

# South Florida Bible College & Theological Seminary

## Academic Assessment Template for Student Learning Outcomes

<b>Component</b>	<b>Goals/Objectives:</b> Unit goals are consistent with the College and Seminary's mission, institutional goals and core values. What initiatives will be taken to accomplish this goal?	<b>Strategy/Approach:</b> What specific steps will be taken by individuals within the unit to achieve this goal?	<b>Intended Outcomes:</b> What results will demonstrate successful completion of the goal?	<b>Direct and/or Indirect Measures:</b> What data will show that the unit is achieving the goal?	<b>Timeline:</b> When will the unit assess achievement of the goal?	<b>Results:</b> What results have been achieved (thus far)?	<b>Judgments:</b> What do the results indicate?
(205) English for Academic Purposes	Goal 1: The student will articulate intercultural awareness (IG, 3, 4, 5, 7, 8)	Movie reviews and/or US Holiday Projects	Students will write a review of a movie; a minimum of words/lines will be applied according to the level. For projects the students must either write an essay or do an oral presentation, 5 to 10 minutes.	The essays and oral presentation should be in accordance with the requirements, and students must score 8 points out of 10.	March/2021	N/A due to Covid-19 All classes were online.	N/A due to Covid-19 All classes were online.
		Peer instruction - reviews ("oral test")	Students will understand the teacher's directions in class in order to prepare and present a review of the past lessons, applying the knowledge acquired.	A speaking evaluation will take place then, and the grades will be added to the Midterm and Final tests (Spring 2020) and to Participation Grade (Summer and Fall 2020). In the final test, when applied, students should remain at least with the same grade from midterm test if the final test is testing cumulative content . An increase 10% over the midterm results is expected.	March/2021	N/A due to Covid-19 All classes were online.	N/A due to Covid-19 All classes were online.

			Students will notice improvement in their general English speaking.	Students will answer questions, during the Focus Group, on how they feel about the improvement in their English speaking.	March/2021	During the Focus Group students rated 4.7 out of 5 about how much their Academic English improved since the beginning of their course.	The result shows that the students have been feeling a substantial improvement in their speaking since the beginning of the course.
	Goal 2: The student will evidence an increased understanding of vocabulary that is both general and academic-discipline specific. [I.G.3,4,5,7,8]	Live experience or Field trips (writing project) related to the themes being covered in the unit/chapters of each level.	Students will understand the teacher's or project's direction and will be able to produce a writing project describing their experience using the new vocabulary they've learned in the unit.	Students are expected to apply new vocabulary in the writing project and score at least 75% .	March/2021	N/A due to Covid-19 All classes were online.	N/A due to Covid-19 All classes were online.
		Course Survey - Applied at the end-of-the semester.	Students will answer the questions on the end-of-course survey, and will evaluate their improvement during the semester.	The students will be asked to answer a survey at the end of the semester evaluating their increase of language acquisition during the semester rating at least 3.5 out of 5.0.	March/2021	The student rated 3.75 average out of 5 in the evaluation regarding the personal goals and rate about the course.	Based on the numbers, the results indicated that students felt their personal goals about the course were not fully achieved due to online classes.

		Participation evaluation through individual and pair working.	Students will be able to expose themselves to the language and build up their own strategies to express beyond the beginners level.	Participation evaluation will reflect the student's participation in class for the period prior to midterm and prior to final test. Students are expected to achieve at least 75% of participation for each period.	March/2021	The samples show that 71.43% of the students had scored equal or more than 75% on the participation grade in the first period of the evaluations. But, overall 64.29% of the students had shown an improvement on the second evaluation, 14.29% had scored the same score in the first and second evaluation and 21.43% scored less than the minimum required for the goal.	The results indicated that the students were more closely evaluated according to our participation rubric. Students seemed to understand better what is expected from them on this evaluation.
	Goal 3: The student will complete critical reading of college-level academic texts and other supplementary materials. [I.G.3,4,5,7,8]	Socratic Seminar (class discussion) based on the theme of the unit that is being studied, such as an article, letter, journal or activity related to the unit.	Students will be acquainted with grammar structure at an entry college-level, using research and critical thinking to produce essays.	The minimum score for these activities is 75 points in the essay.	March/2021	100% of the students evaluated in this activity scored more than 75 points which is the minimum required for the goal.	The results indicate the expected outcome, since the activity was detailed oriented covering specific points to be evaluated.
		Quizzes and unit tests/activities (Lab)	Students will be submitted to a test after finishing the unit. - Quizzes or Lab	Students must grade 85% of the test - once the test is open book.	March/2021	The samples show that 80% of the students scored more than 85% and 20% of the students did not score what was expected.	The results showed that most of the students achieved the goal, however, quite a few students did not, mostly because they were impacted by the pandemic in a negative way.

	Goal 4: The student will demonstrate oral and written communication skills necessary for entry-level academic success at South Florida Bible College. [I.G.3,4,5,7,8]	Socratic Seminar (class discussion) and Peer instruction reviews	Students will be able to communicate at a higher level expressing opinions, critical thinking for academic entry-level	Results of the presentations / discussions/ reviews between the beginning of the semester and the end of the semester will be compared. Improvement must exceed 10%.	March/2021	This tool was not applied for evaluation this period of assessment.	It is a great tool for assessment provided that we incorporate the proper activities for this evaluation in the curriculum. The online environment did not favor such activities.
		Summarize articles, chapters and texts.	Students write summarizing paragraphs and short essays	Essays are expected to be graded 70% and above	March/2021	The sample shows that 100% of the students scored more than 70%.	The results are great, higher than expected but we must review the method of assessment used by the evaluators (teachers) to show consistency throughout the levels in order to reflect the writing skills acquired.

**Additional Comments**

**STRENGTHS:**

- Strong teamwork;
- EAP core values within the team are fulfilled in accordance with SFBC core values;
- Faculty executes, with quality and diligence, the application of the curriculum in spite of all the challenges of being on-line;
- ESL experience throughout leadership members;
- The IT department is a great help for our team and students.
- 80% of our teachers have ESL degrees
- Separating weaker students from the higher students made a big difference in their learning process

**WEAKNESSES:**

- The percentage of the same foreign language spoken within the students is high, hard to reinforce English spoken at all times on an on-line platform.
- A good number of professors are Brazilians, and it has impacted the usage of English as a first language in the classroom.
- Limited resources for specific teachers training;

**OPPORTUNITIES:**

- Extend the course in order to provide better prepared student to succeed at College level (Level 5);
- Identify the primary reason why the students are enrolling at SFBC, in order to increase retention of those students for College;

**THREATS:**

Students with very low scores on the English placement test;
Change of visa status;
Transfer of students due to competition with lower tuition prices and flexible schedules and new Languages Schools in the area;
Range of salary for professional ESL teachers is below market price limiting new hires;

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	Identify the history, content, and background of the Bible (I.G. 6);	Introduction classes in Biblical Covenants, OT & NT set the stage for learning the Scriptures. Classes in major divisions of the Bible give greater focus on each of those divisions. The class on NT Bible Backgrounds undergirds the program.	80% or more of students will show a thorough understanding of the Scriptures and the world in which they took place and were given.	Check pretest and post-test that is taken by students to measure Biblical knowledge.	Jul-21	Have not yet begun this process	N/A
		Online classes should have more face-to-face opportunities with instructors and diverse instructional resources.	Increase use of Zoom technology to 80% of online classes	Examine evaluations for those classes not using Zoom to determine a future course of action.	Jul-21	Some of our instructors are using Zoom, but not all of these have it recorded to a place the students can access.	Instructors need a great deal more training and help in better use of Zoom technology
		Make more use of relevant instructional videos & other non-traditional forms of communication and instruction.	Develop classes that make use of various instructional resources that go beyond mere textbooks.	Survey classes in the program to determine the various types of instructional resources used.	Jul-21	Some instructors have done well with this; others have a lot of room for improvement.	We need to distinguish between those instructors that are good at creating classes from those who can merely oversee a class

211: B.A. Biblical Studies	Demonstrate an understanding of fundamentals of Christian doctrine and theology (I.G. 4, 6)	The Bible Doctrines class gives a basic foundation; Systematic Theology classes 1 & 2 build upon that foundation, having the student develop position papers on various areas of theology. Apologetics Class guides the student in developing an epistemological framework for those beliefs.	80% or more of students will develop and defend their faith based upon a basic evangelical understanding of the gospel and the theology which supports it.	Evaluate student position papers & personal doctrinal statements	Jul-21	Have not yet begun this process
	Apply Biblical hermeneutics to an exegetical research project (I.G. 4, 6)	The class on Hermeneutics sets the stage for the writing of a final research project which takes place in the Senior Seminar.	80% or more of students will show their ability to engage in Biblical Hermeneutics through the writing of an exegetical paper and project.	Evaluate Senior Seminar Project	Jul-21	Process is underway and looking positive
	Demonstrate the importance of the Biblical worldview in Biblical Studies (I.G. 4, 6)	The class in Christian Ethics ties the various areas of Biblical Studies to real world situations in the area of decision-making.	80% or more of students will present Biblically based position papers on key areas of Contemporary Christian Ethical Issues.	Evaluate student ethical position papers	Oct-21	Have not yet begun this process

**STRENGTHS:**

Some classes are seeing good interaction on discussion boards and in Zoom classes.

Several of the smaller classes will be returning to a face-to-face approach.

**WEAKNESSES:**

Some classes do not have a Zoom component.

Online students can feel cut off from the school and student body.

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212 B.A. Ministry & Leadership	Goal 1: Understand and articulate the biblical theology of ministry.  IG: 1, 3, 4, 5	The Ministry Students in (Pastoral Leadership Online MIN 2203) will be evaluated based on their performance on the Pastoral Leadership Report, Portfolio Assignment (Pastoral Interview), and course evaluations. Fall 2020	Eighty percent (80%) or more of the students can articulate, summarize, and apply the practicality of biblical theology of ministry as a conceptual framework.	Direct Measure Portfolio assignment (Pastoral Interview). Eighty percent of the Ministry students will score 80% or better.  Indirect Measure Course evaluations (4 and higher)	Ongoing	Quantitative Measures: Seven out of eight students scored eight -one point five percent (81.5%) on the Portfolio assignment. Qualitative Measures: Students' course evaluations yield 4.7 and higher.	The goal was successfully achieved



	<p>Goal 2: Develop and mature in their spiritual formation and Christian character.</p> <p>IG:1, 5, 6</p>	<p>The Ministry Students in (Spiritual Formation Courses On-campus &amp; Online / MIN 1110) will be evaluated based on their performance on the Article Review, Midterm Exam, Final Exam, Spiritual Formation Journal, and Course Evaluations.</p> <p>Spring of 2019-20.</p>	<p>Eighty percent (80%) of the students can articulate spiritual formation from a biblical perspective.</p>	<p>Direct Measure: Eighty percent of the Ministry Students will score 80% on their Final Exam or better.</p> <p>Indirect Measure: Ministry Students' response to the Focus Group question "How has the Spiritual Formation Course helped in their maturity and development?"</p>	<p>Ongoing</p>	<p>Quantitative Measures: Seven out of eight Ministry Students scored an average of eighty-three (83%) percent on the Final Exam.</p> <p>Qualitative Measures: Students gave positive feedback about the course and being able to articulate in an academic context, first to themselves and others. What do they believe? Why do they believe?</p>	<p>The goal was successfully achieved.</p>
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	<p>Goal 3: Develop and practice a biblical leadership style and expand skills and knowledge coursework.</p> <p>IG:1, 5</p>	<p>The Ministry and Leadership Students in (Pastoral Leadership Online/ MIN 2203) will be evaluated based on their performance on the Final Exam &amp; Students' Focus Group. Fall 2020-21.</p>	<p>Eighty percent (80%) of the students understand the role of health in the life of the pastor, church, and the competence needed for providing pastoral leadership.</p>	<p>Direct Measure: Eighty percent of the Students will score 80% on their Final Exam or better.</p> <p>Indirect Measure: Students' response to the Focus Group question "Which classes have students gleaned from at SFBC &amp; TS that helped develop them in their practice of a biblical leadership style?"</p>	Ongoing	<p>Quantitative Measures: Six out of eight students scored 80% or higher on the Final Exam. Two of the students failed to take the exam.</p> <p>Qualitative Measures: Students indicated how the Pastoral Leadership Course was not only foundational for leading the church, but the practicality of the course was beneficial for ministry to pastors who were educated in Bible and Theology only.</p>	The goal was successfully achieved.
	<p>Goal 4: Prepare and present a theologically informed effective contextual preaching, teaching, and small group discussion.</p> <p>IG:3, 4, 5</p>	<p>The Ministry Students in (Homiletics Course MIN 3302) will be evaluated based on their performance on the Midterm Examination, Midterm Project, Final Project, and course evaluations. Fall 2020-21</p>	<p>Seventy-five percent (75%) of the students demonstrate practical skills and competence in developing sermons and Preaching Expository Sermons</p>	<p>Direct Measure: The Final Project performance. Ministry students will score (75%) or better on this exam.</p> <p>Indirect Measure: Course evaluations (4 and higher)</p>	Ongoing	<p>Quantitative Measures: 9 out of 12 students scored 90% on the Final Project or higher.</p> <p>Qualitative Measures: Students' course evaluations yield 4.8.</p>	The goal was successfully achieved.

