

Statement of Educational Effectiveness

America Evangelical University

Public Educational Effectiveness Summary

America Evangelical University regularly assesses educational effectiveness through student learning-outcome surveys, faculty evaluations of course learning outcomes, student grades, research papers and other assignments, examinations, presentations, practicum experiences, completion rates, placement data, and other measures appropriate to each program.

The program summaries below are organized consistently around five areas: student survey results, direct learning assessment, completion, placement, and assessment findings or improvement priorities. Completion and placement figures are drawn from the School Performance Fact Sheet reporting periods, while learning-assessment evidence is drawn from the 2024-2025 program outcome assessment materials unless otherwise noted.

Associate of Arts in Leadership Studies

Measure	Educational Effectiveness Evidence
Student Survey Results	Separate 2024-2025 program-level survey results for the A.A. program were not identified in the provided outcome-assessment report.
Direct Learning Assessment	Separate A.A.-specific direct learning-assessment results were not identified in the provided outcome-assessment report.
2024 Completion	7 of 8 students available for graduation completed on time, for an 87.5% on-time completion rate. The completion rate within 150% of the published program length was also 87.5%.
Placement	The fact sheet reports 7 graduates but 0 graduates available for employment in 2024. A meaningful employment placement percentage therefore cannot be calculated from that cohort.
Assessment Finding / Improvement	Additional A.A.-specific direct and indirect learning-outcome evidence should be incorporated into future public effectiveness reporting.

Bachelor of Arts in Leadership Studies

Measure	Educational Effectiveness Evidence
Student Survey Results	88% reported substantial knowledge of the Bible and Christian theology; 90% reported improved cross-cultural competence; 88% reported understanding the importance of spiritual disciplines; 99% reported motivation to participate in Christian service or ministry; and 88% reported gaining practical ministry skills.
Direct Learning Assessment	Faculty course-performance assessments generally found that more than 65% of students scored above 2 out of 3 in areas including course-content mastery, cultural understanding, practical application, and critical engagement.
2024 Completion	5 of 19 students available for graduation completed on time: 26% on-time completion and 26% completion within 150% of the published program length.
Placement	5 of 5 graduates available for employment were employed in the field: 100% placement. All five were reported as employed at least 30 hours per week.
Assessment Finding / Improvement	The assessment concluded that the evaluated learning objectives were met and that the program provided relevant academic and practical preparation.

Note: Several BA survey measures appearing in the 2024-2025 assessment are identified in the source as originating from earlier 2021-2022 program surveys.

Master of Arts in Organizational Leadership

Measure	Educational Effectiveness Evidence
Student Survey Results	87% reported advanced understanding of Christian theology; 91% reported learning cross-cultural elements through coursework; 83% reported developing practical skills for lifelong leadership; 85% reported commitment to Christian spiritual life and ministry; and 90% reported involvement in sharing the gospel.
Direct Learning Assessment	Faculty rubric averages included 2.64/3.0 for biblical/theological foundations, 2.68/3.0 for cultural formation, 2.67/3.0 for developing a future research roadmap, and 2.54/3.0 for continuing discipleship. Average GPA was 3.53/4.0.
2024 Completion	1 of 7 students completed on time: 14% on-time completion. Four students completed within 150% of the

Placement	program length, for a 57% 150%-completion rate.
Assessment Finding / Improvement	1 of 1 graduate available for employment was employed in the field: 100% placement. The assessed outcomes were met. The report identifies the need for a more established system for graduate career follow-up.

Master of Arts in Counseling

Measure	Educational Effectiveness Evidence
Student Survey Results	97% reported advanced understanding of Christian theology; 94% reported learning cross-cultural elements through coursework; 93.8% reported practical skills for lifelong leadership; 90% reported commitment to Christian spiritual life and ministry; and 95% reported involvement in sharing the gospel in daily life.
Direct Learning Assessment	Faculty rubric averages included 2.8/3.0 for biblical/theological foundations, 2.7/3.0 for cultural formation, 2.6/3.0 for future research preparation, and approximately 2.5/3.0 for continuing discipleship. Average GPA was 3.2/4.0.
2024 Completion	The School Performance Fact Sheet for the Master of Arts in Counseling with Marriage and Family Therapy reports 1 of 4 on-time graduates (25%). All four completed within 150% of the published program length, producing a 100% 150%-completion rate.
Placement	0 of 1 graduate available for employment was reported employed in the field: 0% placement.
Assessment Finding / Improvement	The assessed learning objectives were marked as met. The report identifies graduate career follow-up as an area for further development.

Doctor of Counseling

Measure	Educational Effectiveness Evidence
Student Survey Results	For several Program Learning Outcome areas, more than 80% of enrolled students reported that their courses fulfilled the learning objectives, with an average rating of 8/10.
Direct Learning Assessment	Evidence included written and oral assignments, discussions, counseling practices, reflection papers, quizzes, and final research papers. Average GPA exceeded 3.3/4.0, and faculty grading reports concluded that the standards were met.

2024 Completion	0 of 2 students in the applicable reporting cohort completed within either 100% or 150% of the published program length.
Placement	N/A because no graduates were available for employment in the 2024 reporting cohort.
Assessment Finding / Improvement	The assessment concluded that the courses tested met the Doctor of Counseling program's Program Learning Outcome standards and that program-outcome survey results demonstrated program effectiveness.

PhD in Organizational Leadership

Measure	Educational Effectiveness Evidence
Student Survey Results	For one biblical-worldview/application measure, 70% rated the outcome 10/10, with the remaining responses at 7-8/10. For cross-cultural leadership, 66% rated 10/10, with the remaining responses at 7-8/10. Other research and strategic-leadership measures also received predominantly high ratings.
Direct Learning Assessment	Research-paper rubric averages included 2.8/3.0 for foundational concepts, 2.7/3.0 for cross-cultural competency, 2.5/3.0 for organizational-leadership knowledge and skills, and 2.8/3.0 for academic research contribution. More than 80% scored above 2/3 on several faculty assessments.
2024 Completion	3 of 24 students available for graduation completed on time: 12.5% on-time completion. The 150%-completion measure is listed as N/A in the fact sheet.
Placement	2 of 2 graduates available for employment were employed in the field: 100% placement. Both were reported as employed at least 30 hours per week.
Assessment Finding / Improvement	The assessment concluded that the evaluated PhD learning areas met Institutional and Program Learning Outcome standards and that program survey results demonstrated the effectiveness of the courses.

AEU Seminary Programs

Master of Arts in Ministry Leadership

Measure	Educational Effectiveness Evidence
Student Survey Results	88% reported significant knowledge of Scripture; 78% reported a clear understanding of and ability to share the gospel; 98% reported a solid biblically informed foundation in Christian theology; 85% reported growth in spiritual disciplines; and 100% reported gaining practical ministry-leadership skills.
Direct Learning Assessment	Representative course-performance assessments generally ranged from approximately 2.55 to 2.83/3.0. One biblical-studies assessment averaged 2.75/3.0, with a course GPA of 3.52/4.0.
2024 Completion	5 of 7 students completed on time: 71% on-time completion and 71% completion within 150% of the published program length.
Placement	5 of 5 graduates available for employment were employed in the field: 100% placement. Four of the five were employed at least 30 hours per week.
Assessment Finding / Improvement	Program objectives were assessed as met. The assessment identified lifelong learning and contextualized ministry training as areas for continued enhancement.

