Direct and Indirect Evidence in Support of Program Learning Outcomes

School of Theology
- Master of Divinity (English) .................................................. 2
- Master of Arts in Theology (English) ....................................... 2
- Master of Arts in Theology and Ministry (English) ..................... 8
- Spanish-Language MDiv, MAT, and MATM ............................ 11
- Master of Theology (English) .................................................. 14
- Doctor of Ministry (English) .................................................. 15
- Doctor of Ministry (Korean) ................................................... 16
- Doctor of Philosophy in Theology (English) ............................. 17

School of Intercultural Studies
- Master of Arts in Intercultural Studies (English) ......................... 18
- Master of Arts in Intercultural Studies (Korean) ......................... 21
- Master of Arts in Global Leadership (English) ........................... 22
- Master of Theology in Intercultural Studies (English) .................. 26
- Doctor of Missiology (English and Korean) ............................... 28
- Doctor of Ministry in Global Ministries (Korean) ....................... 29
- Doctor of Philosophy in Intercultural Studies (English) ................ 30

School of Psychology
- Master of Science in Marriage and Family Therapy (English) ....... 32
- Doctor of Psychology (English) .............................................. 33
- Doctor of Philosophy in Clinical Psychology (English) ............... 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 Divinity PLO 1: Students will have demonstrated competence in the practice of biblical interpretation for faithful use of Scripture in their own lives and ministries. Direct (Signature Assignment) & Indirect (Course Evaluations) Evidence

Master of Divinity PLO 2: Students will have demonstrated capacities to engage diverse cultural contexts for transformational discipleship, mission, and ministry. Direct (Signature Assignment) & Indirect (Course Evaluations) Evidence
Master of Divinity PLO 3: Students will have demonstrated capacities for being theologically reflective practitioners for Christian ministries. Direct (Signature Assignment) & Indirect (Course Evaluations) Evidence

![Bar chart for PLO 3](chart)

Master of Divinity PLO 4: Students will have demonstrated capacities for historically informed theological and ethical reflection. Direct (Signature Assignment) & Indirect (Course Evaluations) Evidence

![Bar chart for PLO 4](chart)
Master of Divinity PLO 5: Students will have demonstrated capacities to cultivate a theologically reflective practice of Christian discipleship.

![Bar Chart: Evidence for PLO 5](chart1.png)

- **Developing/Mastery**
  - 2017-18 Signature Assignment Data for courses designated at each level

- **Courses not in Category**
  - 2018 Student Ratings for PLO 5 courses, other courses in meeting PLO 5, PLO5 courses in meeting PLOs 1-4

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Global Perceptions of MDiv PLO Mastery

![Bar Chart: Global Perceptions](chart2.png)

- Practicing biblical interpretation for faithful use of Scripture in your life and ministry
- Engaging diverse cultural contexts for transformational discipleship, mission, and ministry
- Being a theologically reflective practitioner for Christian ministries
- Reflecting in a historically informed theological and ethical manner

**Students**

- Extremely well: 4
- Very well: 4
- Moderately: 4
- Slightly: 4
- Not at all: 4

**Alumni/ae**

- Extremely well: 4
- Very well: 4
- Moderately: 4
- Slightly: 4
- Not at all: 4
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 PLO 3: Students will have demonstrated capacities to cultivate a theologically reflective practice of Christian discipleship.

Direct (Signature Assignment) & Indirect (Course Evaluations) Evidence

<table>
<thead>
<tr>
<th>Highly Developed</th>
<th>Developed</th>
<th>Emerging</th>
<th>Initial</th>
</tr>
</thead>
<tbody>
<tr>
<td>Introductory</td>
<td>Developing/Mastery</td>
<td>Courses in Category</td>
<td>Courses not in Category</td>
</tr>
</tbody>
</table>

2017-18 Signature Assignment Data for courses designated at each level

2018 Student Ratings for PLO 3 courses, other courses in meeting PLO3, PLO3 courses in meeting PLOs 1, 2, 4, 5

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Master of Arts in Theology PLO 4: Students will have demonstrated academic capacities appropriate to an area of focus in a theological discipline or to interdisciplinary theological study.

Direct Evidence (Signature Assignment and Capstone Paper)

<table>
<thead>
<tr>
<th>Highly Developed</th>
<th>Developed</th>
<th>Emerging</th>
<th>Initial</th>
</tr>
</thead>
<tbody>
<tr>
<td>All Courses</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

2017-18 Signature Assignment Data for courses with LOs aligned with PLO4

2018 Student Pass Rates for the Capstone Essay
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, \( n = 81 \).
Master of Arts in Theology and Ministry PLO 3: Students will have demonstrated capacities to cultivate a theologically reflective practice of Christian discipleship.
Direct (Signature Assignment/Capstone) & Indirect (Course Evaluations) Evidence