	<p>Goal 5. Identify and promote culturally relevant evangelism and discipleship models.</p> <p>IG: 1, 3, 5</p>	<p>The Ministry Students in (Evangelism MIN 1101 &amp; Discipleship MIN 2214) will be evaluated based on their performance on the Discussions, Multicultural Evangelism, Practice, and Final Paper and course evaluations. Fall of 2020-21.</p>	<p>Eighty percent (80%) of the students demonstrated proficiency in different methods of Evangelism and Biblical Discipleship making in a variety of contexts</p>	<p>Direct Measure: The Final Paper performance. Ministry students will score (80%) or better on this exam.</p> <p>Indirect Measure: Course evaluations are (4 and higher)</p>	Ongoing	<p>Quantitative Measures: 50 out of 59 students scored an average of seventy-nine-point six percent (79.6%) or higher on the Final Paper</p> <p>Qualitative Measures: Student's course evaluations yielded 4.7 on average and higher.</p>	The goal was successfully achieved.
	<p>Goal 6: Execute and manage ministries to carry out the Great Commission.</p> <p>IG: 1, 3, 5</p>	<p>The Ministry Students in (History of Missions Seminar MIN 1105) will be evaluated based on their performance on the Final Essay, Focus Group, and Course Evaluations. 2019-20 Fall</p>	<p>Eighty percent (80%) of the students understand the calling, preparation, and sending of missionaries to fulfill the Great Commission in different cultural contexts.</p>	<p>Direct Measure: History of Missions Seminar. Ministry students will score (80%) or better on these tests. Final Paper &amp; Final Exam.</p> <p>Indirect Measure: Course evaluations (4 and higher)</p>	Ongoing	<p>Quantitative Measures: 12 out of 15 students scored seven-eight-point three percent (78.3%) on average on the Final Paper.</p> <p>Qualitative Measures: Students' course evaluations yield 4.2 and higher.</p>	The goal wasn't achieved.

	<p>Goal 7: Understand the challenges, objections, and alternatives to the Christian faith and have winsomely effective answers to the questions posed by an unbelieving society. IG: 1, 3, 4, 5</p>	<p>Ministry Students in (Christian Apologetics Online THE 4401 course) will be evaluated based on their performance on the Quizzes, Paper 2, and Focus Groups. Fall 2020-21.</p>	<p>Seventy-five percent (75%) of Ministry Students can present a rational defense of the Christian Faith to an unbelieving world in the contexts of ministry.</p>	<p>Direct Measure: Ministry students will score (75%) or better on Paper 2.</p> <p>Indirect Measure: Focus Group interviews with students. (Students feel confident in presenting a rational defense of Christianity).</p>	Ongoing	<p>Quantitative Measures: 7 out of 8 Ministry Students scored (100 %) on the Final Paper.</p> <p>Qualitative Measures: Ministry Student' course evaluations yielded on average 3.7 and higher.</p>	The goal wasn't achieved.
	<p>Goal 8: Demonstrate an understanding of the Biblical worldview as it relates to Ministry and Missions. IG: 1, 3, 4, 5</p>	<p>Ministry Students in (Senior Seminar Capstone Course MIN 4460) will be evaluated based on their performance on the Philosophy of Ministry assignment, Senior Seminar Project &amp; course evaluations. 2019-20 Spring</p>	<p>Eighty percent (80%) of students will be able to formulate a ministerial philosophy with a biblical worldview</p>	<p>Direct Measure: Philosophy of Ministry Assignment. Ministry students will score (80%) or better.</p> <p>Indirect Measure: Course evaluations (4 and higher)</p>	Ongoing	<p>Quantitative Measures: 3 out of 3 students scored one hundred percent (100%) on the Philosophy of Ministry Assignment.</p> <p>Qualitative Measures: Student's course evaluations were 5.</p>	The goal was achieved

	Goal 9. Apply the Bible using sound exegetical, and hermeneutical methods. IG: 1, 3, 5	Ministry Students in (Hermeneutics BBL 3370 course) will be evaluated based on their performance on the Final Exegetical Paper, Focus Groups & Course evaluations. Spring of 2019-20.	Seventy-five percent (75%) of the students demonstrate the ability to apply Biblical Hermeneutics to interpreting the Bible in a ministry context.	Direct Measure: Exegetical Paper. Ministry students will score (75%) or better on the Final Exegetical Paper.  Indirect Measure: Course evaluations. (4 and higher)	Ongoing	Quantitative Measures: 5 out of 5 students scored (95%) on the Final Exegetical Paper.  Qualitative Measures: Student's course evaluations were 4.2 on average.	The goal was successfully achieved.
<b>Strengths:</b>							
Adding one more specialty (Missions, Family Ministries, Pastoral Ministry, Worship Arts), and the Ministry Division increased to 82 students in the program including (PM/M							
<b>Weaknesses:</b>							
Ministry students don't register for Core Curriculum courses when offered, and this interferes with students graduating on time (monitor course rotation).							
Need a Part-Time Ministry and Leadership Administrative Assistant apart from the Office of the Registrar.							
<b>Opportunities:</b>							
New Program Goals allow for an opportunity to measure ministry students' growth and challenges annually across a broad spectrum of disciplines.							
<b>Threats:</b>							
Unfortunately, "many of our students entering ministry are aware of the need to preach to a congregation, however, unaware of the need to lead and relate well to that congregation." Changing this trend is a work in progress because many of our students entered SFBC with this entrenched mindset taught by their local churches.							

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General Education and General Studies	1. Demonstrate effective oral and written communication skills [I.G. 1, 3, 4, 5, 7]	Evaluate appropriate coursework for REA007, ENC0010, ENC1101, ENC1102 and SPC1024	80% or more of students will be able to achieve competencies	<b>Direct/Quantitative</b> 1. Class activities/ Discussions (Formative data) 2. Graded student assignments/ papers (Summative data) 3. Course Evaluations <b>Indirect/Qualitative</b> 1. Focus groups 2. Course Evaluations	Spring 2021	<b>Quantitative</b> 1. Based on a sampling, students were able to achieve the desired competencies.  <b>Qualitative</b> 1. Based on Focus Group, students indicated that they were able to achieve the oral and written competencies.	Ongoing
		Use writing rubrics to measure: 1. Mechanics 2. Clarity 3. Organization					
		Use rubric to measure speech					
		Ensure students complete remedial courses within their first year depending on their PERT result	Ensure the appropriate English courses are available for students to enroll in	<b>Direct/Quantitative</b> Look at registration data for percentage of students enrolled in the appropriate courses in their first year.	Spring 2021	1. The appropriate remedial English courses are available to students 2. 62% of students took remedial math (MAT1033) in their 1st year 3. 81% of students took remedial writing (ENC0010) in their 1st year 4. 74% of students took remedial reading (REA0007) in their 1st year	Ongoing
		Lock incoming student registration for the 1st year.	100% of students will take remedial classes in their 1st year				
Have enough qualified professors for English courses	100% of English courses taught will have enough qualified professors	Check to see if there are enough qualified English professors	Spring 2021	There are not enough qualified English professors	Hire more qualified English professors by Fall 2021.		

		Have qualified professors for the Speech course	The Speech course will have enough qualified professors	Check to see if there are enough qualified Speech professors	Spring 2021	There are not enough qualified Speech professors	Hire at least one qualified Speech professor by Fall 2021.
		Change the course name of REA0007 Reading & Writing Essentials to Reading Essentials to emphasize reading comprehension	The name of the course will become REA0007 Reading Essentials	The catalog will reflect the new course name	Fall 2021	The new catalog is not yet available	Ongoing
	2. Exhibit proficiency in quantitative and qualitative reasoning [I.G. 1, 3, 4, 5, 7]	Administer Logic Pre- and Post- Diagnostic Test only on campus	100% of undergrad students will take the Logic Pre- and Post-Diagnostic Test.	<b>Direct/Quantitative</b> Look at percentage of students who took the Logic Pre- and Post-Diagnostic Test.	Fall 2020	84% of undergrad students took the Pre-Diagnostic Test, while 72% took the Post-Diagnostic Test.	The strategy failed
		Evaluate appropriate coursework for MAT1033, MAC1105, STA2023 and PHI2100	80% or more of students will get an overall grade of at least 80%.	<b>Direct/Quantitative</b> <ul style="list-style-type: none"> <li>● Graded student assignments/ (Summative data)</li> <li>● Exams</li> <li>● Course Evaluations</li> </ul> <b>Indirect/Qualitative</b> <ul style="list-style-type: none"> <li>● Focus Groups</li> <li>● Course Evaluations</li> </ul>	Spring 2021	<b>Quantitative</b> 1. 83% of students got at least 80% in MAT1033 2. 85% of students got at least 80% in MAC1105 3. 100% of students got at least 80% in STA2023 4. 51% of students got at least 80% in PHI2100 5. Of the students who got at least 80% in MAT1033 and went on to take MAC1105, 100% were able to get at least 80% in MAC1105	The strategy was partially successful
			100% of students who are able to get 80% or more in MAT1033 will get at least 80% in MAC1105				

			<p>In PHI2100 80% or more will get at least 80% on the following competencies:</p> <ol style="list-style-type: none"> <li>1. Identifying informal fallacies</li> <li>2. Identifying formal fallacies</li> </ol>			<p>6. PHI2100 - 88% of the students got at least 80% on the competency: Identifying informal fallacies</p> <p>7. PHI2100 - 72% of the students got at least 80% on the competency: Identifying informal fallacies</p> <p><b>Qualitative</b></p> <ol style="list-style-type: none"> <li>1. MAT1033, MAC1105 &amp; STA2023 -Based on course evaluations, students were satisfied with course and instruction</li> <li>2. PHI2100 - Based on course evaluation, students were not satisfied with course the online delivery of the course. They stated that the course was difficult and the large class size made professor-student interaction challenging.</li> </ol>	
		Offer the Critical Thinking Test at the undergrad level	The Critical Thinking Test is implemented	100% of undergrad students take the Critical Thinking Test	Spring 2021	The Critical Thinking test was implemented and 100% of undergrad students are taking the test.	The strategy was successful
		Check to see if we have sufficiently qualified professors (master's degree or graduate certificate/credits in mathematics) to teach algebra and	100% of math courses will be taught by sufficiently qualified professors	<b>Direct/ Quantitative</b> 100% of math courses will be taught by sufficiently qualified professors	Spring 2021	There is 1 qualified online math professor in the department.	Hire at least one more qualified math/statistics professor by Fall 2021.



	3. Research and critically analyze information, ideas and arguments [I.G. 1, 3, 4, 5,7]	Evaluate appropriate coursework for PHI2100, ENC1102	80% or more of students will understand premise in arguments and analyze arguments by achieving at least 80% in the course.	<b>Direct/Quantitative</b> <ul style="list-style-type: none"> <li>● Use rubrics to measure graded student assignments/ papers (Summative data)</li> <li>● Exams</li> <li>● Course Evaluations</li> </ul> <b>Indirect/Qualitative</b> <ul style="list-style-type: none"> <li>● Focus Groups</li> <li>● Course Evaluations</li> </ul>	Spring 2021	<b>Quantitative</b> <ol style="list-style-type: none"> <li>1. There is no specific rubric measuring argument analysis.</li> <li>2. PHI2100 - 51% of the students got at least 80% on the competency: analyze information, ideas and arguments.</li> <li>3. ENC1102 - 48% of the students got at least 80% in the course.</li> </ol> <b>Qualitative</b> <p>Based on Focus Group, students said that they were better able to critically analyze arguments.</p>	Implement appropriate rubric that measures argument analysis
	4. Comprehend basic psychological theories and principles [I.G. 1, 3, 4, 5, 7]	Evaluate appropriate coursework for PSY2012	<ol style="list-style-type: none"> <li>1. The course will have a course objective about psychological theories and principles</li> <li>2. 80% or more of students will demonstrate a basic understanding of comprehend basic psychological theories and principles by achieving at least at 80% in the class.</li> </ol>	<b>Direct/Quantitative</b> <ul style="list-style-type: none"> <li>● Class activities/ Discussions (Formative data)</li> <li>● Use rubrics to measure graded student assignments/ papers (Summative data)</li> <li>● Exams</li> <li>● Course Evaluations</li> </ul> <b>Indirect/Qualitative</b> <ul style="list-style-type: none"> <li>● Focus Groups</li> <li>● Course Evaluations</li> </ul>	Spring 2021	<b>Quantitative</b> <ol style="list-style-type: none"> <li>1. PSY2012 has an objective about examining major world religions from a Christian context.</li> <li>2. 90% of students achieved at least 80% in the class.</li> </ol> <b>Qualitative</b> <p>Based on Focus Group and course evaluation, students indicated that course helped them to better understand the goal.</p>	The strategy was successful

	5. Examine major world religions from a Christian context [I.G. 1, 3, 4, 5, 7]	Evaluate appropriate coursework for REL2300	1. The course will have a course objective examining major world religions from a Christian context 2. 80% or more of students will demonstrate a basic understanding of the major world religion by achieving at least 80% in the class.	<b>Direct/Quantitative</b> <ul style="list-style-type: none"> <li>● Class activities/ Discussions (Formative data)</li> <li>● Use rubrics to measure graded student assignments/ papers (Summative data)</li> <li>● Exams</li> <li>● Course Evaluations</li> </ul> <b>Indirect/Qualitative</b> <ul style="list-style-type: none"> <li>● Focus Groups</li> <li>● Course Evaluations</li> </ul>	Spring 2021	<b>Quantitative</b> 1. REL2300 has an objective about examining major world religions from a Christian context. 2. 58% of students achieved at least 80% in the class.  <b>Qualitative</b> Based on Focus Group and course evaluation, students indicated that course helped them to better understand the goal.	The strategy was partially successful
	6. Understand and explain how history influences the religious, political, social, and cultural components of society [I.G. 1, 3, 4, 5, 7]	Evaluate appropriate coursework for WOHI012, WOHI022	1. The courses will each have a course objective about history influences on religious, political, social, and cultural components of society. 2. 80% or more of students will be able to understand and explain how history influences the religious, political, social, and cultural components of society by achieving at least 80% in the classes.	<b>Direct/Quantitative</b> <ul style="list-style-type: none"> <li>● Class activities/ Discussions (Formative data)</li> <li>● Use rubrics to measure graded student assignments/ papers (Summative data)</li> <li>● Exams</li> <li>● Course Evaluations</li> </ul> <b>Indirect/Qualitative</b> <ul style="list-style-type: none"> <li>● Focus Groups</li> <li>● Course Evaluations</li> </ul>	Spring 2021	<b>Quantitative</b> 1. There is a course objective about introductory business principles and practices for both WOHI012 and WOHI022. 2. 83% of students achieved at least 80% in WOHI012. 3. 88% of students achieved at least 80% in WOHI022.  <b>Qualitative</b> Based on course evaluation, students indicated that course helped them to better understand the goal.	The strategy was successful