Master of Divinity

Measure	Educational Effectiveness Evidence
Student Survey Results	93% reported confidence in advanced biblical understanding; 98% reported engagement in spiritual practices and a biblical lifestyle; and 94% reported current participation in Christian ministry or service.
Direct Learning Assessment	More than 80% scored above 2/3 on faculty Course Learning Outcome assessments. Biblical/theological learning averaged 2.24/3.0, while practical application and discipleship averaged 2.48/3.0.
2024 Completion	7 of 22 students available for graduation completed on time: 32% on-time completion and 32% completion within 150% of the published program length.

Placement	4 of 4 graduates available for employment were employed in the field: 100% placement.
Assessment Finding / Improvement	Program learning objectives were assessed as met. Areas identified for continued improvement included contextual and practical ministry preparation, course diversity, and student access to resources.

Doctor of Ministry

Measure	Educational Effectiveness Evidence
Student Survey Results	Survey measures showed strong ministry-related outcomes. In one reported measure, 73% of respondents selected 9-10/10 and 23% selected 7-8/10.
Direct Learning Assessment	Average GPA was 3.60. Research-paper assessment for academic rigor averaged 2.57/3.0, and more than 85% scored above 2/3 on overall Course Learning Outcome assessment. Cross-cultural research assessment averaged 2.5/3.0, with more than 78% scoring above 2/3.
2024 Completion	The applicable reporting cohort recorded 0 graduates within either 100% or 150% of the published program length.
Placement	N/A because there were no graduates in the applicable reporting cohort on whom to calculate a meaningful placement rate.
Assessment Finding / Improvement	Learning objectives were assessed as met. Faculty recommended increased practical application, peer mentoring, and opportunities for D.Min. students to mentor M.Div. practicum students.

Institutional Retention and Persistence

Measure	2024	2025
Undergraduate Annual Retention Rate	50.00%	60.00%
Graduate Returning-Student Proportion*	89.20%	85.71%
Total Graduate Headcount	220	261
New Graduate Students	23	30
Re-enrolled Graduate Students	190	180

Assessment Evidence Used by AEU

Evidence Type	Examples
Indirect / Student Evidence	Program learning-outcome surveys and student self-assessment.
Direct Evidence	Faculty-scored Course Learning Outcome rubrics, research papers, examinations, written assignments, presentations, counseling or ministry practice, and other program-specific demonstrations of learning.
Academic Performance	Course and program GPA data and final grades.
Student Success	On-time completion and completion within 150% of published program length.
Post-Graduation Outcomes	Placement and employment-in-field data, where graduates are available for employment.
Persistence	Official undergraduate retention data and graduate returning-student data.
Continuous Improvement	Faculty recommendations and program-level responses to assessment findings.

Outcome Assessment of BA in Leadership Studies (Analysis Based on Objectives & Results) [2024-2025]

: An outcome assessment refers to our measurement of student learning. We are measuring the outcome of our educational program.

I. Courses Outcome in Compliance with the ILO and PLO

The instruments administered this year to measure this goal were the course performance assessments by faculty (implemented since the Spring of 2022), the student surveys on AEU's ILO and the PLO of each program (as criteria for evaluating program's competencies achieving goals according to AEU's ILO and the PLO of B.A. in Ministry Leadership.). For further understanding, see these attached materials in the appendix.

Goal, intentions or competencies	The Indicator of the Measurable Success of the Objectives: the Outcome Surveys)	Relevant Courses	Instrument of measurement	Evaluation (Obj. met or not met)
Knowledge of Bible and Christian Theology ILO1: All students will be equipped with at least a significant working knowledge of the Bible and a sound foundation of Christian doctrine. PLO1: Students will have a substantial knowledge of the Bible and be well-grounded in Christian theology.	88% of respondents (scale 7 to 10) of Q1 show their confidence to have substantial knowledge of the Bible and Christian theology.	The Acts of the Apostles, Christ and Salvation, The Work and the Person of the Holy Spirit, Historical Lit. Of the OT	AEU BAML Program Survey 2021 (Q1)	Obj. Met
	100 % of registered students had taken Quizzes and final exams. Course Performance Assessments: the rubric standards related to understanding course materials properly: more than 65% of the students scored higher than 2 out of 3. [Implemented since the Spring of 2022]		Final Exams: Students answer the given two or three Quizzes. Course Performance Assessments by Faculty	Obj. Met

Cross-Cultural Competence ILO2. All students will be culturally sensitive, and will have acquired cross-cultural competence. PLO5. Students will be culturally sensitive, and will have acquired cross-cultural competence.	90% of respondents (scale 7 to 10) of Q5 are feeling that their cultural sensitivity and cross-cultural competence has improved.	Cultural Anthropology, Online Ministry	AEU BAML Program Survey 2021 (Q5)	Obj. Met
	100 % of registered students had taken Quizzes and final exams. Course Performance Assessments: the rubric standards related to understanding cultural settings of today's ministry: more than 65% of the students scored higher than 2 out of 3. [Implemented since the Spring of 2022]		Final Exams: Students answer the given two or three Quizzes. Course Performance Assessments by Faculty	Obj. Met
Being Lifelong Learners. ILO3. All students will be motivated to be, and have the skills to be, lifelong learners. PLO4. Students will be motivated to be, and have the skills to be, life-long learners.	80% of respondents (scale 7 to 10) of Q4 are having a motivation to be a life-long learners.	Prayer and Spirituality (Holistic Healing and Spirituality), Evangelism and Discipleship	AEU BAML Program Survey 2022 (Q4)	Obj. Met
	81.8% of registered students had taken the final exam. Course Performance Assessments: the rubric standards related to understanding course materials properly: more than 65% of the students scored higher than 2 out of 3. [Implemented since the Spring of 2022]		Final Exams: Students answer the given two or three Quizzes to delve into what they learned the whole semester. Course Performance Assessment by Faculty	Obj. Met

Commitment to Spiritual Growth and Christian Service. ILO4. All students will be motivated to have a lifelong commitment to personal spiritual growth and to Christian service in local and worldwide contexts. PLO3. Student will understand the importance of personal spiritual disciplines & growth, as well as the importance of Christian character, and will be motivated to actively participate in Christian service or ministry.	88% of respondents (scale 7 to 10) of Q3a are feeling that they have a clear understanding of importance of personal spiritual disciplines and growth. 99% of respondents (scale 7 to 10) of Q3b are having motivation to participate in Christian service or ministry actively. 99% of respondents (scale 7 to 10) of Q3c participating in Christian service or ministry actively current.	Prayer and Spirituality (Holistic Healing and Spirituality), Evangelism and Discipleship	AEU BAML Program Survey 2021 (Q3a-Q3c)	Obj. Met
	100 % of registered students had taken quizzes and a final exam. Course Performance Assessments by Faculty: The rubric standards related to practical application – More than 65% of the students scored higher than 2. [Implemented since the Spring of 2022]		Course Performance Assessment by Faculty	Obj. Met

