

Direct and Indirect Evidence in Support of Program Learning Outcomes

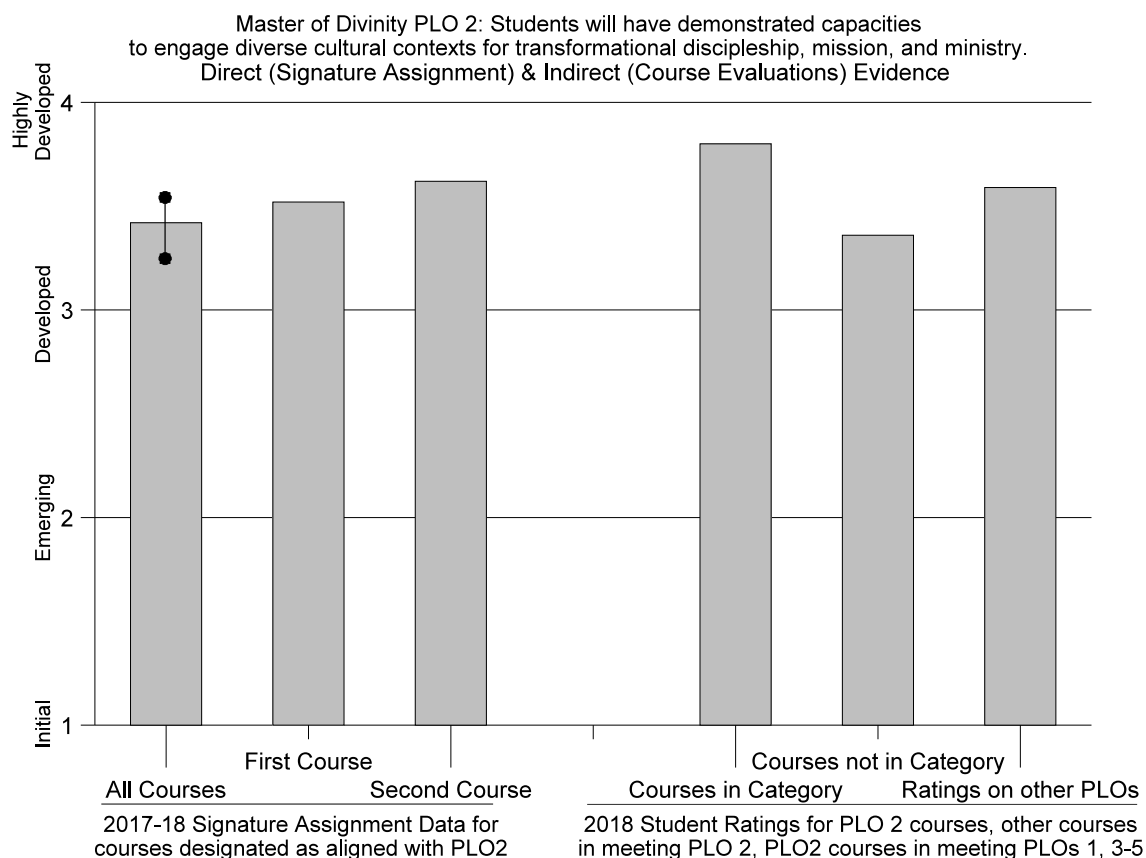
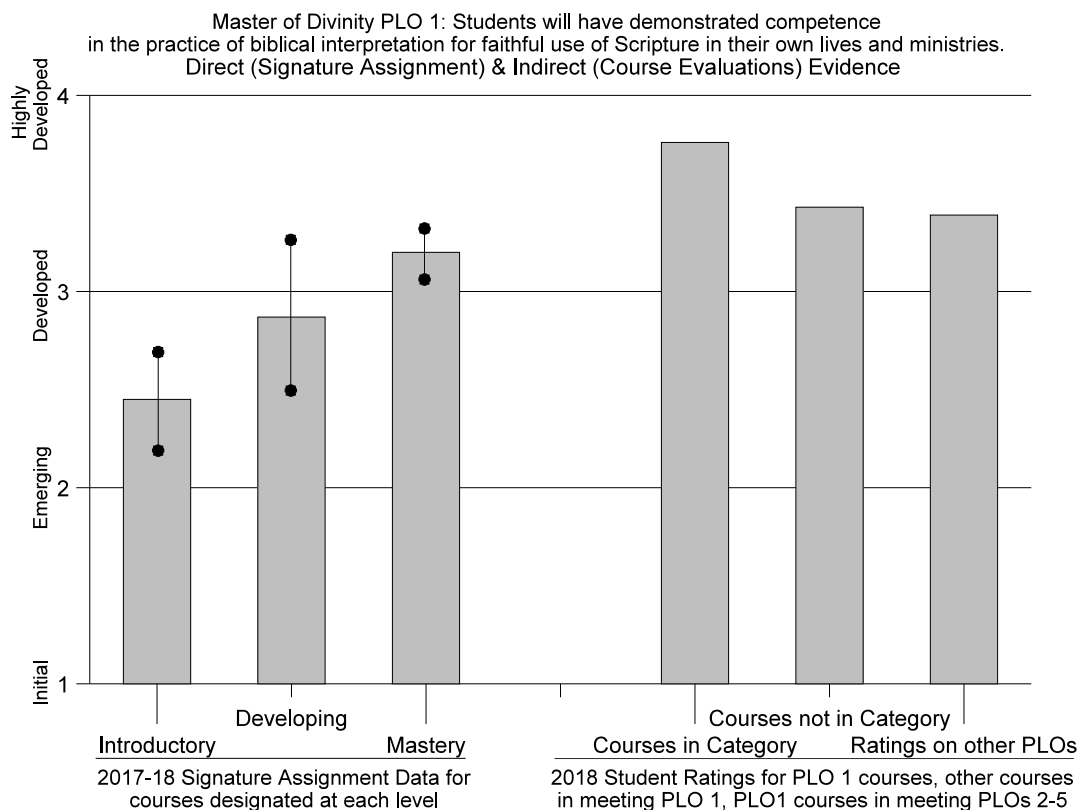
<u>School of Theology</u>	2
<u>Master of Divinity (English)</u>	2
<u>Master of Arts in Theology (English)</u>	5
<u>Master of Arts in Theology and Ministry (English)</u>	8
<u>Spanish-Language MDiv, MAT, and MATM</u>	11
<u>Master of Theology (English)</u>	14
<u>Doctor of Ministry (English)</u>	15
<u>Doctor of Ministry (Korean)</u>	16
<u>Doctor of Philosophy in Theology (English)</u>	17
<u>School of Intercultural Studies</u>	18
<u>Master of Arts in Intercultural Studies (English)</u>	18
<u>Master of Arts in Intercultural Studies (Korean)</u>	21
<u>Master of Arts in Global Leadership (English)</u>	22
<u>Master of Theology in Intercultural Studies (English)</u>	26
<u>Doctor of Missiology (English and Korean)</u>	28
<u>Doctor of Ministry in Global Ministries (Korean)</u>	29
<u>Doctor of Philosophy in Intercultural Studies (English)</u>	30
<u>School of Psychology</u>	32
<u>Master of Science in Marriage and Family Therapy (English)</u>	32
<u>Doctor of Psychology (English)</u>	33
<u>Doctor of Philosophy in Clinical Psychology (English)</u>	38

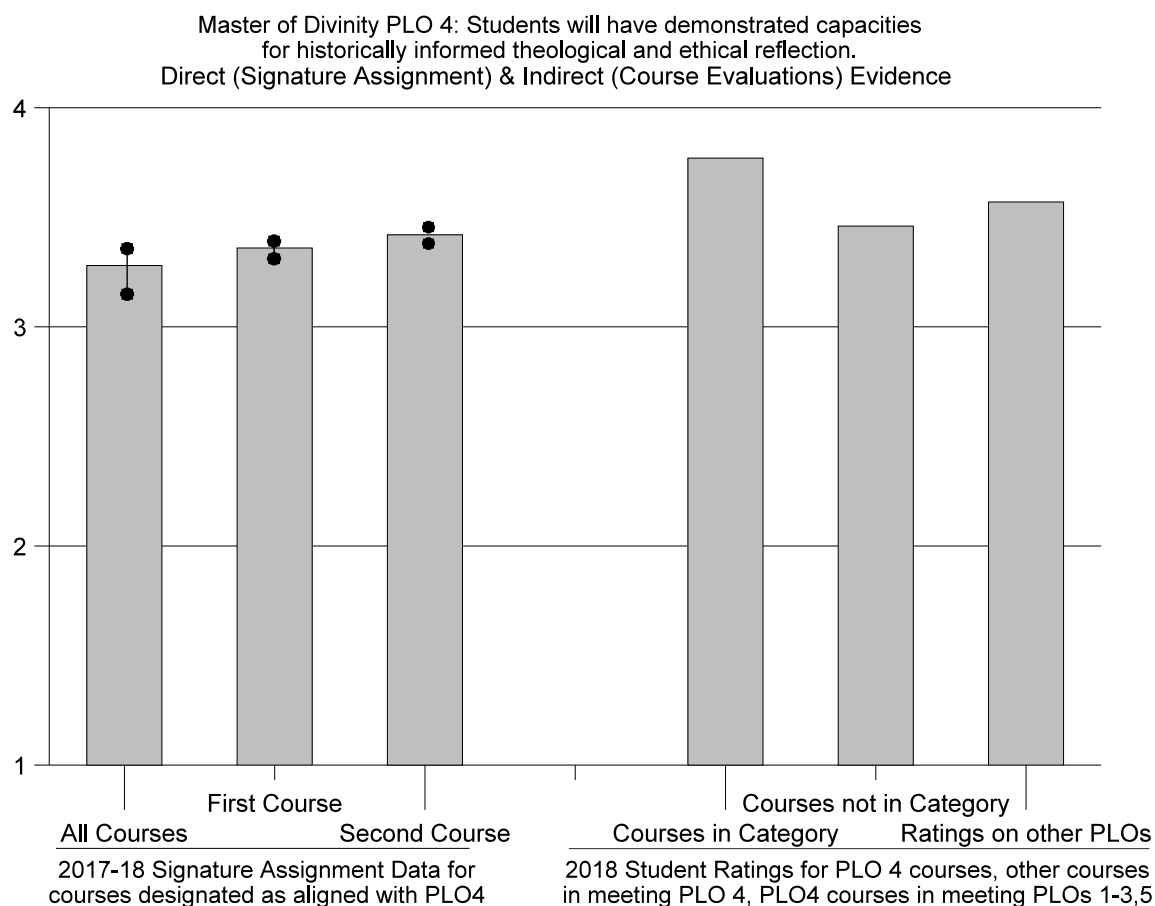
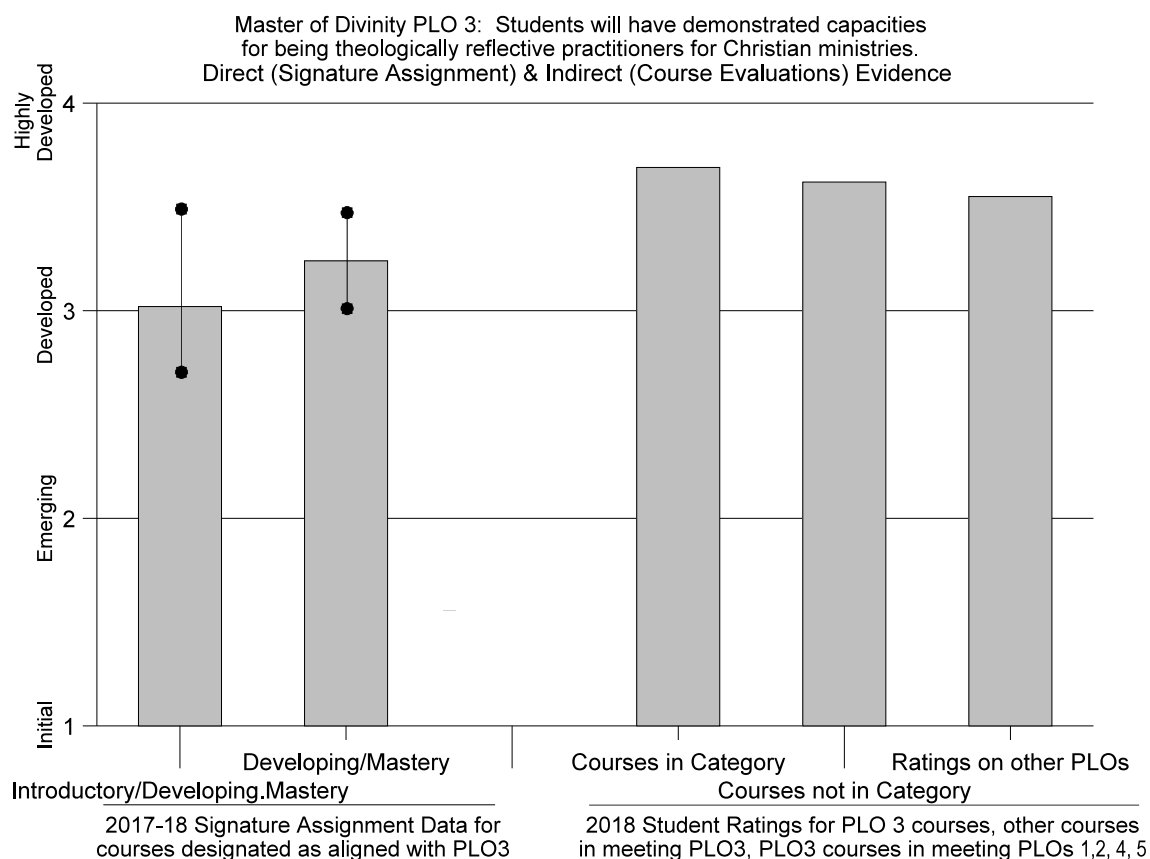
General notes. Unless otherwise noted, items were rated on a 1 to 4 scale, with higher numbers representing greater rated or perceived mastery. In some instances, ratings were converted to 1-4 to allow for greater ease of comparison. Items on black and white graphs are taken from signature assignments (left side of graph) and student course evaluations (right side). Items graphed in color are taken from the student survey (left side) and from the alumni/ae survey (right side). Signature assignment data were gathered in all four quarters of the 2017-18 academic year. Vertical bars indicate the means across all four quarters. Vertical lines indicate the range of those four means, with the ball at the lower end of the bar representing the quarter mean that was lowest and the ball at the higher end of the bar representing the highest mean between summer 2017 and spring 2018.

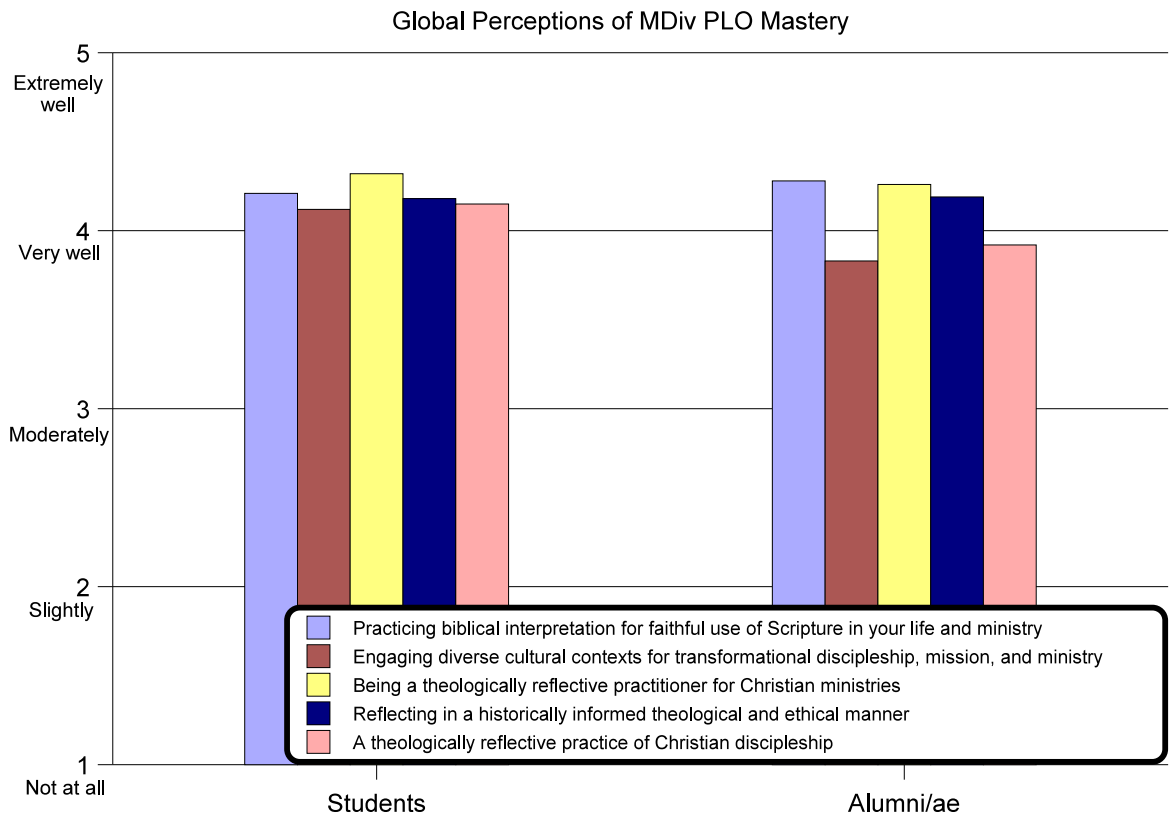
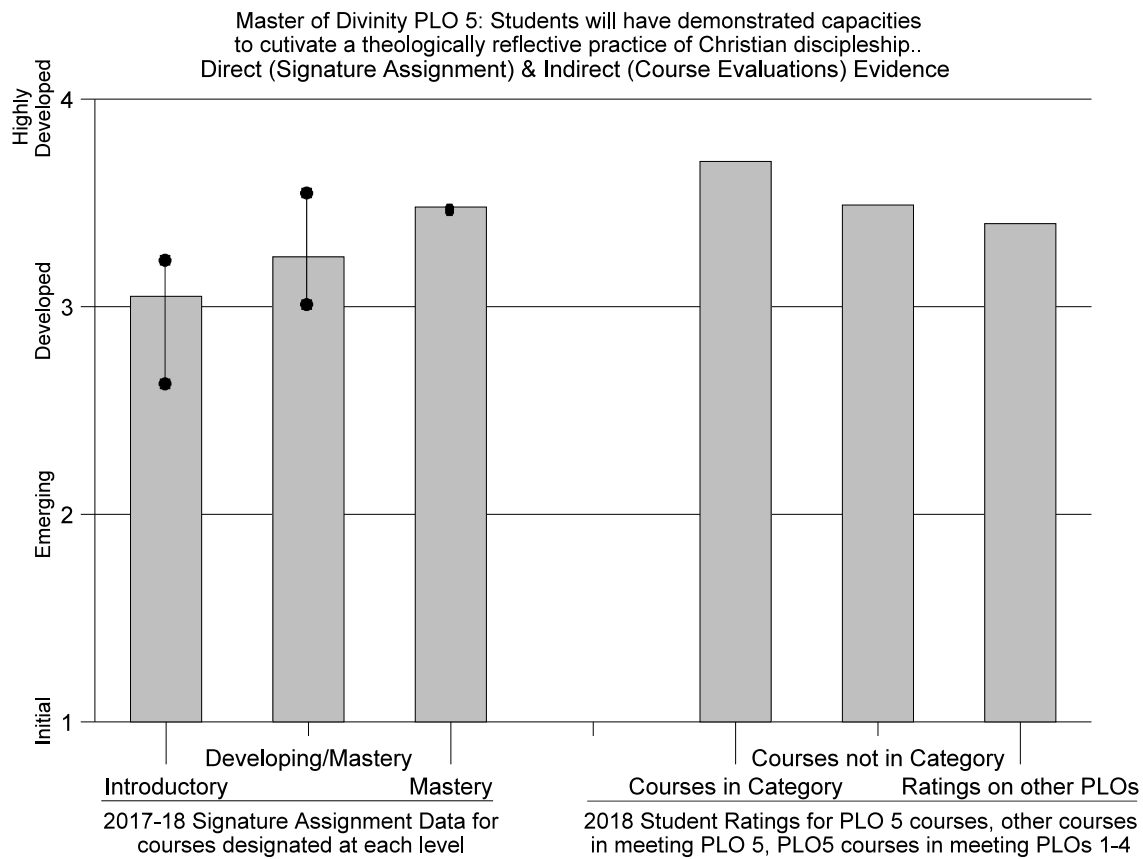
School of Theology

Master of Divinity (English)

For signature assignment data, $n = 674$. For course evaluations, $n = 137$. For alumni/ae survey, $n = 455$. For student survey, $n = 352$.

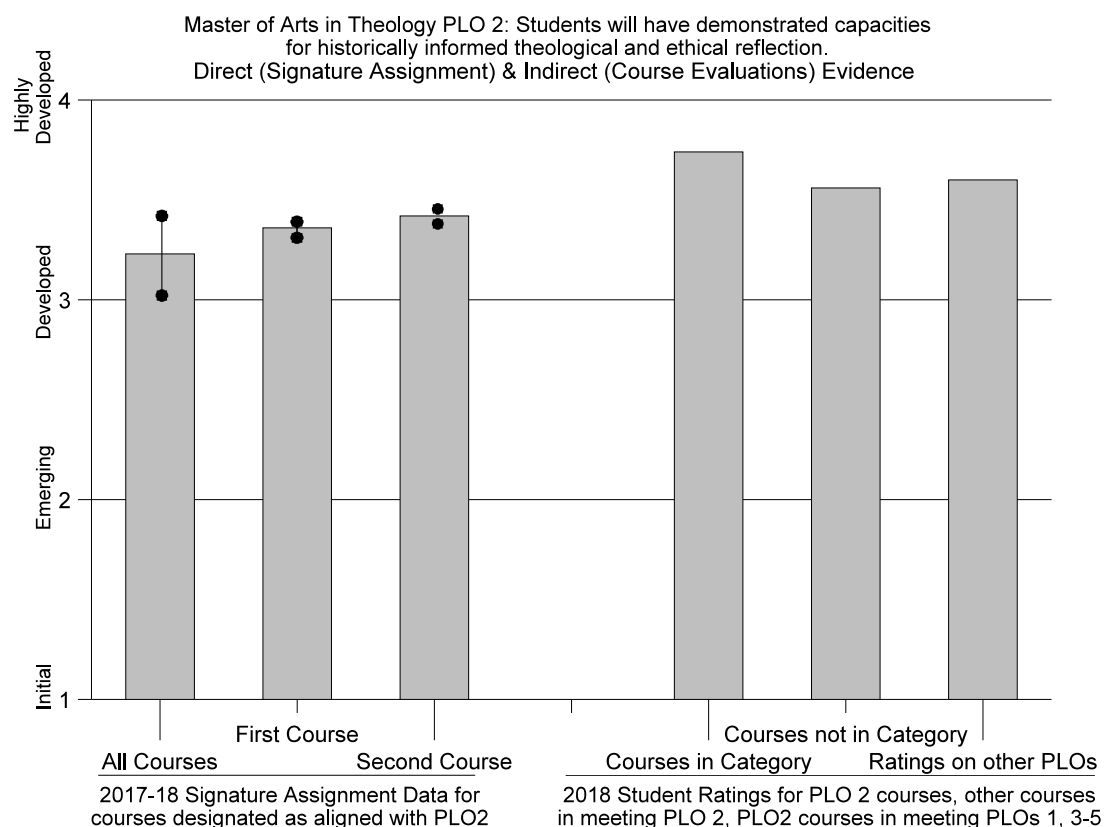
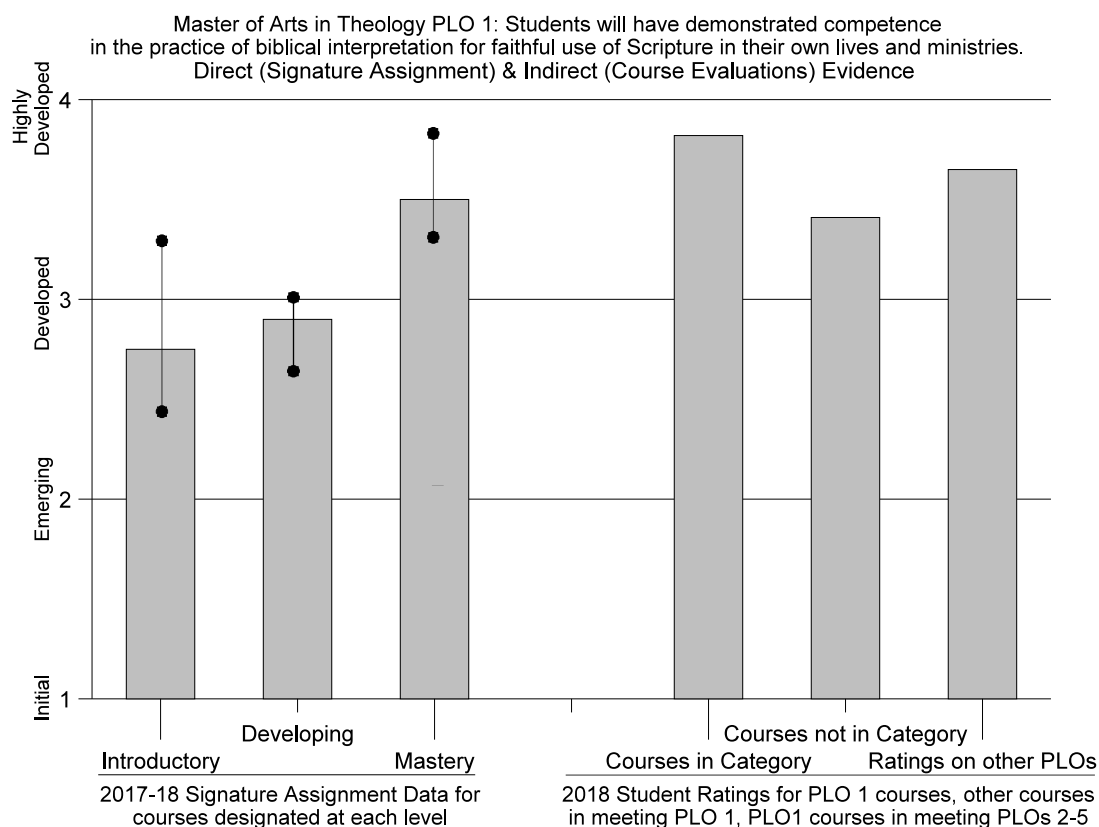