	<p>7. Grasp the fundamental concepts of philosophy and explain how various theistic and non-theistic ideologies affect the Christian perspective [I.G. 1, 3, 4, 5, 7]</p>	<p>Evaluate appropriate coursework for PHI2010</p>	<p>1. The course will have a course objective about the fundamental concepts of philosophy and how various theistic and non-theistic ideologies affect the Christian perspective  2. 80% or more of students will grasp fundamental concepts of philosophy and be able to explain how various theistic and non-theistic ideologies affect the Christian perspective by achieving at least 80% in the class.</p>	<p><b>Direct/Quantitative</b></p> <ul style="list-style-type: none"> <li>● Class activities/ Discussions (Formative data)</li> <li>● Use rubrics to measure graded student assignments/ papers (Summative data)</li> <li>● Exams</li> <li>● Course Evaluations</li> </ul> <p><b>Indirect/Qualitative</b></p> <ul style="list-style-type: none"> <li>● Focus Groups</li> <li>● Course Evaluations</li> </ul>	<p>Spring 2021</p>	<p>1. PHI2010 has course objectives that cover the fundamental concepts of philosophy and how various theistic and non-theistic ideologies affect the Christian perspective.  2. 67% of students achieved at least 80% in the course.</p> <p><b>Qualitative</b>  Based on course evaluation, some students are not satisfied with course and instruction. They stated that the subject was difficult and wanted the professor to do more to clarify concepts and</p>	<p>The strategy was partially successful</p>
	<p>8. Analyze the influence of societies and cultures on the humanities [I.G. 1, 3, 4, 5, 7]</p>	<p>Evaluate appropriate coursework for ENL2012</p>	<p>1. The course will have a course objective about the influence of societies and cultures on the humanities.  2. 80% or more of students will be able to analyze the influence of societies and cultures on the humanities by achieving at least 80% in the class.</p>	<p><b>Direct/Quantitative</b></p> <ul style="list-style-type: none"> <li>● Class activities/ Discussions (Formative data)</li> <li>● Use rubrics to measure graded student assignments/ papers (Summative data)</li> <li>● Exams</li> <li>● Course Evaluations</li> </ul> <p><b>Indirect/Qualitative</b></p> <ul style="list-style-type: none"> <li>● Focus Groups</li> <li>● Course Evaluations</li> </ul>		<p><b>Quantitative</b>  1. ENL2012 has a course objective about the influence of societies and cultures on the humanities.  2. 59% of students were able to achieve at least at 80% in the course.</p> <p><b>Qualitative</b>  Based on course evaluation, online students were not satisfied with the course instruction. Only 50% of the online students indicated that the curriculum achieved its course objectives.</p>	<p>The strategy was partially successful</p>

	9. Develop knowledge of the physical universe and understand how human actions affect the environment [I.G. 1, 3, 4, 5, 7]	Evaluate appropriate coursework for ESC1000	1. The course will have a course objective about the physical universe and how human actions affect the environment. 2. 80% or more of students will develop knowledge of the physical universe and understand how human actions affect the environment by achieving at least 80% in the class.	<b>Direct/Quantitative</b> ● Class activities/ Discussions (Formative data) ● Use rubrics to measure graded student assignments/ papers (Summative data) ● Exams ● Course Evaluations <b>Indirect/Qualitative</b> ● Focus Groups ● Course Evaluations	Spring 2021	<b>Quantitative</b> 1. ESC1000 has a course objective about the physical universe and how human actions affect the environment. 2. 69% of students achieved at least 80% in the class.  <b>Qualitative</b> Based on course evaluation, students indicated that course helped them to better understand the goal.	The strategy was partially successful
	10. Demonstrate an understanding of the Biblical Worldview in general education courses [I.G. 1, 3, 4, 5, 7]	Evaluate results of the Worldview (post) test from incoming Fall 2018 students	Check to see if the students had a 20% increase	Direct/ Quantitative Assess the Worldview Test	Graduation date for first batch of students who took revised Worldview Test	<b>Qualitative</b> Based on Focus Group, students indicated that they are getting Biblical worldview in general education courses	Ongoing
	11. Comprehend introductory business principles and practices [I.G. 1, 3, 4, 5, 7]	Evaluate appropriate coursework for GEB1011 or MAN2021	1. The course will have a course objective about introductory business principles and practices 2. 80% or more of students will comprehend introductory business principles and practices by achieving at least 80% in the class.	<b>Direct/Quantitative</b> ● Class activities/ Discussions (Formative data) ● Use rubrics to measure graded student assignments/ papers (Summative data) ● Exams ● Course Evaluations <b>Indirect/Qualitative</b> ● Focus Groups ● Course Evaluations	Spring 2021	1. There is a course objective about introductory business principles and practices for both GEB1011 and MAN2021. 2. 83% of students achieved at least 80% in MAN2021 3. 89% of students achieved at least 80% in GEB1011	The strategy was successful

**STRENGTHS:**

1. The General Education curriculum is commensurate with that of other colleges.			
2. WebAssign, a digital platform from Cengage, is now being used for Intermediate Algebra, College Algebra, and Statistics.			
3. Students are being placed into English and Algebra courses based on scores obtained in reading, writing and mathematics on the Postsecondary Education Readiness Test (PERT).			
4. A new developmental course, Reading and Writing Essentials, has been introduced to help students with deficiencies in reading comprehension.			

5. Homeschool Dual Enrollment students taking courses from a Biblical worldview help to promote the General Education program and SFBC.						
6. Some qualified English and mathematics professors have been added to the adjunct pool.						
<b>WEAKNESSES:</b>						
1. More qualified professors for English, Algebra, and Statistics, Philosophy, and Speech are needed.						
2. Poor teacher to student ratio in some classes.						
<b>OPPORTUNITIES:</b>						
1. Have more courses that use books published by Cengage. This will allow students to access all Cengage courses for one price/subscription through Cengage Unlimited.						
2. Compile a list of tutors for Algebra, Statistics, Logic, and Philosophy.						
3. Change the name of REA0007 Reading and Writing Essentials to Reading Essentials to focus more on critical reading comprehension.						
<b>THREATS:</b>						
1. Other colleges are offering professors competitive wages.						

# South Florida Bible College & Theological Seminary

## Academic Assessment Template for Student Learning Outcomes

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B.A. Christian Counseling	IG. 4, 5, 6 Synthesize biblical knowledge and the Biblical Worldview with psychological methodology.	Goal to be achieved through written assignments such as research papers, discussion board posts, reflection papers and personal journals to assess student's ability to synthesize biblical knowledge and Biblical World view with psychological methodology. As evident in either/or all of in following courses: SOP445I: Psychology & Spirituality PSY3620 Counseling Ethics.	Students will demonstrate an understanding of the psychological methodology and Biblical worldview that support or oppose certain psychological methodology.	Evaluations through incorporated measures such as performance on research papers, discussion posts and/or examinations.	Circular	<b>PSY3620 Counseling Ethics</b> -88% of students scored a 96 or higher on their research paper : Christian counselor with an ethical dilemma/critical decision based on psychological methodology with a Biblical worldview. 86% of students scored an 85 or above proficiency in Case Conceptualization with an emphases of Christian Counseling and Spiritual formation.	PASSED- Students in the either Christian Counseling or Psychology track were able to demonstrate 85% of a Chrisitan worldview with an ethical dilemma.

	IG. 5, 6 Identify psychological approaches, both Christian and secular, including theoretical and applied principles of counseling	Goal to be achieved through assignments that specifically requires students to assess their understanding and abilities to identify both Christian and secular theoretical approaches to counseling. As evident in following course: PCO3005: Counseling Skills & Techniques. PPE3003: Personality Theories	Students will demonstrate an understanding of Christian and secular psychological and counseling skills/approaches and how to apply theories to different counseling scenarios.	Portfolio core class assignment: Personal Integrative Theories Paper to Identify psychological approaches, both Christian and secular, including theoretical and applied principles of counseling.-	Cyclical	<b>PPE3003: Personality Theories-</b> 86%of students completed the project with a average score of 71%. The course included quizzes and discussion post:86% of students scored 90% or higher on all assignments combined.	Passed with judgment- This considered a portfolio project in which 86% completed but the average score was 71%.Indicating that only 58 % of students scored an 80% or higher. Feedback from the professor indicates that students had opportunity to submit a rough draft for peer review in week 13.
	IG. 4, 5 Employ interviewing skills and psychological techniques with counseling methods	Goal to be achieved through mock counseling sessions that assess' student's ability to demonstrate intentional counseling skills and techniques with secular and Christian methods. As evident in at least one of these courses: PCO3005: Counseling Skills & Techniques. CLP3005: Marriage and Family.	Students will demonstrate proficiency in interviewing Micro skills and Christian counseling and psychological techniques.	Mock interviews completed in Counseling Lab, online students do video sessions	Cyclical	<b>CLP3005: Marriage and Family-</b> 75% of students had a score of 90% or higher for their interview and assessment assignment . 90% of students reported on the course evaluation a 90%acore for assignments appropriate for the course objectives.	

	IG. 5 Formulate counseling strategies and apply them to a practical project	Goal to be achieved through assessing student's ability to formulate intentional counseling skills and techniques with secular and Christian methods. course: As evident in courses such as: PCO3005 Counseling Skills & Techniques; PCO494 Behavioral Science Practicum.	Students will demonstrate proficiency in case con-capitalization, interviewing Micro skills and Christian counseling and psychological techniques.	Mid term and final assignmentsw- 2 taped Counseling Interviews; Quizzes and discussion posts.	Cyclical	<b>PCO3005: Counseling Skills &amp; Techniques.</b> The course included either a final exam or video of mock interview using Micro skills: 41% of students scored 91% or above. 60% of students were excused from the project. Students exceed from 2nd interview assignment could take the final exam: 60% of students scored 83% -	PASSED with judgment- This considered a portfolio project in which 86% completed but the average score was 71%. Indicating that only 58 % of students scored an 80% or higher. Feedback from the professor indicates that students were granted extra time yet this assingment over all score is 71%. This assignment was completed due to the COVID19 social distance restrictions and illness.
	IG. 4 Demonstrate familiarity with psychological research and field methods.	Goal to be achieved by a curriculum includes papers, projects and exams based on empirical research in the field of psychology as evident in courses such as: EXP3680: Cognitive Psychology. PCO494 Behavioral Science Practicum	Students will demonstrate understanding and basic knowledge of key psychological research and field methods.	-Standard measures such as performance on papers, and examinations - Course evaluation of assignmets and textbooks that are scholarly and practical for the subject course.	Cyclical	<b>EXP3680: Cognitive Psychology.</b> <b>PCO494 Behavioral Science Practicum:</b> 100% of students scored 90% or higher in course work both in the However this was a total of 2 student respectfully. Survey/Course Eval: 100% of the students strongly agreed that the assignments were appropriate, and the curricula achieve its advertised objectives.100% agreed The textbooks were appropriate and applicable to the course.	PASSED- as both students a 90%. The department chair approved a restructure of this course requirement as due to COVID19 neither of students were able to secure placements in an outside agency. The professor conducted the 1.5 hour Zoom class as a trauma support group. Giving the students opportunity to be part of a group and glean counseling skills, complete case conceptualization. Note the course was extended by 3 months so students could meet 100 hours
<b>STRENGTHS:</b>							
1 - Counseling department Faculty demonstrate a strong knowledge of Christian Worldview and secular worldview.							



2 - Faculty have real life experience in the field of counseling						
3 - SFBC counseling dept course curriculum competitive with like programs is surrounding colleges						
4 - Diverse student body and faculty						
5 - The Christian World view for the counseling profession.						
<b>WEAKNESS:</b>						
1-Students demonstrate lack of knowledge of APA requirements for written work.						
2-Students had no "lab" counseling opportunity due to COVID19 restrictions						
3-Senior Students had were not able to complete internship 100 hours within semester due to COVID19 restrictions						
4-Students request for state accreditation for counseling dept. Esp for masters program and for transfers.						
5--Students request course/class rotation be more frequent not to hinder from finishing "on-time".						
<b>OPPORTUNITIES:</b>						
1-Marketing Counseling/ Psychology programs to EAP 4th or higher level students.						
2-Participate in regional/national AACC conferences and other professional organizations						
3-The "SF Counseling lab" for internship opportunities and for mock counseling sessions.						
4- Provide scheduled "in-services" as part of orientation of the Counseling/Psychology program.						
5-Outreach to home schools groups and Christian high schools about the Counseling/Psychology program						
<b>THREATS:</b>						
1- ABHE is not recognized as a regional accreditation. Therefore, other programs with SACS or CACREP accreditation may be more appealing to counseling students who hope for to pursue a masters in Christian counselling program that facilitates licensure.						
2- Programs that offer biblical counseling certification to work in church/faith based counseling centers.						
3- On campus adjunct faculty retention- due to low pay and not being able to teach same class consecutively						
4- Fallout of COVID19 stress on student body.						