Delivering Gospel ILO5: All students will have acquired a biblical worldview for effective Christian living and for evangelism in a diverse society. They are motivated to live out the values in accordance with the Korean Evangelical Holiness Church theology and heritage. PLO2: Students will be culturally sensitive, and will have acquired cross-cultural competence. PLO6. Students will demonstrate substantial practical skills in the area of their concentration (pastoral, counseling, or worship/media/arts).	88% of respondents (scale 7 to 10) of Q2 are feeling that they are able to share and explain the gospel. 88% of respondents (scale 7 to 10) of Q6 are feeling that they have gained insight and practical skills for Christian ministry and services. 90% of respondents of Q9 are answering that they are now joining in Christian ministry or service now.	Evangelism and Discipleship	AEU BAML Program Survey 2021 (Q2, 6-10)	Obj. Met
	Course Performance Assessment: The rubric standards related to critical engagement with the diverse doctrines and interpretive paradigms in the Christian tradition -- More than 65% of the students scored higher than 2. [Implemented since the Spring of 2022]		Practicums: Students participated in Zoom pastoral practicum classes and submitted their ministry report signed by their pastoral mentors. Course Performance Assessment	Obj. Met

All areas tested this year suggest that the courses offered in AEU's B.A. in Ministry Leadership program meet the standards of the ILO, the PLO. As seen in the first column, the PLO of B.A. in Ministry Leadership is in congruence with the ILO of AEU. In accordance with the PLO, B.A. in Ministry Leadership program provides relevant courses designed to fulfill the academic and practical criteria for the success of the program.

The program outcome survey results demonstrate the effectiveness of the offered courses.

2024-25 Outcome Assessment of MAOL (Analysis Based on Objectives & Results)

: An outcome assessment refers to our measurement of student learning. We are measuring the outcome of our educational program.

Courses Outcome in Compliance with the ILO and PLO

The instruments administered to measure this goal include (1) opinion surveys on AEU's Institutional Learning Outcomes (ILO) and the Program Learning Outcomes (PLO) of the MAOL program, (2) students' grades as indicators of competency attainment according to AEU's ILO and the PLO of MAOL, and (3) the assignment assessment rubrics specified at the end of each course syllabus. Evaluation benchmarks for the MAOL program require that student evaluations of program performance yield an average score of 7.0 or higher out of 10, with at least 75% of students achieving this threshold for the program to be considered as meeting the standard in given fields. For faculty evaluations of course-level performance, a passing mark is defined as 75% or more of assignment components receiving a score of 2 (Meets Expectations) or 3 (Exceeds Expectations) on the designated assessment rubrics. Faculty members are responsible for drafting course-level performance assessments, ensuring alignment with program competencies and expected learning outcomes.

ILO-PLO-CLO: the goals of education	The Indicator of the Measurable Success of the Objectives I: the Outcome Surveys)	The Indicator of the Measurable Success of the Objectives: Course Learning Outcome Assessments	Relevant Courses	Faculty Suggestions	Objectives Met or Not Met
Knowledge of Bible ILO1: All students will be equipped with at least a significant working knowledge of the Bible and a sound foundation of Christian doctrine. PLO 1,4	87 % of respondents of Q1 achieved an advanced understanding of Christian theology (above 7 out of the scale 0-10).	1. Understanding the Biblical and Theological Foundations: Avg.: 2.64 out of 3.0 (1: unacceptable, 2: satisfactory, 3: outstanding) Avg. GPA: 3.53	100% online OLMA501(Korean) OLMA603 (Korean) OLMA603 (Spanish) OLMA502 (Korean) OLMA501 (Spanish) OLMA601 (Spanish)		Met
Cross-Cultural Competence ILO2. All students will be culturally sensitive, and will have acquired cross-cultural competence. PLO2	91 % of respondents of Q5 said that they learned cross-cultural elements through their coursework. (above 7 out of the scale 0-10).	2. Skills for Cultural Formation: Avg.: 2.68 out of 3.0 (1: unacceptable, 2: satisfactory, 3: outstanding) Avg. GPA: 3.53			Met

Being Lifelong Learners. ILO3. All students will be motivated to be, and have the skills to be, lifelong learners. PLO 1,4	83 % of respondents of Q6 said that they were equipped with practical skills for their life-long leadership in their ministry. (above 7 out of the scale 0-10).	3. Envisioning a future roadmap for research Avg.: 2.67 out of 3.0 (1: unacceptable, 2: satisfactory, 3: outstanding) Avg. GPA: 3.53	We need to develop a further established system to follow up on the Latino/Hispanic graduates' career building.		Met
Commitment to Spiritual Growth and Christian Service. ILO4. All students will be motivated to have a lifelong commitment to personal spiritual growth and to Christian service in local and worldwide contexts. PLO 4	85 % of respondents of Q3, Q4a, Q4b said that they are committed to their Christian spiritual life and ministry. (above 7 out of the scale 0-10).	2. Skills for Continuously Developing Discipleship Avg.: 2.54 out of 3.0 (1: unacceptable, 2: satisfactory, 3: outstanding) Avg. GPA: 3.53			Met

Delivering Gospel ILO5: All students will have acquired a biblical worldview for effective Christian living and for evangelism in a diverse society. They are motivated to live out the values in accordance with the evangelical heritage. PLO 2,3,4	90 % of respondents (scale 7 to 10) of Q4b said they are involved in sharing the gospel in their daily lives in diverse manners. (scale 7 to 10)	2. Skills for Continuously Developing Discipleship Avg.: out of 3.0 (1: unacceptable, 2:satisfactory, 3: outstanding) Avg. GPA: 3.53		Met	
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Program Learning Outcomes / Objectives

Course Learning Objectives

By the end of this course, students will be able to:

1. Analyze and apply leadership theories, research, and models to effectively lead individuals and teams in diverse organizational contexts.
2. Evaluate and implement best practices in organizational leadership across key areas, including strategic management, communication, conflict resolution, change management, and ethics.
3. Develop and articulate practical solutions to organizational challenges, emphasizing systems thinking and change management strategies.
4. Formulate a personal leadership philosophy grounded in ethical principles and a Christian worldview for effective leadership in a multicultural workforce.

2024-25 Outcome Assessment of MAC (Analysis Based on Objectives & Results)

: An outcome assessment refers to our measurement of student learning. We are measuring the outcome of our educational program.

Program Outcome in Compliance with the ILO and PLO

The instruments administered to measure this goal include (1) opinion surveys on AEU's Institutional Learning Outcomes (ILO) and each program's Program Learning Outcomes (PLO), (2) students' grades as criteria for evaluating the program's competencies, and (3) the assignment assessment rubrics assessed by the faculty. In terms of evaluation benchmarks, student evaluations of program performance must yield an average score of 7.0 or higher out of 10, with at least 75% of students achieving this threshold for the program to meet the expected standard. For faculty evaluations of course-level performance, a passing mark is defined as 75% or more of assignment components receiving a score of 2 (Meets Expectations) or 3 (Exceeds Expectations) on the corresponding assessment rubrics. Faculty members are responsible for drafting the course-level performance assessments, ensuring they align with the program's competencies and learning outcomes.

