6a. 6b.	6a. 6b.
7. Apply what is learned through directive field study.	7a. Evaluate the final grades of our PL Senior Ministry Integration (SMI) students to see if their overall learning experience was beneficial. 75% of PL majors will achieve a grade of 80% or better as their final grade for SMI. 7b. Evaluate the results of the SMI Student Survey regarding the student’s personal assessment of the value of the SMI Experience. 75% of PM majors will rate the SMI Experience an average of 3 or better (on a rating scale of 5) on the “Self-Evaluation” section in response to the question, “I developed skills and knowledge directly related to my ministry goals,” and they will rate the SMI Experience an average of 3 or better in the “Course Evaluation” section in response to the question, “Overall, the course accomplished its stated objectives.” Thus, in response to these two course evaluation questions, an aggregate total of 75% of the	7a. 1 out of 2 PL majors (50%) achieved a grade of 80% or higher on their Senior Ministry Integration course. 7b. 8 out of 8 PM and PL students rated the SMI Experience in the Course Evaluation with an aggregate total rating of 4.43 out of 5. The students rated the question, “I developed skills and knowledge directly related to my ministry goals” with a 4.25 out of 5. And they rated the question, “Overall, the course accomplished its stated objectives with a 4.6 out of 5. Of the 8 students, 6 are PM majors and 2 are PL majors.	7a. Did not meet goal. With only 2 PL students in SMI, it is difficult to discern if this is a negative pattern or not. We will continue to monitor the results to discover if this negative result persists. 7b. Met the goal. The students are very positive about the helpfulness of the practical ministerial experience they gained from the SMI course work. We will continue to monitor the results.

Program Assessment ReportProgram: *Pastoral Leadership Major*

Academic Year: 2024-2025

	students will respond with an average rating of 3 or better. 7c. Evaluate the results of the SMI Pastor/Mentor Survey regarding the overall performance of the PM student in the fulfillment of their church assignments in the SMI experience. 75% of Pastor/Mentors will rate the student's performance with an "excellent" or "good" rating.	7c. 2 of 2 PL students (100%) received performance ratings of "excellent" (2 of 2) or "good" from their Pastor-Mentor in the Senior Ministry Integration course.	7c. Met the goal. The ratings and comments of the Pastor-Mentors who supervised the SMI students were very positive and complimentary. We will monitor the results in the following years.
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Summation of Assessment Impact {describe decisions and changes made in response to assessment results. Explain items in column 5}:

Outcome 1a:

The Doctrine of Holiness course (THE2013) helps us measure whether or not students are comprehending the doctrine of holiness. Admittedly, knowledge of the Doctrine of Holiness and entire sanctification do not guarantee experiential growth. However, one's knowledge and recognition of the possibility of biblical holiness so often serves as an impetus to experience growth in holy Character. Thus, the assessor of this major contends that one's success on the final exam of the Doctrine of Holiness course is a relevant measurement of the students' growth in Christlike character as persons and pastors.

Budget Items {identify any decisions and/or changes which require budgetary support}:

College Strategic Planning {identify any decisions and/or changes which need to be communicated to the college strategic planning committee}:

Program Outcomes Mapped to Institutional Outcomes

Program Outcomes:

1. Grow in Christlike character as persons and pastors.
2. Promote evangelism and community engagement.
3. Conduct culturally relevant, God-centered worship.
4. Communicate the gospel in contextually appropriate ways.
5. Learn to effectively lead and administer the church as a servant leader.
6. Discover good practices for effective pastoral care.
7. Apply what is being learned through directed field study.

College Educational Outcomes ("Students will demonstrate: . . .")	Corresponding Program Outcomes		
	<i>Gen. Ed.</i>	<i>Bible/Theo</i>	Pastoral Ministries Major
• commitment to Christ-like living and ministry	1,5,6	1, 3, 4	1,2
• effective communication	2,4,6		4,6
• critical thinking	1,2,3,4,5,6		4
• biblical exposition skills		1, 2	4
• a foundation in Wesleyan-Holiness theology		3, 4	1
• multicultural awareness in missional service	4,5,6		2, 4, 5
• a Christian worldview	1,4,5,6	1, 3, 5	4, 7
• life-long learning	1,2,4,5,6		1, 5

Program Curriculum Map

Indicate level at which outcomes are addressed in various courses: **B** = beginner; **I** = intermediate; **A** = advanced (keep in mind that "core" programs are often intended to provide only beginning or introductory level learning in certain areas)

Pastoral Ministries Program Curriculum	Outcome1	Outcome2	Outcome3	Outcome4	Outcome5	Outcome6	Outcome7
CEM-2113 Foundations for Christian Educational Ministries		B		B	B		
MUS-1143 Music Ministries I - Introduction			I		I		
OTR-2013 Global Evangelism	B		B				
OTR-4013 Developing a Missional Church		I	I	I	A		
PAS-2013 Practice of Christian Ministry	I	B	I	I	I	I	
PAS-2023 History and Polity of the COTN					B	I	
PAS-3013 Worship	A		I	I			
PAS-3023 Pastoral Care and Counseling	A				B		
PAS-3033 Christian Preaching I	B			B			
PAS-3043 Christian Preaching II	I			I			
PAS-3053 Christian Preaching III	A			A			
PAS-4023 Church Administration and Finance	A				A	A	
PAS-4092 Senior Ministry Integration (SMI)						A	A
PSY-4083 Leadership	A				A	A	
SPE-3033 Oral Interpretation			A	A			

Academic Assessment Flow Chart

Mission: (Col. 1) →	Nazarene Bible College is an undergraduate professional school, committed to academic and practical programs designed to prepare persons for ministry.	Goal:	Each graduate of our college will have developed an understanding of general education consistent with the higher education community. In addition, each graduate will have gained knowledge and competence in the field of Christian ministry and a depth of understanding and skill in their major area of ministry.	
Program Outcomes (Col. 2)		Procedures & Goals (Col. 3)	Assessment Results (Col. 4)	Use of Results (Col. 5)
Completion of this program should enable students to:				
1. Grow in Christlike character as persons and pastors.		1a. 75% of Pastoral Ministries majors will score 75% or better on the final exam in the Doctrine of Holiness course. 1b. 85% of all graduating seniors with a PM major will reply “always true” to the Student Development Inventory survey question, “I recognize the significance of the Wesleyan-Holiness theological perspective as foundational for life and service” (question 2). 1c. 80% of PM majors will use terminology and expressions reflecting growth (in the opinion of the assessor) in their Reflection paper on the Personal Spiritual Retreat they are required to take in the Spiritual Formation course (PAS1023).	1a. 10 out of 10 PM majors (100%) scored 75% or better on the final exam of the Doctrine of Holiness course (THE2013) 1b. 3 of 5 graduating students (63%) with a PM major responded to the question with “always true.” The other 2 students (27%) responded to the question with “frequently true. 1c. 6 of 8 students (75%) with a PM major used terminology and expressions of growth in their Reflection paper	1a. *(See explanatory note in the “narrative” section below). Met the goal. This is very reassuring that our students are understanding the doctrine of holiness concepts so well. We will continue to monitor the results. 1b. Did not meet the goal. This is a bit disappointing, but it is hard to know if this is a trend or not since only 5 students completed the SDI survey. The other two respondents responded in a positive way, but not with “always true.” We will monitor the results. 1c. Did not meet the goal, but we were close. All the papers were very appreciative of the Spiritual retreat, but not all of them reflected specifically on “growth.” This is a new criterion. We will continue to monitor the results.
2. Promote evangelism and community engagement.		2a. NOTE: This Program Outcome will be evaluated in 2027-2028 according to the NBC goal of evaluating every Program Outcome at least once every 10 years. 2b.	2a. 2b.	2a. 2b.
3. Conduct culturally relevant God-centered worship.		3a. The Worship course (PAS3013) has two class projects that deal with the ability to conduct culturally relevant, God-centered worship: 1. Conduct a Worship Service Observational Analysis and 2. Craft a Detailed Worship Liturgy. 75% of PM majors will score 75% or better on these 2 projects demonstrating knowledge and ability. 3b. The course Introduction to Music Ministries (MUS1013) has a course project in which students must critique worship songs in light of biblical, theological, historical, missiological, and pastoral considerations. 75% of PM majors will score 85% or better on this course project.	3a. Project #1: 4 of 5 students (80%) with a PM major scored 75% or better Project #2: 4 of 5 students (80%) with a PM major scored 75% or better As a composite percentage, 80% of the PM majors met the criteria on the two projects. 3b. 7 of 7 students (100%) with a PM major scored 85% or better on their evaluation of worship songs in the class project	3a. Met the goal. The students did quite well on these two important projects. We will continue to monitor the results. 3b. Met the goal. These good results are a good indicator that the students are able to evaluate and use relevant and God-centered music in order to conduct an effective worship service. We will continue to monitor the results of this procedure.
4. Communicate the gospel in contextually appropriate ways.		4a. Preaching Manuscript Assignment. There is a manuscript rubric in Preaching I, II and III in which students must compose and deliver an effective biblical sermon which clearly presents the Gospel.	4a. Christian Preaching I: 6 out of 6 sermons preached by PM majors (100%) scored 75% or higher. Average score = 96% Christian Preaching II: 28 out of 32 sermons preached by PM majors (88%) scored 75% or higher. Average score = 88.5%	4a. Met goal. Based on the scores, the students are doing very well in communicating the gospel in contextually and biblically appropriate ways. We will monitor the results to detect any trends over time.