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215 B.A. Business Administration & Management	Understand and apply general business theories, principles, and practices, including proper ethical values	Several courses will be offered that lay foundational principles for business including the following: ●GEB 1011 ●GEB 3431 ●BUS 2261 ●MAN 2021 ●ECO 2013 ●ECO 2023 Several benchmark assessments are designed in these courses to gauge student learning.	Portfolio assignments will be developed which display competency in these areas. Students will be expected to score an 80% or higher on these assignments.	Percentage of students who score a B or higher on Portfolio assignments	Spring 2021	77.17% of students in all subjects passed the subject areas with an A or A-. Across all subject areas the course curricula was achieved at 89.32%. Assignments appropriate to course objective is 92%. Tests related to lectures and course materials are at 92.34% and 93.84 % respectively.	The results indicate that the application of general business theories, principles and practices to include ethical values, have been achieved. Students are able to identify management theories and philosophies and their relevant application, as a result of lectures and tests that are appropriate to the subject area. Overall, there are some goals that need to be more specific and less vague.

	Recognize and demonstrate organizational leadership in local and global business contexts, while emphasizing biblical leadership practices	Several courses will be offered that lay foundational principles for organizational leadership including the following: <ul style="list-style-type: none"> <li>●GEB 1011</li> <li>●BUS 2261</li> <li>●MAN 2021</li> <li>●ENT 3003</li> <li>●GEB 3213</li> </ul> Several benchmark assessments are designed in these courses to gauge student learning.	Portfolio assignments will be developed which display competency in these areas. Students will be expected to score an 80% or higher on these assignments.	Percentage of students who score a B or higher on Portfolio assignments	Spring 2022	80.84% of students passed this class with an A and A-. The Course Curricula objective, Assignments appropriate to the course objective was achieved 100%. Tests related to the lectures and course material was achieved 100%	The results indicate that students had a high level of recognition of organizational leadership capabilities within local and global leadership contexts. There is enough emphasis of biblical leadership concepts
	Comprehend and demonstrate effective managerial principles for business development	Several courses will be offered that lay foundational managerial principles for business including the following: <ul style="list-style-type: none"> <li>●GEB 1011</li> <li>●BUS 2261</li> <li>●MAN 2021</li> <li>●MAN 3240</li> <li>●MAN 3310</li> <li>●MAR 3023</li> </ul> Several benchmark assessments are designed in these courses to gauge student learning.	Portfolio assignments will be developed which display competency in these areas. Students will be expected to score an 80% or higher on these assignments.	Percentage of students who score a B or higher on Portfolio assignments	Spring 2022	77.78% of students passed this class with an A or A-, The Course Curricula objective, Assignments appropriate to the course objective was achieved 100%. Tests related to the lectures and course material was achieved 100%	The results revealed that students had a reasonable level of comprehension regarding management principles and would be able to effectively use those principles for business development.

	Understand the dynamics of organizational diversity and effective communication within multi-cultural environments	Several courses will be offered that lay foundational principles for organizational diversity and communication including the following: ●GEB 3213 ●BUS 2261 ●MAN 3240 ●MAR 3023 Several benchmark assessments are designed in these courses to gauge student learning.	Portfolio assignments will be developed which display competency in these areas. Students will be expected to score an 80% or higher on these assignments.	Percentage of students who score a B or higher on Portfolio assignments	Spring 2022	80.84% of students passed this class with an A and A-. The Course Curricula objective was achieved at 100%. Assignments appropriate to the course objective was achieved at 100%. Tests related to the course material and lectures were achieved at 100%	The results indicate that students had a high level of understanding of the dynamics of effective communication essentials, with specific relations to diversity in multicultural environments
	Understand effective business development strategies and apply them to a practical project	Capstone courses (BUS4450 and BUS4460) have been designed in order to allow students to have a practical project, in which they demonstrate business strategies.	90% of students will score a B or higher on the courses (BUS4450 and BUS4460), since they are capstone courses.	Percentage of students who score a B or higher in the mentioned courses.	Spring 2021	100% of students achieved the Curricula objective in this class. Students applied business development modules to a practical environment of which they are a part, and provide weekly summaries and evaluations via a third party.	The results indicate that the application of what is learnt in the business program is achieved via a real world environment. However the goal needs revision.

	Demonstrate the importance of the Biblical worldview in Business Administration & Management.	Biblical principles are embedded into every business course. Assignments and lectures are given from a biblical worldview.	Students will display achievement of this goal through a portfolio assignment that gauges their integration of biblical principles with a biblical worldview. Students are expected to receive a B or higher on this assignment.	Percentage of students who score a B or higher on this portfolio assignment.	Spring 2021	The biblical worldview is embedded in all business courses. This is demonstrated by the number of students receiving grades of A and A- in all business classes.	The results indicate that the application of what is learnt in the business program is achieved via a real world environment. However the goal needs to be revised for more clarity.

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251 M.A. Biblical Studies	Institution Goal 1 Interpret and analyze the history, content, and background of the Bible	Portfolio assignments in NTS 5501; OTS 5501; THE 5511; THE 6651 MA Seminar paper	90% pass grade OTS 5501 portfolio assignment Grading rubric & analytical report on NTS 5501, THE 5511, 6651 & MA Seminar (based on min. 4-5 sample papers from various levels)	Portfolio assignments & focus group interviews	Cyclical - Previous year's data will be analyzed every Spring	95% pass rate for OTS. 90% of students obtained at least 50% improvement on post Bible knowledge exam FG data: Students exposed to various perspectives and acquired new knowledge and interpretative skills (historical context, deeper analysis etc.) TA/GA offered tutoring in Greek and Hb. classes 1-2x a week based on need. 80% pass rate for the NTS classes. App. 80% pass rate for portfolio assignments for THE 5511 & 6651 Analysis and interpretation skills satisfactory but some students lacked analytical ability and basic knowledge	Pass Pass Ongoing practice on analytical skills; enforce evaluation of student motivation & skill level at admissions level. Pass Success Pass

	<p>I.G. 4 Evaluate Christian doctrine and theology and articulate their ethical and theological positions in light of local and global contexts;</p>	<p>Portfolio assignments in THE 5561, 5562; THE 5511; NTS 5507</p>	<p>Grading rubric &amp; analytical reports (based on min. 4-5 sample papers from various levels)</p>	<p>Portfolio assignments &amp; focus group interviews</p>	<p>Cyclical - Previous year's data will be analyzed every Spring</p>	<p>App. 85% pass rate on portfolio assignments (THE 5561; 5562; 5511; 5507)</p> <p>Sufficient ability to interpret doctrine but need to develop analytical skills and theologizing; at times connection b/w doctrines and systematic teaching of the whole Bible lacking.</p> <p>Assignment on personal doctrinal statement incomplete (THE 5562) though a similar assignment was given.</p> <p>FG: Students exposed to various theological perspectives; growth in spiritual development.</p>	<p>Practice analytical and theologizing skills; logical connections b/w doctrines</p> <p>Need to communicate with the faculty</p> <p>Success</p>
	<p>Design and defend scholarly research papers.</p>	<p>CED 5612 course completion and MA seminar paper</p>	<p>CED 5612 satisfactory course completion with at least B on the Final Research paper; Student publications (e.g. SFBC Journal); Grading rubric &amp; analytical report on MA Seminar paper (see above)</p>	<p>Portfolio assignments &amp; focus group interviews</p>	<p>Cyclical - Previous year's data will be analyzed every Spring</p>	<p>80% passed Final Paper in writing class.</p> <p>87% success rate in MA thesis.</p> <p>Some students struggle w/ academic writing style and format.</p>	<p>Pass</p> <p>Prioritize a consistent professor for CED 5612 course; students required to take CED 5612 in the 1st yr.</p>

	Apply Biblical hermeneutics to advanced exegetical research project	Portfolio assignments and MA seminar paper	Grading rubric & analytical report on THE 6561; MA seminar paper w/ grading rubric (based on min. 4-5 sample papers from various levels)	Portfolio assignments & focus group interviews	Cyclical - Previous year's data will be analyzed every Spring	Hermeneutics portfolio assignment indicated 80% portfolio pass rate; THE 5511 & 6651 indicate minimally sufficient knowledge and skills.  87% success rate in MA thesis.  Some students struggled with exegetical analysis, format, and grammar in MA paper.  FG: Students have become more aware of their interpretative practices.	Satisfactory results  Enforce academic rigor throughout the program; see also CED 5612 above  Pass
<b>Strengths:</b>							
→ Academically rigorous program – commensurate with other seminaries							
→ Curriculum, including biblical fidelity and incorporation spirituality							
→ Motivated students							
→ Diverse programs (for the size of the graduate programs) – revised MDiv curriculum							
→ Interdenominational approach and multicultural setting (domination of Brazilian students decreased)							
→ Global and missional mindset							
<b>Weakness</b>							
→ Cultural challenges (due to diversity) and need for adaptation							
→ Analytical skills and academic skills of many incoming students							
→ More depth into theological curriculum							
→ Students attending other colleges/seminaries due to lack of “celebrity” professors							
→ Lack of library resources (journal data base), especially for ThM program							
→ Lack of writing skills – writing class is not offered every semester							
→ Some MA students lack motivation (less than previous years)							
→ MDiv students need a more practical approach – new program should ensure the practical component is in place							
<b>Opportunity</b>							
→ Train diverse body of students (culturally and denominationally)							
→ Equip pastors and leaders – Connect with them and their sphere of influence							



→ Small number of students enables personalized attention				
→ Expand program offerings				
→ Need to recruit for more domestic students				
<b><u>Threats</u></b>				
→ Continuing effects of the pandemic to reduce the number of new students (domestic and international)				
→ Other programs and colleges with Masters in specialty areas or other things. Cheaper programs; more qualified professors and better library and research opportunities in other				
→ Personalized agendas (Denominational, ethnic, nationalistic etc.)				
→ Some international students leave SFBC when Green card or work visa is issued				

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252 Theology Masters	IG. 4 Demonstrate advanced theological and hermeneutical competence as it relates to theological thinking and biblical studies	Portfolio assignments (GRE 5220/1; NTS 5560; 5565; 5566); Thesis (THE 6690)	Grading rubric & analytical report (based on min. 4-5 sample papers from various levels)	Portfolio assignments & focus group interviews	Cyclical - Previous year's data will be analyzed every Spring	Sufficient level of competency based on a limited amount of classes and students (THE 5566; GRE 5220)	Satisfactory
	IG. 3 Exhibit an awareness how socio-cultural contexts shape interpretations of tradition, thought, and practice	Portfolio assignments in GRE 5220/1; THE 6300	Grading rubric & analytical report (based on min. 4-5 sample papers from various levels)	Portfolio assignments & focus group interviews	Cyclical - Previous year's data will be analyzed every Spring	No data	
	IG. 4 Demonstrate an in-depth knowledge of the field New Testament studies, including exegetical methods, and apply them to Th.M research project	ThM thesis (THE 6690)	Rubric on ThM thesis; publications in SFBC Journal and other publications	Portfolio assignments & focus group interviews	Cyclical - Previous year's data will be analyzed every Spring	No data	

	IG. 7 Demonstrate academic rigor and competence to pursue post-graduate studies at DMin and PhD level.	ThM thesis (THE 6690) ThM thesis (THE 6690)	Grading rubric & analytical report (based on min. 4-5 sample papers from various levels)	Portfolio assignments & focus group interviews; number of students pursuing DMin, PhD or related studies in recognized Universities	Cyclical - Previous year's data will be analyzed every Spring	No data	
	IG. 1, 2, 3 Demonstrate growth in Christian maturity as it relates to one's call in teaching or other ministerial pursuits	ThM Thesis (THE 6690)	Grading rubric & analytical report (based on min. 4-5 sample papers from various levels)	Portfolio assignments; Focus group interviews; wholistic reports from professors; students serving in SFBC&TS as TAs/GAs and/or teaching as Adjunct faculty	Cyclical - Previous year's data will be analyzed every Spring	No data	
<b>Strengths:</b>							
→ Academically rigorous program – commensurate with other seminaries							
→ Curriculum, including biblical fidelity and incorporation spirituality							
→ Motivated students							
→ Diverse programs (for the size of the graduate programs) – revised MDiv curriculum							
→ Interdenominational approach and multicultural setting (domination of Brazilian students decreased)							
→ Global and missional mindset							
<b>Weakness</b>							
→ Cultural challenges (due to diversity) and need for adaptation							
→ Analytical skills and academic skills of many incoming students							
→ More depth into theological curriculum							
→ Students attending other colleges/seminaries due to lack of “celebrity” professors							
→ Lack of library resources (journal data base), especially for ThM program							
→ Lack of writing skills – writing class is not offered every semester							
→ Some MA students lack motivation (less than previous years)							
→ MDiv students need a more practical approach – new program should ensure the practical component is in p							
<b>Opportunity</b>							
→ Train diverse body of students (culturally and denominationally)							
→ Equip pastors and leaders – Connect with them and their sphere of influence							
→ Small number of students enables personalized attention							

→ Expand program offerings								
→ Need to recruit for more domestic students								
<b><u>Threats</u></b>								
→ Continuing effects of the pandemic to reduce the number of new students (domestic and international)								
→ Other programs and colleges with Masters in specialty areas or other things. Cheaper programs; more qualified professors and better library and research opportunities in								
→ Personalized agendas (Denominational, ethnic, nationalistic etc.)								
→ Some international students leave SFBC when Green card or work visa is issued								

# South Florida Bible College & Theological Seminary

## Academic Assessment Template for Student Learning Outcomes

<b>Component</b>	<b>Goals/Objectives:</b> Unit goals are consistent with the College and Seminary's mission, institutional goals and core values. What initiatives will be taken to accomplish this goal?	<b>Strategy/Approach:</b> What specific steps will be taken by individuals within the unit to achieve this goal?	<b>Intended Outcomes:</b> What results will demonstrate successful completion of the goal?	<b>Direct and/or Indirect Measures:</b> What data will show that the unit is achieving the goal?	<b>Timeline:</b> When will the unit assess achievement of the goal?	<b>Results:</b> What results have been achieved (thus far)?	<b>Judgments:</b> What do the results indicate?
253 M. Divinity	IG. 4 Develop a mastery of the Scriptures & Christian doctrine and apply this knowledge to ministries in the U.S. and global context;	Portfolio assignments in NTS 5523; MIN 6520 (and above MA courses as applicable)	Grading rubric & analytical report on NTS 5523; MIN 6520 (and above MA courses as applicable) (based on min. 3-5 sample papers from various levels)	Portfolio assignments & focus group interviews	Cyclical - Previous year's data will be analyzed every Spring	Sufficient ability to interpret doctrine but need to further develop analytical skills and theologizing; Students able to connect Bible and ministry with sufficient skills (NTS 5523); need to develop thinking regarding connections b/w doctrines and systematic teaching of the whole Bible; OT knowledge and interpretation more challenging due to unfamiliarity (OTS 5511).  FG: Missions trip offered but cancelled due to COVID; some students inspired to go due to SFBC encouragement; students grew in understanding of doctrine, hermeneutics, and become more open to various theological perspectives	Satisfactory – practice analytical and theologizing skills based on available data; but see sections above about analytical skills.  Focus on spelling out the logical connection b/w doctrines & biblical theology storyline.