ILO-PLO-CLO: the goals of education	The Indicator of the Measurable Success of the Objectives I: the Outcome Surveys)	The Indicator of the Measurable Success of the Objectives: Course Learning Outcome Assessments	Relevant Courses	Faculty Suggestions	Objectives Met or Not Met
Knowledge of Bible ILO1: All students will be equipped with at least a significant working knowledge of the Bible and a sound foundation of Christian doctrine. PLO 1	97 % of respondents of Q1 achieved an advanced understanding of Christian theology (above 7 out of the scale 0-10).	1. Understanding the Biblical and Theological Foundations: Avg.: 2.8 out of 3.0 (1:unacceptable, 2: satisfactory, 3: outstanding) Avg. GPA: 3.2	100% online MC 607 (Korean) MC509 (Korean) MC609 (Spanish) MC608 (Spanish) MC510 (Spanish)		Met
Cross-Cultural Competence ILO2. All students will be culturally sensitive, and will have acquired cross-cultural competence. PLO5	94 % of respondents of Q5 said that they learned cross-cultural elements through their coursework. (above 7 out of the scale 0-10).	2. Skills for Cultural Formation: Avg.: 2.7 out of 3.0 (1:unacceptable, 2: satisfactory, 3: outstanding) Avg. GPA: 3.2			Met

Being Lifelong Learners. ILO3. All students will be motivated to be, and have the skills to be, lifelong learners. PLO 2	93.8 % of respondents of Q6 said that they were equipped with practical skills for their life-long leadership in their ministry. (above 7 out of the scale 0-10).	3. Envisioning a future roadmap for research Avg.: 2.6 out of 3.0 (1: unacceptable, 2: satisfactory, 3: outstanding) Avg. GPA: 3.2		We need to develop a further established system to follow up on the graduates' career building after graduation.	Met
Commitment to Spiritual Growth and Christian Service. ILO4. All students will be motivated to have a lifelong commitment to personal spiritual growth and to Christian service in local and worldwide contexts. PLO 3,4	90 % of respondents of Q3, Q4a, Q4b said that they are committed to their Christian spiritual life and ministry. (above 7 out of the scale 0-10).	2. Skills for Continuously Developing Discipleship Avg.: 2.5 out of 3.0 (1: unacceptable, 2: satisfactory, 3: outstanding) Avg. GPA: 3.2		N/A	Met

Delivering Gospel ILO5: All students will have acquired a biblical worldview for effective Christian living and for evangelism in a diverse society. They are motivated to live out the values in accordance with the evangelical heritage. PLO 1,2,3,4,5	95 % of respondents (scale 7 to 10) of Q4b said they are involved in sharing the gospel in their daily lives in diverse manners. (scale 7 to 10)	2. Skills for Continuously Developing Discipleship Avg.: 2.5 out of 3.0 (1: unacceptable, 2:satisfactory, 3: outstanding) Avg. GPA: 3.2		N/A	Met
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Program Learning Outcomes / Objectives

1. Integrate Bible and theology with the counseling knowledge.
2. Demonstrate personal and spiritual maturity as a care-giving professional.
3. Demonstrate comprehensive knowledge of counseling theories in specific area(s).
4. Demonstrate practical skills for counseling and its related services.
5. Demonstrate cultural sensitivity, knowledge, and/or skills in counseling.

PhD in Org Leadership

[2024-25] Program Outcome Assessment (in Congruence with the ILO and PLO)

The instruments administered this year to measure this goal were: Research Paper Rubric, Course Performance Assessments by Faculty, the student surveys on AEU's overall ILO and the PLO of the PhD program, as well as students' grades. We have used the PhD student annual survey as well. These assessments range from evaluating presentations and the subsequent discussions, (1-3) book reviews, and research papers, to final grades. The results are outlined in the following table.

Goal, intentions or competencies	The Indicator of the Measurable Success of the Objectives: the Outcome Surveys)	Relevant Courses	Instrument of measurement	Evaluation (Obj. met or not met)
ILO 1: Having learned at least working knowledge of the Bible and a sound foundation of Christian doctrine PLO 2: Applying change theories and leadership models that support spiritual growth and Christian service in local and worldwide contexts.	Q1 and Q3. I am learning how to apply diverse change theories, leadership models, and coaching/mentoring methods in local and worldwide contexts based on the biblical worldview. (1-10) I am learning how to teach and provide cross-cultural leadership in a diverse society, rooted in the Biblical and the evangelical tradition. (1-10)	The Courses before the substantive change of the program: Org. Behavior and Theory Missional Leadership Change Missional Church Context Analysis	a) Weekly Class Reflection Papers b) Book Reviews (1-3): Students will complete reading and homework assignments demonstrating appropriate use of library resources for research and evaluating leadership-related problems. c) Discussion/Presentation: Students participate in class lecture and discussions about suitable solutions to the problems encounter in Christian leadership. d) Research Papers: Students will complete research	Obj. Met

			papers based on their learnings from the courses.	
	The effectiveness demonstrated by the result of the survey: For Q1- 7 out of 10: 10% 8 out of 10: 20% 10 out of 10: 70% For Q3 - 7 out of 10: 22% 8 out of 10: 11% 10 out of 10: 67% : Above 5 out of 10	Average grades (2022-2023): 3.75 (above 3.3)	Research Paper rubric: 1. Understanding the foundational concepts of the course in the area of missional church and coaching and mentoring (including coaching) [0-3: satisfactory above 2] : avg. 2.8 2. Course Performance Assessments by Faculty: the rubric standards related to academic contribution and potential for continuing research: more than 80% scored higher than 2.	
ILO2: Learning to be culturally sensitive and acquiring cross-cultural competence PLO 3: Demonstrating the ability to teach and provide cross-cultural leadership in a diverse society.	Q3. I am learning how to teach and provide cross-cultural leadership in a diverse society, rooted in the Biblical and the evangelical tradition.	Org. Behavior and Theory Coaching Strategies and Skills Missional Leadership Change Strategic Leadership and Global Change	a) Weekly Class Reflection Papers b) Book Reviews: Students will complete reading and homework assignments demonstrating appropriate use of library resources for research and evaluating leadership-related problems. c) Discussion/Presentation:	Obj. Met

			Students participate in class lecture and discussions about suitable solutions to the problems encountered in their organizational leadership. d) Research Paper: Students will complete research papers based on their learnings from the offered courses.	
	Q.3 The effectiveness demonstrated by the result of the survey: 7 out of 10: 22% 8 out of 10: 11% 10 out of 10: 66% :Above 5 out of 10	Average grades (2022-2023): 3.78 (above 2.7)	Research Paper Rubric standards: 3. Skills for cross-cultural and ecumenical Investigation of the notions taught in this course [Scale of 0-3] (Satisfactory above 2) : Avg. 2.7 Course Performance Assessments: The rubric standards related to cross-cultural thinking and practicing – More than 80% scored higher than 2.	

			4. Demonstrating a high level of contribution to the current academic research of the area studied [Scale of 0-3] (Satisfactory above 2) : Avg. 2.8	
	For Q.4, 5, and 7: For Q.4: 5 out of 10: 11 % 8 out of 10: 11% 9 out of 10: 11% 10 out of 10: 66% For Q.5: 88.9% For Q.7: 6 out of 10: 10% 7 out of 10: 10% 9 out of 10: 10% 10 out of 10: 66% Averages Above 50%		Course Performance Assessments: The rubric standards related to continuing academic development: more than 80% of the students scored higher than 2 out of 3.	

All areas tested this year suggest that the courses offered in AEU's PhD program meet the standards of the ILO, the PLO. As seen in the first column, the PLO of PhD is in congruence with the ILO of AEU. In accordance with the PLO, PhD program provides relevant courses designed to fulfill the academic and practical criteria for the success of the program:

The program outcome survey results demonstrate the effectiveness of the offered courses. All major areas of these surveys marked averages that exceed 4.0. Furthermore, students' average grades were above 2.7.