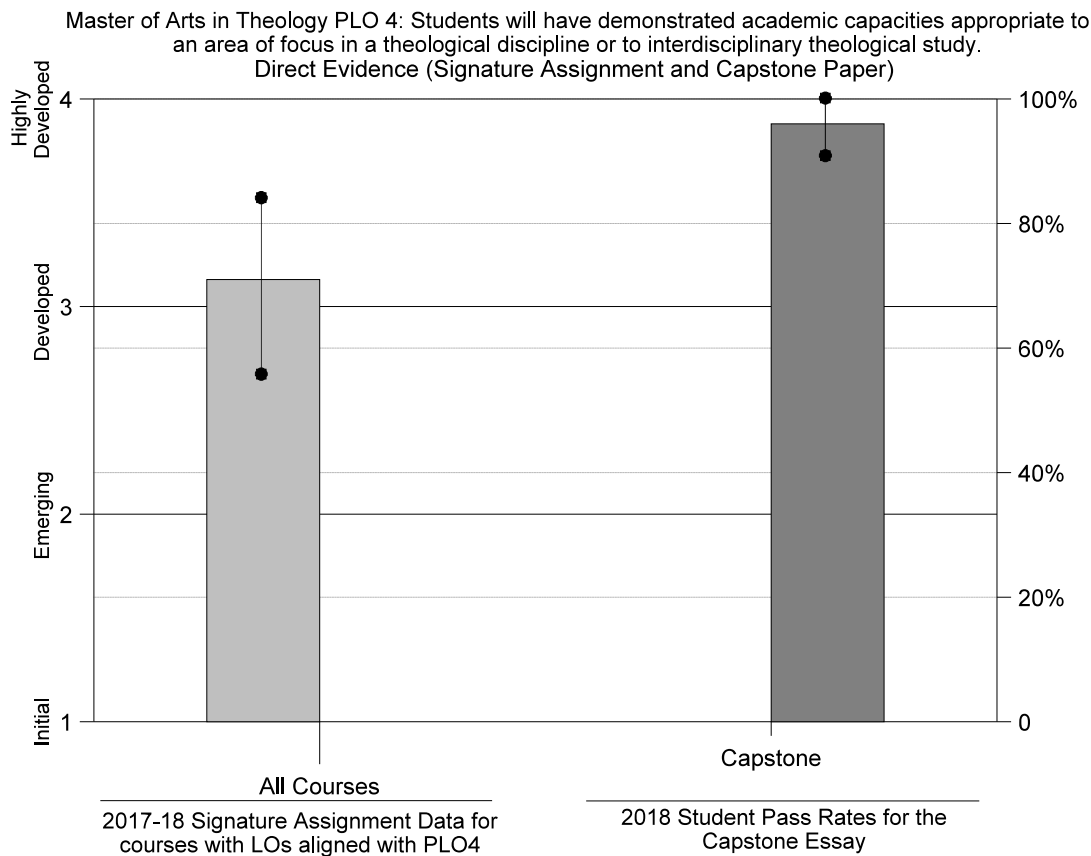
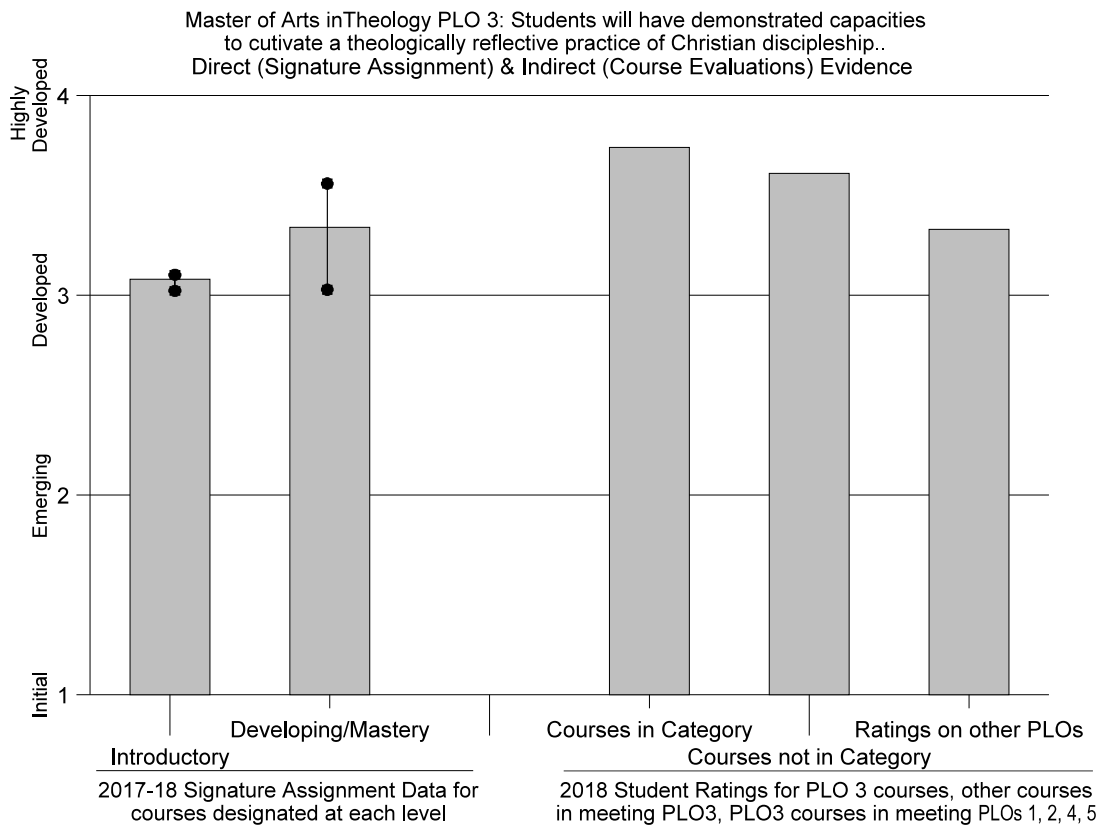


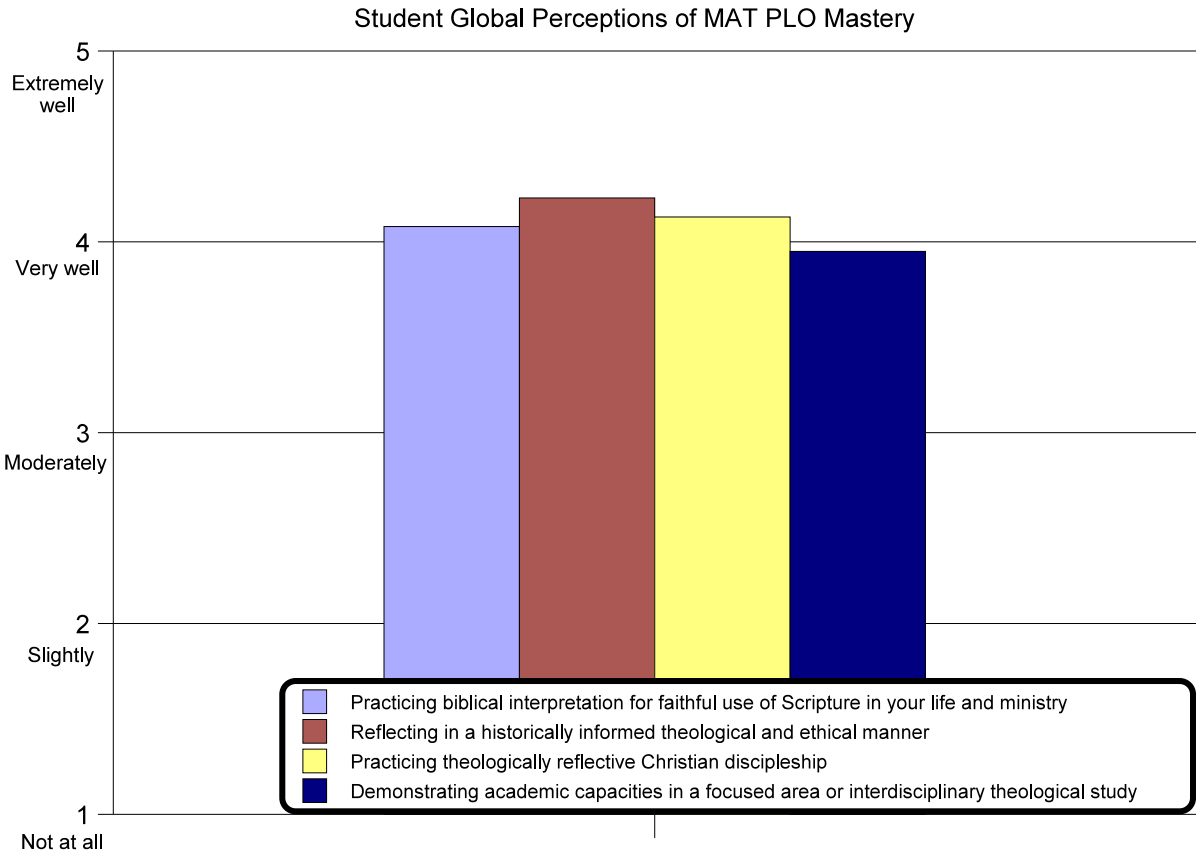


Master of Arts in Theology (English).

For signature assignment data, $n = 452$. For course evaluations, $n = 104$. For alumni/ae survey, $n = 373$. For student survey, $n = 219$.

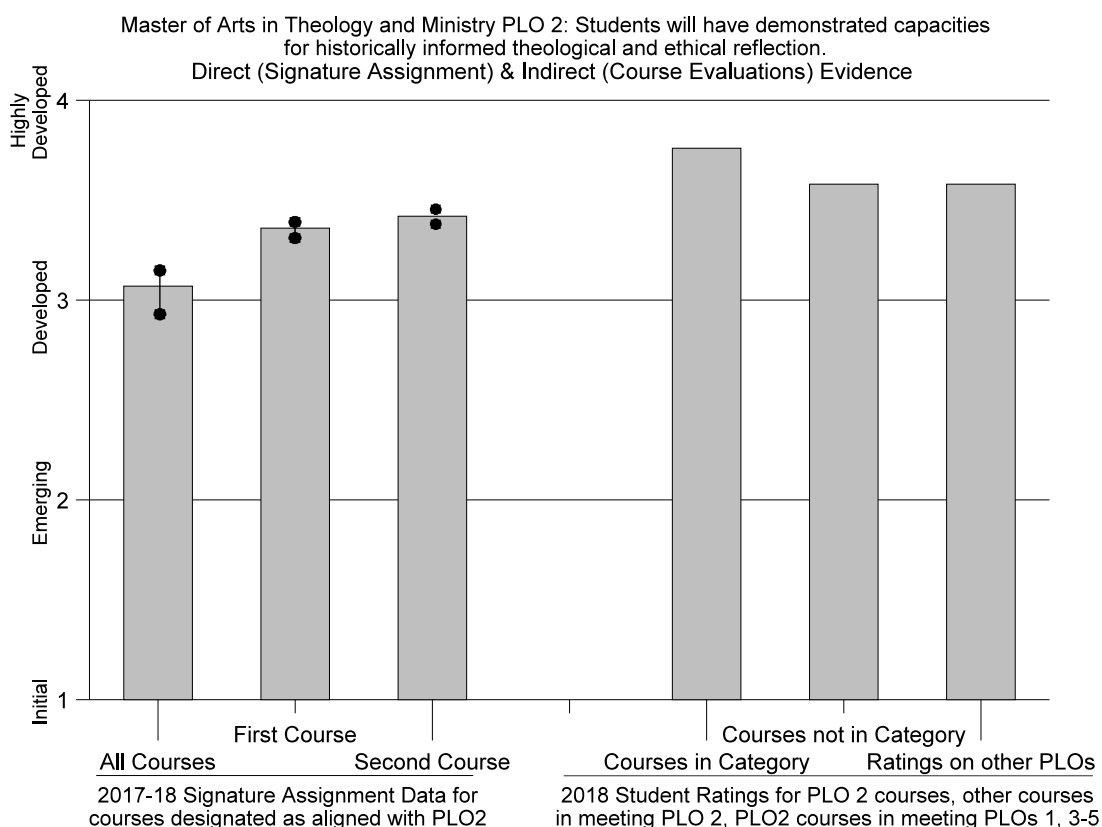
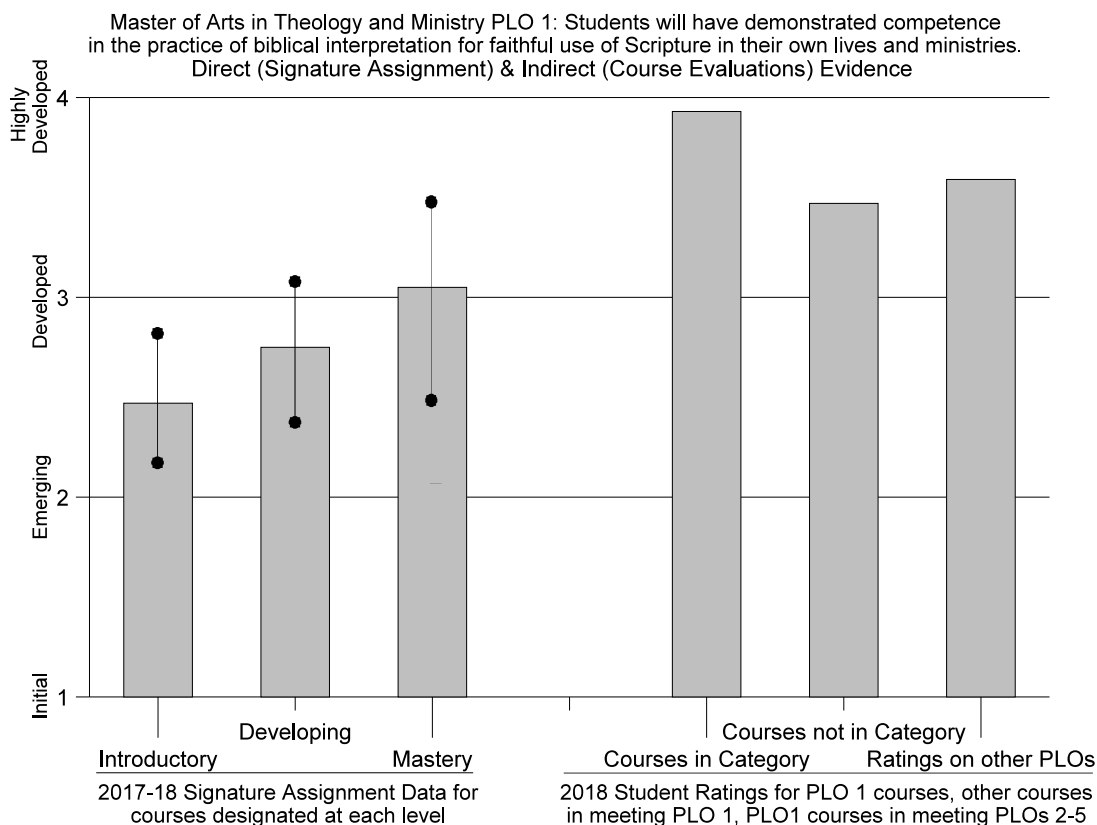


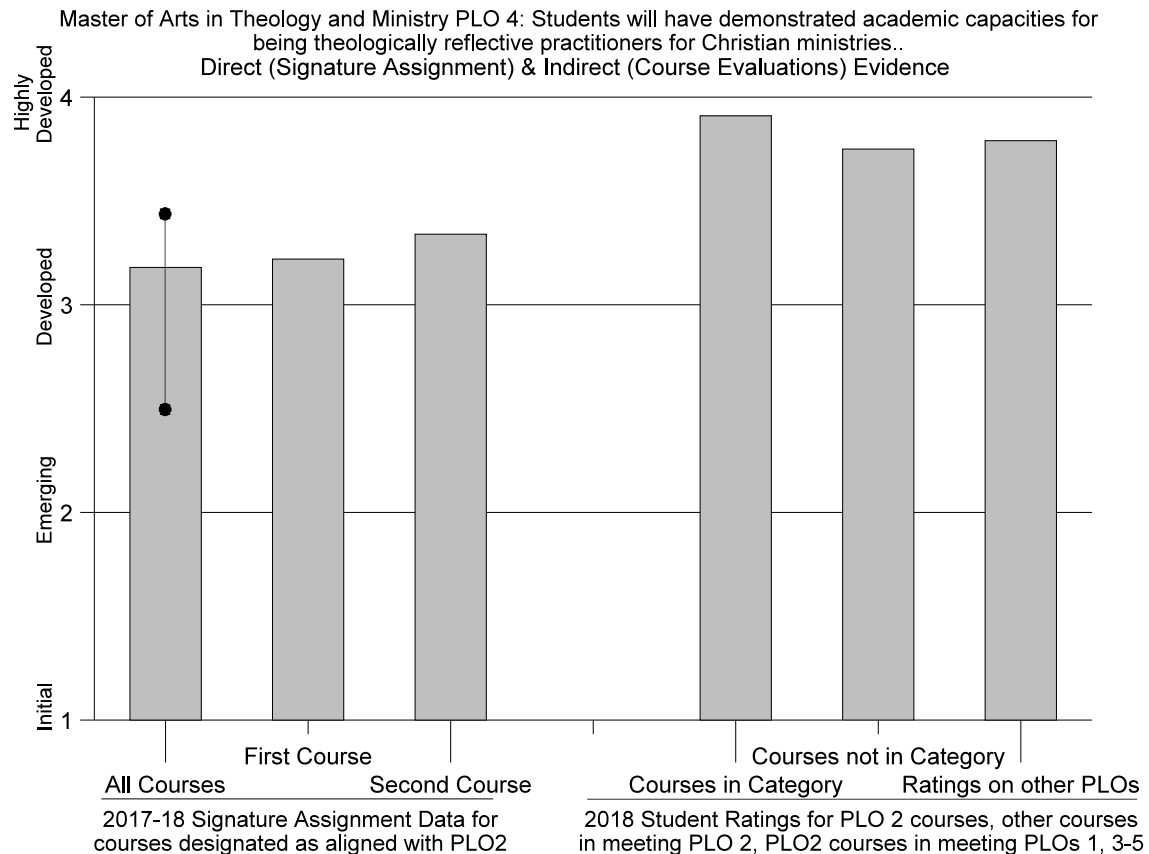
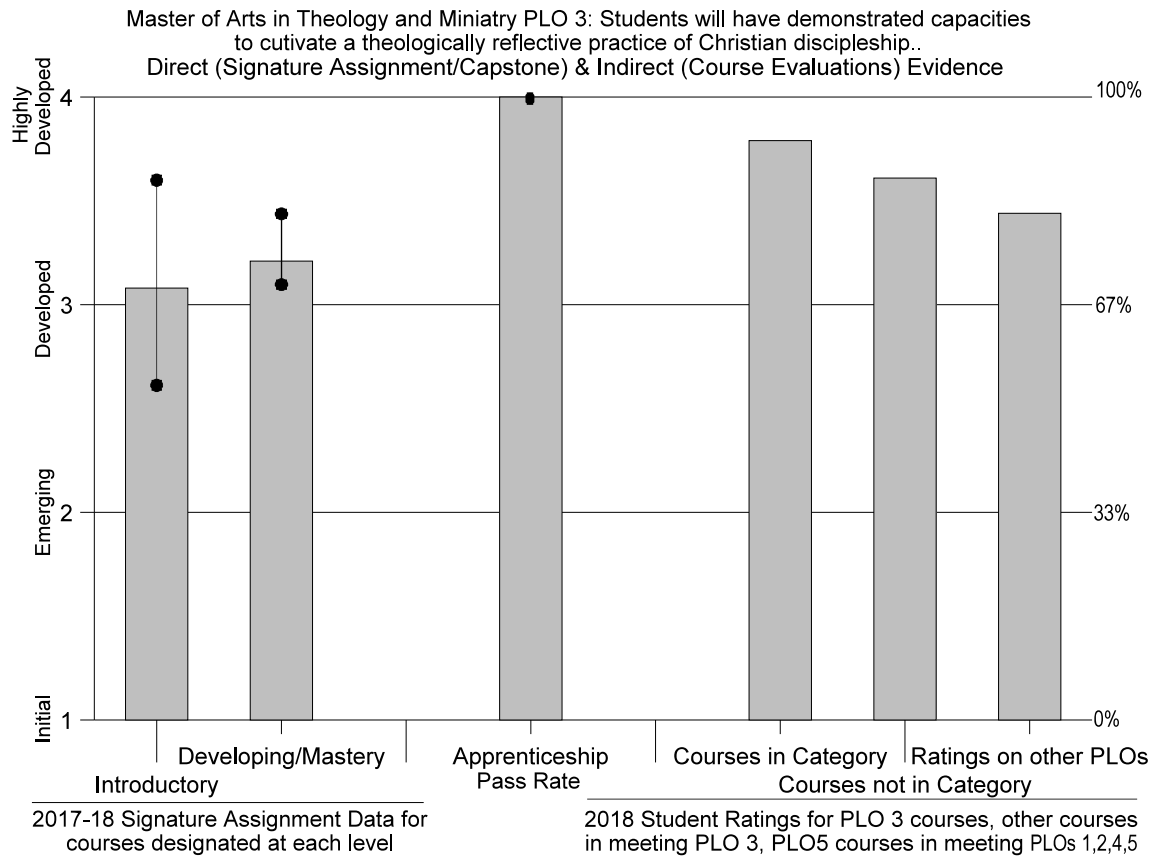