<table>
<thead>
<tr>
<th>Highly Developed</th>
<th>Developed</th>
<th>Emerging</th>
<th>Initial</th>
</tr>
</thead>
<tbody>
<tr>
<td>4</td>
<td>3</td>
<td>2</td>
<td>1</td>
</tr>
</tbody>
</table>

2017-18 Signature Assignment Data for courses designated at each level
2018 Student Ratings for PLO 3 courses, other courses in meeting PLO 3, PLO5 courses in meeting PLOs 1,2,4,5

Master of Arts in Theology and Ministry PLO 4: Students will have demonstrated academic capacities for being theologically reflective practitioners for Christian ministries.
Direct (Signature Assignment) & Indirect (Course Evaluations) Evidence

<table>
<thead>
<tr>
<th>Highly Developed</th>
<th>Developed</th>
<th>Emerging</th>
<th>Initial</th>
</tr>
</thead>
<tbody>
<tr>
<td>4</td>
<td>3</td>
<td>2</td>
<td>1</td>
</tr>
</tbody>
</table>

All Courses
2017-18 Signature Assignment Data for courses designated as aligned with PLO2
2018 Student Ratings for PLO 2 courses, other courses in meeting PLO 2, PLO2 courses in meeting PLOs 1, 3-5
Master of Arts in Theology and Ministry PLO 5: Students will have demonstrated capacities to engage diverse cultural contexts for transformational discipleship, mission, and ministry.

Direct (Signature Assignment) & Indirect (Course Evaluations) Evidence

Perceptions of MATM PLO Mastery
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 $n = 18$.

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*No Spanish-Speaking MAT students took Introductory courses in 2017-18, and Developing and Mastery courses only in Winter and Spring, respectively.

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*Spanish-Speaking MATM students took these courses only in Spring 2018.
Master of Divinity PLO 3 and Master of Arts in Theology and Ministry PLO 4:
Students will have demonstrated capacities for being theologically reflective practitioners for Christian ministries.

Spanish-Language Degrees Direct Evidence (2017-18 Signature Assignments)

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

Master of Divinity PLO 4, Master of Arts in Theology PLO 2, and Master of Arts in Theology and Ministry PLO 12:
Students will have demonstrated capacities for historically informed theological and ethical reflection.

Spanish-Language Degrees Direct Evidence (2017-18 Signature Assignments)

*Spanish-Speaking MATM students took these courses only in Fall 2017.
Master of Divinity PLO 5, Master of Arts in Theology PLO3, and Master of Arts in Theology and Ministry: Students will have demonstrated capacities to cultivate a theologically reflective practice of Christian discipleship.

Spanish-Language Degrees Direct Evidence (2017-18 Signature Assignments)

Developing/Mastery
Introductory

MDiv

MAT*

MATM

*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, $n = 8$. 

![SOT ThM Thesis Evaluation, 2015 to 2018](chart1)

![Perceptions of ThM PLO Mastery](chart2)
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 PLO 5: Students will have demonstrated capacities to pursue vocations that engage the mission of God globally.

Direct (Signature Assignment) & Indirect (Course Evaluations) Evidence

2017-18 Signature Assignment Data

2018 Student Ratings for PLO 5 courses versus other courses in meeting PLO 5

MAICS Perceptions of SIS Core Competencies

Students  Alumni/ae
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 3: Students will demonstrate familiarity with the diversity of theories, practices, and global contexts of missional leadership.

Direct (Signature Assignment) & Indirect (Course Evaluations) Evidence

2017-18 Signature Assignment Data

Courses not in Category

Category Courses

Ratings on Other PLOs

2018 Student Ratings for PLO 3 courses, other courses in meeting PLO 3, PLO3 courses in meeting PLOs 1, 2, 4-6

Master of Arts in Global Leadership PLO 4: Students will employ a lifelong learning posture that values peer learning with diverse persons as well as reflection on practice.

Direct (Signature Assignment) & Indirect (Course Evaluations) Evidence

2017-18 Signature Assignment Data

Courses not in Category

Category Courses

Ratings on Other PLOs

2018 Student Ratings for PLO 4 courses, other courses in meeting PLO 4, PLO4 courses in meeting PLOs 1-3, 5-6
Master of Arts in Global Leadership PLO 5: Students will examine various organizational dynamics and apply selected administrative theories.
Direct (Signature Assignment) & Indirect (Course Evaluations) Evidence

Master of Arts in Global Leadership PLO 6: Students will implement a developmental perspective that prioritizes character/spiritual formation.
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, \( n = 44 \).
ThM Perceptions of SIS Core Competencies

- Writing
- Globalization
- Contextualization
- Critical Thinking
- Research

- Students
- Alumni/ae
Doctor of Missiology (English and Korean).
For student survey, \( n = 7 \) (all Korean speaking). For alumni/ae survey, \( n = 62 \) (all English speaking).

Perceptions of DMiss PLO Mastery

DMiss Perceptions of SIS Core Competencies
Doctor of Ministry in Global Ministries (Korean).
For student survey, $n = 2$. For alumni/ae survey, $n = 33$. 