Program Learning Outcome Assessment: Doctor of Counseling: 2024-25

Program Learning	Offered Courses	Evidence of Student Learning	Process/Participants
PLO 1: Bible & Theology Students will utilize biblical and psychological counseling competency dealing with the emotional, social, and spiritual needs within the Christian community. PLO 2: Christian Truth Students will articulate a philosophy of counseling ministry based upon the integration of	DC714 Using Spiritual Resources in Christian Counseling and Care	Written & oral assignments Discussions Reflection papers Quizzes A final term research paper	1) PLO student survey results: more than 80% of the enrolled students responded that their courses fulfilled these program learning objectives (on average 8 out of 10) 2) The average GPA of the enrolled students exceeded 3.3 out of 4.0. 3) The faculty's report of their grading results demonstrated that these standards were met.
PLO 3: Professional Skills Students will apply the most widely practiced counseling methods and principles	DC717 Grief and Pastoral Care DC712 Difference and Counseling	Written & oral assignments Discussions Counseling practices Reflection papers A final term research paper	1) PLO student survey results: more than 80% of the enrolled students responded that their courses fulfilled these program learning objectives (on average 8 out of 10); 2) The students' assignments met the standards per the faculty

PLO 4: Academic Competency Students will employ attentiveness to their personal spiritual formation and demonstrate critical and analytical knowledge of biblical and theological foundations for counseling.	DC733 Advanced Skills for Counseling and Psychotherapy	Written & oral assignments Discussions Quizzes Reflection papers A final term research paper	1) The average GPA of the enrolled students exceeded 3.3 out of 4.0. 2) The assignments including the research papers submitted by the enrolled students demonstrated that these standards were met. The professors' report of their grading demonstrates that the students' education met the standards.
PLO 5: Cultural Awareness Students will employ attentiveness to their personal spiritual formation and demonstrate critical and analytical knowledge of biblical and theological foundations for counseling.	DC713 Positive Psychology and Christian Counseling	Written & oral assignments Discussions Counseling practices Reflection papers A final term research paper	1) The average GPA of the enrolled students exceeded 3.3 out of 4.0. 2) PLO student survey results: more than 80% of the enrolled students responded that their courses fulfilled these program learning objectives (on average 8 out of 10) 3) The faculty's report of their grading demonstrates that their students' education met the standards.

All areas tested this year suggest that the courses offered in AEU's DC program meet the standards of the PLO of the program. In accordance with the PLO, the DC program provided relevant courses designed to fulfill the academic and practical, and missional criteria for the success

of the program. Furthermore, the program outcome survey results demonstrate the effectiveness of the offered courses.

2024-2025 Outcome Assessment of M.Div. (Analysis Based on Objectives & Results)

: An outcome assessment refers to our measurement of student learning. We are measuring the outcome of our educational program.

I. Courses Outcome in Compliance with the ILO and PLO

The instruments administered to measure this goal are course learning outcome assessments by faculty (quantitative), the student surveys (qualitative) on AEU's ILO and the PLO of each program, students' grades (as criteria for evaluating program's competencies achieving goals according to AEU's ILO and the PLO of M.Div). AEU includes faculty suggestions for improving each degree program. From this year, AEU includes faculty achievement assessments.

ILO-PLO-CLO: the goals of education	The Indicator of the Measurable Success of the Objectives I: the Outcome Surveys)	The Indicator of the Measurable Success of the Objectives II: Course Learning Outcome Assessments	Relevant Courses	Faculty Suggestions	Faculty Performance Achievement + Objectives Met or Not Met
Knowledge of Bible ILO1: All students will be equipped with at least a significant working knowledge of the Bible and a sound foundation of Christian doctrine. PLO1: Students will demonstrate an advanced understanding of	93% of respondents (scale 7 to 10) of Q1 show their confidence to have advanced understanding of the Bible from historical, literary, and theological perspectives.	Course Learning Outcome Assessments: the rubric standards related to understanding course materials properly: more than 80% of the students scored higher than 2 out of 3. [Implemented since the Spring of 2022] Avg.: 2.24 out of 3.0 (1:unacceptable, 2: satisfactory, 3: outstanding)	Introduction to the New Testament, Preaching II: Narrative Preaching, The Foundation of Organizational Leadership, The Theology of Luther and Wesley, Revelation and Theology Church History II	1. Providing alternative readings (downloadable articles in case the students in mission fields cannot access textbooks. 2. Hosting Communal Bible Reading (Lectio Divina) in relevant courses. 3. Hiring more faculty and expanding the diversity of the courses	Teaching & Mentoring (50%) : Ave. 45 / 50 – Scholarship / Research (20%) : Ave. 17 / 20 Professional & Admin Service (20%) : Ave. 16.5 Community & Spiritual Life (10%) : Ave. 8.5 Total Ave. 87

the Bible from historical, literary, and theological perspectives.		Avg. GPA: 3.2 out of 4.0			Obj. Met
Cross-Cultural Competence ILO2. All students will be culturally sensitive, and will have acquired cross-cultural competence. PLO5. Students will demonstrate cultural awareness and cross-cultural competence.	86.5% of respondents (scale 7 to 10) of Q5 are feeling that their cultural sensitivity and cross-cultural competence has improved.	Course Learning Outcome Assessments: the rubric standards related to understanding cultural settings of today's ministry: more than 85% of the students scored higher than 2 out of 3. Avg.: 2.25 out of 3.0 (1: unacceptable, 2: satisfactory, 3: outstanding) Avg. GPA: 3.2 out of 4.0	Introduction to the New Testament, Preaching II: Narrative Preaching, The Foundation of Organizational Leadership, The Theology of Luther and Wesley, Revelation and Theology Church Planting	1. Including more practicum initiatives for students' contextualized application of their learnings 2. Connecting MDiv students with missional/pastoral mentors in specific contexts	Teaching & Mentoring (50%) : Ave. 45 / 50 – Scholarship / Research (20%) : Ave. 17 / 20 Professional & Admin Service (20%) : Ave. 16.5 Community & Spiritual Life (10%) : Ave. 8.5 Total Ave. 87 Obj. Met