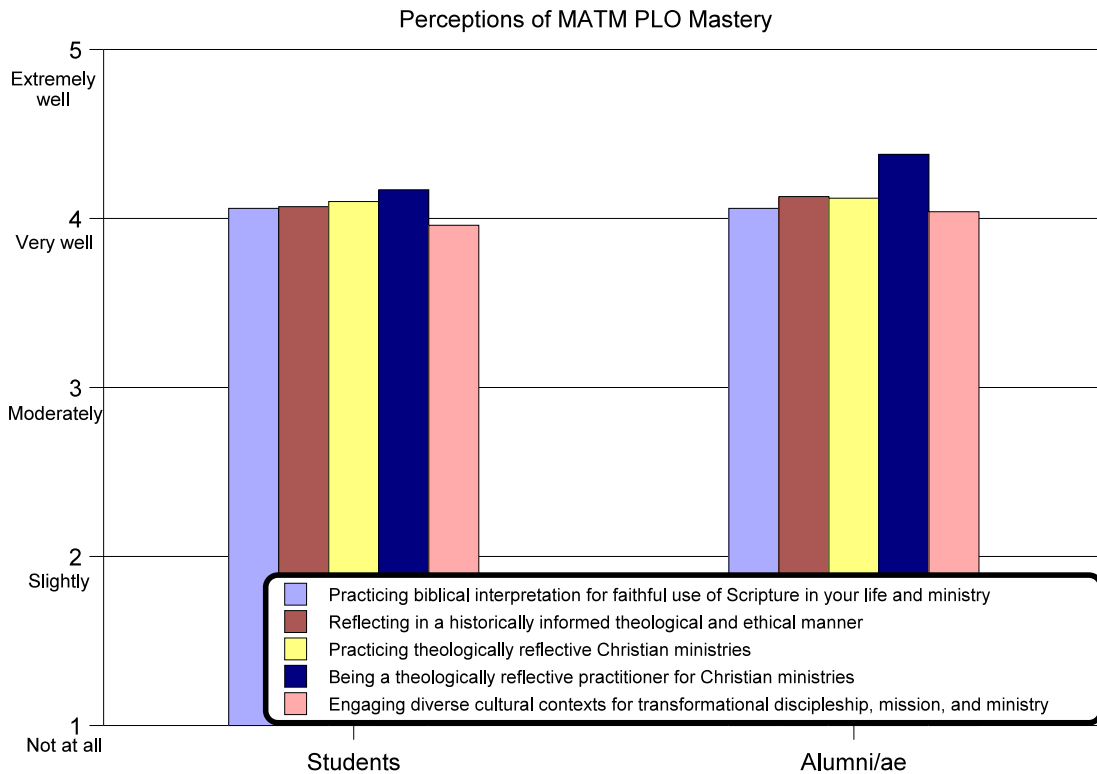
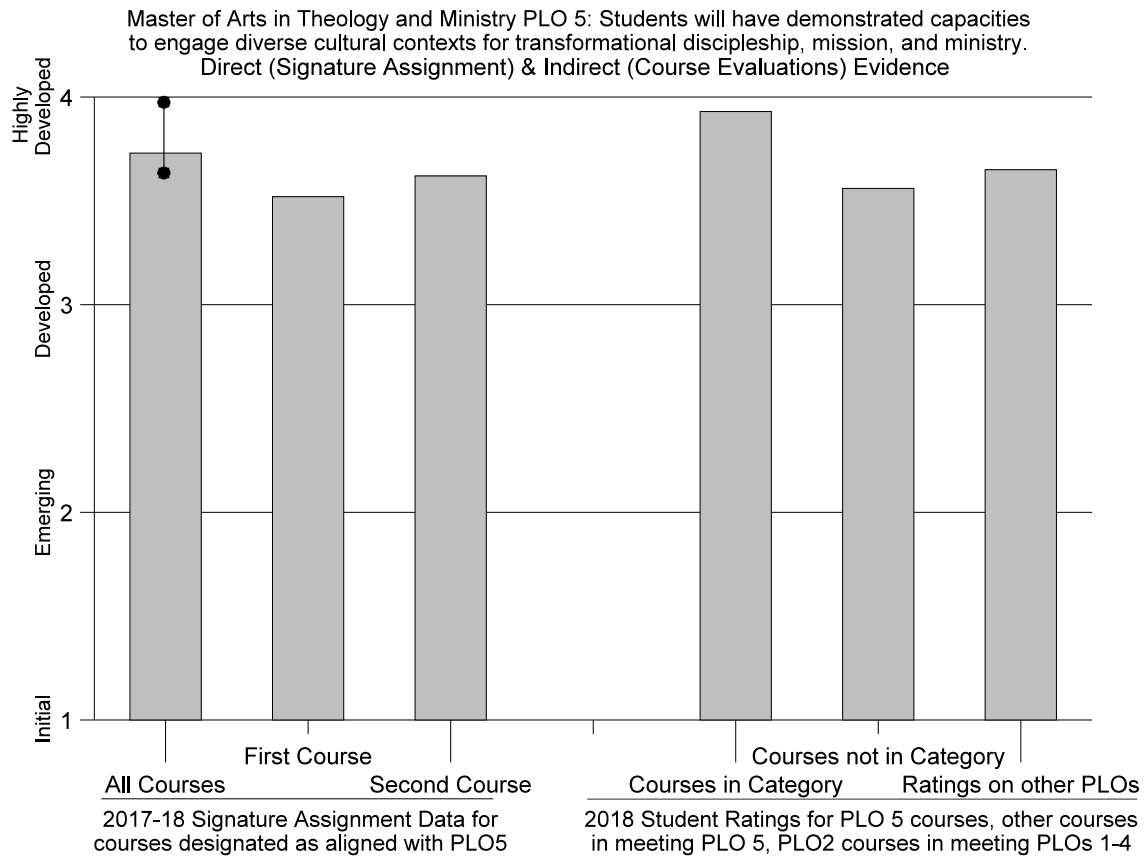


Master of Arts in Theology and Ministry (English).

For signature assignment data, $n = 168$. For course evaluations, $n = 86$. For alumni/ae survey, $n = 50$. For student survey, $n = 81$.

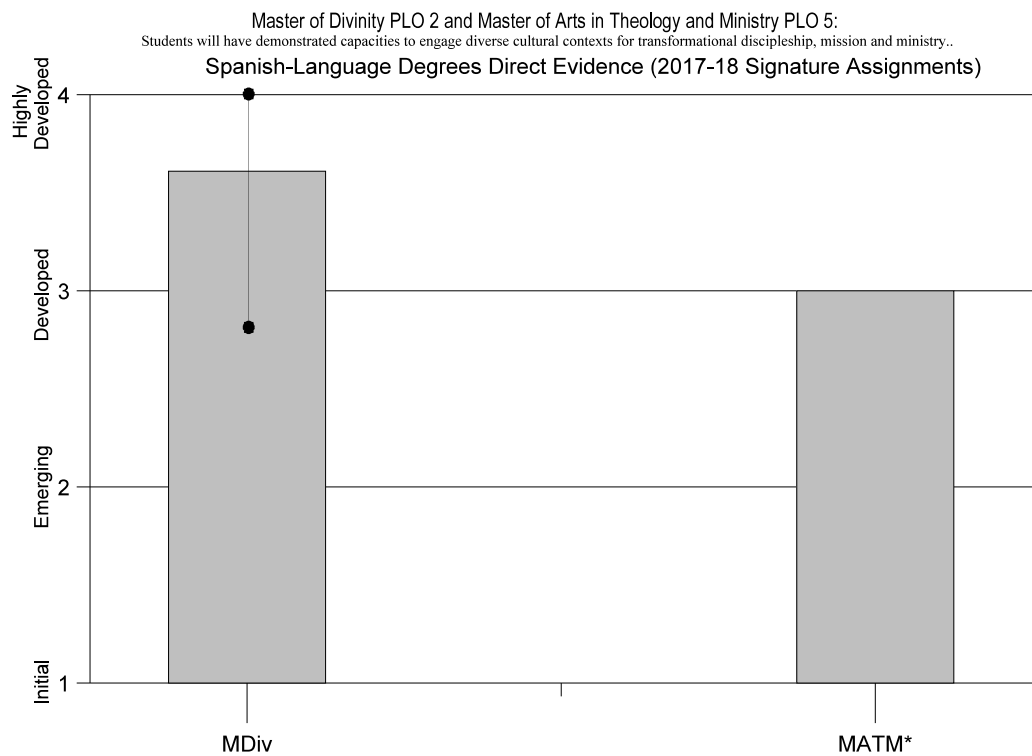
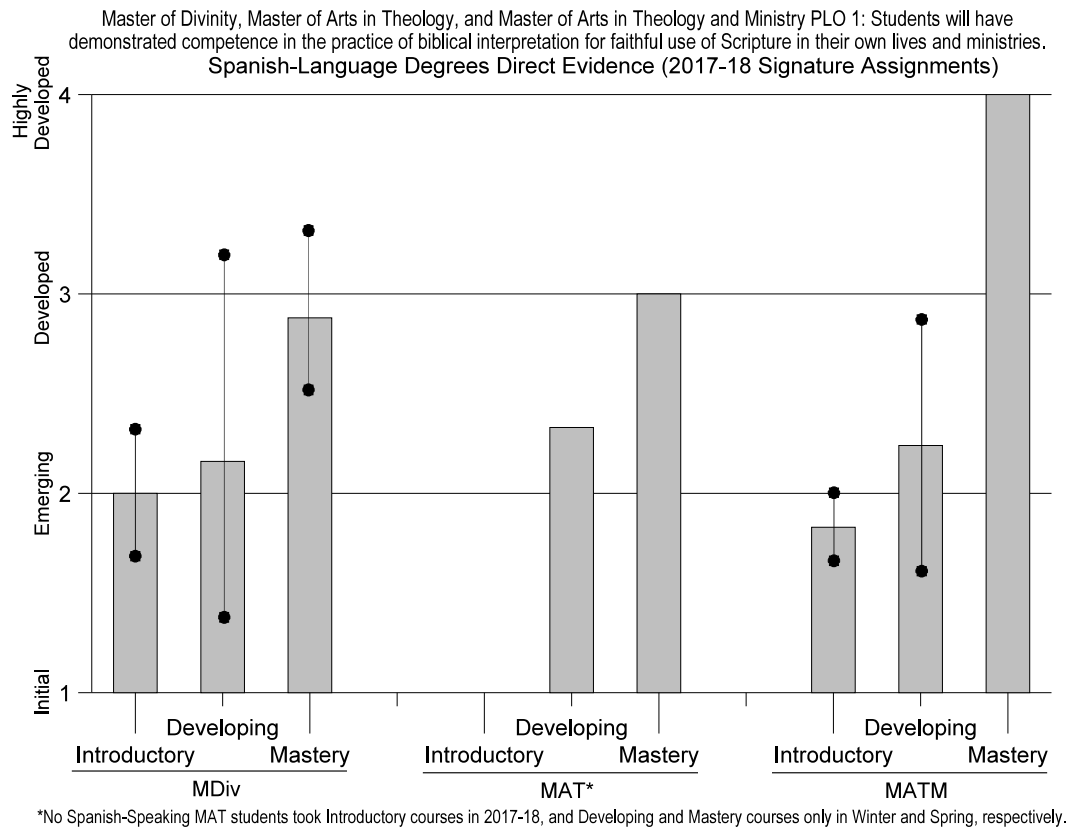




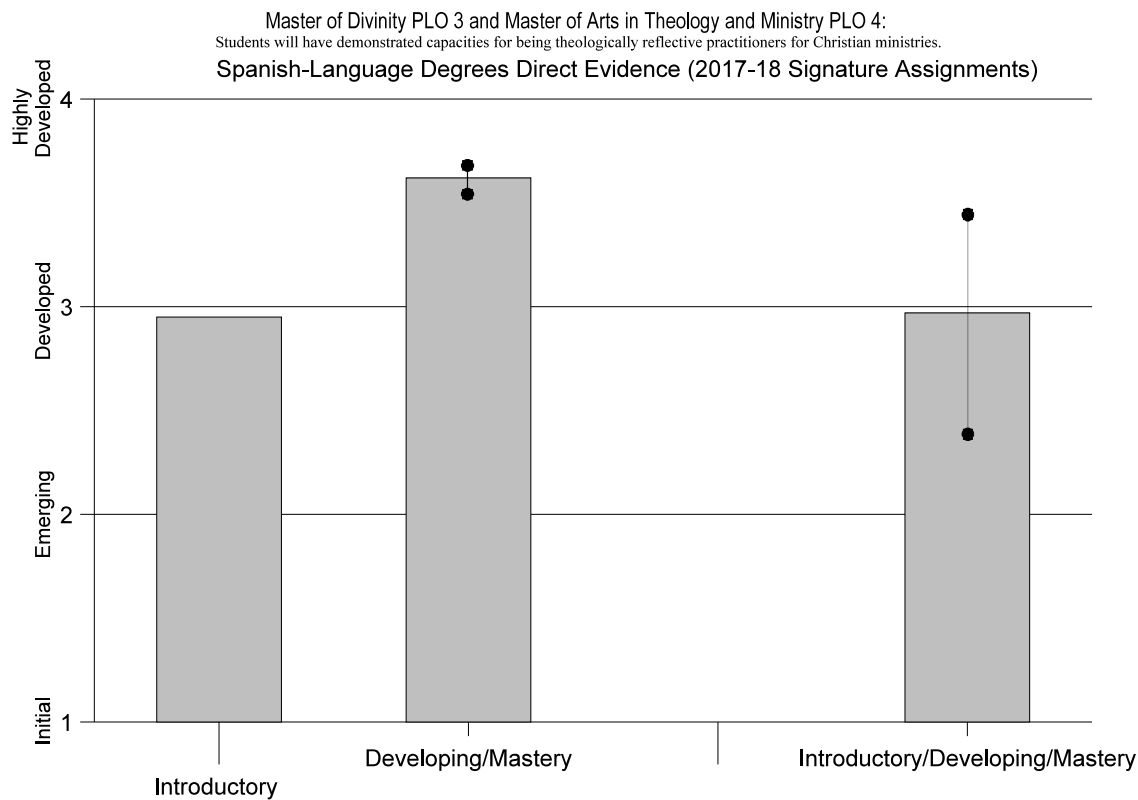


Spanish-Language Master of Divinity (MDiv), Master of Arts in Theology (MAT), and Master of Arts in Theology and Ministry (MATM).
Master of Divinity (English)

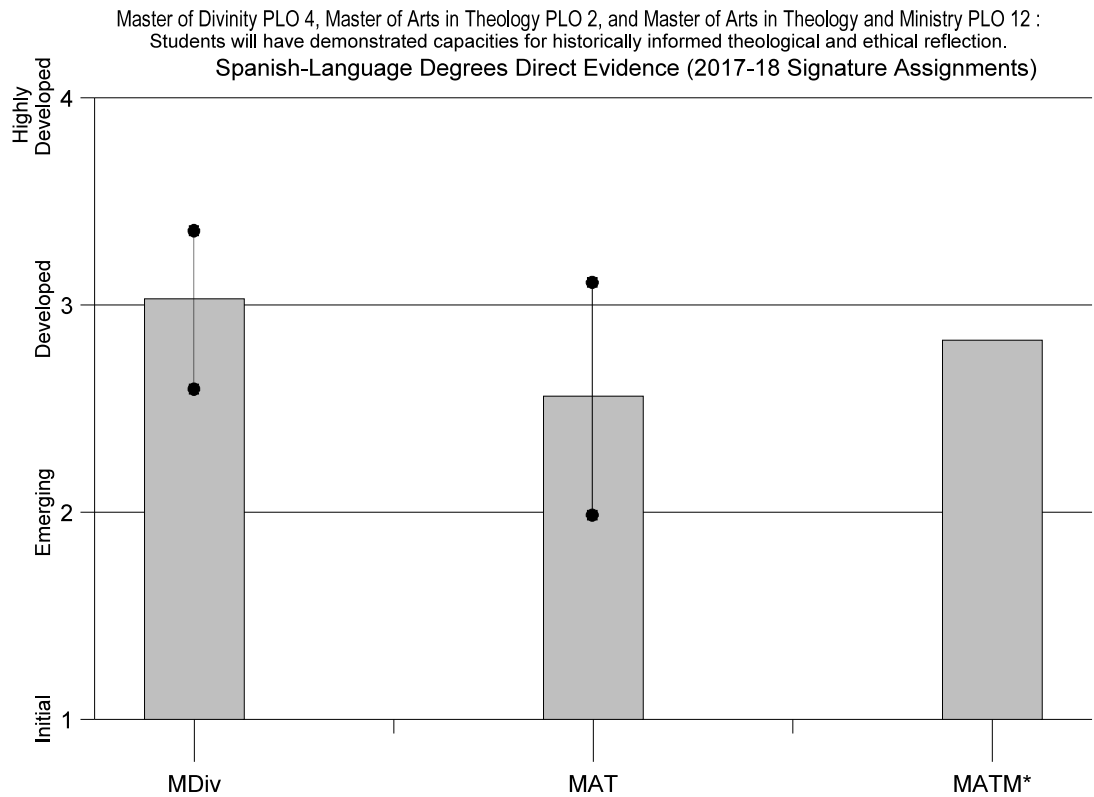
For signature assignment data, MDiv $n = 51$, MAT $n = 8$, MATM $n = 18$.



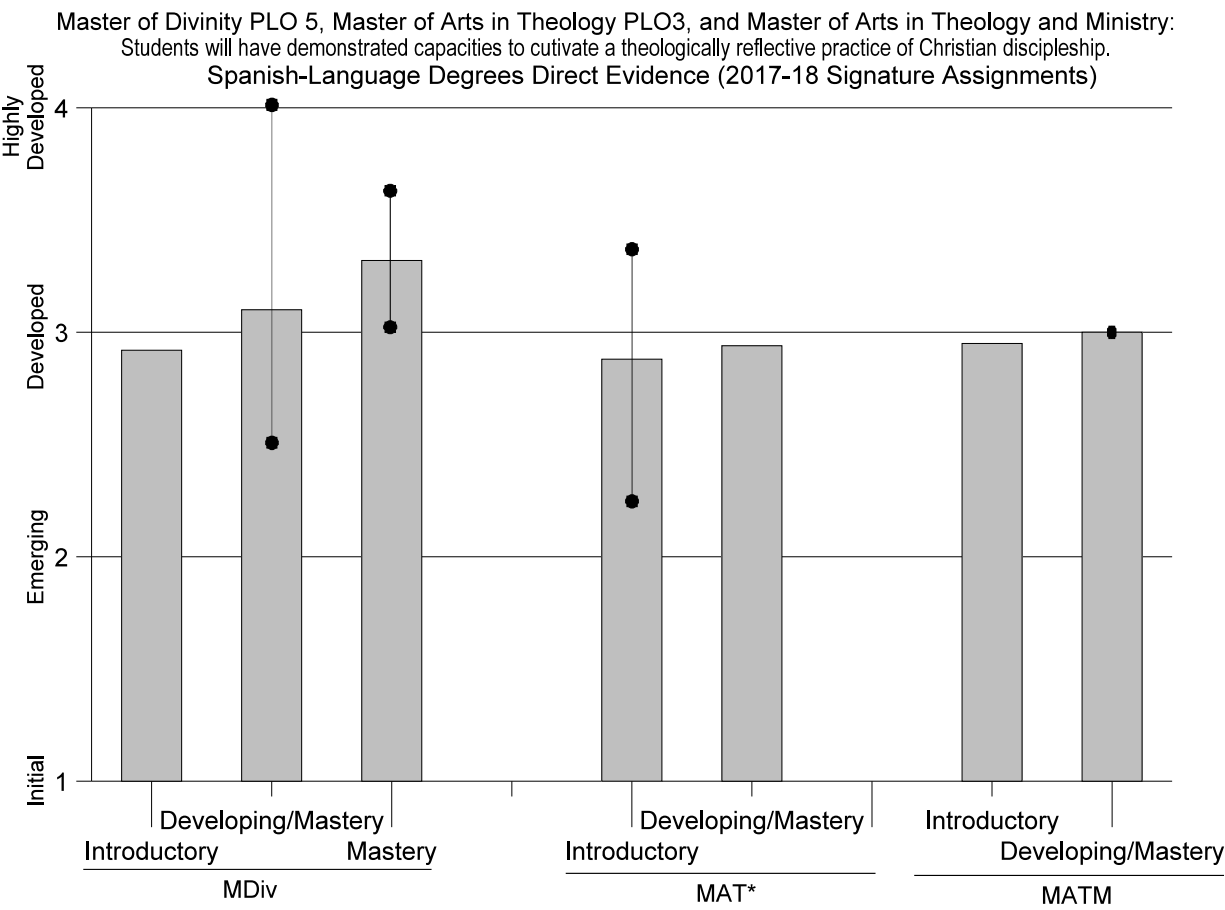
*Spanish-Speaking MATM students took these courses only in Spring 2018.



*Spanish-Speaking MDiv students took these courses only in Spring 2018.



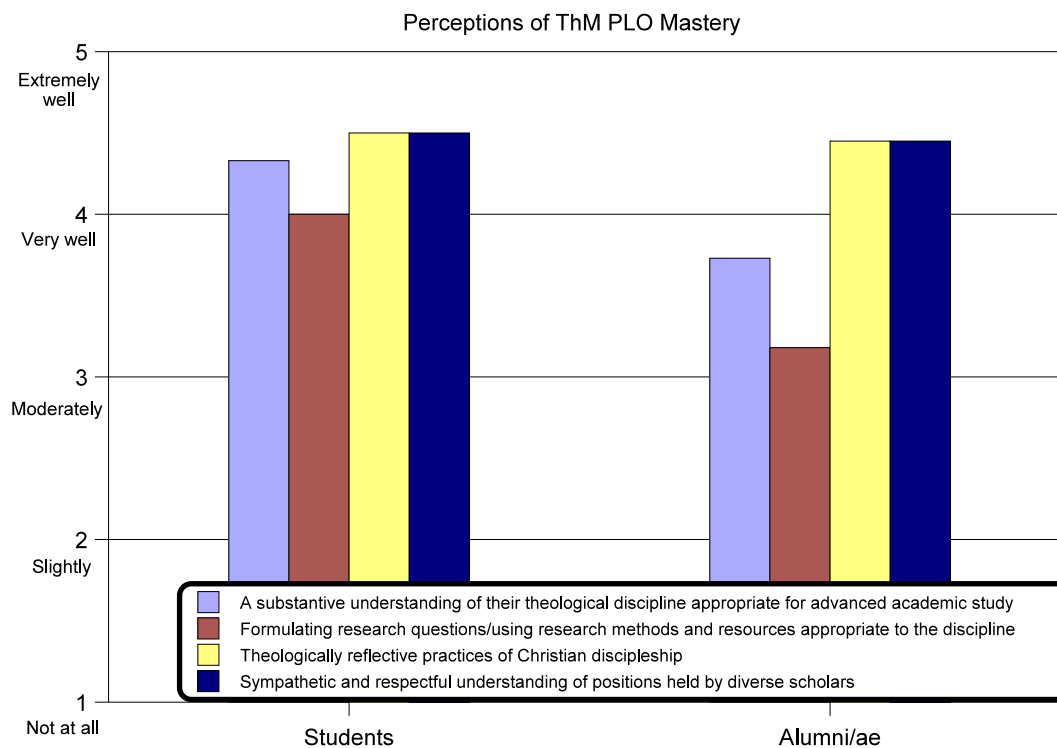
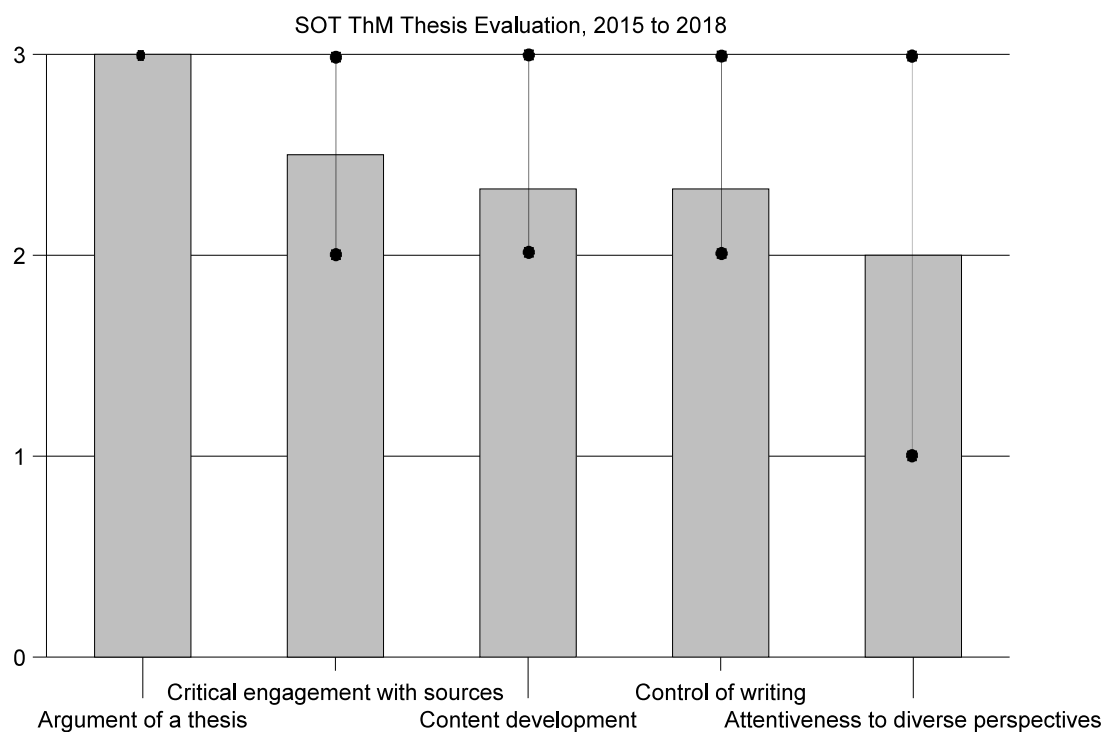
*Spanish-Speaking MATM students took these courses only in Fall 2017.



*Spanish-Speaking MAT students took Developing/Mastery courses only in Winter , and MDiv and MATM students took Introductory classes in only Fall.

Master of Theology (English).