	<p>IG. 3 Apply professional ministry skills, counseling techniques, and effective leadership in their concentration of study;</p>	<p>Portfolio assignments in MIN 5501; 6604;5220; THE 5406; MIN 6602; 6680/5 (and above MA courses as applicable)</p>	<p>Grading rubric &amp; analytical report on MIN 5501; 6604;5220; 5406; 6602; 6680/5 (and above MA courses as applicable) (based on min. 4-5 sample papers from various levels)</p>	<p>Portfolio assignments, GA/TA evaluations &amp; focus group interviews</p>	<p>Cyclical - Previous year's data will be analyzed every Spring</p>	<p>MIN 5511: Student homiletical performance excellent. THE 5406: Sufficient ability to think critically and analyze and apply pastoral counselling theories &amp; techniques  Practicum – 1 student  FG: SFBC multicultural setting enable dialogue and interaction across denominations and cultures</p>	<p>Pass  Satisfactory based on available data  MDiv practicum developed – implementation at initial stage. Need more assessment data. Administrative help needed.</p>
	<p>IG. 3 Defend the church's worldwide mission of gospel proclamation, discipleship, and social change;</p>	<p>Portfolio assignments in MIN 5501; 6604; 5220; 5406; 6520; 6602 (and above MA courses as applicable)</p>	<p>Grading rubric &amp; analytical report on MIN 5501; 6604; 5220; THE 5406; NTS 5523; 5507; 6520; 6602 (and above MA courses as applicable) (based on min. 4-5 sample papers from various levels)</p>	<p>Portfolio assignments &amp; focus group interviews</p>	<p>Cyclical - Previous year's data will be analyzed every Spring</p>	<p>MIN 5501: 100% of class accomplished portfolio pass rate and completed exegetical and homiletical tasks well; Leadership and discipleship (NTS 5523) and biblical social responsibility satisfactory (NTS 5507) FG: Students gained enhanced ability to think deeply and apply skills in proclamation; resolve to proclaim the gospel.</p>	<p>Satisfactory based on available data  Good</p>

	IG. 3 Formulate ministerial strategies and apply them to a practical research project/thesis.	Student publications and thesis (MIN 6690)	Grading rubric & analytical report on MIN 5501; 6604; 5220; THE 5406; NTS 5523; 5507; 6520; 6602 (and above MA courses as applicable) (based on min. 4-5 sample papers from various levels)	Portfolio assignments & focus group interviews; student publications in SFBC and other journals	Cyclical - Previous year's data will be analyzed every Spring	MDiv thesis: 5 students – one top performance and others minimally sufficient.  FG: Students have become more aware of their interpretative practices and techniques; able to apply analysis to research papers and projects	Sufficient procedures and instructions for thesis; Need earlier academic intervention for weaker students; consistent monitoring and implementation of academic standards.  Good
<b>Strengths:</b>							
→ Academically rigorous program – commensurate with other seminaries							
→ Curriculum, including biblical fidelity and incorporation spirituality							
→ Motivated students							
→ Diverse programs (for the size of the graduate programs) – revised MDiv curriculum							
→ Interdenominational approach and multicultural setting (domination of Brazilian students decreased)							
→ Global and missional mindset							
<b>Weakness</b>							
→ Cultural challenges (due to diversity) and need for adaptation							
→ Analytical skills and academic skills of many incoming students							
→ More depth into theological curriculum							
→ Students attending other colleges/seminaries due to lack of “celebrity” professors							
→ Lack of library resources (journal data base), especially for ThM program							
→ Lack of writing skills – writing class is not offered every semester							
→ Some MA students lack motivation (less than previous years)							
→ MDiv students need a more practical approach – new program should ensure the practical component is in place							
<b>Opportunity</b>							
→ Train diverse body of students (culturally and denominationally)							
→ Equip pastors and leaders – Connect with them and their sphere of influence							
→ Small number of students enables personalized attention							
→ Expand program offerings							

→ Need to recruit for more domestic students				
<b><u>Threats</u></b>				
→ Continuing effects of the pandemic to reduce the number of new students (domestic and international)				
→ Other programs and colleges with Masters in specialty areas or other things. Cheaper programs; more qualified professors and better library and research opportunities in other				
→ Personalized agendas (Denominational, ethnic, nationalistic etc.)				
→ Some international students leave SFBC when Green card or work visa is issued				



# South Florida Bible College & Theological Seminary

## Academic Assessment Template for Student Learning Outcomes

Component	Goals/Objectives: Unit goals are consistent with the College and Seminary's mission, institutional goals and core values. What initiatives will be taken to accomplish this goal?	Strategy/Approach: What specific steps will be taken by individuals within the unit to achieve this goal?	Intended Outcomes: What results will demonstrate successful completion of the goal?	Direct and/or Indirect Measures: What data will show that the unit is achieving the goal?	Timeline: When will the unit assess achievement of the goal?	Results: What results have been achieved (thus far)?	Judgments: What do the results indicate?
254 M.A. Christian Counseling	Evaluate and implement Christian counseling theories and practices.	The following courses will assign papers, role plays, discussions and/or other activities that assess students' ability to evaluate and implement Christian counseling theories and practices: MHS 5441 Marriage and Family Counseling Theories MHS 6800 Practicum MHS 6802 Christian Counseling Theories MHS 6881 Internship I MHS 6882 Internship II	80% or more of students will be able to evaluate and implement Christian counseling theories and practices based on papers, role plays, discussions and/or other activities assigned in the following courses: MHS 5441 Marriage and Family Counseling Theories MHS 6800 Practicum MHS 6802 Christian Counseling Theories MHS 6881 Internship I MHS 6882 Internship II	<ul style="list-style-type: none"> <li>● Exams</li> <li>● Student papers – graded (Direct/Summative data)</li> <li>● Class Activities/Discussions (Formative data)</li> <li>● Focus groups</li> <li>● Surveys</li> <li>● Course Evaluations (Indirect/Qualitative data)</li> <li>● Comprehensive Exam (Direct/Summative data)</li> </ul>	Cyclical	<ul style="list-style-type: none"> <li>● Summative data: 100% of students scored 80% or higher In their midterm and final evaluation of their performance during their internship. Students implemented Christian counseling theories during their internship. MHS6881: Internship I – MACC students have not taken The Christian Counseling Theories course yet.</li> <li>● Formative data: Survey/Course Eval: 100% of the students strongly agreed that the assignments were appropriate, and the curricula achieve its advertised objectives.</li> </ul>	PASSED Although MACC students have not taken the Christian Counseling Theories course yet, more than 80% were able to evaluate and implement Christian counseling theories and practices during their internship.

	Produce scholarly research papers pertaining to theological and theoretical basis for counseling.	The following courses will assign scholarly research papers that require the analysis of the theoretical and theological basis for counseling: MHS 5404 Theoretical Underpinnings of Mental Health Counseling MHS 6442 Couples Counseling SDS 6411 Psychotherapy with Children and Adolescents	80% or more of students will be able to produce scholarly research papers that analyze the theoretical and theological basis for counseling based on research papers assigned in the following courses: MHS 5404 Theoretical Underpinnings of Mental Health Counseling MHS 6442 Couples Counseling SDS 6411 Psychotherapy with Children and Adolescents	<ul style="list-style-type: none"> <li>● Student papers – graded (Direct/Summative data)</li> <li>● Focus groups</li> <li>● Surveys</li> <li>● Course Evaluations (indirect/Qualitative data)</li> <li>● Comprehensive Exam (Direct/Summative data)</li> </ul>	Cyclical	<ul style="list-style-type: none"> <li>● Summative data: 75% of students scored 80% or higher on their final research paper for the SDS 6411 Psychotherapy with Children and Adolescents course.</li> <li>● Survey/Course Eval: 100% of the students strongly agreed that the assignments were appropriate, and the curricula achieve its advertised objectives.</li> </ul>	PASSED Although only 75% of the students achieved 80% or higher on producing a scholarly research paper, there were only 4 students total in the class
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	<p>Critique and apply human growth and development theories in context of Christian counseling.</p>	<p>The MHS 5482 Human Growth and Development course will assign papers, role plays, discussions and/or other activities that asks students to critique and apply learned human growth and development theories in the context of Christian counseling.</p>	<p>80% or more of students will be able to critique and apply learned human growth and development theories in the context of Christian counseling based on papers, role plays, discussions and/or other activities assigned in the MHS 5482 Human Growth and Development.</p>	<ul style="list-style-type: none"> <li>● Student papers – graded (Direct/Summative data)</li> <li>● Class Activities/Discussions (Formative data)</li> <li>● Focus groups</li> <li>● Surveys</li> <li>● Course Evaluations (Indirect/Qualitative data)</li> <li>● Comprehensive Exam (Direct/Summative data)</li> </ul>	<p>Cyclical</p>	<ul style="list-style-type: none"> <li>● Summative data: 100% of students scored 94% or higher in a final project and paper based on MHS 5482 Human Growth and Development course. -It is not clear that the context of Christian counseling was a criterion.</li> <li>● Formative data: Survey/Course Eval: 100% of the students strongly agreed that the assignments were appropriate, and the curricula achieve its advertised objectives.</li> </ul>	<p>PASSED</p> <p>80% or more of students were able to critique and apply learned human growth and development theories in the context of pastoral counseling, although it was not clear that the context of pastoral counseling, although it was not clear that the context of Christian counseling was a criterion. The formative data indicates that students deemed the objectives were met.</p>
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	<p>Critique and apply the principles of diagnosing in the treatment of psychopathology considering Biblical worldview on mental illness.</p>	<p>The MHS 6427 Diagnosis and Treatment of Psychopathology course will assign papers, role plays, discussions and/or other activities that evaluate students' ability to critique and apply the principles of diagnosing in the treatment of psychopathology from a Biblical worldview.</p>	<p>80% or more of students will be able to critique and apply the principles of diagnosing in the treatment of psychopathology considering Biblical worldview on mental illness based on assigned papers, role plays, discussions and/or other activities in the MHS 6427 Diagnosis and Treatment of Psychopathology.</p>	<ul style="list-style-type: none"> <li>•Student papers – graded (Direct/Summative data)</li> <li>•Class Activities/Discussions (Formative data)</li> <li>•Focus groups</li> <li>•Surveys</li> <li>•Course Evaluations (Indirect/Qualitative data)</li> <li>•Comprehensive Exam (Direct/Summative data)</li> </ul>	<p>Cyclical</p>	<ul style="list-style-type: none"> <li>•Summative data: 85% of students scored 75% or higher on a final exam in the Diagnosis and Treatment of Psychopathology course. 100% of the students scored 92% or higher in a research paper that applied the principles of diagnosing in the treatment of psychopathology considering the Biblical worldview on mental illness in the Diagnosis and Treatment of Psychopathology course.</li> <li>•Formative data: Survey/Course Eval: -85% of the students strongly agreed that the assignments were appropriate to the course objectives.</li> </ul>	<p>PASSED More than 80% of the students were able to critique and apply the principles of diagnosing in the treatment of psychopathology considering Biblical worldview on mental illness.</p>
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	<p>Conduct comparative analysis of Biblical worldview and the secular as it pertains to issues of human sexuality, diversity, legal and ethical considerations, and professional standards through scholarly papers and/or projects.</p>	<p>The following courses will assign papers, role plays, discussions and/or other activities that assesses students' ability to perform a comparative analysis of Biblical worldview and the secular as it pertains to human sexuality, diversity, legal, ethical consideration and professional standards:  MHS 6470 Human Sexuality  MHS 6700 Legal, Ethical, and Professional Issues  MHS 5426 Social and Cultural Diversity</p>	<p>80% or more of students will be able to perform a comparative analysis of Biblical worldview and the secular as it pertains to human sexuality, diversity, legal, ethical consideration and professional standards based on assigned papers, role plays, discussions and/or other activities in the following courses:  MHS 6470 Human Sexuality  MHS 6700 Legal, Ethical, and Professional Issues  MHS 5426 Social and Cultural Diversity</p>	<ul style="list-style-type: none"> <li>● Student papers – graded (Direct/Summative data)</li> <li>● Class Activities/Discussions (Formative data)</li> <li>● Focus groups</li> <li>● Surveys</li> <li>● Course Evaluations (Indirect/Qualitative data)</li> <li>● Comprehensive Exam (Direct/Summative data)</li> </ul>	<p>Cyclical</p>	<ul style="list-style-type: none"> <li>● Summative data: 100% of students scored 90% or higher on a Schnarch final exam in the MHS 6470 Human Sexuality course. The exam reflects weekly topics that addressed the Biblical worldview and the secular as it pertains to human sexuality and diversity.  -It is not apparent that a comparative analysis was done or that the legal, ethical and professional standards are addressed.  -However, students completed weekly reflection papers.</li> <li>● Formative data: Survey/Course Eval: 100% of the students strongly agreed that the assignments were appropriate, and the curricula achieve its advertised objectives.</li> </ul>	<p>PASSED  80% or more of students were able to perform a comparative analysis of Biblical worldview and the secular as it pertains to human sexuality, diversity. It was not clear that the context of Christian counseling was a criterion. The formative data indicates that students deemed the objectives were met.</p>
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	<p>Critique and apply group theories and practice in the context of Christian counseling.</p>	<p>The MHS 6511 Group Theories and Practices course will assign papers, role plays, discussions and/or other activities that assesses students' ability to apply group theories and practices in the context of Christian counseling.</p>	<p>80% or more of students will be able to apply group theories and practices in the context of Christian counseling based on assigned papers, role plays, discussions and/or other activities in The MHS 6511 Group Theories and Practices course.</p>	<ul style="list-style-type: none"> <li>● Student papers – graded (Direct/Summative data)</li> <li>● Class Activities/Discussions (Formative data)</li> <li>● Focus groups</li> <li>● Surveys</li> <li>● Course Evaluations (Indirect/Qualitative data)</li> <li>● Comprehensive Exam (Direct/Summative data)</li> </ul>	<p>Cyclical</p>	<p>N/A – Students are currently taking MHS 6511 Group Theories and Practices course.</p>	<p>N/A – Students are currently taking MHS 6511 Group Theories and Practices course.</p>
	<p>Demonstrate proficiency in the analysis and application of different modes of counseling assessments.</p>	<p>The MHS 6222 Individual Evaluation and Assessment course will assign case scenarios, role plays, discussions and/or other activities that assesses students' ability to analyze and implement different modes of counseling assessments.</p>	<p>80% or more of students will be able to successfully apply different modes of counseling assessment tools to case scenarios, role plays, and/or other activities in the MHS 6222 Individual Evaluation and Assessment course.</p>	<ul style="list-style-type: none"> <li>● Student papers – graded (Direct/Summative data)</li> <li>● Class Activities/Discussions (Formative data)</li> <li>● Focus groups</li> <li>● Surveys</li> <li>● Course Evaluations (Indirect/Qualitative data)</li> <li>● Comprehensive Exam (Direct/Summative data)</li> </ul>	<p>Cyclical</p>	<ul style="list-style-type: none"> <li>● Summative data: 87% of students scored 80% or higher in the couples assessment assignment for the MHS 6222 Individual Evaluation and Assessment course.</li> <li>● Formative data: Survey/Course Eval: 75% of the students felt that the course was either very good or excellent in achieving its advertised objectives.</li> </ul>	<p>PASSED</p> <p>80% or more of students were able to successfully apply different modes of counseling assessment tools to meet the goal of Demonstrating proficiency in the analysis and application of different modes of counseling assessments.</p>