Being Lifelong Learners. ILO3. All students will be motivated to be, and have the skills to be, lifelong learners. PLO4. Students will regularly engage in evangelism and ministry in diverse settings.	95 % of respondents (scale 7 to 10) of Q4a are regularly engaging in evangelism and ministry. 100% of respondents (scale 7 to 10) of Q4b are having confidence to share gospel in various settings.	Course Learning Outcome Assessments: the rubric standards related to understanding course materials, critical engagement, and continuing developments: more than 80% of the students scored higher than 2 out of 3. Avg.: 2.2 out of 3.0 (1: unacceptable, 2: satisfactory, 3: outstanding) Avg. GPA: 3.2 out of 4.0	Introduction to the New Testament, Preaching II: Narrative Preaching, The Foundation of Organizational Leadership, The Theology of Luther and Wesley, Revelation and Theology Church Planting Pastoral Leadership	1. To strengthen MAML program courses and increase enrollment, faculty suggested lay leadership certificate (credit or non-credit) courses as a pipeline to enrollment. 2.To better equip students with critical thinking and continuous learning through dialogue, the discussion board on the online platform should be more actively utilized for forum discussions: increasing the percentage of the postings and peer-responses in grading	Teaching & Mentoring (50%) : Ave. 45 / 50 – Scholarship / Research (20%) : Ave. 17 / 20 Professional & Admin Service (20%) : Ave. 16.5 Community & Spiritual Life (10%) : Ave. 8.5 Total Ave. 87 Objective Met
Commitment to Spiritual Growth and Christian Service. ILO4. All students will be motivated to have a lifelong commitment to personal spiritual growth and to Christian service in local and worldwide contexts. PLO3. Student will	98% of respondents (scale 7 to 10) of Q3 are engaging in spiritual practices and having their own biblical lifestyle.	Course Learning Outcome Assessments by Faculty: The rubric standards related to practical application and developing discipleship– More than 80% of the students scored higher than 2. Avg.: 2.48 out of 3.0 (1: unacceptable, 2:satisfactory, 3: outstanding) Avg. GPA: 3.2 out of 4.0	Introduction to the New Testament, Preaching II: Narrative Preaching, The Foundation of Organizational Leadership, The Theology of Luther and Wesley, Revelation and Theology Church Planting		Teaching & Mentoring (50%) : Ave. 45 / 50 – Scholarship / Research (20%) : Ave. 17 / 20 Professional & Admin Service (20%) : Ave. 16.5 Community & Spiritual Life (10%) : Ave. 8.5 Total Ave. 87

regularly engage in spiritual practices and demonstrate a biblical lifestyle.			The Person and the Work of the Holy Spirit		Objective Met
Delivering Gospel ILO5: All students will have acquired a biblical worldview for effective Christian living and for evangelism in a diverse society. They are motivated to live out the values in accordance with the Korean Evangelical Holiness Church theology and	85% of respondents (scale 7 to 10) of Q2 are having an advanced understanding of Christian theology. 89% of respondents (scale 7 to 10) of Q6 are feeling that they have gained insight and practical skills for Christian ministry and services.	Course Learning Outcome Assessment: The rubric standards related to critical engagement with the diverse doctrines and interpretive paradigms in the Christian tradition - More than 80% of the students scored higher than 2. Avg.: 2.32 out of 3.0 (1: unacceptable, 2:satisfactory, 3: outstanding)	Selected NT Books in Depth, Christology and Soteriology, Theology and Practice of Worship, The Gospel and the Life of Jesus Christ, Revelation and Theology Apologetics Communion with God	Hosting mission trips and include them as part of the requirements for pastoral practicum courses.	Teaching & Mentoring (50%) : Ave. 45 / 50 – Scholarship / Research (20%) : Ave. 17 / 20 Professional & Admin Service (20%) : Ave. 16.5 Community & Spiritual Life (10%) : Ave. 8.5 Total Ave. 87

heritage.		Avg. GPA: 3.2 out of 4.0			Obj Met
PLO2: Students will demonstrate an advanced understanding of Christian theology from the perspective of the Korean Evangelical tradition.	94% of respondents of Q9 are answering that they are now joining in Christian ministry or service now.				
PLO6. Students will demonstrate competence in the area of their concentration: pastoral ministry & leadership or counseling.					

This year's assessments indicate that the courses offered in AEU's M.Div. program meet the standards of the Institutional Learning Outcomes (ILO) and the Program Learning Outcomes (PLO). As seen in the first column, the PLO of the M.Div. program is congruent with the ILO of AEU.

In accordance with the PLO, the M.Div. program provides relevant courses designed to fulfill the academic, practical, and missional criteria for the program's success. We found that the components regarding life-long studies and contextualized training need further enhancement.

The average GPA of the students is above 2.7. Faculty assessments demonstrate that more than 80% of the students' assignments cover the crucial criteria to fulfill the Course Learning Outcomes (CLO) and PLO.

Furthermore, the newly incorporated faculty achievement assessment results show that well-qualified faculty members are teaching the courses.

The program outcome survey results demonstrate the effectiveness of the offered courses.

Outcome Assessment of the MAML (Analysis Based on Objectives & Results)

2024-2025

An outcome assessment refers to our measurement of student learning.

We are measuring the outcome of our educational program.

I. Courses Outcome in Compliance with the ILO and PLO

The instruments administered to measure this goal are the opinion surveys on AEU's ILO and the PLO of each program, students' grades (as criteria for evaluating program's competencies achieving goals according to AEU's ILO and the PLO of MAML), and the research paper or final exam requirements & assessment standards stated in each courses' syllabus. Plus, AEU seminary includes faculty achievement assessments from this year.

ILO-PLO-CLO: the goals of education	The Indicator of the Measurable Success of the Objectives I: The Outcome Surveys	Relevant Courses Reviewed in this Evaluation	Instruments of Measurement + Course-Level Performance Assessments by the Faculty	Faculty Achievement + Objectives Met or Not met
Knowledge of Bible and Theology ILO 1: All students will be equipped with at least a significant working knowledge of the Bible and a sound foundation of Christian doctrine. PLO 1 PLO 2 PLO 3	88% of respondents to Q1 [PLO 1] acquired a significant knowledge of Scripture / a broad-based understanding of the Bible. (7 or more on a scale of 1-10). 78% of respondents to Q2 [PLO 2] reported a clear understanding of, and an ability to share, the gospel. (7 or more on a scale of 1-10). 98% of respondents to Q3 [PLO 3] gained a solid, biblically-informed foundation in Christian theology & doctrine. (7 or more on a scale of 1-10).	BS 502 Hermeneutics (OT) Class GPA: 3.52 on a 4.0 scale. ===== CH 526 Church History II	a) Three Quizzes The quizzes demonstrate sufficient mastery of the essential facts necessary for understanding the events & flow of the Pentateuch, as well as the theological foundations it sets forth. b) Written Assignments The first four written assignments demonstrate increasing skills at reading, analyzing and correctly understanding a passage of Scripture (all examples drawn from the Pentateuch). The fifth written assignment demonstrates a grasp of the facts, issues and the underlying assumptions involved in the 'critical approach' to the Scriptures. c) Final Exam The final exam demonstrates a solid command of the facts necessary to understand the Pentateuch, an integrated understanding of the events, covenants, and major developments within it, as well as the theological foundations which it establishes. • The Course Performance Assessment Standards: Ave. 2.75/3.0 ===== a) Six Short Essays The essays demonstrate a sound grasp of a specific issue or topic in church history. [Among them: What are the main differences between the Protestant and the	Teaching & Mentoring (50%) : Ave. 45 / 50 – Scholarship / Research (20%) : Ave. 16.5 / 20 Professional & Admin Service (20%) : Ave. 15 Community & Spiritual Life (10%) : Ave. 8.5 Total Ave. 85 Obj. Met.