Program Assessment Report *Program: Pastoral Ministries Major*
Academic Year: 2024-2025

	75% of PM majors will score 75% or better for the preaching assignment in each of these preaching courses. 4b. Statistics gathered from DS Survey sent annually to 1/3 of the USA/Canada District Superintendents. 75% of the District Superintendents in the COTN responding to the “NBC Survey for District Superintendents” will rate NBC students/alumni serving on their districts either “good” or “excellent” in Preaching/Teaching.” 4c. In the College Experience survey which is taken during the Graduating Colloquium, 75% of graduating Pastoral Ministries majors will respond “strongly agree” or “agree” to the question, “I feel confident that I have been adequately prepared to preach effectively.”	Christian Preaching III. 28 out of 28 sermons preached by PM majors (100%) scored 75% or higher. Average score = 91% 4b. In the 2024-2025 DS survey for NBC, 7 out of 10 DS’s (70%) rated NBC students/alumni serving on the their district as either “good” (5 out of 10) or “excellent” (2 out of 10) in Preaching/Teaching. 4c. 6 out of 6 graduating PM majors (100%) responded “strongly agree” (4 out of 6) or “agree” (2 out of 6) to the question, “I feel confident that I have been adequately prepared to preach effectively.”	4b. Did not meet goal; however, we are very close to the 75% rating, which seems to be quite positive. We will monitor the results to see if this percentage is reflective of the assessment of NBC students/alumni by their DS’s over time. 4c. Met goal. It is very gratifying to see that our graduates feel like they are adequately prepared for effective preaching. We will continue to monitor for patterns over time.
5. Learn to effectively lead and administer the church as a servant leader.	5a. . NOTE: This Program Outcome will be evaluated in 2027-2028 according to the NBC goal of evaluating every Program Outcome at least once every 10 years. 5b.	5a. 5b.	5a. 5b.
6. Discover good practices for effective pastoral care.	6a. . NOTE: This Program Outcome will be evaluated in 2027-2028 according to the NBC goal of evaluating every Program Outcome at least once every 10 years. 6b.	6a. 6b.	6a. 6b.
7. Apply what is learned through directive field study.	7a. Evaluate the final grades of our PM Senior Ministry Integration (SMI) students to see if their overall learning experience was beneficial. 75% of PM majors will achieve a grade of 80% or better as their final grade for SMI. 7b. Evaluate the results of the SMI Student Survey regarding the student’s personal assessment of the value of the SMI Experience. 75% of PM majors will rate the SMI Experience an average of 3 or better (on a rating scale of 5) on the “Self-Evaluation” section in response to the question, “I developed skills and knowledge directly related to my ministry goals,” and they will rate the SMI Experience an average of 3 or better in the “Course Evaluation” section in response to the question, “Overall, the course accomplished its stated objectives.” Thus, in response to these two course evaluation questions, an aggregate total of 75% of the students will respond with an average rating of 3 or better.	7a. 6 out of 6 PM majors (100%) achieved a grade of 80% or higher on their Senior Ministry Integration course. 7b. 8 out of 8 PM and PL students rated the SMI Experience in the Course Evaluation with an aggregate total rating of 4.43 out of 5. The students rated the question, “I developed skills and knowledge directly related to my ministry goals” with a 4.25 out of 5. And they rated the question, “Overall, the course accomplished its stated objectives with a 4.6 out of 5. Of the 8 students, 6 are PM majors and 2 are PL majors.	7a. Met the goal. The students did very well in their “hands-on” experiences in ministry through the SMI. We will continue to check the results to see if this pattern persists. 7b. Met the goal. The students are very positive about the helpfulness of the practical ministerial experience they gained from the SMI course work. We will continue to monitor the results.

	7c. Evaluate the results of the SMI Pastor/Mentor Survey regarding the overall performance of the PM student in the fulfillment of their church assignments in the SMI experience. 75% of Pastor/Mentors will rate the student’s performance with an “excellent” or “good” rating.	7c. 3 of 3 PM students (100%) received performance ratings of “excellent” (1 of 3) or “good” (2 of 3) from their Pastor-Mentor in the Senior Ministry Integration course.	7c. Met the goal. The ratings and comments of the Pastor-Mentors who supervised the SMI students were very positive and complimentary. We will monitor the results in the following years.
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Summation of Assessment Impact {describe decisions and changes made in response to assessment results. Explain items in column 5}:

Outcome 1a:

The Doctrine of Holiness course (THE2013) helps us measure whether or not students are comprehending the doctrine of holiness. Admittedly, knowledge of the Doctrine of Holiness and entire sanctification do not guarantee experiential growth. However, one’s knowledge and recognition of the possibility of biblical holiness so often serves as an impetus to experience growth in holy Character. Thus, the assessor of this major contends that one’s success on the final exam of the Doctrine of Holiness course is a relevant measurement of the students’ growth in Christlike character as persons and pastors.

Budget Items {identify any decisions and/or changes which require budgetary support}:

College Strategic Planning {identify any decisions and/or changes which need to be communicated to the college strategic planning committee}:

Program Outcomes Mapped to Institutional Outcomes

Program Outcomes:

1. Grow and mature in wholeness and holiness as persons and pastors.
2. Promote evangelism and community engagement as the priority of pastoral ministry.
3. Conduct culturally relevant worship as a celebration of God in His supreme worth.
4. Communicate the gospel in contextually appropriate ways, resulting in the transformation of the hearer.
5. Lead and administrate a local church to carry out its unique Christian mission.
6. Practice pastoral care in a manner that ministers to human need in the congregation and the community.
7. Develop an intentional vocational foundation for a financially sustainable ministry.

College Educational Outcomes	Corresponding Program Outcomes		
	<i>Gen. Ed.</i>	<i>Bible/Theo</i>	Major
• commitment to Christ-like living and ministry	9	4, 5	1
• effective communication	1		4, 6
• critical thinking	2, 5, 6, 8	2, 5	4
• biblical exposition skills		1, 2	4
• a foundation in Wesleyan-Holiness theology		3, 5	1
• multicultural awareness in missional service	3, 4, 8		2, 3, 4, 7
• a Christian worldview	3, 6, 7	1, 3	4, 7
• life-long learning.	2		5

Program Curriculum Map

Indicate level at which outcomes are addressed in various courses: **B** = beginner; **I** = intermediate; **A** = advanced (keep in mind that "core" programs are often intended to provide only beginning or introductory level learning in certain areas)

Hispanic Pastoral Ministries Program Curriculum	Outcome1	Outcome2	Outcome3	Outcome4	Outcome5	Outcome6	Outcome7
CEM-2113SP Fundamentos de Ministerios de Educación Cristiana		B		B	B		
HIS-4003SP Iglesia Latina/Hispana en los EEUU	I	I	A	A			
MUS-1143SP Ministerios de Música I – Introducción			I		I		
OTR-2033SP Presentación del Evangelio en el Mundo de Pluralismo	I		I				
OTR-4033SP Comunicar a Cristo Transculturalmente		I	I	I	A		I
PAS-2013SP Práctica del Ministerio Cristiano	I	B	I	I	I	I	B
PAS-2023SP Historia y Política de la IDN					B	B	
PAS-3013SP Adoración	A		I	I			
PAS-3023SP Cuidado Pastoral y Consejería	A				B		
PAS-3033SP Predicación Cristiana I	B			B			
PAS-3043SP Predicación Cristiana II	A			A			
PAS-4023SP Administración de la Iglesia y Finanzas	A				I	I	I
PAS-4081SP Experiencia Ministerial Supervisada I (SME)	A	A	A	A	A	A	A
PAS-4091SP Experiencia Ministerial Supervisada II (SME)	A	A	A	A	A	A	A
PSY-4083SP Liderazgo	A				A	A	A