	Develop mock programs and methods of evaluations for common social issues.	The MHS 5350 Research and Program Evaluation course will assign a project in which students develop a mock counseling program with methods of evaluating the program for common social issues affecting society.	80% or more of students will be able to successfully develop and evaluate a mock program addressing a common social issue through an assigned project in the MHS 5350 Research and Program Evaluation course.	<ul style="list-style-type: none"> <li>● Student papers – graded (Direct/Summative data)</li> <li>● Class Activities/Discussions (Formative data)</li> <li>● Focus groups</li> <li>● Surveys</li> <li>● Course Evaluations (Indirect/Qualitative data)</li> <li>● Comprehensive Exam (Direct/Summative data)</li> </ul>	Cyclical	N/A – Students are currently taking the MHS 5350 Research and Program Evaluation course.	N/A – Students are currently taking the MHS 5350 Research and Program Evaluation course.
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	<p>Goal 9: Demonstrate the ability to assess cases and provide appropriate modes of counseling in community settings.</p>	<p>The following courses will evaluate students' ability to assess cases and implement Christian counseling theories in community through hands-on practice, role plays, papers, discussions and/or other activities:  MHS 6020 Counseling in Community Settings  MHS 6800 Practicum  MHS 6881 Internship I  MHS 6882 Internship II</p>	<p>80% or more of students will be able to assess cases, implement Christian counseling theories in community settings through hands-on practice, role plays, papers, discussions and/or other activities in the following courses:  MHS 6020 Counseling in Community Settings  MHS 6800 Practicum  MHS 6881 Internship I  MHS 6882 Internship II</p>	<ul style="list-style-type: none"> <li>● Student papers – graded (Direct/Summative data)</li> <li>● Class Activities/Discussions (Formative data)</li> <li>● Focus groups</li> <li>● Surveys</li> <li>● Course Evaluations (Indirect/Qualitative data)</li> <li>● Comprehensive Exam (Direct/Summative data)</li> </ul>	<p>Cyclical</p>	<ul style="list-style-type: none"> <li>● Summative data: 100% of students scored 80% or higher  In their midterm and final evaluation of their performance during their internship. Students implemented Christian counseling theories during their internship.  MHS6881: Internship I  MACC students have not taken MHS 6020 Counseling in Community Yet.</li> <li>● Formative data: Survey/Course Eval:  -85% of the students strongly agreed that the assignments were appropriate to the course objectives.</li> </ul>	<p>PASSED  Although MACC students have not taken the MHS 6020 Counseling in Community yet, they have demonstrated the ability to assess cases and provide appropriate modes of counseling in community settings through their internships.</p>
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	Demonstrate the ability to assess for substance abuse and implement appropriate counseling practices.	The following courses will assign papers, role plays, discussions and/or other activities that evaluate students' ability to assess for substance abuse and apply appropriate counseling practices: MHS 6450 Psychotherapy and Substance Abuse MHS 6427 Diagnosis and Treatment of Psychopathology	80% or more of students will be able to assess for substance abuse and apply appropriate counseling practices through assign papers, role plays, discussions and/or other activities in the following courses: MHS 6450 Psychotherapy and Substance Abuse MHS 6427 Diagnosis and Treatment of Psychopathology	<ul style="list-style-type: none"> <li>● Student papers – graded (Direct/Summative data)</li> <li>● Class Activities/Discussions (Formative data)</li> <li>● Focus groups</li> <li>● Surveys</li> <li>● Course Evaluations (Indirect/Qualitative data)</li> <li>● Comprehensive Exam (Direct/Summative data)</li> </ul>	Cyclical	<ul style="list-style-type: none"> <li>● Summative data: 100% of students scored 80% or higher in the final examination in the MHS 6450 Psychotherapy and Substance Abuse 50% of the students score 80% or higher in the final exam for the MHS 6427 Diagnosis and Treatment of Psychopathology course. However, 100% scored 80% or higher in their overall grade.</li> <li>● Formative data: Survey/Course Eval: ~85% or higher of the students agreed that the assignments were appropriate to the course objectives.</li> </ul>	PASSED 80% or more of students were able to demonstrate the ability to assess for substance abuse and implement appropriate counseling practices.
<b>STRENGTHS:</b>							
MACC has completed 2 years of courses. Based the 2020 focus group and past feedback, MACC strengths are:							
1. Access to hands-on practice of counseling theories learned – Students expressed their contentment with having access to the counseling lab.							
2. The clinical plus Christian base aspect of the program							
3. Courses that connect with one another (congruency)							
4. Most of the students are happy with the program; one student expressed that the program was not just a degree but a “personal upgrade”							
5. Having highly qualified professors							
6. Supportive professors							
<b>WEAKNESS:</b>							
Based on students’ feedback from the 2020 focus group and prospect inquiries, MACC’s areas of weakness are:							
1. Need for the full implementation of the counseling lab. Students continue to express this is important to them.							
2. Per admissions, we have had a few prospects inquire about the counseling program’s path to licensure. One inquiry, in particular, was a student from Liberty who wanted to transfer to SFBC; however, they decided not to because we cannot guarantee MACC has a path to							
3. It was suggested that student advisors should be from the same department.							
4. Trouble retaining qualified professors							

5. Student writing mechanics							
<b>OPPORTUNITIES:</b>							
<p>1. Although MACC has completed 2 years of courses, it is still a new degree program; therefore, more advertising is needed. <b>A townhall was held on January 24<sup>th</sup>, 2020 to help market the program and draw prospective students from the BA program and outside community. However, due to the pandemic, the effect of the townhall on enrollment is inconclusive.</b></p>							
<p>2. Onsite – counseling lab, offering an on-campus training facility for counseling members of the community. We are currently working on this.</p>							
<p>3. We are ABHE accredited which prepares us to tackle regional accreditation. <b>New governmental policy on accreditation set to begin on July 1<sup>st</sup>, 2020 may influence our current accreditation status contingent upon actions of the upcoming new administration. Additionally, based on a response from officials from the Florida Department of Health (FDOH)/Board Clinical Social Work, Marriage &amp; Family Therapy, and Mental Health Counseling, students graduating from MACC will have to submit an application to the examination board for approval to take the mental health licensing exam. Furthermore, all counseling programs must be CACREP Accredited by 2025. Thus, regional accreditation will be needed.</b></p>							
<b>THREATS:</b>							
Our competitors – Regionally and CACREP accredited Christian schools with a master’s level counseling program.							

# South Florida Bible College & Theological Seminary

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M.A. Pastoral Counseling	Evaluate and implement pastoral counseling theories and practices.	The following courses will assign papers, role plays, discussions and/or other activities that assess students' ability to evaluate and implement pastoral counseling theories and practices. THE 5406 Pastoral Counseling Theories MHS 6800 Practicum	80% or more of students will be able to evaluate and implement pastoral counseling theories and practices based on assigned papers, role plays, discussions and/or other activities in the following courses: THE 5406 Pastoral Counseling Theories MHS 6800 Practicum	<ul style="list-style-type: none"> <li>● Exams</li> <li>● Student papers – graded (Direct/Summative data)</li> <li>● Class Activities/Discussions (Formative data)</li> <li>● Focus groups</li> <li>● Surveys</li> <li>● Course Evaluations (Indirect/Qualitative data)</li> <li>● Thesis</li> </ul>	Cyclical	<ul style="list-style-type: none"> <li>● Summative data: Based on the outcome of the THE 5406 Pastoral Counseling Theories 100% of students scored 80% or higher in the Personal Theological Essay 80% students scored 80% or higher in a final term paper that implemented a chosen pastoral counseling theory and practice to a counseling topic.</li> <li>● Formative data: Survey/Course Eval: 100% of the students agreed that the assignments were appropriate to the objectives.</li> </ul>	PASSED Students were able to demonstrate an ability to evaluate and implement pastoral counseling theories and practices.

	Produce scholarly research papers pertaining to theological and theoretical basis for counseling.	The following courses will assign scholarly research papers that require the analysis of the theoretical and theological basis for counseling: SDS 6411 Psychotherapy with Children and Adolescents MHS 6850 MAPC Capstone Seminar	80% or more of students will be able to produce scholarly research papers that analyze the theoretical and theological basis for counseling based on research papers assigned in the following courses: SDS 6411 Psychotherapy with Children and Adolescents MHS 6850 MAPC Capstone Seminar	<ul style="list-style-type: none"> <li>●Student papers – graded (Direct/Summative data)</li> <li>●Focus groups</li> <li>●Surveys</li> <li>●Thesis</li> <li>●Course Evaluations (indirect/Qualitative data)</li> </ul>	Cyclical	<ul style="list-style-type: none"> <li>●Summative data: 75% of students scored 80% or higher on their final research paper for the SDS 6411 Psychotherapy with Children and Adolescents course.</li> <li>●Survey/Course Eval: 100% of the students strongly agreed that the assignments were appropriate, and the curricula achieve its advertised objectives.</li> </ul>	PASSED Although only 75% of the students achieved 80% or higher on producing a scholarly research paper, there were only 4 students total in the class.
	Critique and apply human growth and development theories in context of pastoral counseling.	The MHS 5482 Human Growth and Development course will assign papers, role plays, discussions and/or other activities that asks students to critique and apply learned human growth and development theories in the context of pastoral counseling.	80% or more of students will be able to critique and apply learned human growth and development theories in the context of pastoral counseling based on papers, role plays, discussions and/or other activities assigned in the MHS 5482 Human Growth and Development.	<ul style="list-style-type: none"> <li>●Student papers – graded (Direct/Summative data)</li> <li>●Class Activities/Discussions (Formative data)</li> <li>●Focus groups</li> <li>●Surveys</li> <li>●Thesis</li> <li>●Course Evaluations (Indirect/Qualitative data)</li> </ul>	Cyclical	<ul style="list-style-type: none"> <li>●Summative data: 100% of students scored 94% or higher in a final project and paper based on MHS 5482 Human Growth and Development course.</li> <li>-It is not clear that the context of Christian counseling was a criterion.</li> <li>●Formative data: Survey/Course Eval: 100% of the students strongly agreed that the assignments were appropriate, and the curricula achieve its advertised objectives.</li> </ul>	PASSED 80% or more of students were able to critique and apply learned human growth and development theories in the context of pastoral counseling, although it was not clear that the context of pastoral counseling, although it was not clear that the context of Christian counseling was a criterion. The formative data indicates that students deemed the objectives were met.