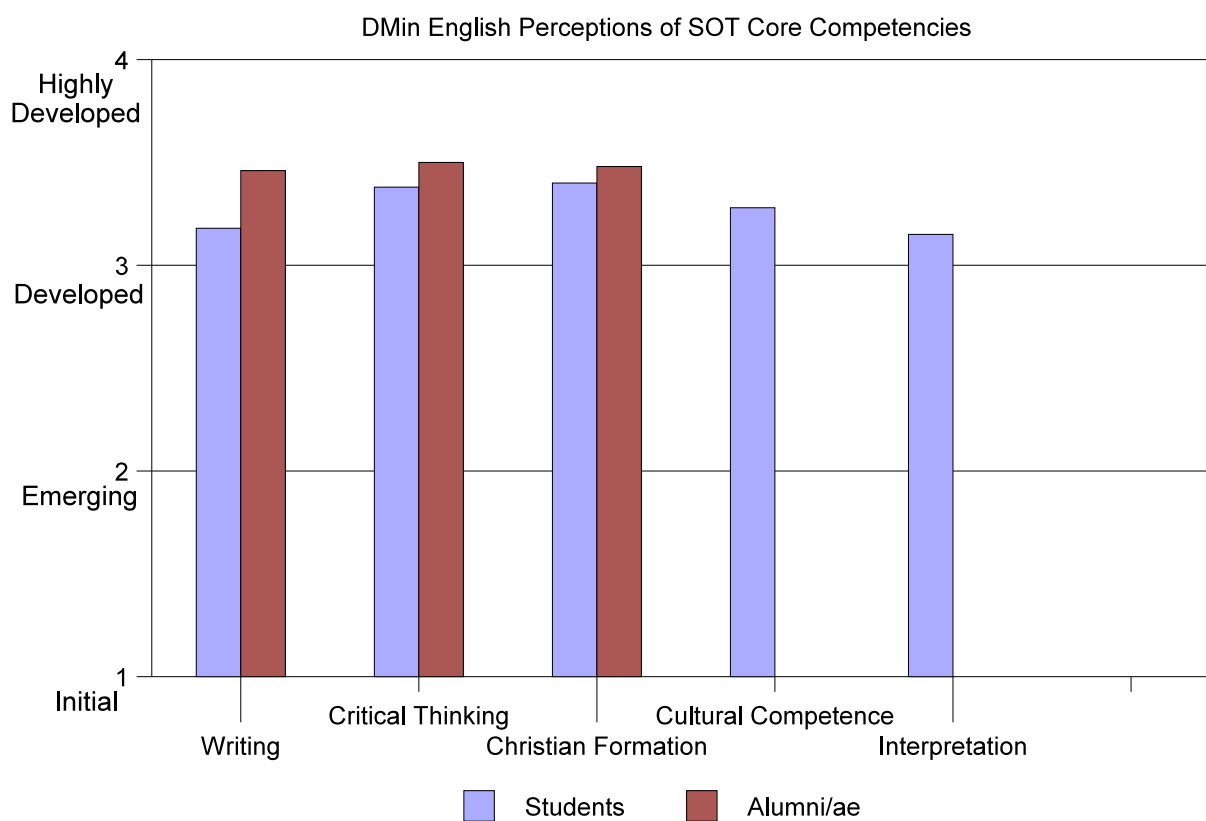
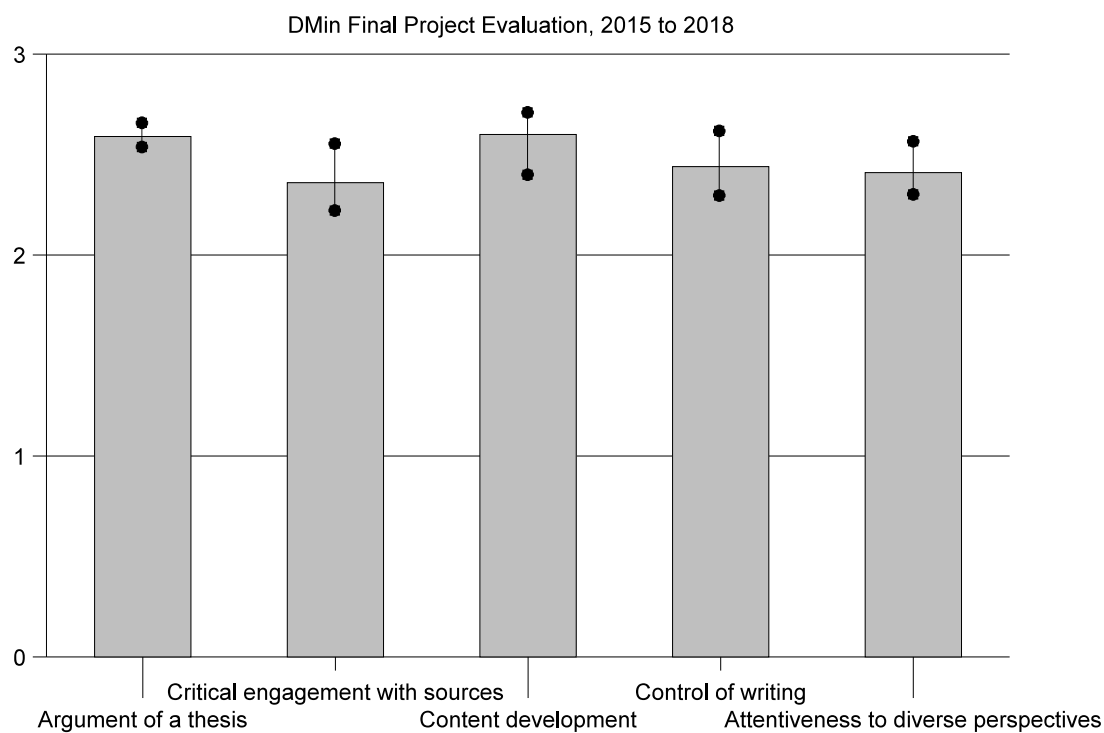
Thesis $n = 3$. For alumni/ae survey, $n = 11$. For student survey, $n = 8$.



Doctor of Ministry (English).

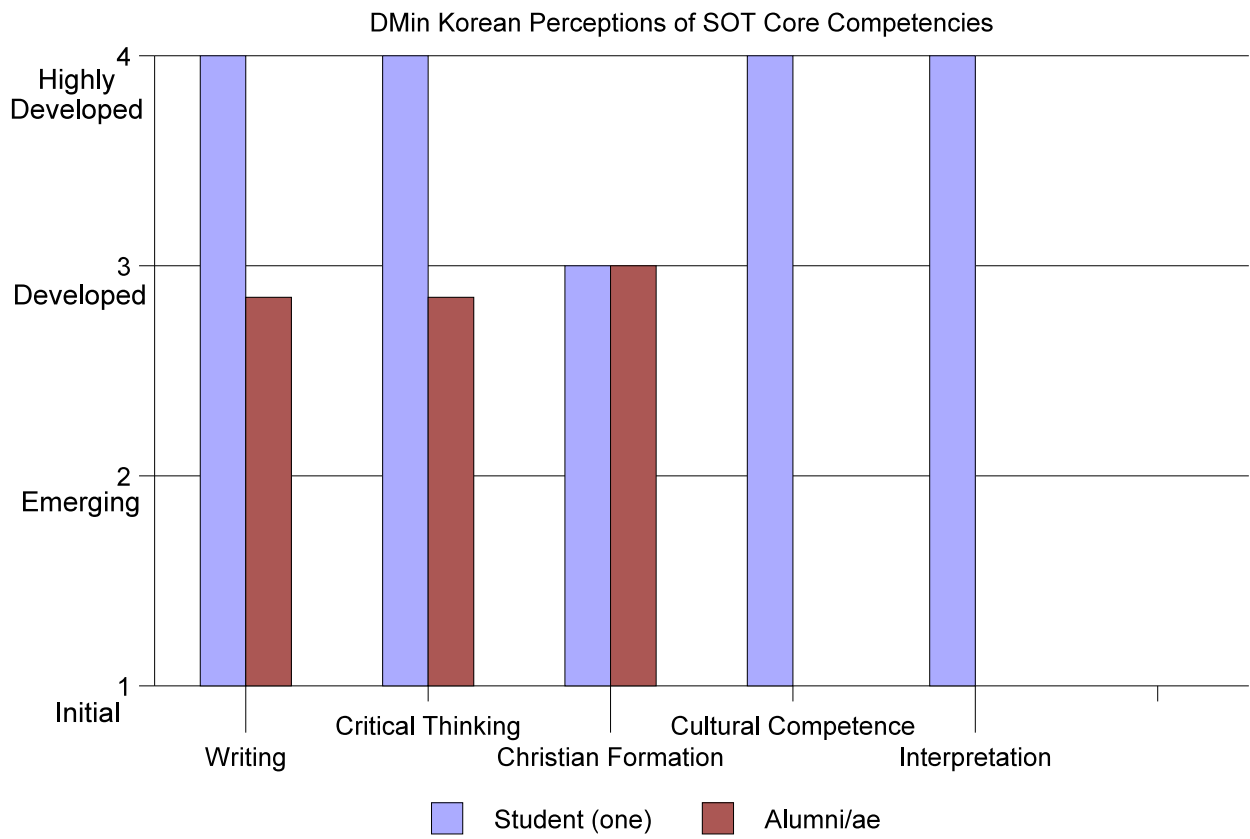
Final project data $n = 108$. For alumni/ae survey, $n = 158$. For student survey, $n = 137$.

Alumni/ae were not asked about cultural competence or interpretation.

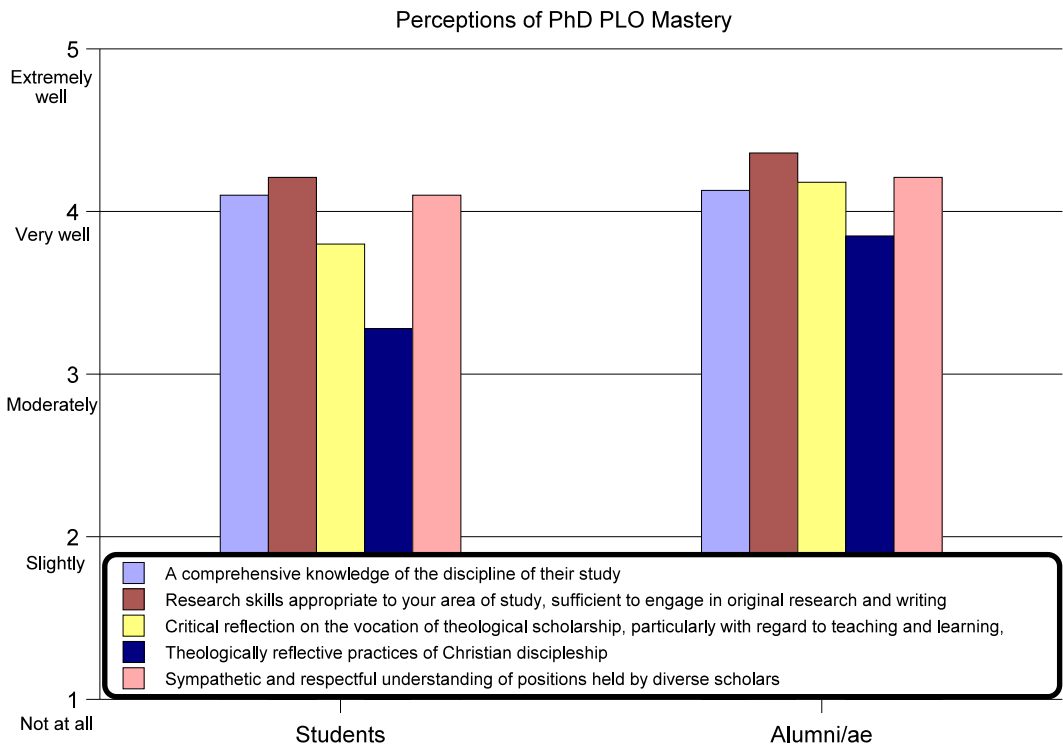
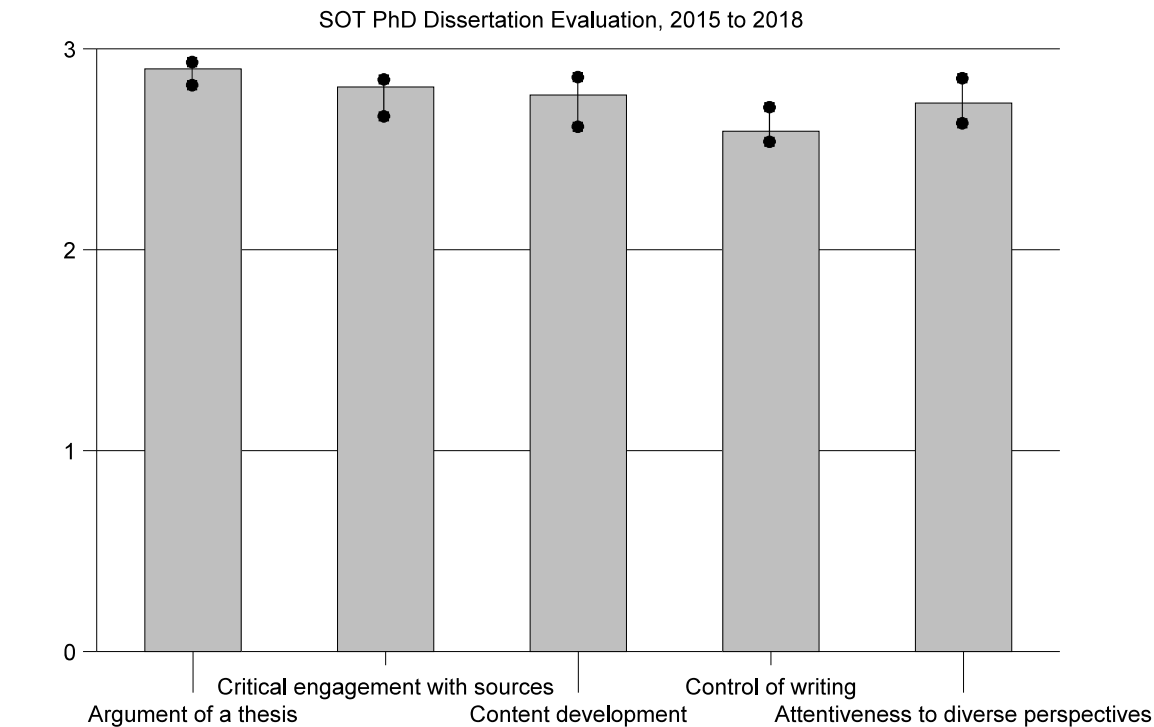


Doctor of Ministry (Korean).

For student survey, $n = 1$. For alumni/ae survey, $n = 22$.



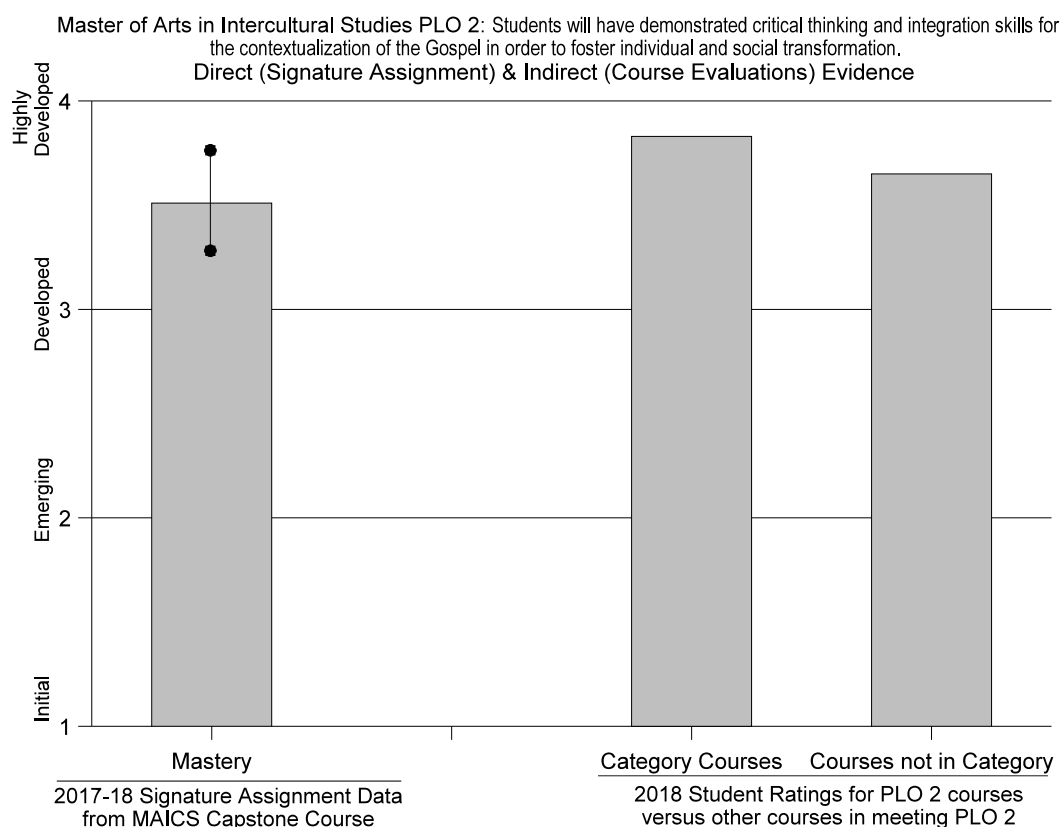
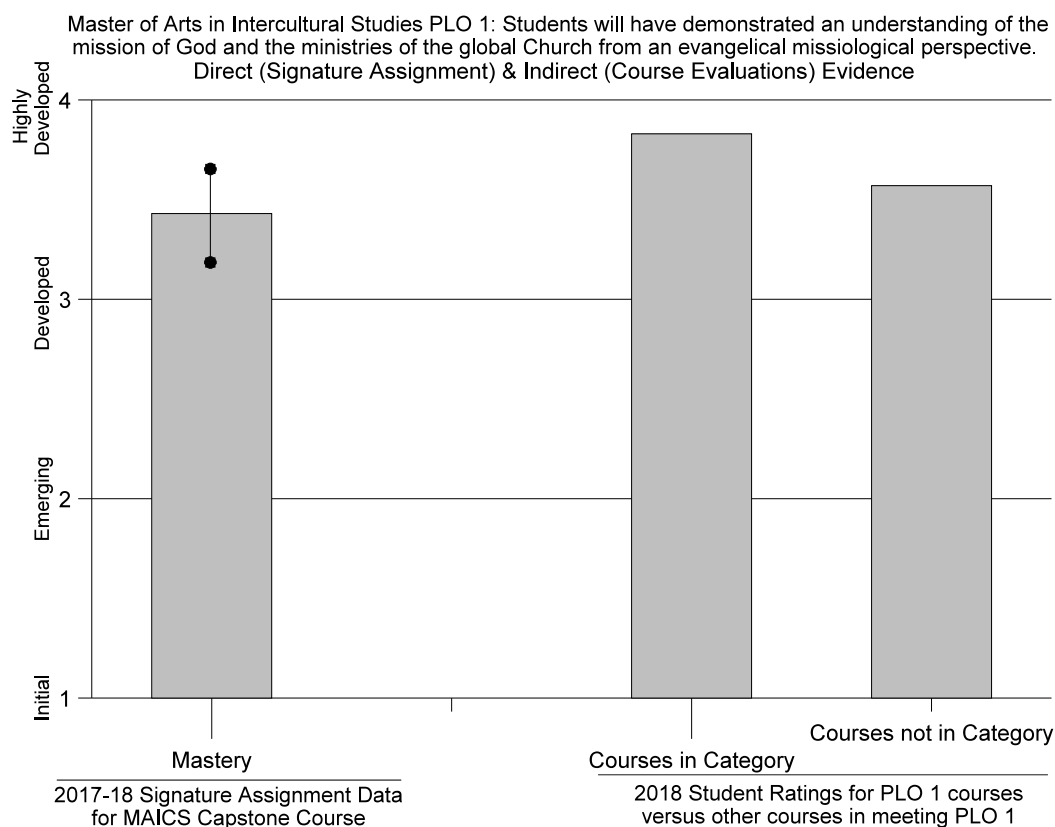
Doctor of Philosophy in Theology (English).
For student survey, *n* = 64. For alumni/ae survey, *n* = 79.



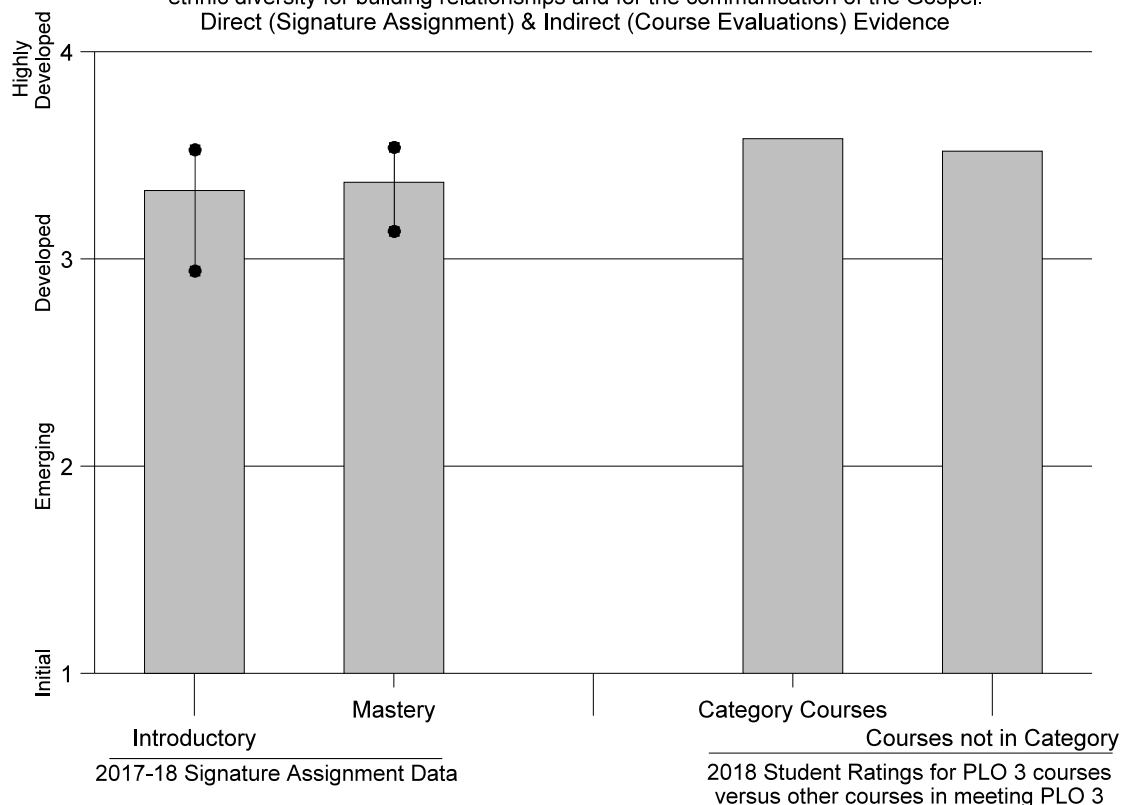
School of Intercultural Studies

Master of Arts in Intercultural Studies (English).

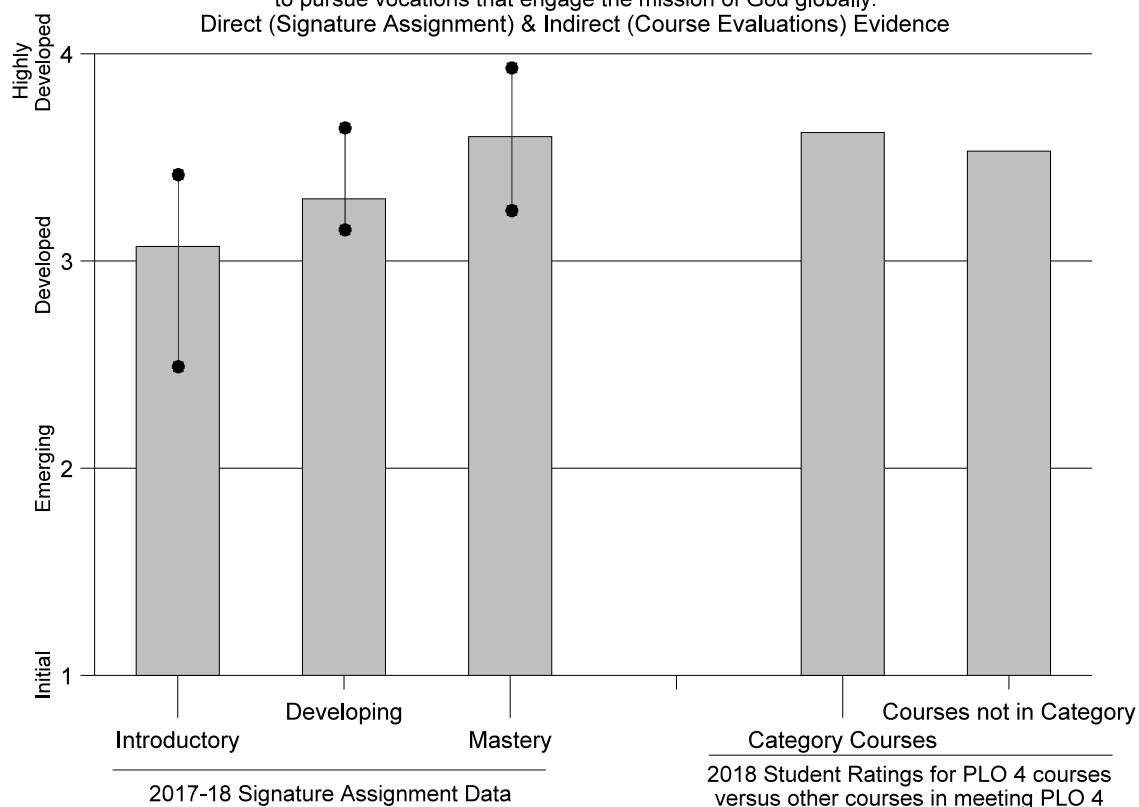
For signature assignment data, $n = 105$. For course evaluations, $n = 64$. For alumni/ae survey, $n = 112$. For student survey, $n = 82$.