Academic Assessment Flow Chart

Mission: (Col. 1) →	Nazarene Bible College is an undergraduate, professional school of Christian ministry committed to academic and practical programs designed to educate students for service and leadership in a diverse world.	Goal: Each graduate of our college will have developed an understanding of general education consistent with the higher education community. In addition, each graduate will have gained knowledge and competence in the field of Christian ministry and a depth of understanding and skill in their major area of ministry.	
Program Outcomes (Col. 2)	Criteria & Procedures (Col. 3)	Assessment Results (Col. 4)	Use of Results (Col. 5)
Completion of this program should enable students to:			
1. Crecer y madurar como personas y pastores íntegros en santidad. (<i>Grow and mature in wholeness and holiness as persons and pastors.</i>)	1a. 75% of students will state in the student course evaluations that they are growing spiritually in THE-1043SP Explorando la Santidad Cristiana, PAS-1023SP Formación Espiritual and OTR-2033SP Presentación del Evangelio en el Mundo de Pluralismo. 1b. 75% positive results from SDI when this is updated and available in Spanish. Instruments for measuring this will be feedback from the SDI Questions 3,4, 12 and 14. 1c. 75% of SME students will state in the course evaluations that the course contributed to their personal and professional growth. The courses PAS-4081SP Experiencia Ministerial Supervisada I (SME) and PAS-4091SP Experiencia Ministerial Supervisada II (SME) address this outcome. <i>In 2019, PAS-4092SP was changed to PAS-4081SP and PAS-4091SP because of Financial Aid requirement changes.</i> 1d. 75% of students will achieve a grade of B or above for course. The five Theology courses (and PAS-1023SP Formación Espiritual) address this outcome. The final grades for students in THE-1043SP Explorando la Santidad Cristiana will help us measure whether or not students are comprehending the doctrine.	1a. Course evaluations for THE-1043SP Explorando la Santidad Cristiana 2021 = 60% 2022 = 75% 2023 = no class 2024 (Fall) = 100% 2025 (Spring) = too few Course evaluations for PAS-1023SP Formación Espiritual 2021 = no class 2022 = too few 2023 = 100% 2024 = 75% Course evaluations for OTR-2033SP Presentación del Evangelio en el Mundo de Pluralismo 2021 = 25% 2022 = no class 2023 = too few 2024 = 100% 2025 = 83% 1b. 1c. Course evaluations for PAS-4081SP Experiencia Ministerial Supervisada I 2021 = no class 2022 = too few 2023 = too few 2023 = 100% 2024-2025 = no class Course evaluations for PAS-4091SP Experiencia Ministerial Supervisada II 2021 = no class 2022 = too few 2023 = too few 2023 = 100% 2024-2025 = no class 1d. THE-1043SP Final Grades Explorando la Santidad Cristiana 2021 = 100% A- or better 2022 = 50% B 2023 = no class 2024 = 100% B or better 2025 = too few	1a. Both THE1043SP classes expressed strongly their spiritual growth through it (even the class with only 2 students). The PAS1023SP and OTR2033SP clearly met the criterion. 1b. SDI not yet available in Spanish. 1c. No classes. No evaluations. 1d. The criterion was met.

2. Promover el evangelismo en y hacer un compromiso con la comunidad como la prioridad de ministerio pastoral. <i>(Promote evangelism and community engagement as the priority of pastoral ministry.)</i>	2a. 75% of the students highlight in the course evaluations in OTR-2033SP Presentación del Evangelio en el Mundo de Pluralismo, OTR-4033SP Comunicar a Cristo Transculturalmente and CEM-2113SP Fundamentos de Ministerios de Educación Cristiana that they were impacted by the course material about evangelism and community engagement. 2b. 75% leading church in evangelism ministry. Information to be gathered from Hispanic Pastoral Ministry Alumni who graduated in years 2015-2024.	2a. Course evaluations for OTR-2033SP Presentación del Evangelio en el Mundo de Pluralismo 2021 = 75% 2022 = no class 2023 = too few 2024 = 100% 2025 = 83% Course evaluations for OTR-4033SP Comunicar a Cristo Transculturalmente 2021 = no class 2022 Spring = too few 2022 Winter = too few 2023 = not found 2024 = too few Course evaluations for CEM-2113SP Fundamentos de Ministerios de Educación Cristiana 2021 Summer = 100% 2021 Fall = 100% 2022 = too few 2023 = 83% 2024 = 100% 2b.	2a. The criterion was met. 2b. So far, there is no such information available.
3. Formar una práctica de adoración culturalmente relevante como acto de celebración de Dios en Su valía suprema. <i>(Conduct culturally relevant worship as a celebration of God in His supreme worth.)</i>	3a. 75% of the Pastoral Ministry Alumni who are responding to the program's survey will indicate the program did "good or "excellent" in preparing them to fulfill this objective. 3b. 75% of the students enrolled in the Worship and Music Ministries Introduction classes for will earn an 75% or above on the "culturally relevant" portion of the evaluation of their final worship project and/or weekly worship planning assignment 2018-2021. 75% of students will express in the course evaluations that the PAS-3013SP Adoración and MUS-1143SP Ministerios de Música courses raised their awareness of "culturally relevant" worship. HIS4003SP Iglesia Latina/Hispana en los EEUU course evaluations will now be considered to address this outcome as it focuses on the Hispanic context.	3a. 3b. PAS-3013SP Final Grades Adoración 2021 = 100% 2022 = too few 2023 = 75% A 2024-2025 = no class MUS-1143SP Final Grades Ministerios de Música 2021 = not taught 2022 = not taught 2023 = not taught 2024-2025 = no class Course evaluations for PAS-3013SP Adoración 2021 = 100% 2022 = no class 2023 = 75% 2024-2025 = no class Course evaluations for MUS-1143SP Ministerios de Música 2021 = not taught 2022 = not taught	3a. There is no survey in Spanish yet. 3b. Three of these courses were <i>not</i> offered during the 2024-2025 year; the fourth course had too few students to make worthwhile looking at their course evaluation percentages.

		2023 = not taught 2024-2025 = no class Course evaluations of HIS4003SP Iglesia Latina/Hispana en los EEUU 2025 = too few	
4. Comunicar el evangelio en medios culturalmente apropiados, con el resultado de la transformación del oyente. <i>(Communicate the gospel in contextually appropriate ways, resulting in the transformation of the hearer.)</i>	4a. 75% of the District Superintendents in the COTN responding to the “NBC Survey for District Superintendents” will rate NBC students/ alumni serving on their districts as either “good” or “excellent” in Preaching/Teaching.” This will be evaluated when this is updated and available in Spanish. 4b. 75% of the graduating students will indicate a favorable response to having been adequately prepared to preach while at NBC. PAS-3033SP Predicación Cristiana I y PAS-3043SP Predicación Cristiana II address this outcome. HIS4003SP Iglesia Latina/Hispana en los EEUU course evaluations will now be considered to address this outcome as it focuses on the Hispanic context.	4a. So far, the DS survey results does not specify Hispanic Alumni. 4b. Course evaluations of PAS3033SP Predicación Cristiana I 2018-2022 = not taught 2023 = too few 2024 = too few students actually responded (!) PAS3033SP Final Grades Predicación Cristiana I 2018-2022 = not taught 2023 = too few 2024 = no class 2025 = 100% B or better Course evaluations of PAS3043SP Predicación Cristiana II 2021 = too few in class (anonymity would have been compromised) 2022 = not taught 2023 = too few 2024 = Course eval, not given 2025 = no class PAS3043SP Final Grades Predicación Cristiana II 2021 = Grades only available when 3 or more students are enrolled. 2022 = not taught 2023 = too few 2024 = 67% had A- or better 2025 = no class Course evaluations of HIS4003SP Iglesia Latina/Hispana en los EEUU 2025 = too few	4a. No survey. No results. 4b. The criteria were met when possible to measure.
5. Dirigir y administrar a una Iglesia local a que realice su distinta misión Cristiana. <i>(Lead and administrate a local church to carry out its unique Christian mission.)</i>	5a. 75% of the students will achieve C or better in the Final Grades of the PAS-4023SP Administración de la Iglesia y Finanzas and PSY-4083SP Liderazgo.	5a. PAS-4023SP Final Grades Administración de la Iglesia y Finanzas 2021 (Summer) = too few 2021 (Fall) = too few 2022 = not taught 2023 = 100% B+ or better 2024-2025 = no class PSY-4083SP Final Grades Liderazgo 2021 = not taught 2022 = too few 2023 = not taught 2024 = 100% B or better 2025 = 100% B+ or better	5a. The criterion was met.