	<p>Goal 4: Conduct comparative analysis of Biblical worldview and the secular as it pertains to issues of human sexuality, diversity, legal and ethical considerations, and professional standards through scholarly papers and/or projects.</p>	<p>The MHS 6470 Human Sexuality courses will assign papers, role plays, discussions and/or other activities that assesses students' ability to perform a comparative analysis of Biblical worldview and the secular as it pertains to human sexuality, diversity, legal, ethical consideration and professional standards.</p>	<p>80% or more of students will be able to perform a comparative analysis of Biblical worldview and the secular as it pertains to human sexuality, diversity, legal, ethical consideration and professional standards based on assigned papers, role plays, discussions and/or other activities in the MHS 6470 Human Sexuality course.</p>	<ul style="list-style-type: none"> <li>•Student papers – graded (Direct/Summative data)</li> <li>•Class Activities/Discussions (Formative data)</li> <li>•Focus groups</li> <li>•Surveys</li> <li>•Thesis</li> <li>•Course Evaluations (Indirect/Qualitative data)</li> </ul>	<p>Cyclical</p>	<ul style="list-style-type: none"> <li>•Summative data: 100% of students scored 90% or higher on a Schnarch final exam in the MHS 6470 Human Sexuality course. The exam reflects weekly topics that addressed the Biblical worldview and the secular as it pertains to human sexuality and diversity. -It is not apparent that a comparative analysis was done or that the legal, ethical and professional standards are addressed. -However, students completed weekly reflection papers.</li> <li>•Formative data: Survey/Course Eval: -100% of the students strongly agreed that the assignments were appropriate, and the curricula achieve its advertised objectives.</li> </ul>	<p>PASSED</p> <p>80% or more of students were able to perform a comparative analysis of Biblical worldview and the secular as it pertains to human sexuality, diversity. It was not clear that the context of Christian counseling was a criterion. The formative data indicates that students deemed the objectives were met.</p>
	<p>Critique and apply group theories and practice in the context of pastoral counseling.</p>	<p>The MHS 6511 Group Theories and Practices course will assign papers, role plays, discussions and/or other activities that assesses students' ability to apply group theories and practices in the context of pastoral counseling.</p>	<p>80% or more of students will be able to apply group theories and practices in the context of pastoral counseling based on assigned papers, role plays, discussions and/or other activities in The MHS 6511 Group Theories and Practices course.</p>	<ul style="list-style-type: none"> <li>•Student papers – graded (Direct/Summative data)</li> <li>•Class Activities/Discussions (Formative data)</li> <li>•Focus groups</li> <li>•Surveys</li> <li>•Thesis</li> <li>•Course Evaluations (Indirect/Qualitative data)</li> </ul>	<p>Cyclical</p>	<p>N/A – Students are currently taking MHS 6511 Group Theories and Practices course.</p>	<p>N/A – Students are currently taking MHS 6511 Group Theories and Practices course.</p>

	<p>Demonstrate the ability to assess cases and provide pastoral counseling in community settings.</p>	<p>The following courses will require students to assess cases, implement pastoral counseling theories in community settings through written work, roles plays, discussions and/or other activities: MHS 6020 Counseling in Community Settings MHS 6800 Practicum</p>	<p>80% or more of students will be able to assess cases, implement pastoral counseling theories in community settings through written work, roles plays, discussions and/or other activities in the following courses: MHS 6020 Counseling in Community Settings MHS 6800 Practicum</p>	<ul style="list-style-type: none"> <li>● Student papers – graded (Direct/Summative data)</li> <li>● Class Activities/Discussions (Formative data)</li> <li>● Focus groups</li> <li>● Surveys</li> <li>● Thesis</li> <li>● Course Evaluations (Indirect/Qualitative data)</li> </ul>	<p>Cyclical</p>	<ul style="list-style-type: none"> <li>● Summative data: 100% of students scored 80% or higher In their midterm and final evaluation of their performance during their internship. Students implemented Christian counseling theories during their internship. MHS6881: Internship I MACC students have not taken MHS 6020 Counseling in Community Yet.</li> <li>● Formative data: Survey/Course Eval: -85% of the students strongly agreed that the assignments were appropriate to the course objectives.</li> </ul>	<p>PASSED Although MACC students have not taken the MHS 6020 Counseling in Community yet, they have demonstrated the ability to assess cases and provide appropriate modes of counseling in community settings through their internships.</p>
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	Demonstrate the ability to assess for substance abuse and implement appropriate counseling practices.	The MHS 6450 Psychotherapy and Substance Abuse course will assign papers, role plays, discussions and/or other activities that evaluate students' ability to assess for substance abuse and apply appropriate counseling practices.	80% or more of students will be able to assess for substance abuse and apply appropriate counseling practices based on assigned papers, role plays, discussions and/or other activities in the MHS 6450 Psychotherapy and Substance Abuse course.	<ul style="list-style-type: none"> <li>● Student papers – graded (Direct/Summative data)</li> <li>● Class Activities/Discussions (Formative data)</li> <li>● Focus groups</li> <li>● Surveys</li> <li>● Thesis</li> <li>● Course Evaluations (Indirect/Qualitative data)</li> </ul>	Cyclical	<ul style="list-style-type: none"> <li>● Summative data: 100% of students scored 80% or higher in the final examination in the MHS 6450 Psychotherapy and Substance Abuse</li> <li>50% of the students score 80% or higher in the final exam for the MHS 6427 Diagnosis and Treatment of Psychopathology course. However, 100% scored 80% or higher in their overall grade.</li> <li>● Formative data: Survey/Course Eval: -85% or higher of the students agreed that the assignments were appropriate to the course objectives.</li> </ul>	PASSED 80% or more of students were able to demonstrate the ability to assess for substance abuse and implement appropriate counseling practices.
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**STRENGTHS:**

- Based on the 2020 focus group, areas of strength for the MAPC degree program include:
- Access to hands-on practice of counseling theories learned – Students expressed their contentment with having access to the counseling lab.
  - The clinical plus Christian base aspect of the program
  - Courses that connect with one another (congruency)
  - Most of the students are happy with the program; one student expressed that the program was not just a degree but a “personal upgrade”
  - Having highly qualified professors
  - Supportive professors

**WEAKNESSES:**

- Based on the 2020 focus group, areas of weakness for the MAPC degree program include:
1. Need for the full implementation of the counseling lab. Students continue to express this is important to them.
  2. It was suggested that student advisors should be from the same department.

**OPPORTUNITIES:**

1. MAPC has completed a full rotation of courses and has begun a new co-hort. However, more advertising is needed. **A townhall was held on January 24<sup>th</sup>, 2020 to help market the program and draw prospective students from the BA program and outside community. However, due to the pandemic, the effect of the townhall on enrollment is inconclusive.**

2. Onsite – counseling lab, offering an on-campus training facility for counseling members of the community. We are currently working on this.							
3. We are ABHE accredited which prepares us to tackle regional accreditation. <b>New governmental policy on accreditation set to begin on July 1<sup>st</sup>, 2020 may influence our current accreditation status contingent upon actions of the upcoming new administration.</b>							
<b>THREATS:</b>							
1. Our competitors – Regionally accredited Christian colleges							
2. Transferability of degree program credits							
3. The lack of regional accreditation may no longer be a threat but waiting for July 1st, 2020. However, new governmental policy on accreditation set to begin on July 1st, 2020 may influence our current accreditation status contingent upon actions of the upcoming new administration							



# South Florida Bible College & Theological Seminary

## Academic Assessment Template for Student Learning Outcomes

Component	Goals/Objectives:	Strategy/Approach:	Intended Outcomes:	Direct and/or Indirect Measures:	Timeline:	Results:	Judgments:
	<p>Unit goals are consistent with the College and Seminary's mission, institutional goals and core values.</p>	<p>What specific steps will be taken by individuals within the unit to achieve this goal?</p>	<p>What results will demonstrate successful completion of the goal?</p>	<p>What data will show that the unit is achieving the goal?</p>	<p>When will the unit assess achievement of the goal?</p>	<p>What results have been achieved (thus far)?</p>	<p>What do the results indicate?</p>
	<p>IG 1. Explore their walk with Christ and how it relates to character formation and servant leadership. <b>Unit Goal:</b> To recognize the need for self-care as ministers.</p>	<p>Engagement with the autobiography of Wayne Cordeiro: Leading on Empty in order to articulate understanding of tools for spiritual wellness which they can apply to their own lives. The student's ability to articulate understanding will be gauged according to the discussion rubric.</p>	<p>Successful completion of the goal will be reflected if 80% of students score at 80% or above according to the Discussion post rubric.</p>	<p>Data consists of 3 categories measuring recognition and application of a tool for spiritual wellness as posted to the Discussion post essay and interactions in Discussion #8 of the course MIN7400 Administration and Management.</p>	<p>In the Spring semester 2021.</p>	<p>7 out of 9 students were able to score at 100% in the category of 'high degree of competence' and another scored at 'sufficient degree of competence' (88%), but one student scored 'inadequate response' (38/100 pts.) Therefore, 88% of students scored at 88% or higher and the goal was reached.</p>	<p>The results indicate that the majority of students achieved the goal. The student who achieved at the 'sufficiency level' lacked the ability to use the discussion post question as his starting point. Rather, the student used himself as the starting point and not the material. The feminist reader (I do not use the word pejoratively) was distracted by the author's assumptions which overlooked female realities, and did not address the question straightforwardly. Therefore, it is evident that I need to help students to focus on the assigned question and the material being examined for the express purpose at hand. It will also be helpful to reword the DMin program objective #1 to read "Critically assess their walk with Christ in light of the requirements of character formation and servant leadership."</p>

	<p>IG 3. Evaluate theories of race, class, and gender from a Biblical perspective to create incarnational ministry models. <b>Unit Goal</b> To theologically address organizational systems that marginalize.</p>	<p>Writing of the Research Paper for MIN7400 Administration and Management</p>	<p>Successful completion of the goal will be reflected if 80% of students score at 80% or above according to the Final Paper rubric.</p>	<p>The data consists of 3 categories of a rubric which measures the presentation of a deficiency in Christian administration, the scholarly conversation surrounding the issue, and a theological response</p>	<p>In the Spring semester 2021</p>	<p>Of the 9 doctoral students, 3 addressed an administrative deficiency adequately in regard to 1)racism, 2)an outdated traditional approach to church leadership, and 3)discrimination in regard to females and ordination. Three other students wrote exceptionally ('thicker': nuanced analysis, more substantial data) in regard to 1)discrimination of females in Christian academia, 2)deficiency of churches in addressing mental health needs of congregants, and 3)assumptions about female participation in ministry which minimizes the real needs of female ministers). 1 student addressed an issue that had no substantial connection to the content of the class, and 2 others wrote papers lacking clarity and depth.</p>	<p>The data shows that the goals of the assignment were not successfully reached, that is, only 6 out of 9 students were able to achieve the 'sufficient or above' which demonstrated deep enough theological engagement with an administrative deficiency. I suggest that I be more explicit with the students about what the paper should demonstrate.</p>
	<p>IG 2. Critically analyze global ministry trends from a Biblical perspective to establish theologically grounded ministry paradigms. Unit Goal: To critically investigate the insufficiency of existing western interpretative methodologies to address the global reader.</p>	<p>Writing of the Research Paper for THE8300 Global Hermeneutics</p>	<p>Successful completion of the goal will be reflected if 80% of students score at 80% or above according to 7 criteria for engagement</p>	<p>Data which demonstrates the following 7 criteria met will point to achievement: regional focus, description of lens, clear methodology, specific topic, biblical engagement, theological reflection for ministerial application, engagement with relevant scholarship</p>	<p>In the Spring semester 2021</p>	<p>There were 6 out of 7 students who met the requirements of the assignment at 80% or above, which represents success ( 85.7%). The weaknesses to be found in the papers were in the area of deeper analysis. Therefore, encouraging students to do the work of spending more time thinking reflecting on the subjects is needed.</p>	

	IG 4. Synthesize the Biblical understanding of the church with the historic and contemporary models for the purpose of the churches' renewal. Unit Goal: To develop an innovative, contemporary discipleship model.	Writing of the research paper for THE8240 21st Century Discipleship	Successful completion of the goal will be reflected if 80% of students score at 80% or above according to 3 categories of evaluation of the assignment which calls for a solution for effective discipleship	The data consists of 3 categories: 1) a comprehensive treatment of the chosen context, issue, problem 2) a clear presentation 3) deep enough critical reflection and theological response on the topic.	In the Spring semester 2021	None of the four students met the evaluation criteria demonstrating at least 80% of achievement. Therefore, the objectives for this course were not met. The judgment is that students were not able to grasp the scope of the assignment and its requirements. I suggest an augmented method of evaluation be used for this course. If two portfolio assignments are embedded for evaluative purposes, achievement can be gauged--on the one hand--in terms of direct interaction with concepts, as an 'assist' to evaluating understanding through the final paper. The idea is 1) an initial 'test for knowledge' upon entry in the class in regard to specific points dealing with the issues of discipleship as approached in the course (quiz or short essay form). That set of data should then be compared with a second evaluation of the mastery of concepts at the end of the course. Employing these two means of gathering data might reveal understanding at a conceptual level (or the lack of it), and perhaps demonstrate that the weakness is in the skill of organization of thought and written communication.	
<b>Strengths:</b>							
1) The DMin program has been developed well and has only been in need of some adjustments minor adjustments.							
2) The program is positioned for success since we have added an adjunct/project advisor to the team who can devote the time to assist in walking students through the process of writing their doctoral projects.							
3) Students are teachable and cooperative and responding well to consultations.							
<b>Weaknesses:</b>							
1) We need to assess whether databases offer students what they need in the way of journals, especially in light of our growing, ecumenical student body and the interdisciplinary approach we want to take. We also need to bring books into the library our DMin students need in terms of gender studies, African-American theology and Asian theology, global renewal, and Catholic authors, for example.							
2) The institutional objectives of the DMin program need to be reviewed for possible enhancements.							
3) We need to establish a scholarship fund. I'd like to have the Lula Baird Women's Scholarship Fund that would assist single women to enter the DMin program. Lula started ministry in the Appalachian mountains of Kentucky and later spent her life evangelizing Chinese in Malaysia, Cuba, and San Francisco. She passed at the age of 100 in 2008. She is exemplary of leadership as a single woman in missions, and later as a married woman, as well.							
<b>Opportunities:</b>							
There is a pathway that can be developed to create a 4 and a 5 year alternative DMin track which can accommodate doctoral candidates that have not yet pursued ministerial/theological studies. The implementation would be innovative. The tracks would contain 4 core theological/ministerial courses added to either of the two existing tracks (Missional Pastoral Ministry or Global Engagement) and two additional semesters of ministerial practicum (directed study). Candidates with Masters level degrees in other disciplines would require the 5 year program, while ministers with life experience would be better suited to the 4 year program. The program would require careful consideration by our DMin faculty this Spring and hopefully be implemented for the Fall of 2021.							