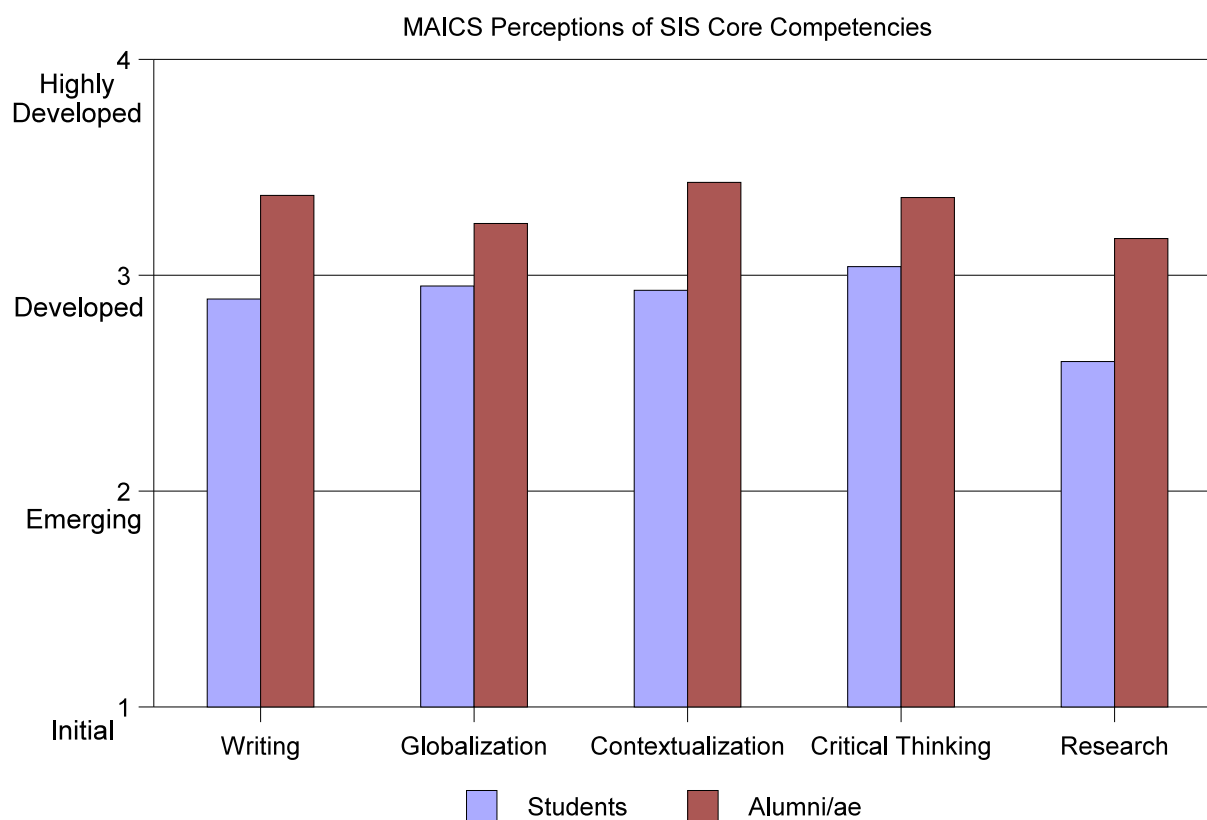
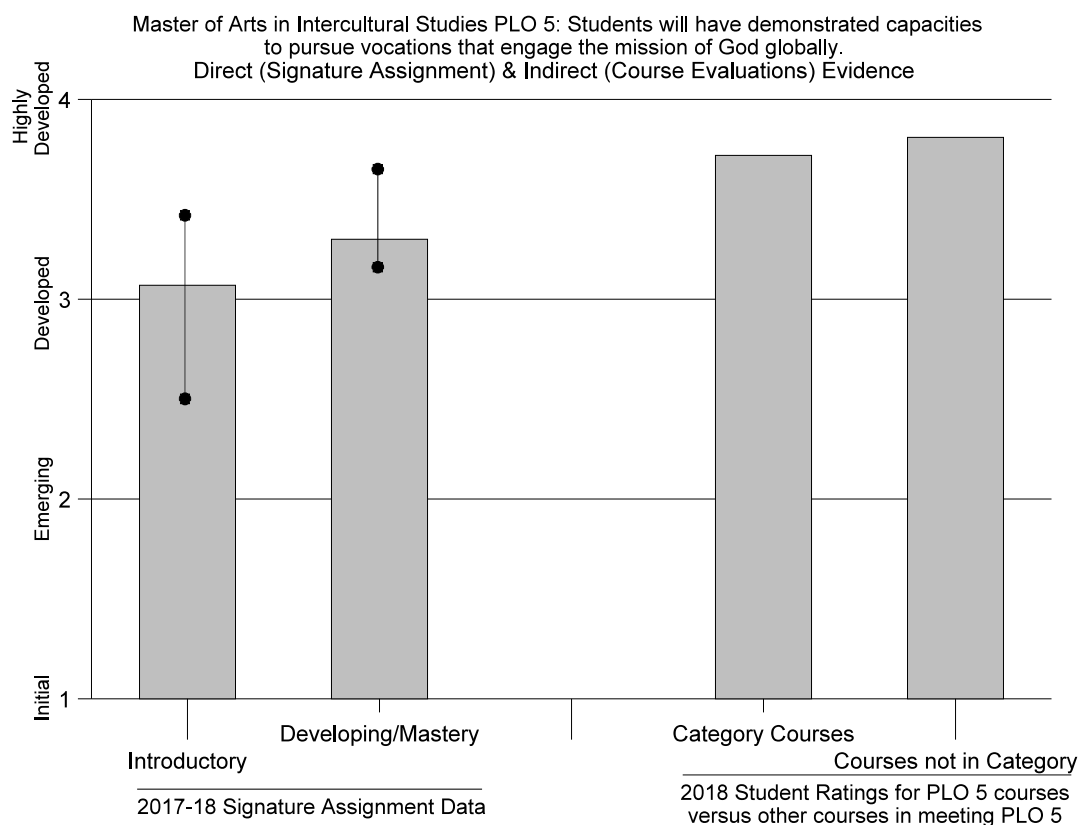


Master of Arts in Intercultural Studies PLO 3: Students will have demonstrated sensitivity to cultural and ethnic diversity for building relationships and for the communication of the Gospel.
Direct (Signature Assignment) & Indirect (Course Evaluations) Evidence



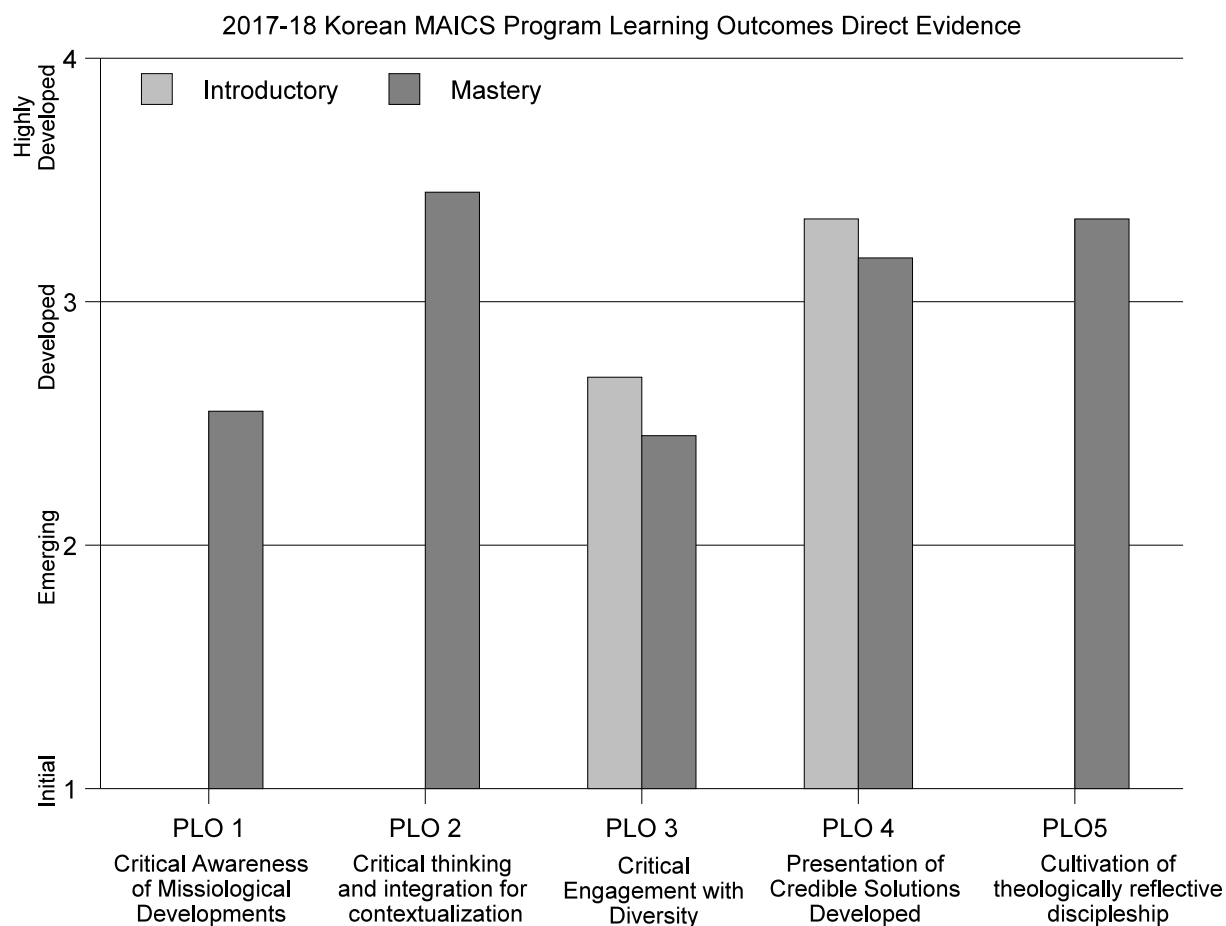
Master of Arts in Intercultural Studies PLO 4: Students will have demonstrated capacities to pursue vocations that engage the mission of God globally.
Direct (Signature Assignment) & Indirect (Course Evaluations) Evidence





Master of Arts in Intercultural Studies (Korean).

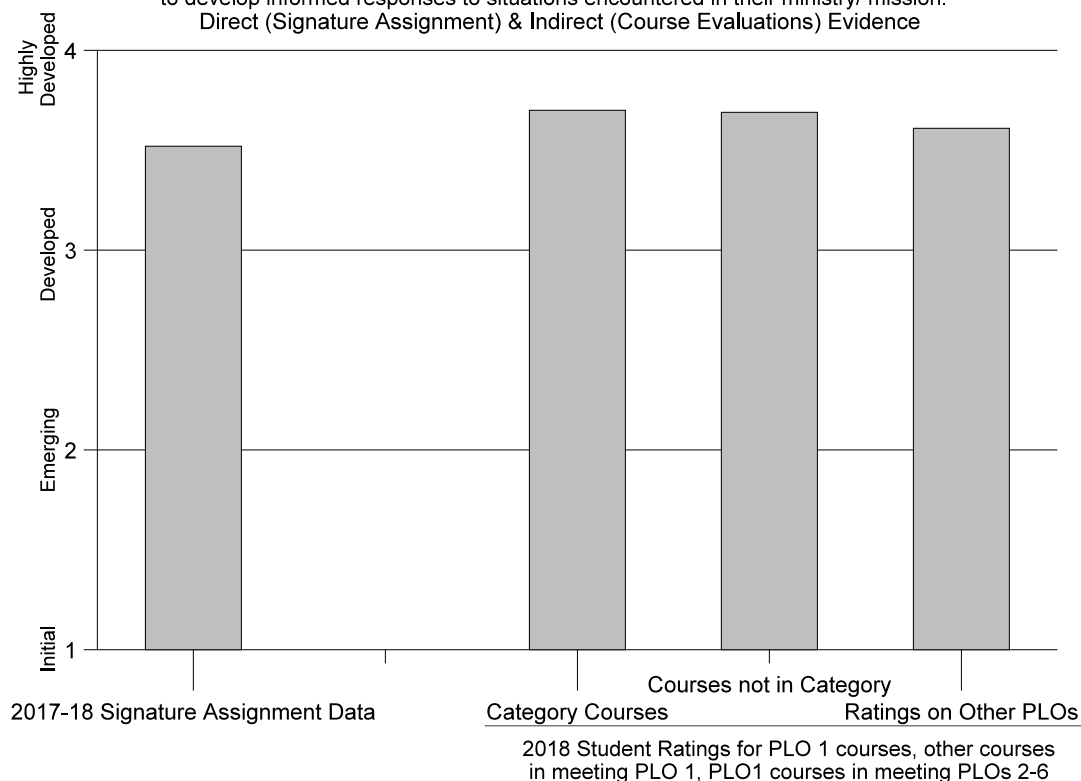
For signature assignment data, $n = 31$.



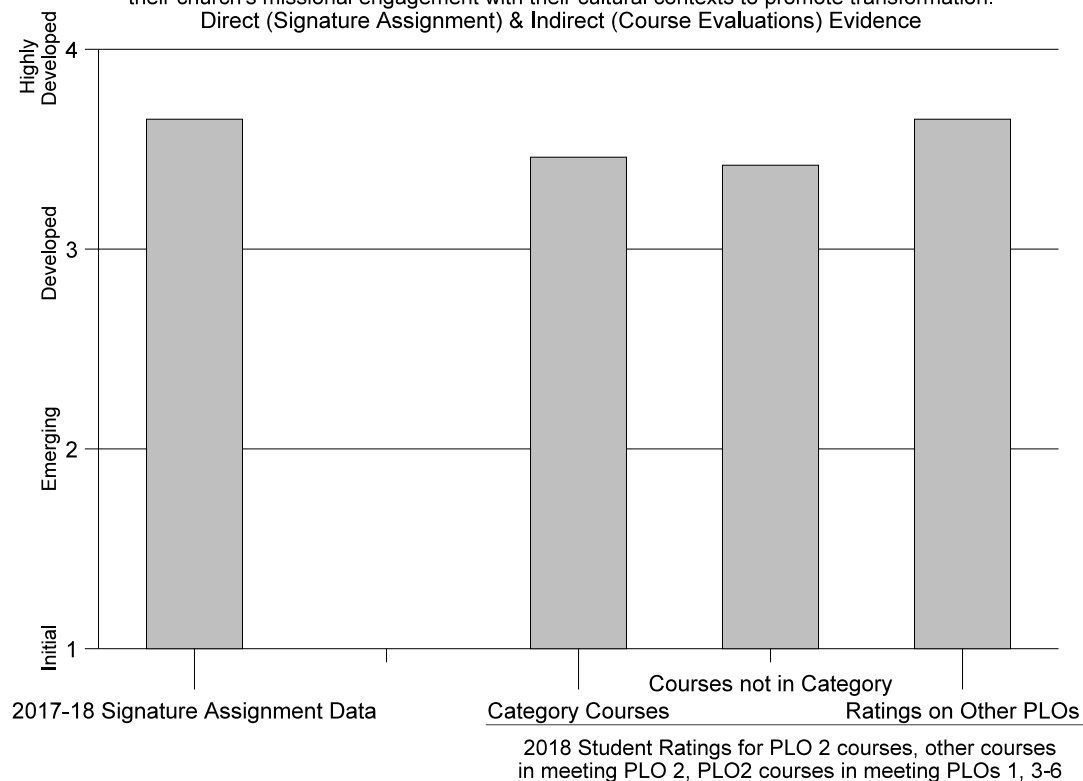
Master of Arts in Global Leadership (English).

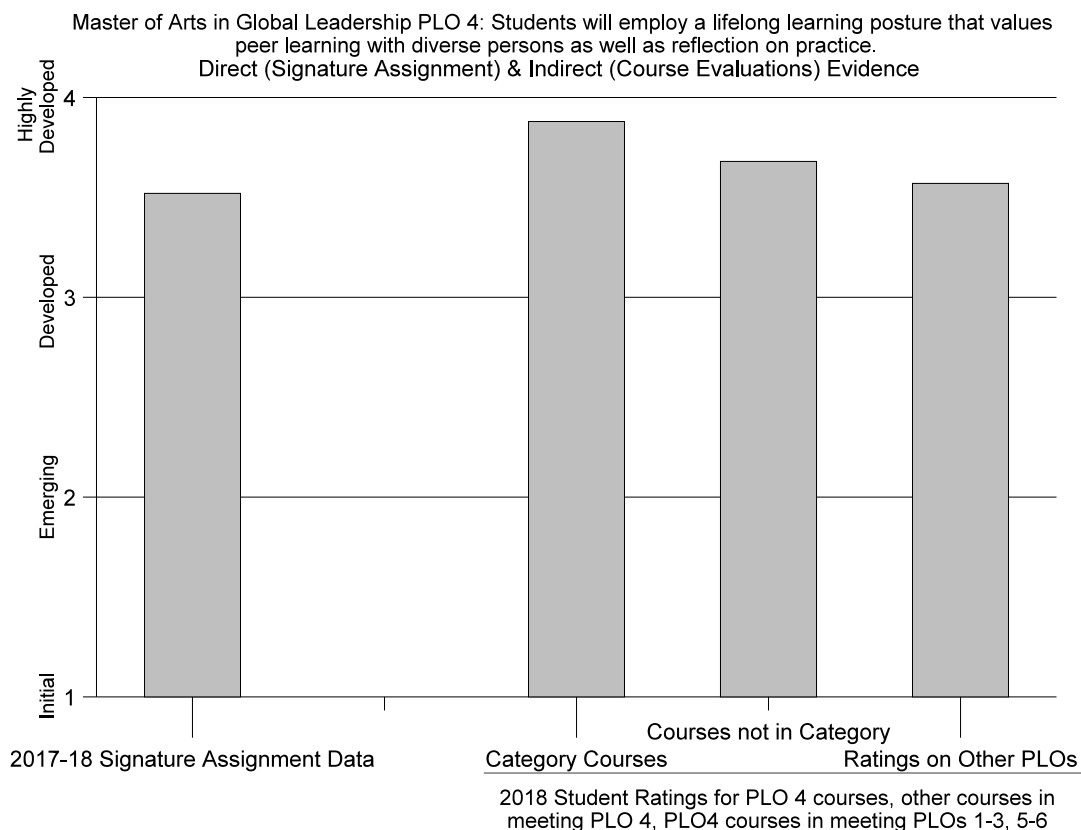
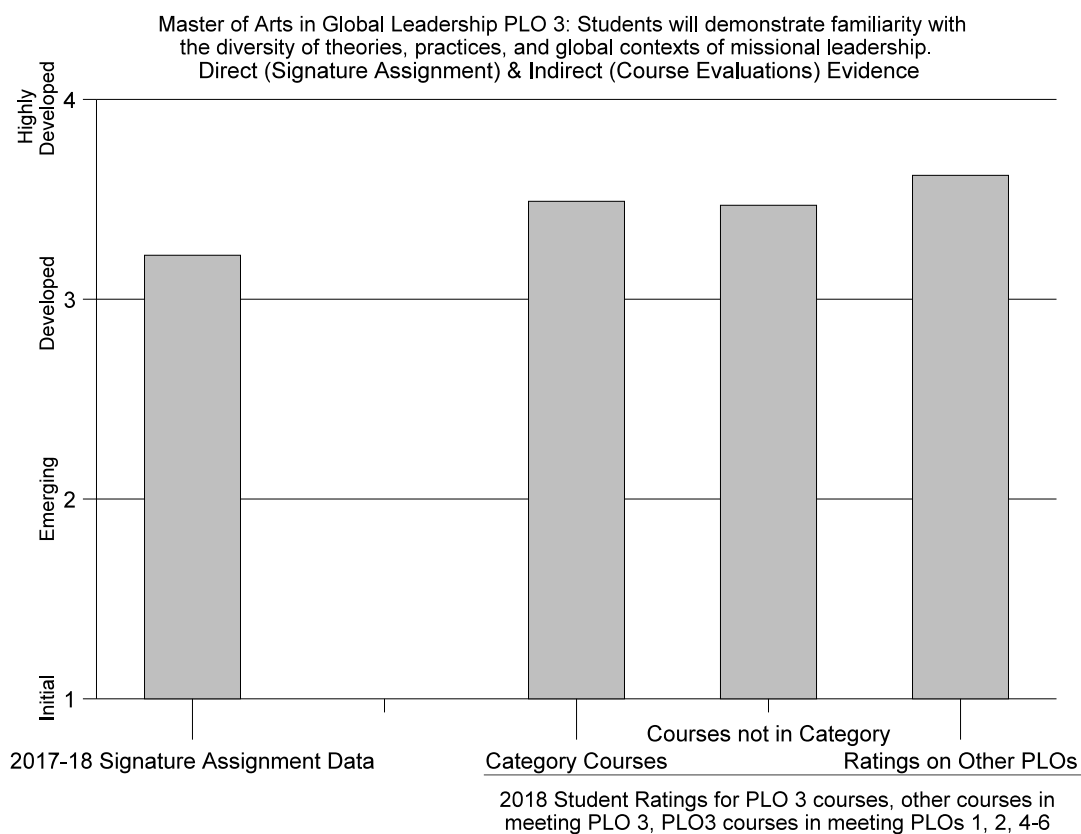
For signature assignment data, $n = 79$. For course evaluations, $n = 38$. For alumni/ae survey, $n = 157$. For student survey, $n = 94$. Signature assignments were only completed in spring 2018.