	5b. 75% of the students will give a favorable comment in the student course evaluations and achieve B or better in the final grades of PAS-4023SP Administración de la Iglesia y Finanzas, and PAS-2013SP Práctica del Ministerio Cristiano regarding their preparation for leadership and administration.	5b. Course evaluations for PAS-2013SP Práctica del Ministerio Cristiano 2021 = 100% 2022 (Spring) = too few 2022 (Fall) = 100% 2023 = not taught 2024 = 100% 2025 = 83% PAS-2013SP Final Grades Práctica del Ministerio Cristiano 2021 = 100% A- or better 2022 (Spring) = too few 2022 (Fall) = 50% A- or better 2023 = not taught 2024 = 100% A 2025 = 100% A- or better Course evaluations for PAS-4023SP Administración de la Iglesia y Finanzas 2021 (Summer) = too few in class 2021 (Fall) = too few in class 2022 = not taught 2023 = 60% 2024-2025 = no class PAS-4023SP Final Grades Administración de la Iglesia y Finanzas 2021 (Summer) = too few 2021 (Fall) = too few 2022 = not taught 2023 = 100% B+ or better 2024-2025 = no class	5b. The criteria were met.
6. Ejercer cuidado pastoral en una manera que atienda a la necesidad humana en la congregación y en la comunidad. <i>(Practice pastoral care in a manner that ministers to human need in the congregation and the community.)</i>	6a. 75% of our alumni serving as pastors will be rated as practicing effective pastoral care. This objective should be actively assessed when this is updated and available in Spanish. 6b. 75% of students will say in the course evaluations for PAS-2013SP and PAS-3023SP Cuidado Pastoral y Consejería that the courses prepared them for effective pastoral care. 75% will achieve B or better in those courses.	6a. So far, the DS survey results does not specify Hispanic Alumni. 6b. Course evaluations for PAS-2013SP Práctica del Ministerio Cristiano 2021 = 100% 2022 (Spring) = too few 2022 (Fall) = 100% 2024 = 100% 2025 = 83% PAS-2013SP Final Grades Práctica del Ministerio Cristiano 2021 = 100% A- or better 2022 (Spring) = too few 2022 (Fall) = 50% A- or better 2024 = 100% A 2025 = 100% A- or better Course evaluations for PAS-3023SP Cuidado Pastoral y Consejería 2021 = too few 2022 = not taught 2023 = 40% B or better 2024 = 100%	6a. No survey. No results. 6b. The criteria were met.

		2025 = no class PAS-3023SP Final Grades Cuidado Pastoral y Consejería 2021 = too few 2022 = not taught 2023 = 100% 2024 = 100% 2025 = no class	
7. Tener intencionalmente un compromiso vocacional para mantenerse económicamente en un ministerio. <i>(Develop an intentional vocational foundation for a financially sustainable ministry.)</i>	7a. 75% of students will express in the student course evaluations favorable opinions about learning the financial and administrative practice and the final grades of PAS-2013SP Práctica del Ministerio Cristiano, PAS-4081SP Experiencia Ministerial Supervisada I (SME), PAS-4091SP Experiencia Ministerial Supervisada II (SME) and PAS-4023SP Administración de la Iglesia y Finanzas will be used to evaluate of student learning of the financially sustainable ministry component. (To comply with federal Financial Aid requirements, the original course (PAS-4092SP) was divided into TWO courses of 12 and 6 weeks, instead of 18 weeks.)	7a. Course evaluations of PAS-2013SP Práctica del Ministerio Cristiano 2021 = 100% 2022 (Spring) = too few 2022 (Fall) = 100% 2024 = 100% 2025 = 83% PAS-2013SP Final Grades Práctica del Ministerio Cristiano 2021 = 100% A- or better 2022 (Spring) = too few 2022 (Fall) = 50% A- or better 2024 = 100% A 2025 = 100% A- or better Course evaluations of PAS-4081SP Experiencia Ministerial Supervisada I 2021 = no class 2022 = too few 2023 = too few 2023 = 100% 2024-2025 = no class PAS-4081SP Final Grades Experiencia Ministerial Supervisada I 2021 = no class 2022 = too few 2023 = too few 2023 = 33% A 2024-2025 = no class PAS-4091SP Final Grades Experiencia Ministerial Supervisada II 2021 = no class 2022 = too few 2023 = too few 2023 = 100% A 2024-2025 = no class Course evaluations for PAS-4023SP Administración de la Iglesia y Finanzas 2021 (Summer) = too few in class 2021 (Fall) = too few in class 2022 = not taught 2023 = 60% 2024-2025 = no class PAS-4023SP Final Grades Administración de la Iglesia y Finanzas 2021 (Summer) = too few 2021 (Fall) = too few 2022 = not taught	7a.

		2023 = 100% B+ or better 2024-2025 = no class	
	7b. Check to see in alumni survey if their plan for financial stability is working, when this is updated and available in Spanish.	7b. Alumni Survey not yet available for Spanish-speaking alumni.	7b. No survey. No results.

SURVEYS: As has been noted beforehand, it is necessary to change the criteria being used for the two Hispanic degree programs because, for all practical purposes, the DS Survey and the NBC Alumni Survey are inadequate and most likely won’t be helpful in the future until many years from now. This is because, unless there is a radical change in church structure and even nationwide politics, there won’t be numerous NBC HPM alumni on every US district so that every DS would have the opportunity to evaluate their education and ministry. Furthermore, there are only a handful of bilingual DSs in the US who could actually listen and understand the theology and doctrine being preached and taught by those alumni anyway! Everyone understands this.

POSSIBLE NEW SOURCE OF INFORMATION: In my dissertation research, in personally speaking with several District Superintendents, they told me that they heavily depended on their Hispanic coordinators for feedback about Hispanic pastors. This was almost universal practice. These coordinators were in constant contact with the Spanish-speaking pastors of their district. Several coordinators knew the NBC HPM alumni who were on their districts and spoke highly of their pastoral abilities, theology, and ministries. *(In fact, some other districts have begun looking at NBC HPM Alumni as potential district coordinators and have asked about them.)* As more HPM students graduate and continue their ministries in their districts, perhaps a survey of the district Hispanic coordinators would provide a good source of information about HPM Alumni.

AN HPM ALUMNI SURVEY: With 29 HPM graduates and more than 350 Latino students having taken at least one HPM course, and with four more graduating this year, plus new students arriving, the NBC Alumni Survey in Spanish or a particular survey for the HPM Alumni soon might be helpful.

Classes are no longer small!
Summation of Assessment Impact {describe decisions, changes, etc., made in response to assessment results; provide significant narrative explaining items in column 5}:

This note is only to call attention that the Hispanic PM degree Program Objectives are still the same as before.

OBJECTIVE ONE: Grow and mature in wholeness and holiness as persons and pastors.

Point of Information: The mixtures of cultures* and historical religious influences within the Hispanic Christian community in the United States require a *thorough and comprehensive effort* to develop persons and pastors who genuinely exhibit a Christlike character and who are demonstrably growing in that experience. To achieve our goals in this area is requiring an intentional approach to assuring that our students comprehend the biblical standards of holiness as well as the experience of entire sanctification as presented on our Article of Faith regarding our holiness doctrine.

*HPM students come from 22 countries that primarily speak Spanish. They face additional cultural changes even within the new dominant culture caused when (1) they are taken out of their original culture (for example, a Guatemalan who immigrates to Minnesota), (2) when they mix with other Hispanics from other regions (for example, the interaction between people from Mexico and Puerto Rico – which have regional differences in vocabulary and practice) and (3) when they mix with long-time legal immigrants (already assimilated and bi-lingual) with recently arrived immigrants (unfamiliar and mono-lingual).

Plan of Action:

We are establishing our HPM courses to meet this objective. Specific examples of this could be found in the following courses:

- THE1043SP Explorando la Santidad Cristiana – emphasizing the personal experience of entire sanctification
- PAS1023SP Formación Espiritual – emphasizing the spiritual disciplines
- PAS1013SP Introducción al Servicio Cristiano – emphasizing the call of God on their lives
- OTR2033SP Presentación del Evangelio en el Mundo de Pluralismo – emphasizing God's prevenient grace in the lives of the believer
- HIS4003SP Iglesia Latina/Hispana en los EEUU – emphasizing the testimonies of the early pioneers in Hispanic ministries in the US.