<b>Threats:</b>						
Lack of attention to updating the D.Min course descriptions and the evaluation of curriculum would be a setback. In other words, material on the website which reflects the program will need to be re-evaluated in preparation for vigorously promoting the program online. Since this falls within my purview, it's just a matter of taking up the task with DMin faculty and executive oversight. The other threat is to overlook the program as a good fit for the "called" female students. It concerns me that capable students might shy away from a doctoral degree because of the cultural aggrandizement of that degree. I see the program as a wonderful journey that I wish so many would embark on for the sheer joy of interacting with the Bible, culture, a host of deeply committed theological and missiological thinkers, and with the practitioners of the Church.						

# South Florida Bible College & Theological Seminary

## Non-Academic Assessment Template for Institutional Effectiveness

Component	Goals: Unit goals are consistent with the College and Seminary's mission, institutional goals and core values.	Objectives: What initiatives will be taken to accomplish this goal?	Strategy/Approach: What specific steps will be taken by individuals within the unit to achieve this goal?	Intended Outcomes: What results will demonstrate successful completion of the goal?	Direct and/or Indirect Measures: What data will show that the unit is achieving the goal?	Timeline: When will the unit assess achievement of the goal?	Results: What results have been achieved (thus far)?	Judgments: What do the results indicate?
290 Faculty Welfare	IG.2. Continue to develop welfare and growth of the faculty members.	Communicate improvement efforts to develop the welfare of faculty, i.e. continuing education.	Email full-time faculty memo of improvement opportunities; 5 full-time faculty scholarships for attending outside continued education seminar(s)/training(s). Increase the Adjunct Faculty compensation according to market value, department, experience, and tenure. Create a (new) full-time staff/faculty survey to inquire about (new) efforts to develop the welfare and growth of the faculty.	5 full-time faculty scholarships; increased compensation according to stated factors.	# of faculty scholarships; amount of compensation; full-time staff/faculty survey(s); Focus group meeting	Spring 2022	This goal is still being pursued. Will be assessed next cycle.	This goal is still being pursued. Will be assessed next cycle.

	IG.2. The faculty has all necessary resources needed to teach their respective classes.	Improve Online learning; Increase faculty support.	Cameras and microphones for at least two classrooms to improve the online delivery (student learning) (!);  Purchase EBCO or ATLA religion databases.  Establish criteria for research leaves and offer at least two research leaves, i.e. publications, research support.	Two rooms that have Cameras and microphones that have streaming capabilities; EBCO or ATLA religion databases or equivalent that is fully functioning.  Two research leaves granted for two separate faculty members	Cameras and microphones that have streaming capabilities;  The purchase receipt of EBCO or ATLA religion databases.  At least two research leaves granted and successfully executed	Spring 2022	This goal is still being pursued. Will be assessed next cycle.	This goal is still being pursued. Will be assessed next cycle.
	IG.2. Revise faculty teaching loads	Senor administration and academic leaders meet with consultants to define faculty teaching loads.	Meet with consultant to fine best practice for defining faculty loads for undergraduate, graduate, and doctoral professors.	Defined faculty teaching loads published in faculty handbook.	Faculty Handbook	Fall 2021	Faculty Handbook is in a review process; however teaching loads have not been defined as of yet. Will reassess next assessment cycle	Faculty Handbook is in a review process; however teaching loads have not been defined as of yet. Will reassess next assessment cycle
	IG. 1,2,8 Hire new support staff for full-time faculty	Hire one full-time Administrative Assistant	Faculty members search for prospective candidates	One full-time administrative assistants employed	One full-time administrative assistants employed	Fall 2021	This goal is still being pursued. Will be assessed next cycle.	This goal is still being pursued. Will be assessed next cycle.

# South Florida Bible College & Theological Seminary

## Non-Academic Assessment Template for Institutional Effectiveness

<b>Component</b>	<b>Goals:</b> Unit goals are consistent with the College and Seminary's mission, institutional goals and core values.	<b>Objectives:</b> What initiatives will be taken to accomplish this goal?	<b>Strategy/Approach:</b> What specific steps will be taken by individuals within the unit to achieve this goal?	<b>Intended Outcomes:</b> What results will demonstrate successful completion of the goal?	<b>Direct and/or Indirect Measures:</b> What data will show that the unit is achieving the goal?	<b>Timeline:</b> When will the unit assess achievement of the goal?	<b>Results:</b> What results have been achieved (thus far)?	<b>Judgments:</b> What do the results indicate?
291 Library and Learning Resources	Have more quiet rooms available to hold a larger number of students in order to study more proficiently & to keep noise down in the Library.	Contact the person that oversees scheduling classroom use.	Contact V. P. Josiah Stephan, who schedules classroom use, so the unused classrooms may be used at various times throughout the week as study rooms for larger groups.	When larger number of students are using classrooms as "quiet" study rooms as opposed to the "quiet" rooms located in the back of the Library.	Sign in sheets will be used to document s use of classrooms as "quiet" rooms other than the "quiet" rooms located in the back of the Library.	Fall 2020	Due to COVID-19, this hasn't been implemented	This goal will be temporarily suspended

	Students have requested to have textbooks in the Library, as many times textbooks are very expensive, and students have a difficult time purchasing these textbooks.	To develop a buyback program, where the Library gives something in exchange when students donate their last semester textbooks	To purchase textbooks (no more than 2 textbooks with the same title). These books would be in Reference. Students may copy sections of textbook. A 25% cost of the book (Amazon Prime) will be taken off the student's school bill.	When students repeatedly check out these donated textbooks each semester.	A current printout list of textbooks that have been checked out of the Library collection each semester	Fall 2020	Due to COVID-19, students are seldom on campus and so this hasn't been implemented	This goal is temporarily suspended due to COVID-19
	Students able to successfully access & use digital journals	Teacher need to stress spending quality time accessing the peer Reviewed Journals. Teachers need to require students to used digital journals for their academic & research papers.	Students will be trained by Library staff & information will be located on Populi as well to help students successfully access & use digital journal	Students will use the information located in the digital journals to help support their academic papers	Teachers will be asked by Email at the end of each semester, did their students use digital journals successfully in writing their academic/research papers	Fall 2020	Galaxie, ProQuest are available to students remotely	This goal has been successfully implemented



	Easier way to copy and print homework assignments, essays, and research papers possibly having each student have their personal ID Printing Code.	Contact the IT department and ask could individual printer numbers be assigned to students so that they could print their own papers without going through the Library staff, thus making printing on behalf of the students much easier.	Ask the IT Department: (“Could individual printer numbers be assigned to students?”), so that they could print their own papers without going through the Library staff, thus making printing on behalf of the students much easier.	Students will be able to copy and print homework assignments, essays, and research papers much easier thus making the process much less complicated and a happier student	Students are surveyed every year and the question “Are you happier with the printing process this year over the previous year’s printing procedures.	Fall 2020	Student ID was deployed for printing jobs at the library. Due to COVID-19 this has been suspended.	This goal has been successfully achieved and will be continued when the campus is reopened fully for students
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	Students will have the ability to check out books online	Student's will safely access library books during COVID-19 restrictions	Work out a system through populi where students can request books from the inventory. Library staff will hand requested books to front desk once a day. Front desk staff will hand the books to students and give returning books to library staff once a day.	Online book checkout and return system will be used by students	Forms available on Populi and students checking out books using the form	Fall 2020	Forms are available on populi and students are checking out and returning books through the online process	This goal was successfully achieved.
	Acquire more scholarly theological and counseling book collections for the library	Increase the library's collection of Theological and Counseling books	Research and purchase good theological and counseling books	More scholarly books on theology and counseling	The number of books added to the library covering theology and counseling	Spring 2021	Although no purchase was made, 1000s of books have been donated to the library that are great theological and counseling scholarship .	This goal was achieved and will be continued in the future.

	Library needs to be more quiet, especially during changing of the classes.	Continue to stress quietly coming out of the classrooms, although we are not asking complete silence, however it does need to be overly robust.	Quiet signs could be placed in strategic places in the Library. Signs could be placed in the hallways coming into the Library from the main entrance of the school, the hall coming from row of classrooms and signs could also be placed on Library tables and the circulation desk.	Students will be more at ease with a more quiet Library, enabling them to concentrate on their studies and exams taken in the Library	The number of complaints about noise received from students verbally and on student surveys	Fall 2020	Due to COVID-19, noise is absent in the library	This goal will be temporarily suspended due to COVID-19
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**Strengths:**

1. Library center of the school, the Hub
2. Added books the collection
3. On- line Journals
4. Pleasing appearance
5. Helpful Staff
6. Classroom use study

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**Weaknesses:**

1. Library center of school – talking
2. Not everyone is using the journals to the maximum potential
3. Textbooks not available in Library

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**Outside Threats:**

COVID-19 restrictions, student absence from campus

# South Florida Bible College & Theological Seminary

## Non-Academic Assessment Template for Institutional Effectiveness

<b>Component</b>	<b>Goals:</b> Unit goals are consistent with the College and Seminary's mission, institutional goals and core values.	<b>Objectives:</b> What initiatives will be taken to accomplish this goal?	<b>Strategy/Approach:</b> What specific steps will be taken by individuals within the unit to achieve this goal?	<b>Intended Outcomes:</b> What results will demonstrate successful completion of the goal?	<b>Direct and/or Indirect Measures:</b> What data will show that the unit is achieving the goal?	<b>Timeline:</b> When will the unit assess achievement of the goal?	<b>Results:</b> What results have been achieved (thus far)?	<b>Judgments:</b> What do the results indicate?
292 Registrar	IG. 2 Scan all student's records electronically on Populi.	Office of the Registrar Assistants (2) will scan and save records of all students immediately.	Mobilize Assistants to undertake this project; scan, categorize and save students' records alphabetically; save files on Populi and make them accessible by designated staff/GA's only.	100% of students' records are scanned and saved electronically on Populi.	100% of the student's records will be online.	Dec-21	About 50% of the goal has been achieved.	The goal is being achieved only when assistants have time.
	IG.2 Translate the Official Transcript request in Portuguese, French, and Spanish.	Solicit qualified SFBC & TS Faculty, Staff, TA's, or GA's to translate the Official Transcript request form in Portuguese, French, and Spanish.	Use Focus Groups in the previous year (2018) to identify this need. The new translations of the Official Transcript request form will be added to SFBC & TS official website.	100% of potential students and SFBC & TS students will be able to access this page.	All Official Transcript request forms in Portuguese, French, and Spanish will be available.	June 2022	About 0% have been achieved.	The goal hasn't been achieved.

	IG.2 Develop a Degree Completion Plan for all undergraduate programs.	The Registrar Department will use the Liberty University degree completion plan as a model.	Office of the Registrar will solicit the expertise of the Undergraduate Chairpersons regarding degree completion plan, and four-year suggested course sequence from freshman to senior year.	All students (Potential/Current) will be able to earn their degree possibly faster, better able to plan and manage personal, family, and work time more efficiently.	The annual graduation rate should increase, Seniors graduating on time, course evaluation scores on average have improved, students are taking the correct course (save time and money), and overall student satisfaction is higher.	September 2021	About 0% have been achieved.	The goal hasn't been achieved.
	IG.2 Participate in the Electronic Transcript Conversion from hard copy.	Analyze the most secure, cost-efficient, and quickest method to deliver an electronic official transcript.	The office of the Registrar will seek approval and identify the best Electronic Transcript Service for its context.	Students & Alumni are satisfied with feedback due to the Electronic Transcript being available.	The office of the Registrar has the technology to send Electronic Official Transcripts.	Jan-22	About 0% have been achieved.	The goal hasn't been achieved.

**Strengths:**

Staff and Faculty easy access to students' files, Data Management, Customer Service, Data Sharing, Comprehensive reporting. Students are highly motivated and are excited.

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**Weaknesses:**

Susceptible to Social Engineering attacks (Internet threats), High turnover of Registrar assistants,

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**Opportunities:**

Diversity linked to the strategic planning process, mission, vision

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**Threats:**

Malware, Theft, Loss of data, Unsafe data, Negligence, Third Party API's