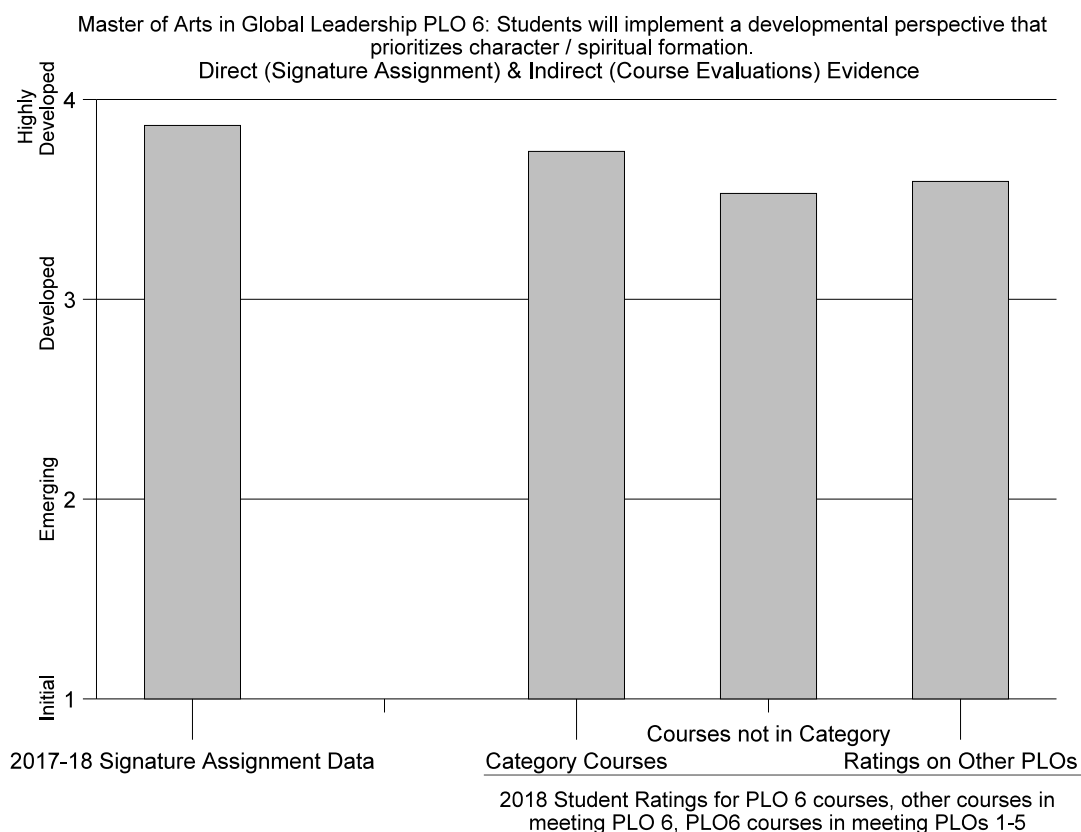
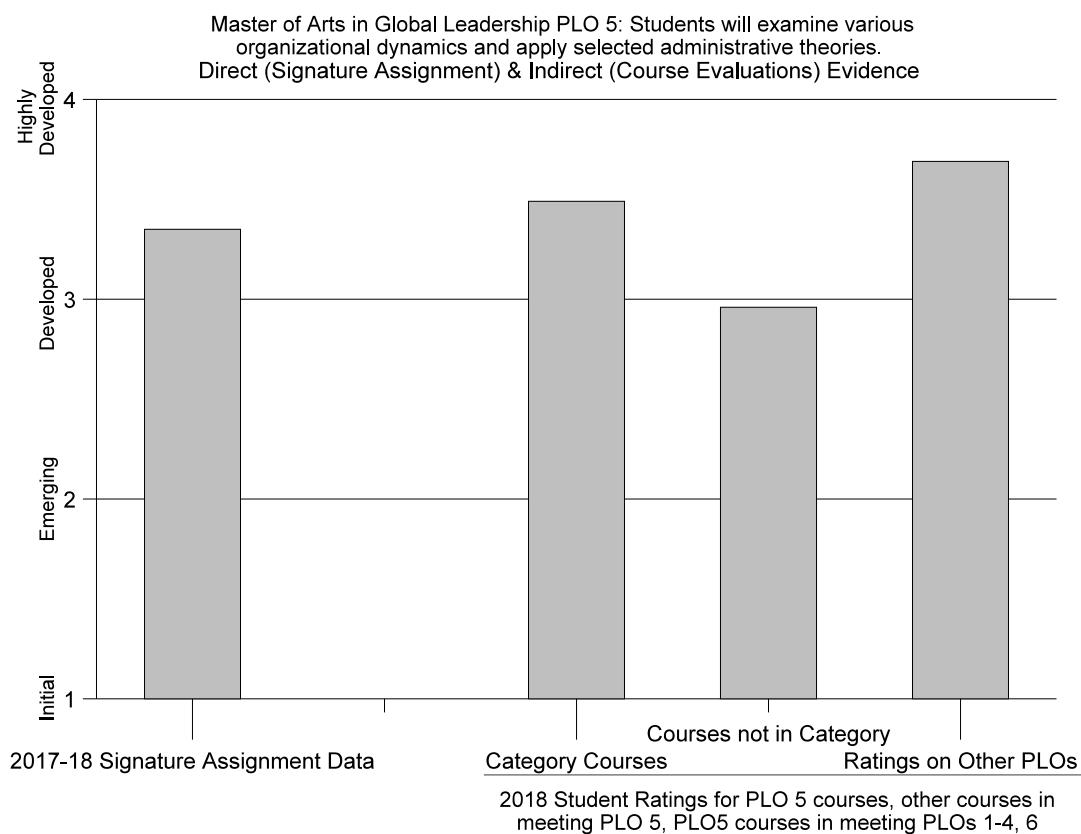
Master of Arts in Global Leadership PLO 1: Students will integrate theology and praxis to develop informed responses to situations encountered in their ministry/ mission.
Direct (Signature Assignment) & Indirect (Course Evaluations) Evidence

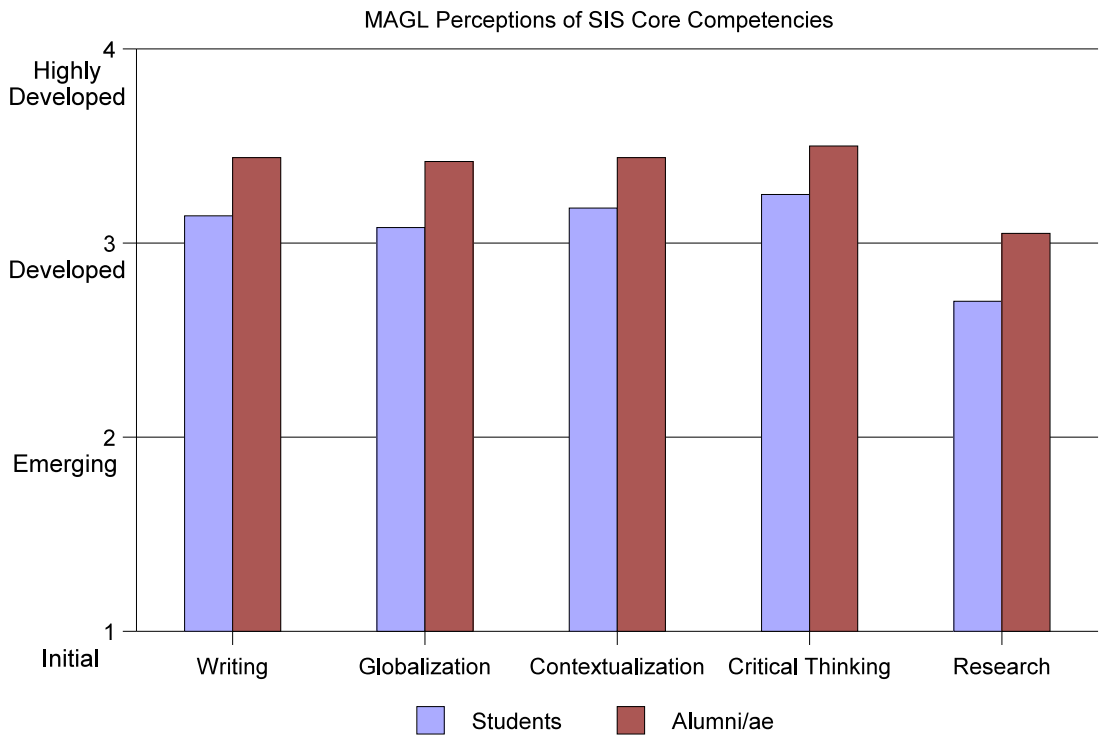
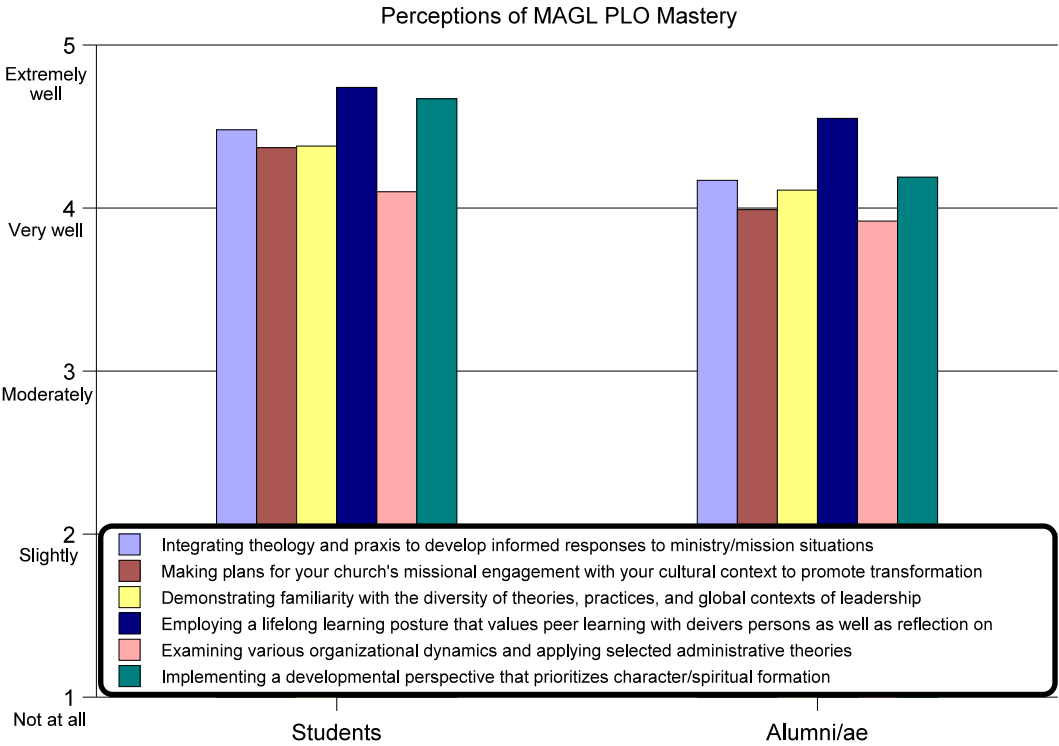


Master of Arts in Global Leadership PLO 2: Students will make plans for their church's missional engagement with their cultural contexts to promote transformation.
Direct (Signature Assignment) & Indirect (Course Evaluations) Evidence



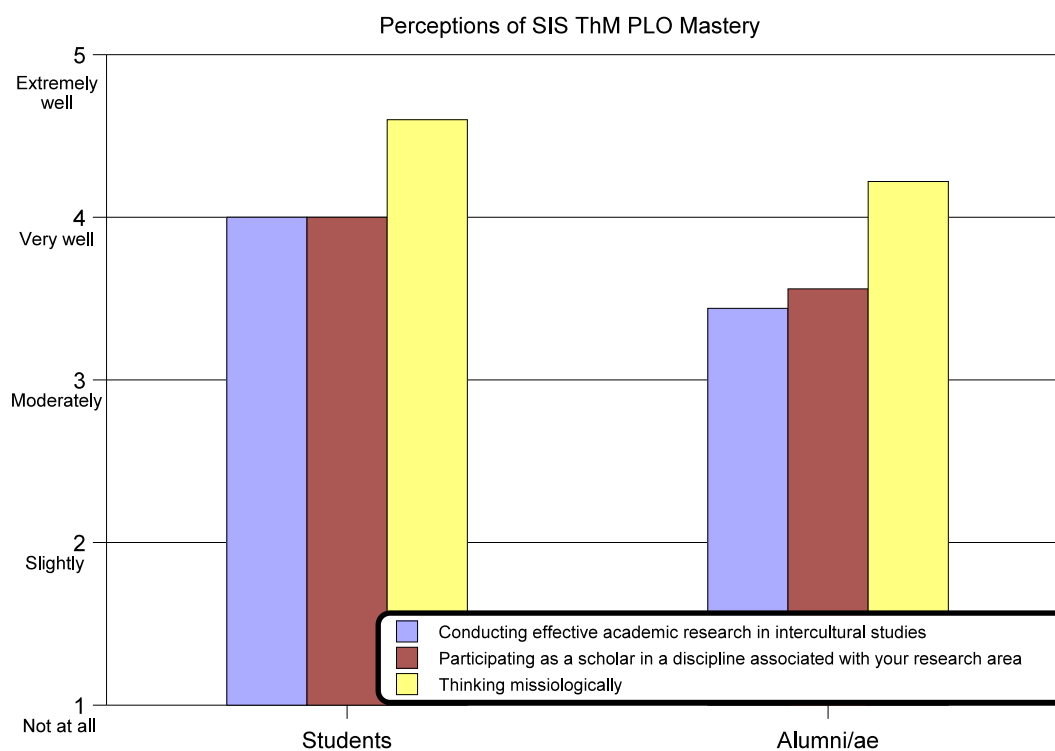
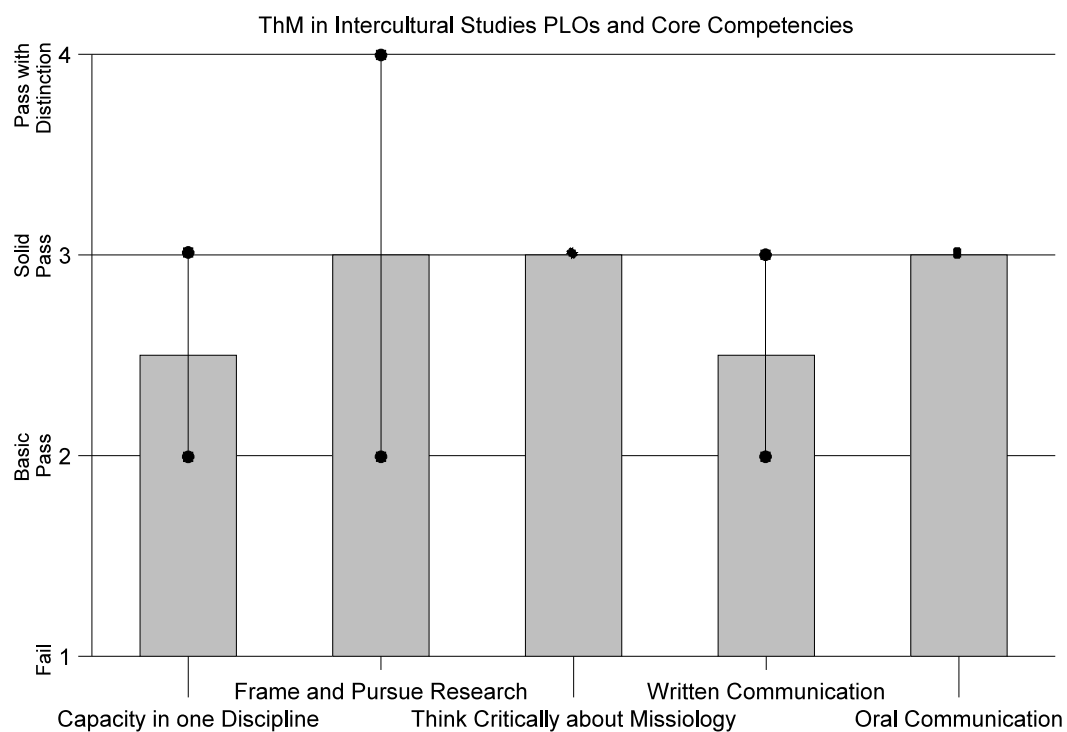


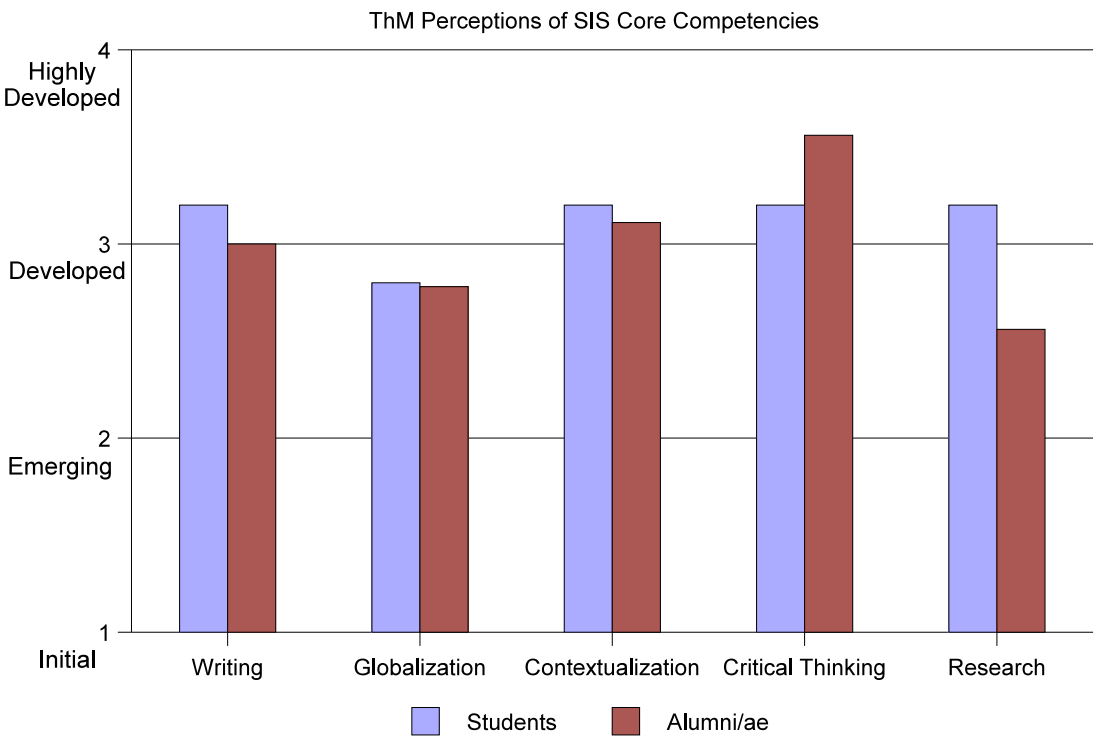




Master of Theology in Intercultural Studies (English).

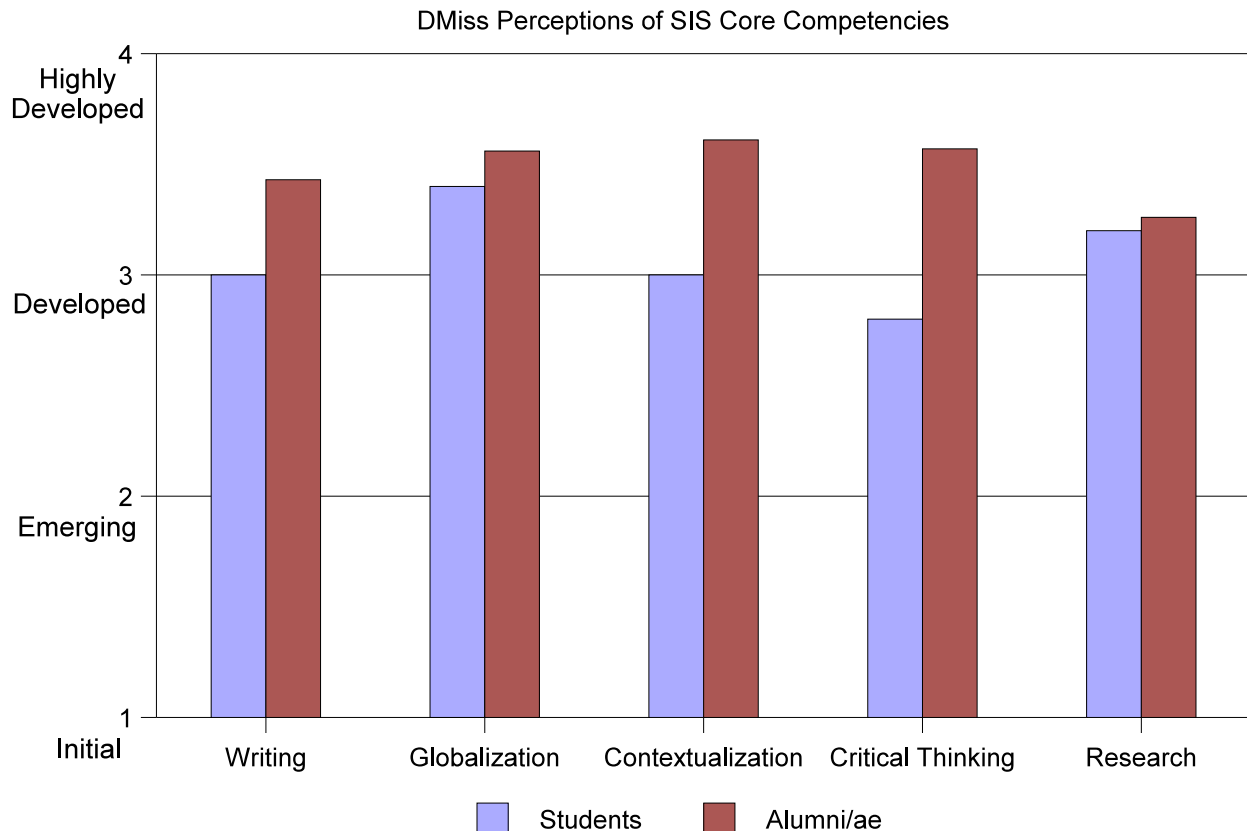
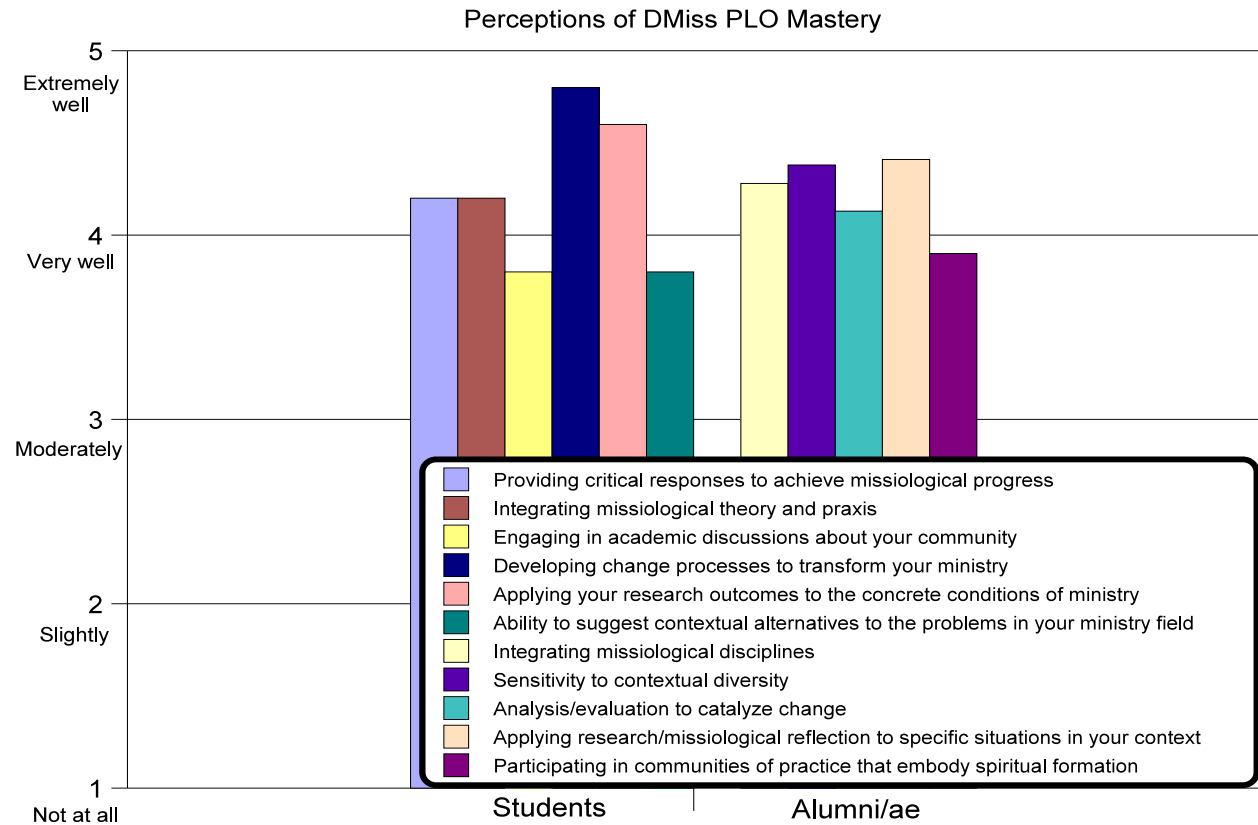
For thesis data, $n = 4$. For alumni/ae survey, $n = 6$. For student survey, $n = 44$.