We now have an extensive Spanish-language reference bibliography for each of the 42 courses.

OBJECTIVE TWO: Promote evangelism and community engagement as the priority of pastoral ministry.

To achieve our goal in this area will require analysis of the existing courses to teach how *the Hispanic community* is best evangelized and engaged according to the peculiarities of a multi-national, immigrant, second-culture context. [It should be noted that, according to several global and national denominational leaders, *the Hispanic congregations* are evangelizing more and growing faster *than any other group* in the USA and Canada.]

Plan of Action:

- a. Revise all courses for the textbook requirements with the purpose of seeking
 - a. Works that are original (not translated)
 - b. Works that are more current (not from previous generations)
 - c. Works by authors from within the USA/Canada Hispanic community (not from South or Central America or Spain)
[*There are Hispanic church leaders and pastors recognized for their expertise who could author these textbooks.*]
- b. We now have an extensive Spanish-language reference bibliography for each of the 42 courses.
- c. Revise all courses for methods, skills and assessments that reflect the USA/Canada Hispanic culture and context. We are establishing our HPM courses to meet this objective. Specific examples of this could be found in the following courses:

HIS4003SP Iglesia Latina/Hispana en los EEUU

PAS3043SP Predicación Cristiana II
 CEM2133SP Liderazgo de Ministerios de Educación Cristiana
 OTR2033SP Presentación del Evangelio en el Mundo de Pluralismo
 OTR4033SP Comunicar a Cristo Transculturalmente

- d. Seek professors that are experienced in this particular context and who have successfully navigated it with their congregations.
[There are Hispanic church leaders and pastors recognized for their expertise who currently are NBC HPM adjunct professors.]

OBJECTIVE THREE: Conduct culturally relevant worship as a celebration of God in His supreme worth.

“Culturally relevant worship” in the USA/Canada Hispanic community means a worship experience that would look, sound and feel related to the cultural aspects of the Hispanic community and the peculiarities of a multi-national, immigrant, second-culture context. To achieve our goal in this area will require analysis of the existing courses to understand, appreciate and improve the cultural aspects of Christian worship in the Hispanic context.

Plan of Action:

- a. New principal textbooks and secondary reference texts have been developed in the two courses PAS3013SP Adoración and MUS1143SP Ministerios de Música.
- b. Revise all courses for the textbook requirements with the purpose of seeking
 - a. Works that are original (not translated)
 - b. Works that are more current (not from previous generations)
 - c. Works by authors from within the USA/Canada Hispanic community (not from South or Central America or Spain)
[There are Hispanic church leaders and pastors recognized for their expertise who could author these textbooks.]
- c. We now have an extensive Spanish-language reference bibliography for each of the 42 courses.
- d. Seek professors that are experienced in this particular context and who have successfully navigated it with their congregations.
[There are Hispanic church leaders and pastors recognized for their expertise who currently are NBC HPM adjunct professors.]

OBJECTIVE FOUR: Communicate the gospel in contextually appropriate ways, resulting in the transformation of the hearer.

“Communicate the gospel in contextually appropriate ways” in the USA/Canada Hispanic community means presenting the Gospel in experiences that would look, sound and feel related to the cultural aspects of the Hispanic community and the peculiarities of a multi-national, immigrant, second-culture context. To achieve our goal in this area will require analysis of the existing courses to understand, appreciate and improve the cultural aspects of communicating the Gospel within the US Hispanic context.

Plan of Action:

- a. Revise all courses for the textbook requirements with the purpose of seeking
 - a. Works that are original (not translated)
 - b. Works that are more current (not from previous generations)
 - c. Works by authors from within the USA/Canada Hispanic community (not from South or Central America or Spain)
[There are Hispanic church leaders and pastors recognized for their expertise who could author these textbooks.]
- b. We now have an extensive Spanish-language reference bibliography for each of the 42 courses.
- c. We are establishing our HPM courses to meet this objective. Specific examples of this could be found in the following courses:

PAS3033SP Predicación Cristiana I
 PAS3043SP Predicación Cristiana II
 HIS4003SP Iglesia Latina/Hispana en los EEUU
 OTR2033SP Presentación del Evangelio en el Mundo de Pluralismo
 OTR4033SP Comunicar a Cristo Transculturalmente.

- d. Seek professors that are experienced in this particular context and who have successfully navigated it with their congregations.
[There are Hispanic church leaders and pastors recognized for their expertise who currently are NBC HPM adjunct professors.]

OBJECTIVE FIVE: Lead and administrate a local church to carry out its unique Christian mission.

To effectively lead and administer the church within the Hispanic community and the peculiarities of a multi-national, immigrant, second-culture context will require careful and innovative leadership, which must be taught in our classes. To achieve our goal in this area will require analysis of the existing courses to teach how to lead and administrate within *the Hispanic context*.

Plan of Action:

We are establishing our HPM courses to meet this objective. Specific examples of this could be found in the following courses:

- PAS4023SP Administración de la Iglesia y Finanzas
- PSY4083SP Liderazgo
- PAS4081SP and PAS4091SP Experiencia Ministerial Supervisada I and II (SME)
- PAS2023SP Historia y Política de la Iglesia del Nazareno

We now have an extensive Spanish-language reference bibliography for each of the 44 courses.

OBJECTIVE SIX: Practice pastoral care in a manner that ministers to human need in the congregation and the community.

To achieve our goal in this area will require analysis of the existing courses to teach how to minister within *the Hispanic context* especially taking into consideration the peculiarities of a multi-national, immigrant, second-culture context.

Plan of Action:

- a. Revise all courses for the textbook requirements with the purpose of seeking
 - a. Works that are original (not translated)
 - b. Works that are more current (not from previous generations)
 - c. Works by authors from within the USA/Canada Hispanic community (not from South or Central America or Spain)
[There are Hispanic church leaders and pastors recognized for their expertise who could author these textbooks.]
- b. We now have an extensive Spanish-language reference bibliography for each of the 42 courses.
- c. We are establishing our HPM courses to meet this objective. Specific examples of this could be found in the following courses:

PAS2013SP Práctica del Ministerio Cristiano
 PAS4081SP and PAS4091SP Experiencia Ministerial Supervisada I and II (SME)
 PAS3023SP Cuidado Pastoral y Consejería
- d. Seek professors that are experienced in this particular context and who have successfully navigated it with their congregations.
[There are Hispanic church leaders and pastors recognized for their expertise who currently are NBC HPM adjunct professors.]

OBJECTIVE SEVEN: Develop an intentional vocational foundation for a financially sustainable ministry.

The financial situation for most Hispanic congregations and their pastors is unmistakably distinct to that of the English-speaking congregations in the USA and Canada. The development of “an intentional vocational foundation for a financially sustainable ministry” must reflect the realities of the USA/Canada Hispanic community, where very, very few Hispanic pastors are full-time, the congregation is always transitory, the resources are usually shared (borrowed), and the financial situation is always fluctuating.

Plan of Action:

- a. Revise all courses for the textbook requirements with the purpose of seeking
 - a. Works that are original (not translated)
 - b. Works that are more current (not from previous generations)
 - c. Works by authors from within the USA/Canada Hispanic community (not from South or Central America or Spain)
[There are Hispanic church leaders and pastors recognized for their expertise who could author these textbooks.]

- b. We now have an extensive Spanish-language reference bibliography for each of the 42 courses.
- c. We are establishing our HPM courses to meet this objective. Specific examples of this could be found in the following courses:

PAS2013SP Práctica del Ministerio Cristiano
 PAS4081SP and PAS4091SP Experiencia Ministerial Supervisada I and II (SME)
 PAS4023SP Administración de la Iglesia y Finanzas

- d. Seek professors that are experienced in this particular context and who have successfully navigated it with their congregations.
 [There are Hispanic church leaders and pastors recognized for their expertise who currently are NBC HPM adjunct professors.]

Strategic Planning {identify any decisions and/or changes which need to be communicated to the strategic planning committee}:

In general, the Hispanic Pastoral Ministries program must plan to respond more specifically to the USA/Canada Hispanic cultural context.