		Class GPA: 2.95 on a 4.0 scale. ===== MAOL501 Foundation of Org Leadership Class GPA: 3.2/4.0 ===== PT505 Theology and Practice of Worship	Roman Catholic Reformations? // How did the Enlightenment aid, and how did it harm, the church?] b) A Final Paper (8 to 12 pages) A substantial research paper on a major issue or development in church history. [Among them: Calvinism vs. Arminianism // Changes in Roman Catholic Doctrine and Practice since the Reformation // The Background and Rise of Pentecostalism] - The Course Performance Assessment Standards: Ave. 2.87/3.0 ===== Weekly Reflection Papers - Two Book Reviews - Leadership Analysis and Change Proposal - Leadership Video Interview or Research Paper - Zoom Meeting Participation The Course Performance Assessment Standards: Ave. 2.65/3.0 ===== Weekly Reflection Papers, Mid-Term Quiz, a Book Review, two reports of practice, a Final Paper (8-12 pages) - The Course Performance Assessment Standards: Ave. 2.63/3.0	Teaching & Mentoring (50%) : Ave. 45 / 50 – Scholarship / Research (20%) : Ave. 16.5 / 20 Professional & Admin Service (20%) : Ave. 15 Community & Spiritual Life (10%) : Ave. 8.5 Total Ave. 85 ===== Objectives met.
Cross-Cultural Competence ILO 2. All students will be culturally sensitive, and will have acquired cross-cultural competence. PLO 5	99% of respondents to Q5 [PLO 5] said they gained sensitivity to cultural differences that will facilitate evangelism & ministry outside their own culture. (7 or more on a scale of 1-10).	=====	- The Course Performance Assessment Standards: Ave. N/A (BS502) - The Course Performance Assessment Standards: Ave. 2.65/3.0 (CH526) - The Course Performance Assessment Standards: Ave. 2.63/3.0 (MAOL501) - The Course Performance Assessment Standards: Ave. 2.73/3.0 (PT556)	Teaching & Mentoring (50%) : Ave. 45 / 50 – Scholarship / Research (20%) : Ave. 16.5 / 20 Professional & Admin Service (20%) : Ave. 15 Community & Spiritual Life (10%)

				: Ave. 8.5 Total Ave. 85 =====
Being Lifelong Learners. ILO 3. All students will be motivated to be, and have the skills to be, lifelong learners. PLO 4	85% of respondents to Q4 [PLO 4] said they have grown in spiritual disciplines and passions for long-term spiritual growth. (7 or more on a scale of 1-10).		- The Course Performance Assessment Standards: Ave. 2.55/3.0 (BS502) - The Course Performance Assessment Standards: Ave. 2.63/3.0 (CH526) - The Course Performance Assessment Standards: Ave. 2.72/3.0 (MAOL501) - The Course Performance Assessment Standards: Ave. 2.73/3.0 (PT556)	Teaching & Mentoring (50%) : Ave. 45 / 50 – Scholarship / Research (20%) : Ave. 16.5 / 20 Professional & Admin Service (20%) : Ave. 15 Community & Spiritual Life (10%) : Ave. 8.5 Total Ave. 85 ===== Objectives met.
Commitment to Spiritual Growth and to Christian Service. ILO 4. All students will be motivated to have a lifelong commitment to personal spiritual growth and to Christian service in local and worldwide contexts. PLO 4 PLO 6	80% of respondents to Q4 [PLO 4] said they have grown in spiritual disciplines and passions for long-term spiritual growth. (7 or more on a scale of 1-10). 100% of respondents to Q6 [PLO 6] said they were equipped with practical skills for leadership in their ministry. (7 or more on a scale of 1-10).		- The Course Performance Assessment Standards: Ave. 2.57/3.0 (BS502) - The Course Performance Assessment Standards: Ave. 2.83/3.0 (CH526) - The Course Performance Assessment Standards: Ave. 2.71/3.0 (MAOL501) - The Course Performance Assessment Standards: Ave. 2.73/3.0 (PT556)	Teaching & Mentoring (50%) : Ave. 45 / 50 – Scholarship / Research (20%) : Ave. 16.5 / 20 Professional & Admin Service (20%) : Ave. 15 Community & Spiritual Life

				(10%) : Ave. 8.5 Total Ave. 85 =====
Christian Living & Delivering Gospel ILO 5: All students will have acquired a biblical worldview for effective Christian living and for evangelism in a diverse society. They are motivated to live out the values in accordance with the evangelical theology & heritage. PLO 2 PLO 3 PLO 5	74% of respondents to Q2 [PLO 2] understand and are able to share the gospel. (7 or more on a scale of 1-10). 99% of respondents to Q3 [PLO 3] gained a biblically-informed foundation for Christian theology. (7 or more on a scale of 1-10). 99% of respondents to Q5 [PLO 5] gained cultural sensitivity that will aid in evangelism. (7 or more on a scale of 1-10).		- The Course Performance Assessment Standards: Ave. 2.75/3.0 (BS502) - The Course Performance Assessment Standards: Ave. 2.65/3.0 (CH526) - The Course Performance Assessment Standards: Ave. 2.70/3.0 (MAOL501) - The Course Performance Assessment Standards: Ave. 2.80/3.0 (PT556)	Teaching & Mentoring (50%) : Ave. 45 / 50 – Scholarship / Research (20%) : Ave. 16.5 / 20 Professional & Admin Service (20%) : Ave. 15 Community & Spiritual Life (10%) : Ave. 8.5 Total Ave. 85 ===== Objectives met.
Knowledge & Practical Skills to Serve in their Field ILO 6: All students will have acquired the essential knowledge and the practical skills necessary to serve effectively, even successfully, in their chosen field. PLO 6	100% of respondents to Q6 [PLO 6] said they had gained insight and practical skills for their area of ministry. (7 or more on a scale of 1-10).		- The Course Performance Assessment Standards: Ave. 2.55/3.0 (BS502) - The Course Performance Assessment Standards: Ave. 2.62/3.0 (CH526) - The Course Performance Assessment Standards: Ave. 2.63/3.0 (MAOL501) - The Course Performance Assessment Standards: Ave. 2.75/3.0 (PT556)	Teaching & Mentoring (50%) : Ave. 45 / 50 – Scholarship / Research (20%) : Ave. 16.5 / 20 Professional & Admin Service (20%) : Ave. 15

				Community & Spiritual Life (10%) : Ave. 8.5 Total Ave. 85 ===== Objectives met.
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Program Learning Outcomes / Objectives

MAML students will demonstrate:

1. a significant knowledge of Scripture as the foundation for what we preach, how we carry out missions, and how we live; a broad-based understanding of the Bible.
2. a clear understanding of, and the ability to share, the gospel.
3. a solid, biblically-informed foundation in Christian theology & doctrine.
4. spiritual disciplines and passion which make for long-term personal spiritual growth.
5. a sensitivity to cultural differences and ethnic diversity which will help build personal relationships and will also facilitate evangelism & ministry outside one's own culture.
6. students will demonstrate substantial insight and practical skills in the area of their concentration / their track (missions-ICS / ministry & leadership / counseling).

In particular, students in the Missions / ICS track will demonstrate:

1. a clear understanding of the gospel of Jesus Christ from an intercultural perspective.
2. sensitivity to cultural and ethnic diversity for building relationships and for ministry.
3. an advanced level of competence in communication and leadership in diverse intercultural settings.

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This year's assessments indicate that the courses offered in AEU's MAML program meet the standards of the Institutional Learning Outcomes (ILO) and the Program Learning Outcomes (PLO). As seen in the first column, the PLO of the MAML program is congruent with the ILO of AEU.

In accordance with the PLO, the MAML program provides relevant courses designed to fulfill the academic, practical, and missional criteria for the program's success. We found that the components regarding life-long studies and contextualized training need further enhancement.