**Perceptions of KDMinGM PLO Mastery**

- **Students**
  - Extremely well: High score
  - Very well: High score
  - Moderately: High score
  - Slightly: High score
  - Not at all: High score
- **Alumni/ae**
  - Extremely well: High score
  - Very well: High score
  - Moderately: High score
  - Slightly: High score
  - Not at all: High score

**KDMinGM Perceptions of SIS Core Competencies**

- **Writing**: Students (Developed), Alumni/ae (Developed)
- **Globalization**: Students (Developed), Alumni/ae (Developed)
- **Contextualization**: Students (Developed), Alumni/ae (Developed)
- **Critical Thinking**: Students (Developed), Alumni/ae (Developed)
- **Research**: Students (Developed), Alumni/ae (Developed)
Doctor of Philosophy in Intercultural Studies (English).
Direct evidence $n = 28$. For alumni/ae survey, $n = 51$. For student survey, $n = 38$. 

![Graph showing PhD in Intercultural Studies Program Learning Outcomes](image)

![Graph showing Student Perceptions of SIS PhD PLO Mastery](image)
The diagram illustrates PhD perceptions of SIS core competencies. The competencies include Writing, Globalization, Contextualization, Critical Thinking, and Research. The chart compares the perceptions of students (light blue) and alumni (dark red) across different levels: Highly Developed, Developed, Emerging, and Initial. The competencies are depicted along the x-axis, while the y-axis indicates the level of development on a scale from 1 (Initial) to 4 (Highly Developed).
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.

PsyD 2: Recognize and respond appropriately to legal and ethical situations and dilemmas, with enhanced competency in knowing and applying legal and ethical statutes governing assessment and intervention
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

1. Supervisor Ratings
2. Comp Exam
3. Student apply
4. Alum apply
5. EPPPP score*

*Rescaled from original metric to 1-4. EPPPP licensure passing score is 2.8 on this metric.

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

1. Supervisor Ratings
2. Comp Exam
3. Student reflect
4. Alum reflect
5. Self-evaluations*

*Rescaled from original metric to 1-4.
PsyD 5: Develop and maintain effective relationships with a wide range of individuals and groups; Demonstrate excellent oral, nonverbal, and written receptive and expressive communication skills

Relationships and Communication

*Rescaled from original metric to 1-4.

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

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

PsD 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.

*Rescaled from original metric to 1-4. Note that a passing EPPP score for licensure is 2.8 on this scale.
Clinical PhD 9: Integrate psychology and theology

Integration

External Supervisor Ratings

Comprehensive Examination
**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.

Clinical PhD 2: Recognize and respond appropriately to legal and ethical situations and dilemmas, with enhanced competency in knowing and applying legal and ethical statutes governing research.

*Rescaled from original metric to 1-4.
Clinical PhD 3: Understand how one’s own individual, cultural, and religious history, attitudes, and biases affect one’s work; Demonstrate enhanced knowledge, application, and awareness of current theory and research Diversity

Clinical PhD 4: Reflecting the profession’s values and attitudes; Responding effectively and independently to complex professional challenges Professional Values and Attitudes

*Rescaled from original metric to 1-4.
Clinical PhD 5: Develop and maintain effective relationships with a wide range of individuals and groups; Demonstrate excellent oral, nonverbal, and written receptive and expressive communication skills
Relationships and Communication

*Rescaled from original metric to 1-4.

Clinical PhD 6: Using assessment to answer questions and make treatment recommendations; Communicating assessment findings and implications effectively
Assessment

*Rescaled from original metric to 1-4. Note that a passing EPPP score for licensure is 2.8 on this scale.
Clinical PhD 7: Selecting and providing interventions informed by the current scientific literature; Seeking consultation to effectively modify and adapt EBPs as needed

Intervention

<table>
<thead>
<tr>
<th>Supervisor Ratings</th>
<th>Comp Exam</th>
<th>Category</th>
<th>Student treat</th>
<th>Alum treat</th>
<th>EPPP score*</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ready for next qtr</td>
<td>Acceptable Developed</td>
<td>Close to ready</td>
<td>Minimally adequate</td>
<td>Inadequate</td>
<td></td>
</tr>
<tr>
<td>Exceeds expectations</td>
<td>Superior</td>
<td>Highly developed</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

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

Clinical PhD 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

Supervision and Consultation

<table>
<thead>
<tr>
<th>Supervision Supervisor Ratings</th>
<th>Comp Exam</th>
<th>Supervision Consultation</th>
<th>Neither category</th>
<th>Student consult.</th>
<th>Alum consult.</th>
<th>Self-evaluations</th>
</tr>
</thead>
<tbody>
<tr>
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<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

*Rescaled from original metric to 1-4.
Clinical PhD 9: Integrate psychology and theology

Integration

External Supervisor Ratings

Comprehensive Examination