- a. The DS Survey should be revised to include (for the first time ever) Hispanic Pastoral Ministries degree graduates.
- b. The different student interventions (NBC Experience, Ministry Progress Report, Graduating Colloquium) will be given in Spanish for the HPM students.
- c. A Spanish language version of the ABHE test needs to be given to the HPM students.

In general, the Hispanic Pastoral Ministries program must plan to respond more specifically to the USA/Canada Hispanic church context.

- a. In view of the fact that the Spanish-language immigrant population has increased *dramatically* in the past five years, more Hispanic congregations are needed throughout the USA and Canada (in all states and provinces), which is causing a need for more Hispanic pastors to plant these churches.
- b. In view of the fact that there is a *critical* shortage of pastors for Spanish-language congregations (many churches without pastors, many churches seeking HPM students even before they graduate), the HPM program must strategically respond and prepare students with this in mind.
- c. In view of the fact that several *sister holiness denominations* are approaching NBC for candidates for their pulpits (they face the same shortage mentioned before), more collaboration and shared strategy is needed to address this demand (including using Spanish-speaking adjunct professors from the Salvation Army, developing working agreements with graduate schools, etc.).

Program Outcomes Mapped to Institutional Outcomes

Program Outcomes:

1. Grow in Christlike Character as ministers and persons.
2. Explain essential Christian beliefs for practical application in ministry.
3. Apply what is being learned in local ministry context.

College Educational Outcomes ("Students will demonstrate: . . .")	Corresponding Program Outcomes		
	<i>Gen. Ed.</i>	<i>Bible/Theo</i>	Church Ministries, AA Min
• commitment to Christ-like living and ministry	1,5,6	1, 3, 4	1
• effective communication	2,4,6		2
• critical thinking	1,2,3,4,5,6		2
• biblical exposition skills		1, 2	2
• a foundation in Wesleyan-Holiness theology		3, 4	2
• multicultural awareness in missional service	4,5,6		2, 3
• a Christian worldview	1,4,5,6	1, 3, 5	3
• life-long learning	1,2,4,5,6		1

Program Curriculum Map

Indicate level at which outcomes are addressed in various courses: **B** = beginner; **I** = intermediate; **A** = advanced (keep in mind that "core" programs are often intended to provide only beginning or introductory level learning in certain areas)

AA Program Curriculum Map – Including Electives possible for this program in Church of Pastoral Ministries Concentration

AA Pastoral Ministries Program Curriculum	Outcomes Addressed			
	1	2	3	
Courses Specific to the Church Ministries Concentration				
BIB2013 Pentateuch		I		
BIB2033 New Testament Gospels		I		
CEM2133 Foundations for Christian Educational Ministries		B	B	
OTR2013 Global Evangelism		B	B	
PAS1013 Introduction to Christian Service	B			
PAS1023 Spiritual Formation	I			
Elective Courses				
Bible Elective BIB 3053 Pauline Epistles		I		
Bible Elective BIB- 3063 Book of Acts		I		
CEM Elective CEM2003 Introduction to Christian Education			B	
CEM Elective CEM2123 Teaching Methods in Curriculum Design			I	
PMin Elective PAS2013 Practice of Christian Ministry			B	
PMin Elective PAS2023 History and Polity of Church of the Nazarene			I	

Elective Courses Required:

1 3-hour Bible Course

2 3-hour Pastoral Ministries or Christian Education Ministry Courses

Academic Assessment Flow Chart

Mission: (Col. 1) →	Nazarene Bible College is an undergraduate professional school, committed to academic and practical programs designed to prepare persons for ministry.	Goal:	Each graduate of our college will have developed an understanding of general education consistent with the higher education community. In addition, each graduate will have gained knowledge and competence in the field of Christian ministry and a depth of understanding and skill in their major area of ministry.	
Program Outcomes (Col. 2)		Procedures & Goals (Col. 3)	Assessment Results (Col. 4)	Use of Results (Col. 5)
Completion of this program should enable students to:				
1. Grow in Christian character as persons and ministers.		1a. 75% of CM AAMin graduates will demonstrate they are growing in their Christian character by their positive responses to 2 questions on the SDI Survey, which they take during the Graduating Colloquium course. On the SDI Survey, 75% of the graduating students will choose the response “always” or “frequently” on question 12, “I have regular practices for developing my spiritual life” and on question 13, “I am aware of areas of weakness in which I believe God wants me to improve.” 1b. 75% of students will score 75% or higher on the Spiritual Autobiography assignment in the Spiritual Formation course (PAS1023). Scoring well on this assignment indicates a good understanding and awareness of where the student is spiritually and helps them see their growth and progress in spiritual formation.	1a. No results due to the fact that no students graduated in 2024-25 with the Church Ministries AAMin degree. 1b. 1 of 1 CM AAMin students (100%) scored 75% or higher on the Spiritual Autobiography assessment assignment.	1a. There are 10 students signed up for the Associates degree in Church Ministries. We will monitor the results of this procedure when the students graduate. 1b. Met the goal. With only one CM AAMin student’s scores, it is difficult to assess the results. However, the student who did complete this assignment did a very good job, demonstrating a keen awareness of their progress in growing in Christian character. We will continue to monitor the results.
2. Explain essential Christian beliefs for practical application in ministry.		2a. 75% of the students will earn a final score of 75% or higher in the Introduction to Christian Service course (PAS1013). This measures their ability to teach basic Christian beliefs and principles to others. 2b. 75% of the students will score 75% or better on their Teaching-Learning Process Paper in the course Foundations for Christian Education Ministries (CEM2113). This assignment measures the student’s ability to teach basic Christian beliefs and assist others in applying those principles to life.	2a. 4 of 4 CM AAMin students (100%) scored 75% or higher as a final grade in the course Introduction to Christian Service. 2b. 1 of 2 CM AAMin students (50%) scored 75% or higher on the Teaching-Learning Process paper.	2a. Met the goal. The students did very well in this hybrid course combining Christian beliefs with practical application in ministry. We will continue to watch the results of this procedure. 2b. Did not meet the goal. One of the students enrolled in the class did not submit the assignment, which obviously skews the results when there are so few CM students in the class. We will continue to monitor the results.
3. Apply what is being learned in local ministry context		3a. 75% of the students will score 70% or better on the supplemental assignment entitled “Effective Evangelism Plan” in the Introduction to Christian Service course (PAS1013). 3b. 75% of the students will score 75% or better on their Leadership/Organization/ Administration paper in the course Foundations for Christian Education Ministries (CEM2113). The assignment is meant to demonstrate both an	3a. 3 of 3 CM AAMin students (100%) scored 70% or higher on their Effective Evangelism Plan. 3b. 1 of 2 CM AAMin students (50%) scored 75% or higher on the Leadership/Organization/Administration paper.	3a. Met the goal. This assignment does a good job of assessing the students’ ability to apply the principles and methods they are learning to the local ministry context. The students did quite well on this assignment. We will continue to monitor the results. 3b. Did not meet the goal. Once again, there were only 2 students in this class. One student did very well, and the second student did not. We will monitor the results to see if we can discover a pattern.

	understanding and ability to organize and lead educational ministry in the student’s local context.		
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Summation of Assessment Impact {describe decisions and changes made in response to assessment results. Explain items in column 5}:

Budget Items {identify any decisions and/or changes which require budgetary support}:

College Strategic Planning {identify any decisions and/or changes which need to be communicated to the college strategic planning committee}:

Program Outcomes Mapped to Institutional Outcomes

Program Outcomes:

- 1. Grow in Christlike character as ministers and persons.
- 2. Explain essential Christian beliefs for practical application in ministry.
- 3. Apply what is being learned in local ministry context.