The average GPA of the students is above 2.7. Faculty assessments demonstrate that more than 80% of the students' assignments cover the crucial criteria to fulfill the Course Learning Outcomes (CLO) and PLO.

Furthermore, the newly incorporated faculty achievement assessment results show that well-qualified faculty members are teaching the courses.

The program outcome survey results demonstrate the effectiveness of the offered courses.

Outcome Assessment of DMin (Analysis Based on Objectives & Results)

: Outcome assessment refers to our measurement of student learning. We are measuring the outcome of our educational program (i.e., the value added to students).

I. Program Outcome in Congruence with the ILO and PLO

The instruments administered this year to measure this goal were course performance assessments by faculty, and the student surveys on AEU's ILO and the PLO of each program, as well as students' grades (as criteria for evaluating program's competencies achieving goals according to AEU's ILO and the PLO of D.Min). From this year, we include faculty achievement assessments as part of the programmatic evaluation.

Goal, intentions or competencies	The Indicator of the Measurable Success of the Objectives I: the Outcome Surveys)	Relevant Courses	The Indicator of the Measurable Success of the Objectives II: faculty course-level outcome assessments)	Faculty Suggestions	Faculty Performance Assessment	Evaluation (Obj. met or not met)
ILO1: Having learned at least working knowledge of the Bible and a sound foundation of Christian doctrine PLO2: Students are expected to foster a vision of ministry rooted in the Bible and the evangelical tradition.	Q1 and Q3. I have discovered and affirmed my God-granted gifts for ministry (1-10) I have a vision of ministry that is clearly rooted in the Bible and the evangelical tradition (1-10)	Missional Context Analysis Strategic Missional Leadership Change Cohort Presentations	a) Book Review: Students will complete reading and homework assignments demonstrating appropriate use of library resources for research and evaluating ministry problems. b) Discussion/Presentation: Students participate in class lecture and discussions about		47 / 50 – Leadership and organizational courses 18 / 20 – Multiple peer-reviewed & applied publications 17 / 20 – Industry-academic collaboration & adjunct work	Obj. Met

			suitable solutions to ministry problems. c) Research Papers: Students will complete a research proposal which indicates a well-researched plan to implement a reasonable and measurable solution to a ministry problem and collect data on its effectiveness.		8 / 10 – Public representation of AEU ----- 87 / 100 (satisfactory)	
	The effectiveness demonstrated by the result of the survey: For Q1- 9 out of 10: 27.3% 10 out of 10: 36.4% 7 or 8 out of 10: 36% For Q3 - 9 out of 10: 45% 10 out of 10: 36% 8 out of 10: 18.2% : Above 5 out of 10	Average grades (2024-2025): 3.60 (above 3.0)	Research Papers: Rubric standards related to Academic rigor: 2.57 out of 3 Ministerial effectiveness: 2.75 out of 2 Overall Course Learning Outcome Assessments: The rubric standards related to contributions to ministerial and academic areas: more than 85% scored higher than 2 out of 3.			

			3			
ILO2: Learning to be culturally sensitive and acquiring cross-cultural competence PLO1: Students are expected to discover and affirm their God-granted ministerial gifts and visions and to envision a concrete road map of ministry. PLO3: students are expected to develop their unique tools that are employable for fruitful ministry in the 21st-century ecclesial and missional contexts. As a final project, they will have completed their work by publishing it as a book.	Q4. I have developed unique tools and skills that I can use for fruitful ministry in church and mission contexts (1-10).	Missional Context Analysis Strategic (Missional) Missional Leadership Change Cohort Presentations	a) Book Reviews: Students will complete reading and homework assignments demonstrating appropriate use of library resources for research and evaluating ministry problems. b) Discussion/Presentation: Students participate in class lecture and discussions about suitable solutions to ministry problems. c) Research Papers: Students will complete a research proposal which indicates a well-researched plan to implement a reasonable and measurable solution to a ministry problem			Obj. Met

			and collect data on its effectiveness.			
	The effectiveness demonstrated by the result of the survey: 9-10 out of 10: 73% 7-8 out of 10: 23% :Above 5 out of 10	Average grades (2024-2025): 3.60 (above 3.0)	Research Paper: the rubric standards related to cross-cultural sensitivity: 2.5 out of 3 Course Learning Outcome Assessments: The rubric standards related to understanding cultural settings: More than 78% scored higher than 2 out of 3.	There is a need to enhance practical application by incorporating mutual peer mentoring. These groups should consider factors such as congregation sizes, culturally shared sentiments, and ethnic backgrounds. DMin students can learn by serving mentors for MDiv practicum courses. They may research together and receive training alongside.		
ILO3 and 4: Becoming life-long learners and having a life-long commitment to personal spiritual growth and to Christian service + ILO5: Having acquired a biblical worldview for effective Christian living and for evangelism in a diverse society PLO3: D.Min. provides	Q.4, Q.7, and Q.8 Having learned useful missional/pastoral skills to flourish in the postmodern world + currently serving in ministry Q.2 I have a concrete roadmap, a clear sense of direction, for my involvement in ministry (1-10).	Missional Context Analysis Strategic (Missional) Missional Leadership Change Cohort Presentations	a) Book Review: Students will complete reading and homework assignments demonstrating appropriate use of library resources for research and evaluating ministry problems. b) Discussion/Presentation:			Obj. Met

students with concrete ministerial knowledge and skills necessary for their ecclesial and missional ministries to flourish in the evolving cultural contexts of the contemporary world.			Students participate in class lecture and discussions about suitable solutions to ministry problems. c) Research Papers (15—20 pages): Students will complete a research proposal which indicates a well-researched plan to implement a reasonable and measurable solution to a ministry problem and collect data on its effectiveness.			
	For Q2, Q.4: academic contents' contribution to their ministries 2–6 out of 10: 20% 7–8: 30% 9–10: 45% For Q. 8: 54.5% of the graduates began church ministries after or during their DMin program.	Average grades: 3.6 (above 3.0) [2024-25]	Research Papers: the rubric standards related to academic rigor and contributions: 2.5 out of 3 Ministerial effectiveness: 2.5 out of 3 Course Learning Outcome Assessments: the rubric standards related to understanding course	Faculty suggested an additional research skill training course to enhance the students' research quality.		

			materials and critical engagement + contributions to ministry: more than 87% scored higher than 2.			
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All areas tested this year suggest that the courses offered in AEU's D.Min. program meet the standards of the Institutional Learning Outcomes (ILO) and the Program Learning Outcomes (PLO).

As seen in the first column, the PLO of the D.Min. is in congruence with the ILO of AEU. In accordance with the PLO, the D.Min. program provides relevant courses designed to fulfill the academic and practical criteria for the success of the program. The program outcome survey results demonstrate the effectiveness of the offered courses. While some students and faculty suggested inclusion of more academic and practical training in curriculum. Yet all major areas of these surveys marked averages that exceed 5.0.

Furthermore, students' average grades were above 3.0. The faculty's course learning outcome assessments showed that more than 80% of the students' assignments exceeded 2.0 in major areas to fulfill the Course Learning Outcomes (CLOs) and the PLO of the D.Min. However, among the assessment standards, the components related to missional/contextual engagement show that AEU seminary needs to reinforce some courses or practicum-related training.

The professors also provided valuable suggestions for improving the degree program, while their academic performance achievements met the standards of the faculty assessment. Their suggestions will be further discussed at the seminary council meeting for their application.