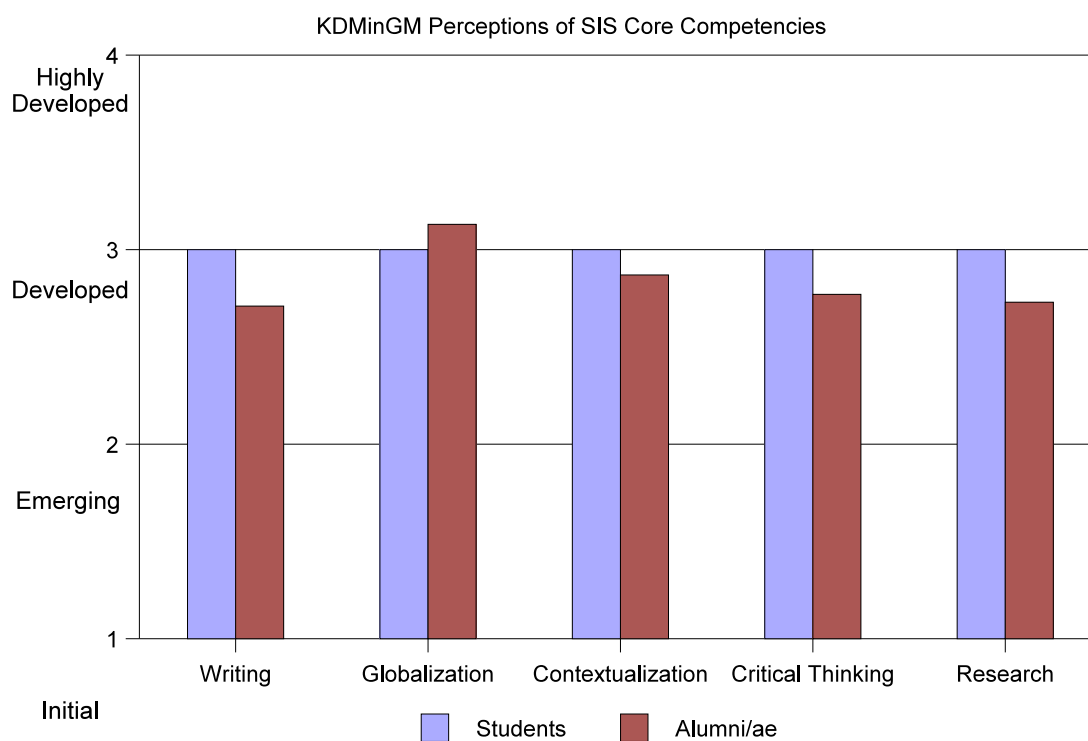
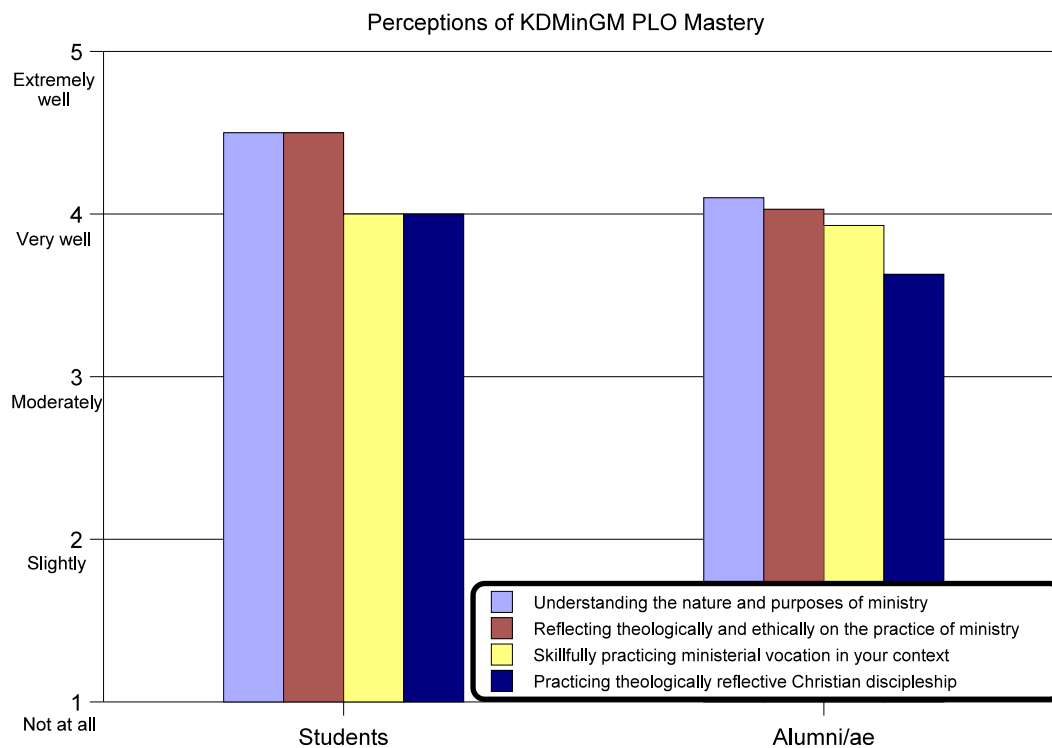
Doctor of Missiology (English and Korean).

For student survey, $n = 7$ (all Korean speaking). For alumni/ae survey, $n = 62$ (all English speaking).



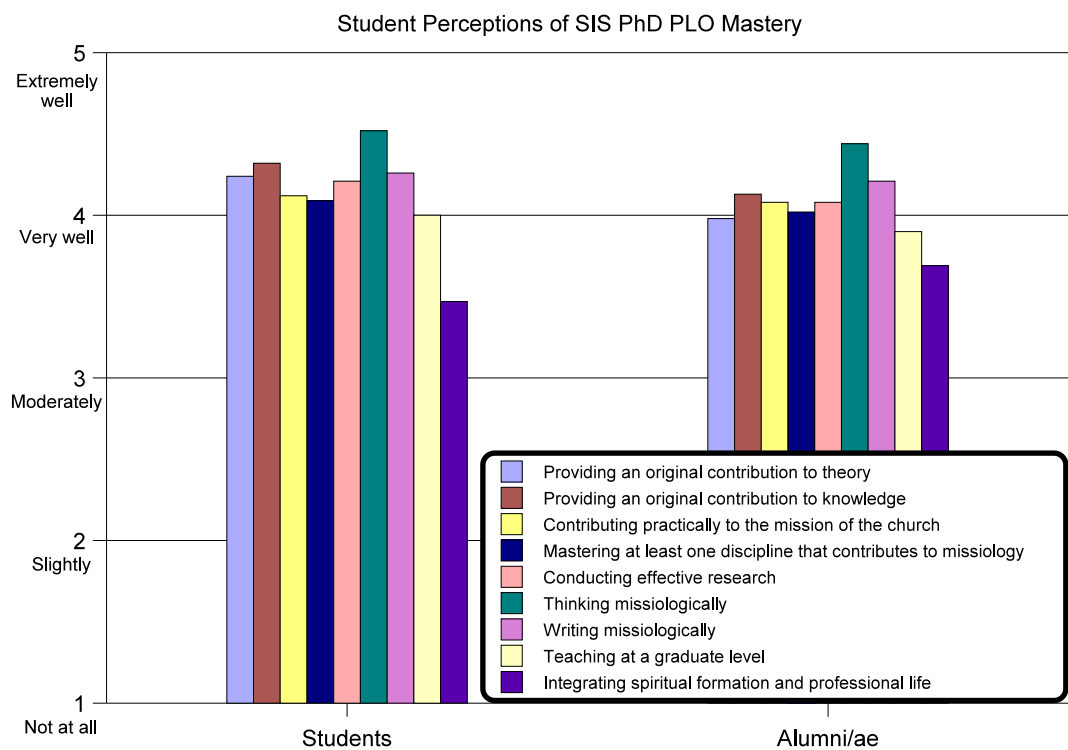
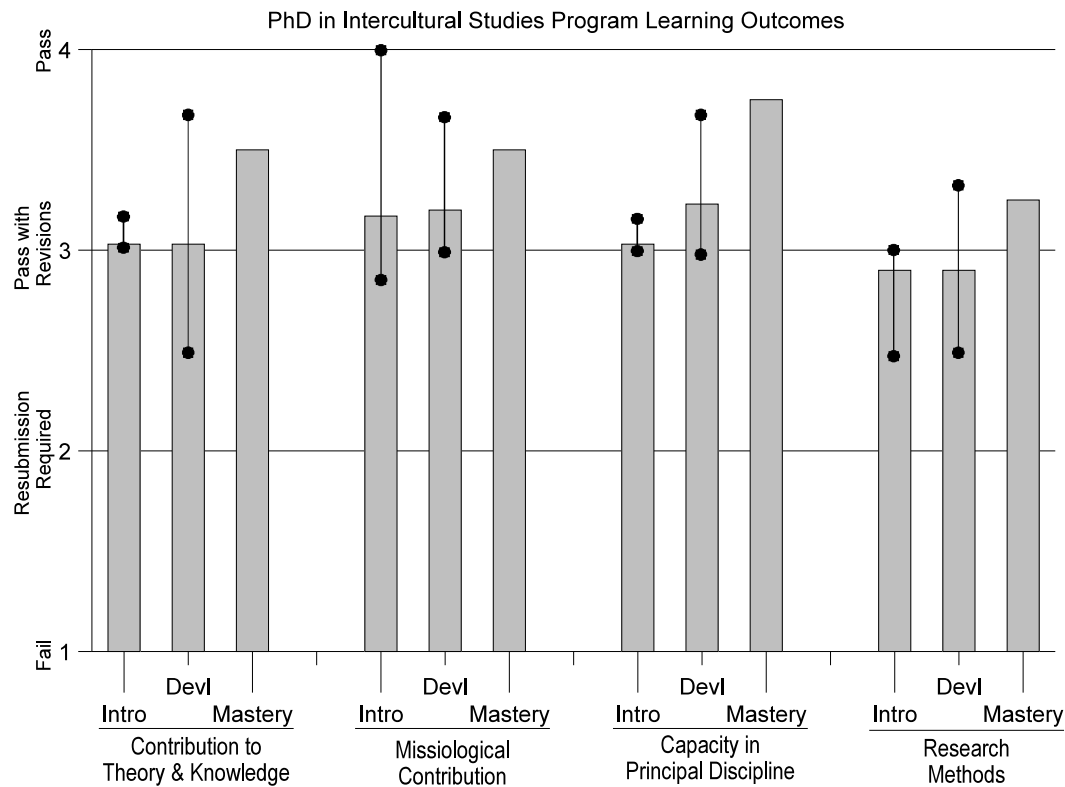
Doctor of Ministry in Global Ministries (Korean).

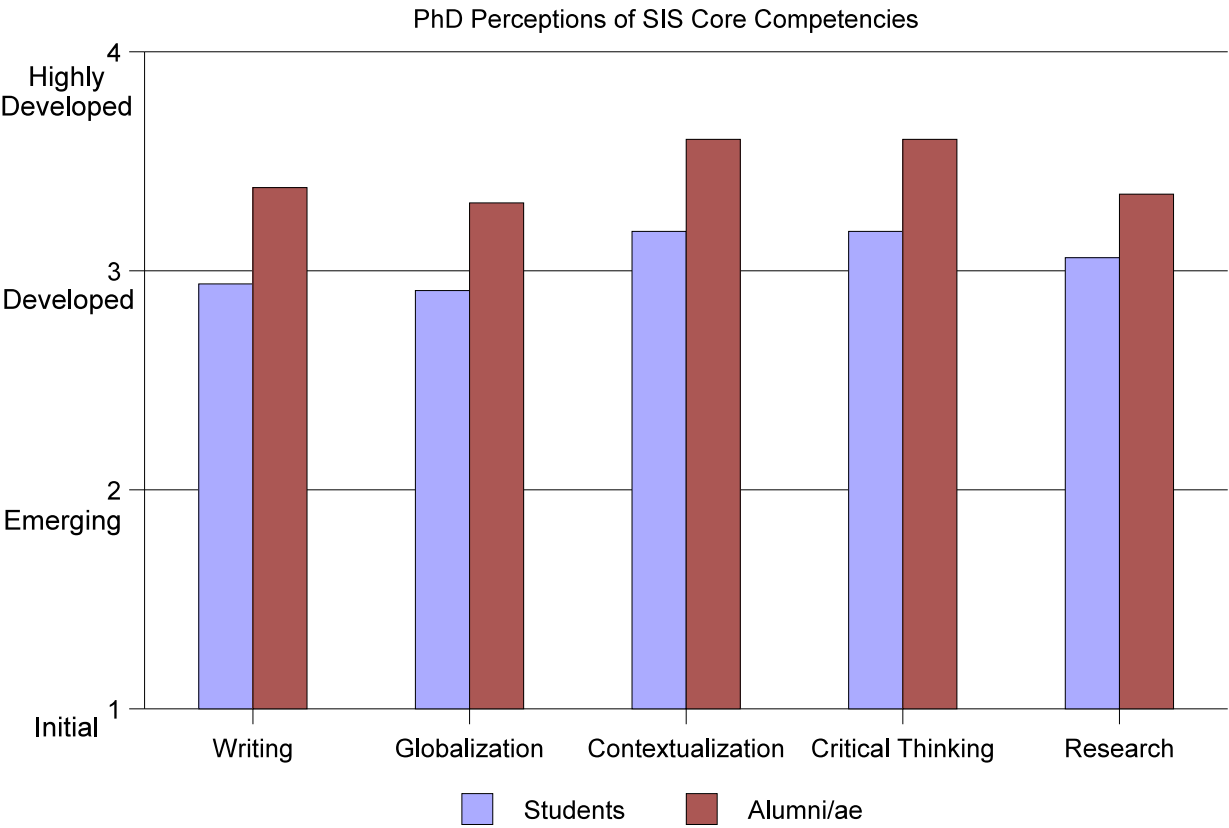
For student survey, $n = 2$. For alumni/ae survey, $n = 33$.



Doctor of Philosophy in Intercultural Studies (English).

Direct evidence $n = 28$. For alumni/ae survey, $n = 51$. For student survey, $n = 38$.

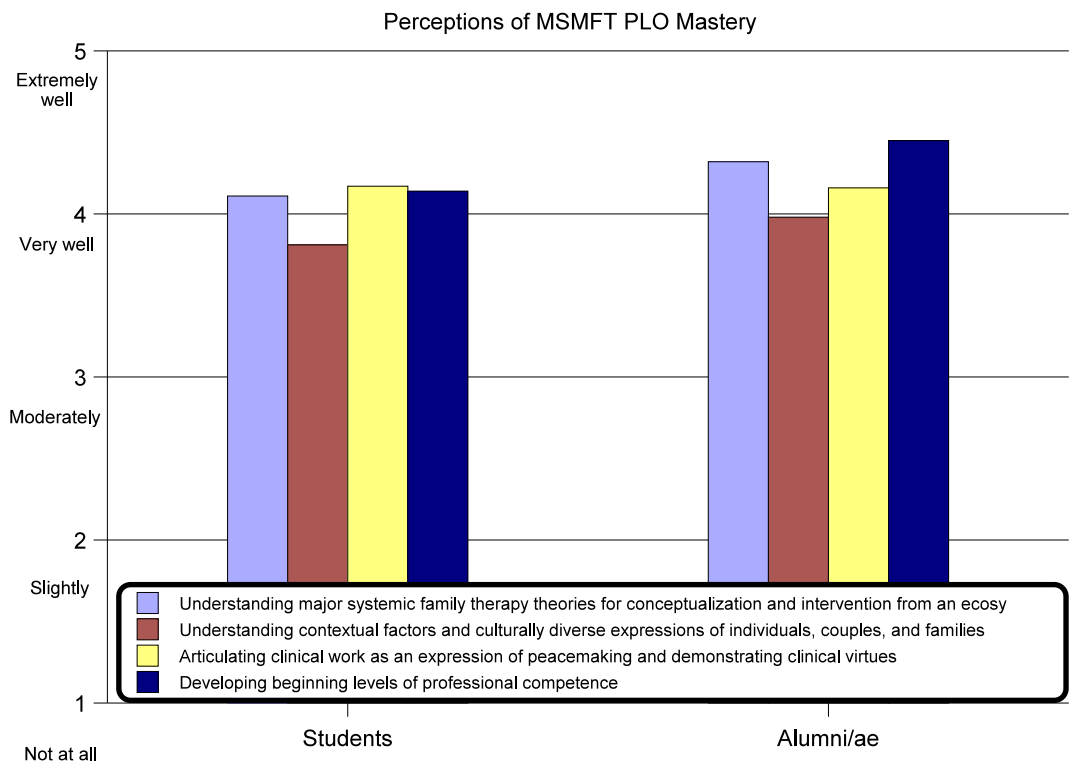
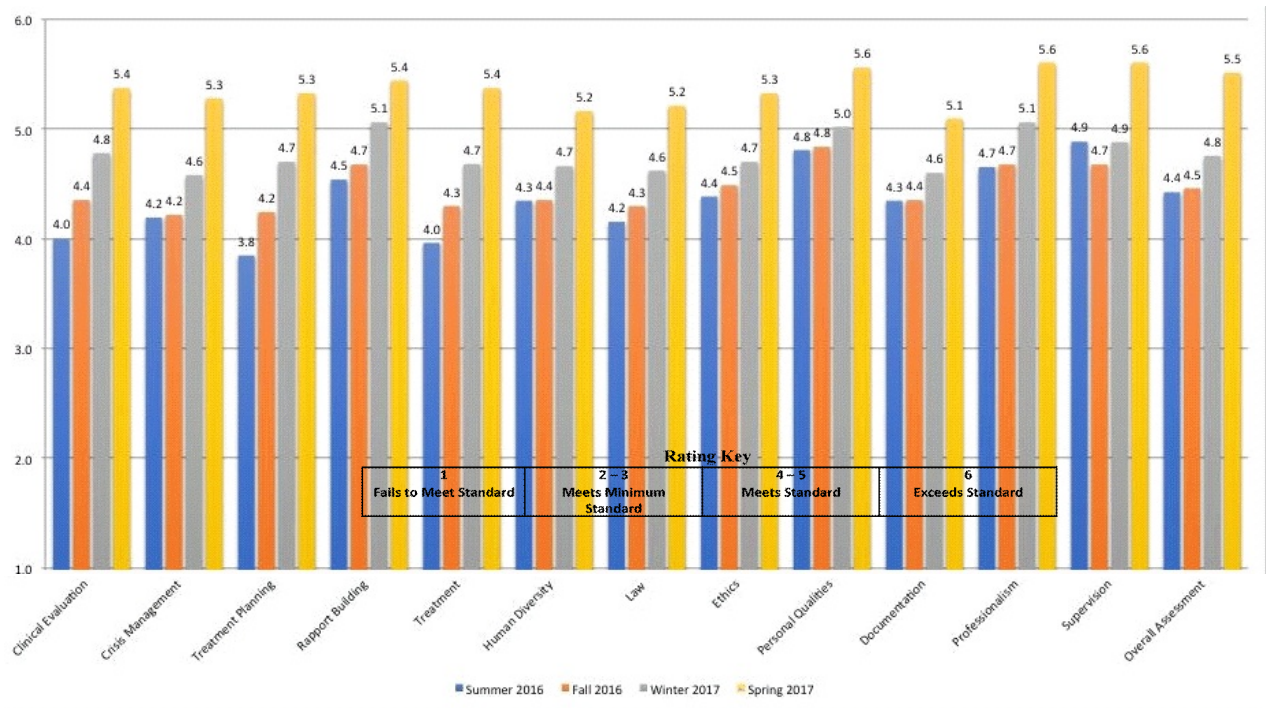




School of Psychology

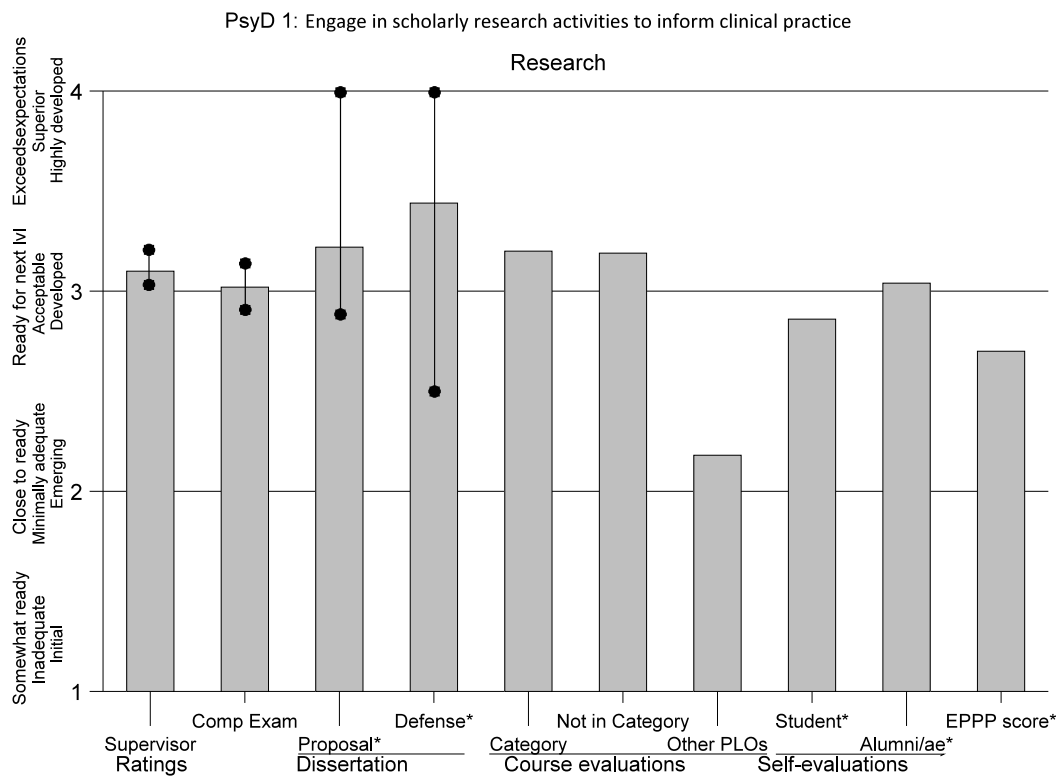
Master of Science in Marriage and Family Therapy.

Direct evidence, $n = 26$ (entire second year Pasadena cohort). For alumni/ae survey, $n = 170$. For student survey, $n = 77$.

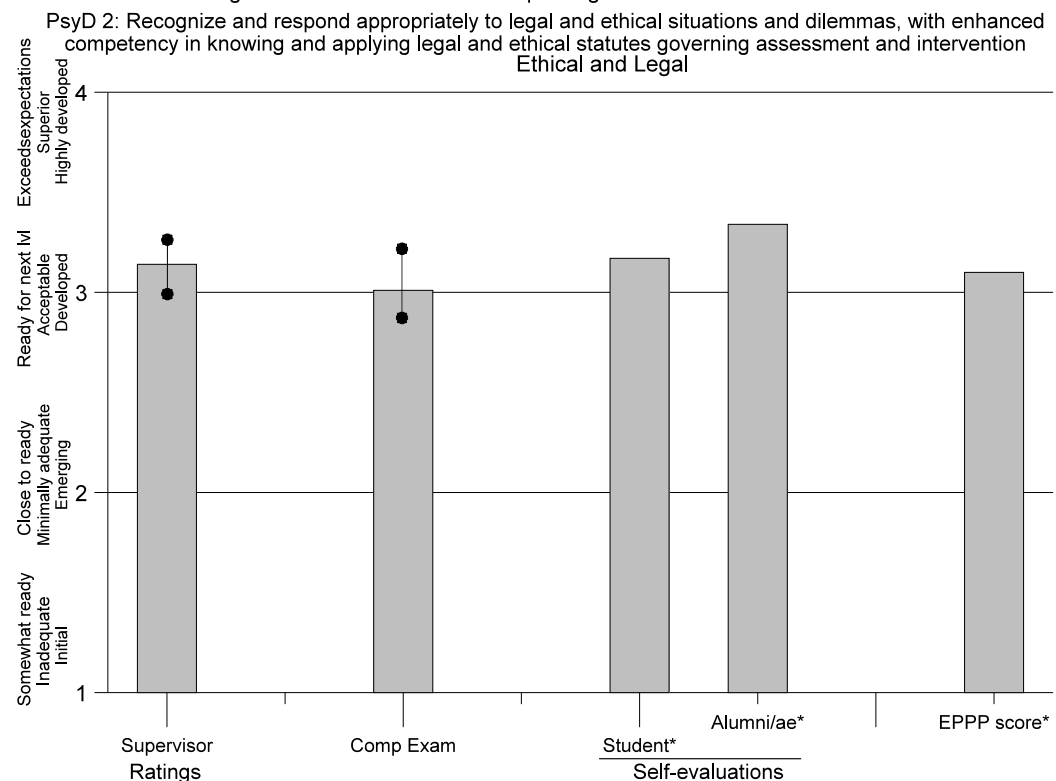


Doctor of Psychology.

Direct evidence are gleaned from all comprehensive exams taken between 2016, 2017, and 2018; all dissertations proposed and defended in 2017 and 2018; all external supervisory final ratings in 2016 and 2017; and most recently reported national Examination for Practice in Professional Psychology scores for Fuller PsyD graduates. For course evaluations, *n* = 21. For alumni/ae survey, *n* = 96. For student survey, *n* = 54.

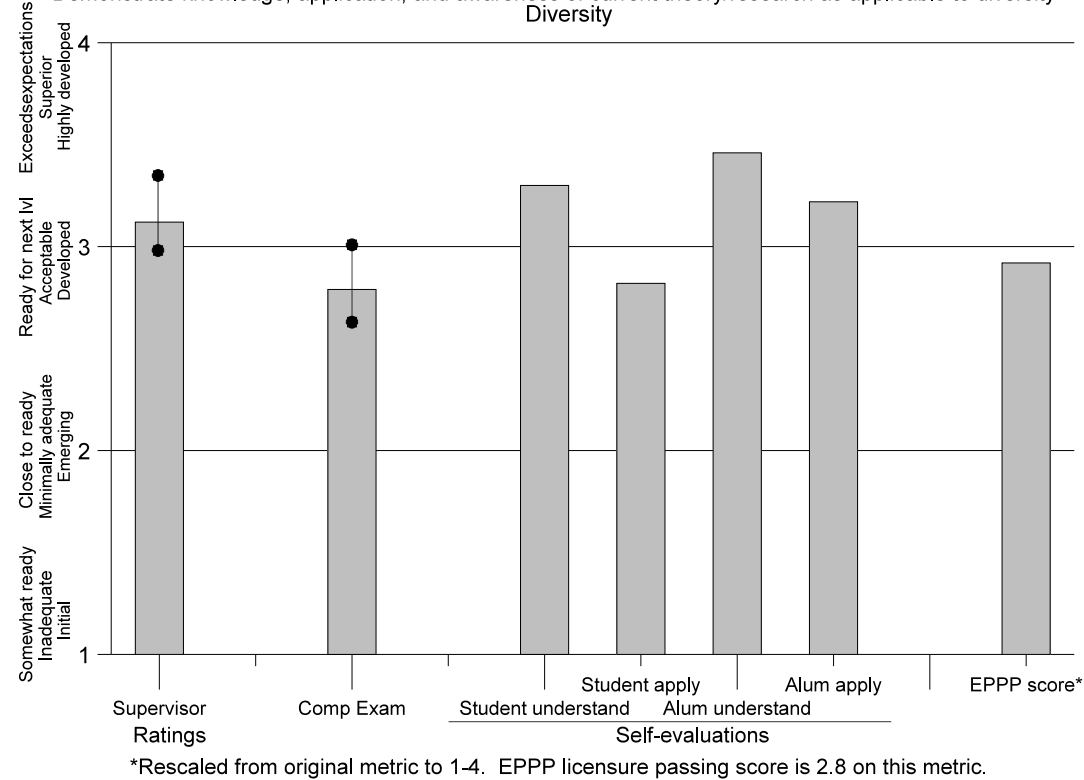


*Rescaled from original metric to 1-4. Note that a passing EPPP score for licensure is 2.8 on this scale.