College Educational Outcomes	Corresponding Program Outcomes		
	Gen. Ed.	Bible/Theo	AAMin
• commitment to Christ-like living and ministry	1		1
• effective communication	1		2
• critical thinking	2	2	3
• biblical exposition skills		1, 2	2
• a foundation in Wesleyan-Holiness theology		3	2
• multicultural awareness in missional service	3		2
• a Christian worldview	3	1, 3	2
• life-long learning.	2		

Program Curriculum Map

Indicate level at which outcomes are addressed in various courses: **B** = beginner; **I** = intermediate; **A** = advanced (keep in mind that "core" programs are often intended to provide only beginning or introductory level learning in certain areas)

	Outcome1	Outcome2	Outcome3
CEM-2113SP Fundamentos de Ministerios de Educación Cristiana		B	B
OTR-2033SP Presentación del Evangelio en el Mundo de Pluralismo	I		
OTR-4033SP Comunicar a Cristo Transculturalmente		I	A
PAS-2013SP Práctica del Ministerio Cristiano	I	I	I
PAS-2023SP Historia y Política de la IDN			B
PAS-3023SP Cuidado Pastoral y Consejería	A		B
PAS-3033SP Predicación Cristiana I	B	B	
HIS4003SP Iglesia Latina/Hispana en los EEUU			A
PAS-4023SP Administración de la Iglesia y Finanzas	A		I
PAS-4081SP Experiencia Ministerial Supervisada I (SME)	A	A	A
PAS-4091SP Experiencia Ministerial Supervisada II (SME)	A	A	A
PSY-4083SP Liderazgo	A		A

Academic Assessment Flow Chart

Mission: (Col. 1) →	Nazarene Bible College is an undergraduate, professional school of Christian ministry committed to academic and practical programs designed to educate students for service and leadership in a diverse world.	Goal:	Each graduate of our college will have developed an understanding of general education consistent with the higher education community. In addition, each graduate will have gained knowledge and competence in the field of Christian ministry and a depth of understanding and skill in their major area of ministry.	
Program Outcomes (Col. 2)		Procedures & Goals (Col. 3)	Assessment Results (Col. 4)	Use of Results (Col. 5)
Completion of this program should enable students to:				
1. Crecer en carácter Cristiano como ministros y personas. <i>(Grow in Christlike character as ministers and persons.)</i>	1a. 75% of students will state in the student course evaluations that they are growing spiritually in THE-1043SP Explorando la Santidad Cristiana, PAS-1023SP Formación Espiritual and OTR-2033SP Presentación del Evangelio en el Mundo de Pluralismo .	1a. Course evaluations for THE-1043SP Explorando la Santidad Cristiana 2021 = 60% 2022 = 75% 2023 = no class 2024 (Fall) = 100% 2025 (Spring) = too few Course evaluations for PAS-1023SP Formación Espiritual 2021 = no class 2022 = too few 2023 = 100% 2024 = 75% Course evaluations for OTR-2033SP Presentación del Evangelio en el Mundo de Pluralismo 2021 = 25% 2022 = no class 2023 = too few 2024 = 100% 2025 = 83%	1a. Both THE1043SP classes expressed strongly their spiritual growth through it (even the class with only 2 students). The PAS1023SP and OTR2033SP clearly met the criterion	
	1b. 75% positive results from SDI when this is updated and available in Spanish. Instruments for measuring this will be feedback from the SDI Questions 3,4, 12 and 14.	1b.	1b. SDI not yet available in Spanish.	
	1c. 75% of SME students will state in the course evaluations that the course contributed to their personal and professional growth. The courses PAS-4081SP Experiencia Ministerial Supervisada I (SME) and PAS-4091SP Experiencia Ministerial Supervisada II (SME) address this outcome.	1c. Course evaluations for PAS-4081SP Experiencia Ministerial Supervisada I 2021 = no class 2022 = too few 2023 = too few 2023 = 100% 2024-2025 = no course Course evaluations for PAS-4091SP Experiencia Ministerial Supervisada II 2021 = no class 2022 = too few 2023 = too few 2023 = 100% 2024-2025 = no course	1c. No classes. No evaluations.	
	1d. 75% of students will achieve a grade of B or above for course. The five Theology courses (and PAS-1023SP Formación Espiritual) address this outcome. The final grades for students in THE-1043SP Explorando la Santidad Cristiana will help us measure whether or not students are comprehending the doctrine.	1d. THE-1043SP Final Grades Explorando la Santidad Cristiana 2021 = 100% A- or better 2022 = 50% B 2023 = no class 2024 = 100% B or better 2025 = too few	1d. The criteria were met.	

Program Assessment Report

Program: *Concentracion en Ministerios Pastorales (AA)*

Academic Year: 2024-2025

2. Explicar las creencias cristianas esenciales para su aplicación práctica en el ministerio. <i>(Explain essential Christian beliefs for practical application in ministry.)</i>	2a. 75% of the District Superintendents in the COTN responding to the “NBC Survey for District Superintendents” will rate NBC students/ alumni serving on their districts as either “good” or “excellent” in Preaching/Teaching.” This will be evaluated when this is updated and available in Spanish. 2b. 75% of the students will indicate in course evaluations a favorable response to having been adequately prepared to preach while at NBC and 75% will have B or better in PAS-3033SP Predicación Cristiana I. OTR-2033SP Presentación del Evangelio en el Mundo de Pluralismo and OTR-4033SP Comunicar a Cristo Transculturalmente	2a. So far, the DS survey results does not specify Hispanic Alumni. 2b. Course evaluations of PAS3033SP Predicación Cristiana I 2018-2022 = not taught 2023 = too few 2024 = too few students actually responded (!) PAS3033SP Final Grades Predicación Cristiana I 2018-2022 = not taught 2023 = too few 2024 = 100% B or better Course evaluations for OTR-2033SP Presentación del Evangelio en el Mundo de Pluralismo 2021 = 75% 2022 = no class 2023 = too few 2024 = 100% 2025 = 100% OTR-2033SP Final Grades Presentación del Evangelio en el Mundo de Pluralismo 2021 = 75% A 2022 = no class 2023 = too few 2024 = 100% A- or better 2025 = 66% B or better Course evaluations for OTR-4033SP Comunicar a Cristo Transculturalmente 2021 = no class 2022 Spring = too few 2022 Winter = too few 2023 = not found 2024 = too few OTR-4033SP Comunicar a Cristo Transculturalmente Final Grades 2021 = no class 2022 Spring = too few 2022 Winter = too few 2023 = 100% B or better 2024 = too few	2a. Not yet helpful. 2b. The criteria were met when possible to measure.
3. Aplicar lo que se está aprendiendo en el contexto del ministerio local. <i>(Apply what is being learned in local ministry context.)</i>	3a. 75% of the students will respond favorably in the course evaluation about their learning administrative and leadership skills in the courses PAS-4023SP Administración de la Iglesia y Finanzas and PSY-4083SP Liderazgo. 75% of the students will achieve B or better in the courses.	3a. Course evaluations for PAS-4023SP Administración de la Iglesia y Finanzas 2021 (Summer) = too few in class 2021 (Fall) = too few in class 2022 = not taught 2023 = 60% 2024-2025 = no course PAS-4023SP Final Grades Administración de la Iglesia y Finanzas	3a. The criteria were met.

	3b. 75% of students will give favorable comments in the course evaluations regarding their preparation for leadership and administration at NBC. 75% of the students will achieve a B or better Final Grade in HIS4003SP Iglesia Latina/Hispana en los EEUU, PAS-2013SP Práctica del Ministerio Cristiano, PAS-4023SP Administración de la Iglesia y Finanzas, PSY-4083SP Liderazgo, PAS-4081SP Experiencia Ministerial Supervisada I, PAS-4091SP Experiencia Ministerial Supervisada II and PAS-2023SP Historia y Política de la Iglesia del Nazareno.	2021 (Summer) = too few 2021 (Fall) = too few 2022 = not taught 2023 = 100% B+ or better 2024-2025 = no course Course evaluations for PSY-4083SP Liderazgo 2021 = not taught 2022 = too few 2023 = not taught 2024 = 66% 2025 = 86% PSY-4083SP Final Grades Liderazgo 2021 = not taught 2022 = too few 2023 = not taught 2024 = 100% B or better 2025 = 100% B+ or better 3b. Course evaluations for HIS4003SP Iglesia Latina/Hispana en los EEUU 2025 = too few HIS4003SP Final Grades Iglesia Latina/Hispana en los EEUU 2025 = too few Course evaluations for PAS-2013SP Práctica del Ministerio Cristiano 2021 = 100% 2022 (Spring) = too few 2022 (Fall) = 100% 2023 = not taught 2024 = 100% 2025 = 83% PAS-2013SP Final Grades Práctica del Ministerio Cristiano 2021 = 100% A- or better 2022 (Spring) = too few 2022 (Fall) = 50% A- or better 2024 = 100% 2025 = 100% A- or better Course evaluations for PAS-4023SP Administración de la Iglesia y Finanzas 2021 (Summer) = too few in class 2021 (Fall) = too few in class 2022 = not taught 2023 = 60% 2024-2025 = no course PAS-4023SP Final Grades Administración de la Iglesia y Finanzas 2021 (Summer) = too few 2021 (Fall) = too few 2022 = not taught 2023 = 100% B+ or better 2024-2025 = no course Course evaluations for PSY-4083SP Liderazgo 2021 = not taught 2022 = too few	3b. The criteria were met.
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		2023 = not taught 2024 = 66% 2025 = 86% PSY-4083SP Final Grades Liderazgo 2021 = not taught 2022 = too few 2023 = not taught 2024 = 100% B or better 2025 = 100% B+ or better Course evaluations for PAS-4081SP Experiencia Ministerial Supervisada I 2021 = no class 2022 = too few 2023 = too few 2023 = 100% 2024-2025 = no course PAS-4081SP Final Grades Experiencia Ministerial Supervisada I 2021 = no class 2022 = too few 2023 = too few 2023 = 33% A 2024-2025 = no course Course evaluations for PAS-4091SP Experiencia Ministerial Supervisada II 2021 = no class 2022 = too few 2023 = too few 2023 = 100% 2024-2025 = no course PAS-4091SP Final Grades Experiencia Ministerial Supervisada II 2021 = no class 2022 = too few 2023 = too few 2023 = 100% A 2024-2025 = no course Course evaluations for PAS-2023 Historia y Política de la Iglesia del Nazareno 2021 = too few in class 2022 = not taught 2023 = 100% 2024 = 100% 2025 = 100% PAS-2023 Final Grades Historia y Política de la Iglesia del Nazareno 2021 = too few 2022 = not taught 2023 = 100% B or better 2024 = 83% A- or better 2025 = 83% A- or better	
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SURVEYS: As has been noted beforehand, it is necessary to change the criteria being used for the two Hispanic degree programs because, for all practical purposes, the DS Survey and the NBC Alumni Survey are inadequate and most likely won't be helpful in the future until many years from now. This is because, unless there is a radical change in church structure and even nationwide politics, there won't be numerous NBC HPM alumni on every US district so that every DS would have the opportunity to evaluate their education and ministry. Furthermore, there are only a handful of bilingual DSs in the US who could actually listen and understand the theology and doctrine being preached and taught by those alumni anyway! Everyone understands this.

POSSIBLE NEW SOURCE OF INFORMATION: In my dissertation research, in personally speaking with several District Superintendents, they told me that they heavily depended on their Hispanic coordinators for feedback about Hispanic pastors. This was the almost universal practice. These coordinators were in constant contact with the Spanish-speaking pastors of their district. Several coordinators knew the NBC HPM alumni who were on their districts and spoke highly of their pastoral abilities, theology, and ministries. (In fact, some other districts have begun looking at NBC HPM Alumni as potential district coordinators and have asked about them.) As more HPM students graduate and continue their ministries in their districts, perhaps a survey of the district Hispanic coordinators would provide a good source of information about HPM Alumni.

AN HPM ALUMNI SURVEY: With **29** HPM graduates and more than **350** Latino students having taken at least one HPM course, and with four more graduating this year plus new students arriving, the NBC Alumni Survey in Spanish or a particular survey for the HPM Alumni soon might be helpful.

Classes are no longer small!

Summation of Assessment Impact {describe decisions and changes made in response to assessment results. Explain items in column 5}:

OBJECTIVE ONE: Grow in Christlike character as ministers and persons.

Point of Information: The mixtures of cultures* and historical religious influences within the Hispanic Christian community in the United States require a thorough and comprehensive effort to develop persons and pastors who genuinely exhibit a Christlike character and who are demonstrably growing in that experience. To achieve our goals in this area is requiring an intentional approach to assuring that our students comprehend the biblical standards of holiness as well as the experience of entire sanctification as presented on our Article of Faith regarding our holiness doctrine.

*HPM students come from 22 countries that primarily speak Spanish. They face additional cultural changes even within the new dominant culture caused when (1) they are taken out of their original culture (for example, a Guatemalan who immigrates to Minnesota), (2) when they mix with other Hispanics from other regions (for example, the interaction between people from Mexico and Puerto Rico – which have regional differences in vocabulary and practice) and (3) when they mix with long-time legal immigrants (already assimilated and bi-lingual) with recently arrived immigrants (unfamiliar and mono-lingual).

Plan of Action:

Although Theology courses typically are not included in discussions about Objectives, it is necessary to do so in the HPM context as both the Theology courses shown below are unique to the HPM program. We are establishing our HPM courses to meet this objective. Specific examples of this could be found in the following courses:

- THE-1043SP Explorando la Santidad Cristiana – emphasizing the personal experience of entire sanctification
- PAS-1023SP Formación Espiritual – emphasizing the spiritual disciplines
- OTR-2033SP Presentación del Evangelio en el Mundo de Pluralismo – emphasizing God’s prevenient grace in the lives of the believer

We now have an extensive Spanish-language reference bibliography for each of the 26 courses.

OBJECTIVE TWO: 2. Explain essential Christian beliefs for practical application in ministry.

To achieve our goal in this area will require analysis of the existing courses to teach how *the Hispanic community* is best evangelized and engaged according to the peculiarities of a multi-national, immigrant, second-culture context. In the USA/Canada Hispanic community, this means presenting the essential Christian beliefs in practical application in ministry experiences that would look, sound and feel related to the cultural aspects of the Hispanic community and the peculiarities of a multi-national, immigrant, second-culture context. To achieve our goal in this area will require analysis of the existing courses to understand, appreciate and improve the cultural aspects of communicating the Gospel within the US Hispanic context.

Plan of Action:

- e. Revise all courses for the textbook requirements with the purpose of seeking
 - a. Works that are original (not translated)
 - b. Works that are more current (not from previous generations)
 - c. Works by authors from within the USA/Canada Hispanic community (not from South or Central America or Spain)
[*There are Hispanic church leaders and pastors recognized for their expertise who could author these textbooks.*]
- f. We now have an extensive Spanish-language reference bibliography for each of the 26 courses.
- g. We are establishing our HPM courses to meet this objective. Specific examples of this could be found in the following courses:

PAS3033SP Predicación Cristiana I
OTR2033SP Presentación del Evangelio en el Mundo de Pluralismo
OTR4033SP Comunicar a Cristo Transculturalmente.
- h. Seek professors that are experienced in this particular context and who have successfully navigated it with their congregations.
[*There are Hispanic church leaders and pastors recognized for their expertise who currently are NBC HPM adjunct professors.*]

OBJECTIVE THREE: Apply what is being learned in local ministry context.

To effectively lead and administer the church within the Hispanic community and the peculiarities of a multi-national, immigrant, second-culture context will require careful and innovative leadership, which a student would apply what is being learned in the local ministry context. To achieve our goal in this area will require analysis of the existing courses to teach how to lead and administrate within *the Hispanic context*.

Plan of Action:

We are establishing our HPM courses to meet this objective. Specific examples of this could be found in the following courses:

- PAS4023SP Administración de la Iglesia y Finanzas
- PSY4083SP Liderazgo
- PAS4081SP Experiencia Ministerial Supervisada I (SME)
- PAS4091SP Experiencia Ministerial Supervisada II (SME)
- PAS2023SP Historia y Política de la Iglesia del Nazareno
- HIS4003SP Iglesia Latina/Hispana en los EEUU

We now have an extensive Spanish-language reference bibliography for each of the 26 courses.

Strategic Planning {identify any decisions and/or changes which need to be communicated to the college strategic planning committee}:

In general, the Hispanic Pastoral Ministries program must plan to respond more specifically to the USA/Canada Hispanic cultural context.

- d. The DS Survey should be revised to include (for the first time ever) Hispanic Pastoral Ministries degree graduates.
- e. The different student interventions (NBC Experience, Ministry Progress Report, Graduating Colloquium) will be given in Spanish for the HPM students.
- f. A Spanish language version of the ABHE test needs to be given to the HPM students.

In general, the Hispanic Pastoral Ministries program must plan to respond more specifically to the USA/Canada Hispanic church context.

- d. In view of the fact that the Spanish-language immigrant population has increased *dramatically* in the past five years, more Hispanic congregations are needed throughout the USA and Canada (in all states and provinces), which is causing a need for more Hispanic pastors to plant these churches.
- e. In view of the fact that there is a *critical* shortage of pastors for Spanish-language congregations (many churches without pastors, many churches seeking HPM students even before they graduate), the HPM program must strategically respond and prepare students with this in mind.
- f. In view of the fact that several *sister holiness denominations* are approaching NBC for candidates for their pulpits (they face the same shortage mentioned before), more collaboration and shared strategy is needed to address this demand (including using Spanish-speaking adjunct professors from the Salvation Army, developing working agreements with graduate schools, etc.).