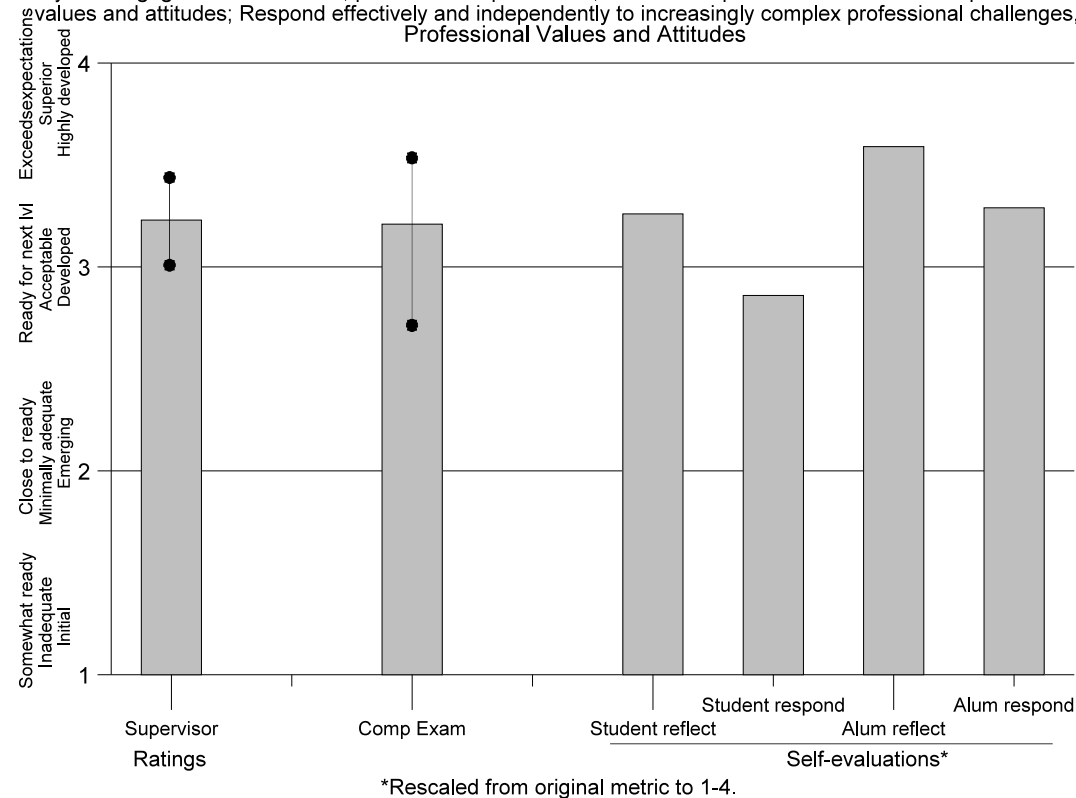


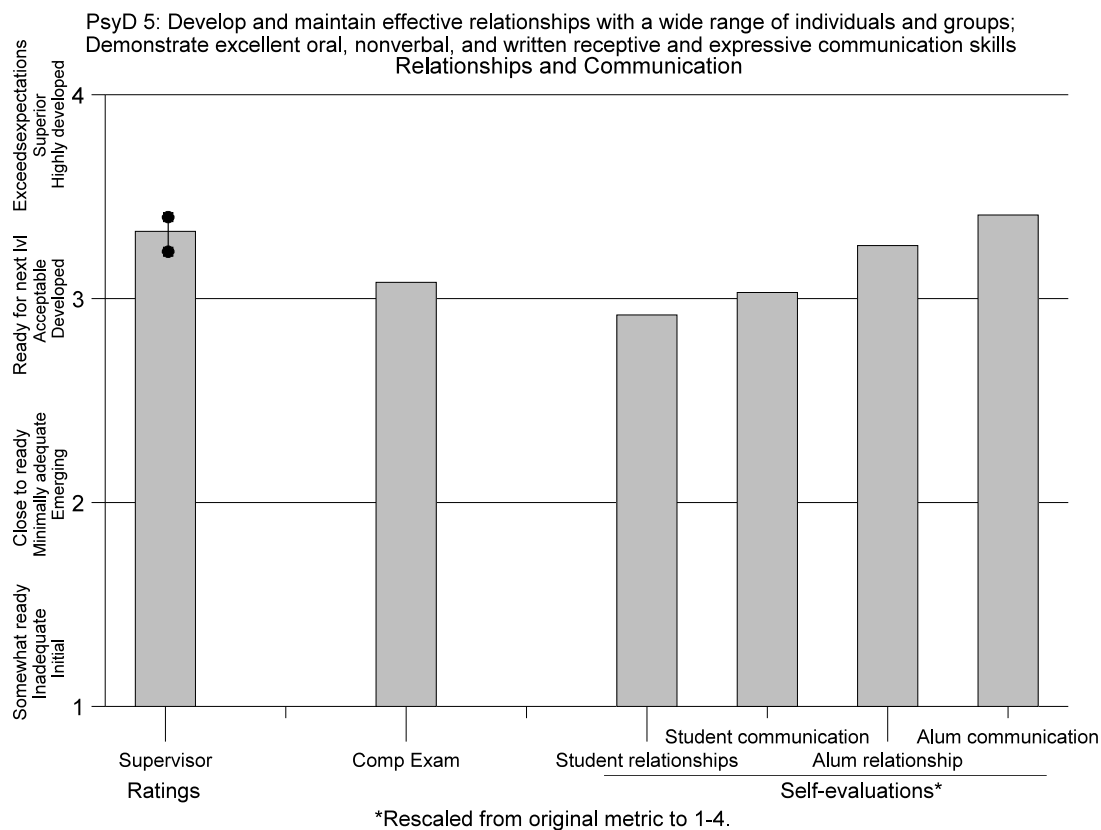
*Rescaled from original metric to 1-4.

PsyD 3: Understand how one's own individual, cultural, and religious history, attitudes, and biases affect one's work;
Demonstrate knowledge, application, and awareness of current theory/research as applicable to diversity
Diversity

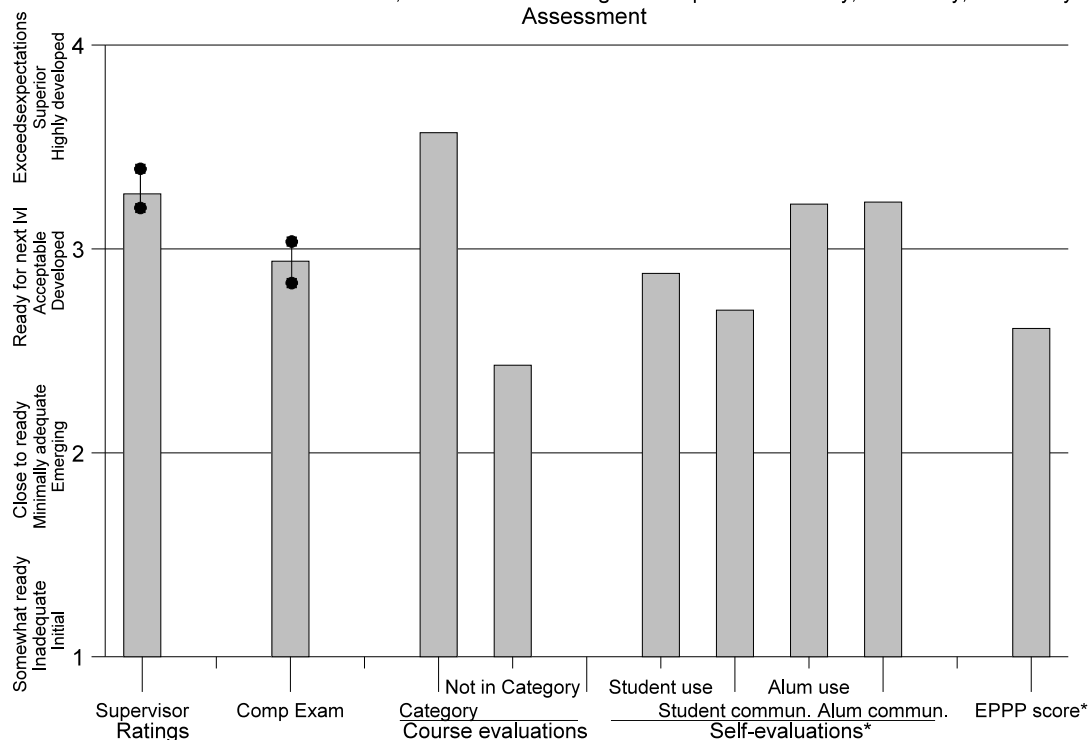


PsyD 4: Engage in self-reflection, pursue self-improvement, and seek supervision that reflects the profession's values and attitudes; Respond effectively and independently to increasingly complex professional challenges,
Professional Values and Attitudes

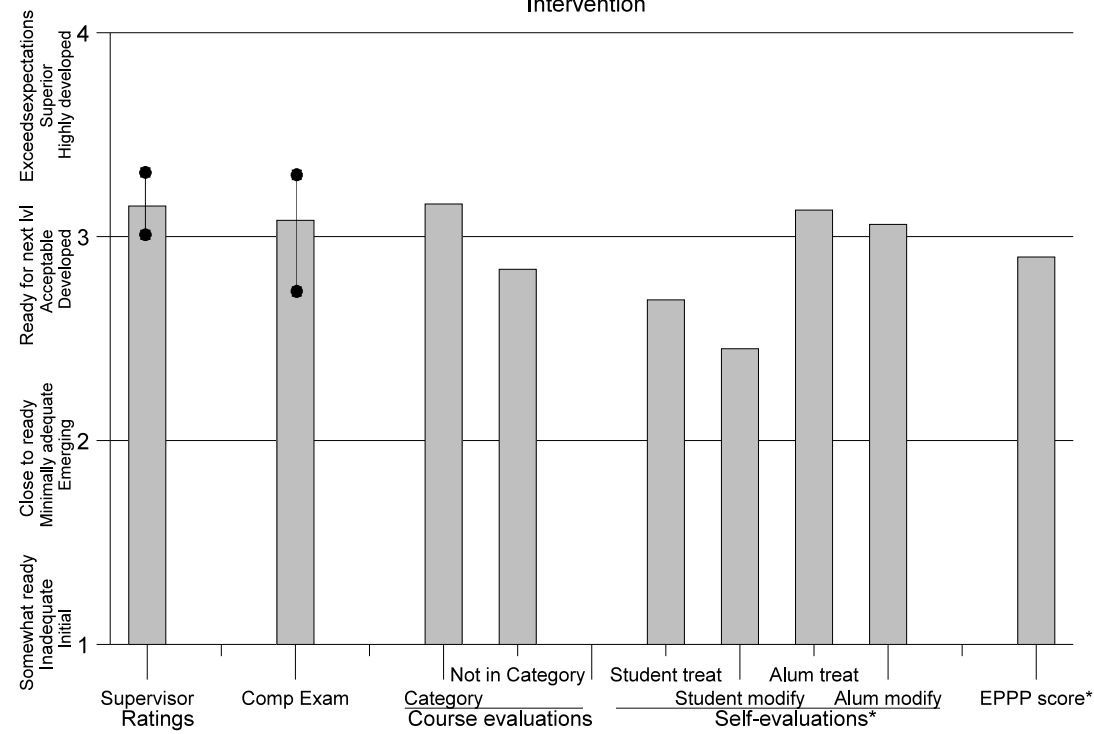




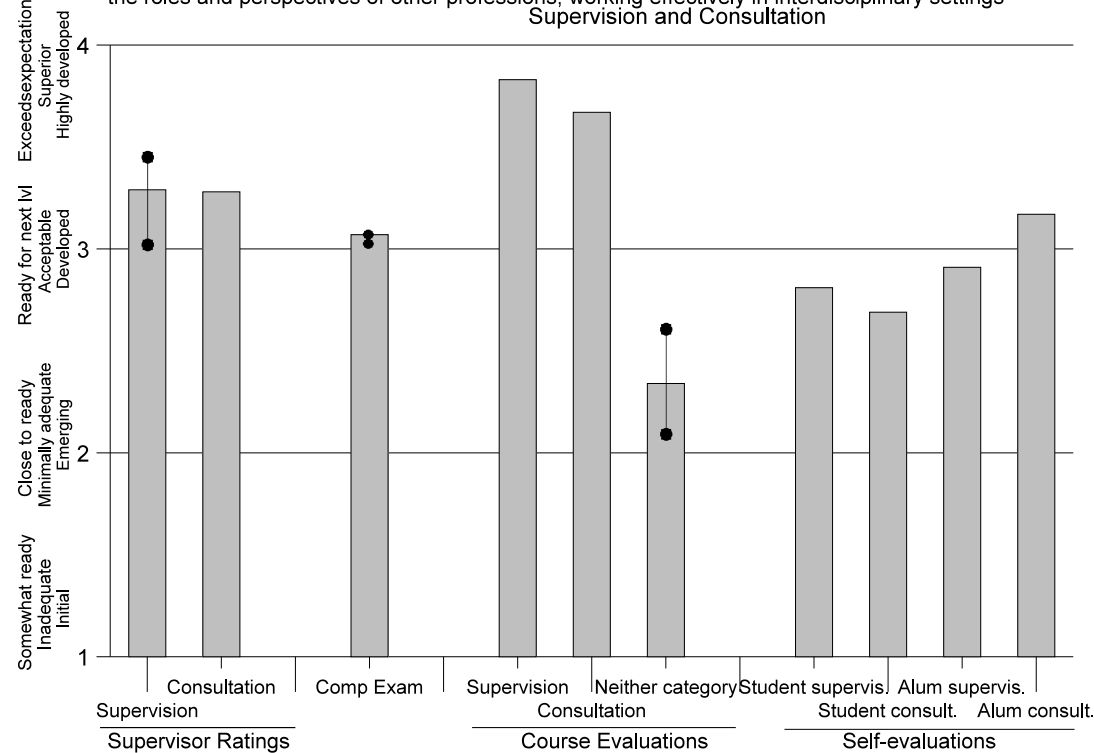
PsyD 6: Demonstrate an enhanced ability to use assessment tools to answer clinical questions, interpret results, and make treatment recommendations; Communicate findings and implications clearly, accurately, sensitively
Assessment

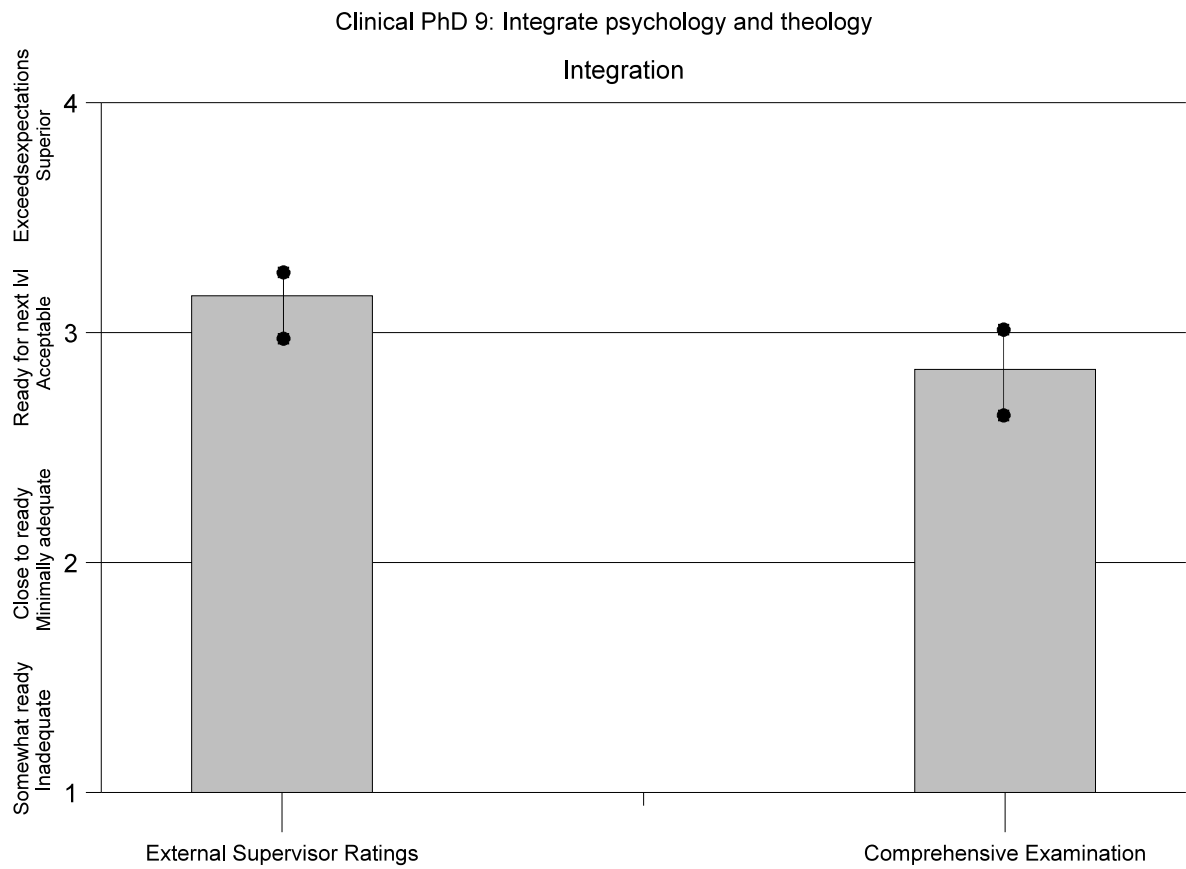


PsyD 7: Demonstrate ability to select and provide interventions informed by current literature, assessment, diversity, and context; Effectively modify evidence-based approaches, evaluating effectiveness and adapting as indicated



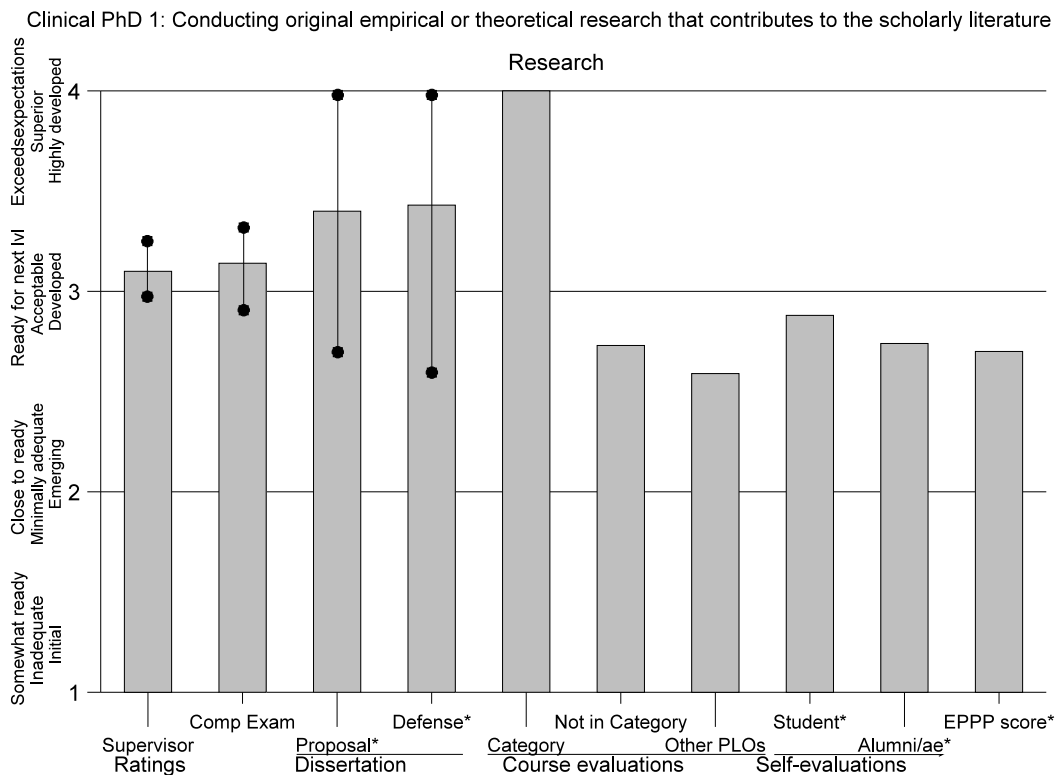
PsyD 8: Demonstrate knowledge of supervision models and practices; Demonstrate knowledge of and respect for the roles and perspectives of other professions, working effectively in interdisciplinary settings



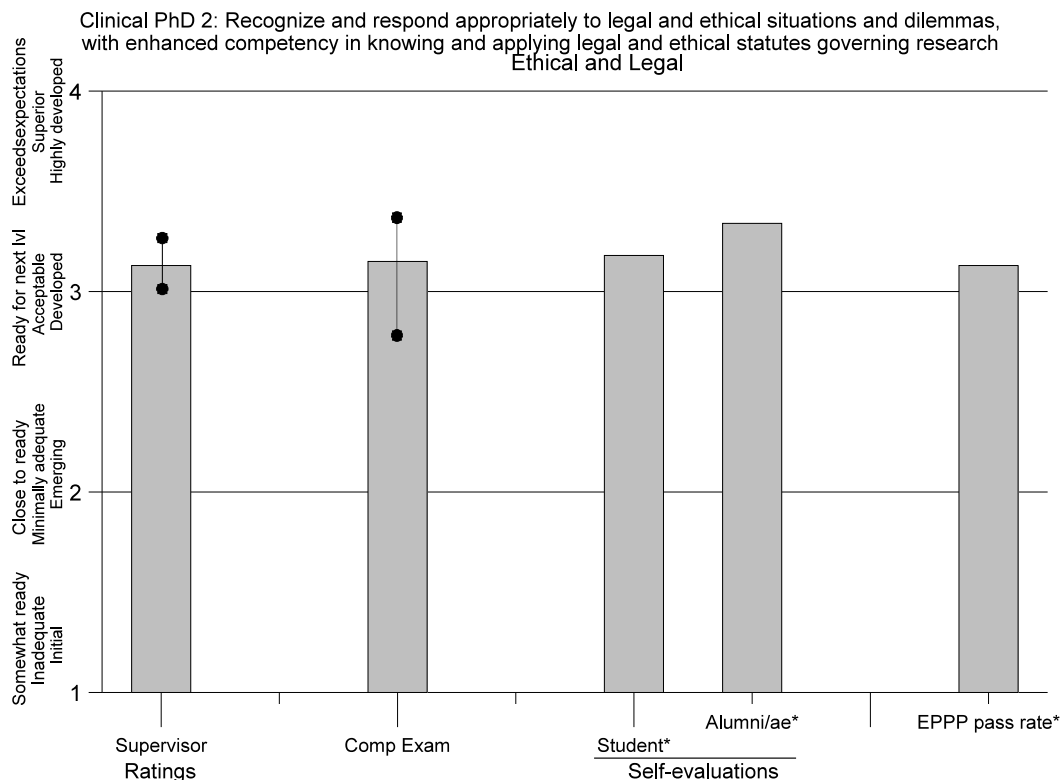


Doctor of Philosophy in Clinical Psychology.

Direct evidence are gleaned from all comprehensive exams taken between 2016, 2017, and 2018; all dissertations proposed and defended in 2017 and 2018; all external supervisory final ratings in 2016 and 2017; and most recently reported national Examination for Practice in Professional Psychology scores for Fuller PhD graduates. For course evaluations, *n* = 27. For alumni/ae survey, *n* = 79. For student survey, *n* = 74.



*Rescaled from original metric to 1-4. Note that a passing EPPP score for licensure is 2.8 on this scale.



*Rescaled from original metric to 1-4.

