



KFTC's Assessment Plan for the Bachelor of Divinity Program

This Assessment Plan for the Bachelor of Divinity program at the Kanana Fou Theological College provides a framework for assessing student progress and success in achieving the program's objectives. The Bachelor of Divinity program is designed to equip students with biblical knowledge, theological insight, and pastoral skills for effective ministry within the Congregational Christian Church of American Samoa (CCCAS) and beyond. This plan outlines how the college will evaluate student learning relative to each of the program's five Program Learning Outcomes (PLOs), ensuring that graduates are prepared for pastoral ministry and are qualified to meet the needs of faith communities.

Each section of this document specifies the assessment methods and benchmarks associated with each individual PLO. These assessments include direct and indirect measures, addressing students' biblical and doctrinal knowledge, leadership abilities, pastoral care skills, and historical insight. Courses from the general education disciplines, such as communication, humanities & fine arts, social & behavioral sciences, and natural sciences are integrated into each PLO. This plan reflects Kanana Fou Theological College's commitment to ongoing excellence in theological education, reinforcing our mission to prepare faithful, effective leaders who will make a meaningful impact in their congregations and society.

PROGRAM LEARNING OUTCOME #1:

Demonstrate an in-depth understanding of the Bible, including its socio-historical, literary, cultural, and theological contexts, and the ability to appropriately interpret scripture accurately for preaching, teaching, and pastoral ministry.

Assessment Plan

1. Final Course Projects/Papers:

- In core biblical studies courses, students will complete exegetical assignments, research papers, and textual analyses that assess their understanding of the Bible's historical, cultural, and theological contexts. Lecturers will use a rubric aligned with this learning outcome to evaluate students' ability to interpret and contextualize scripture.
 - A benchmark of 70% proficiency for the **final project** in the *Exegesis* course (year 1)
 - A benchmark of 70% proficiency for the **final exegetical papers** in the *Prophets* or *Wisdom Literature* courses for the Old Testament and *Catholic Epistles & Revelations* or *Pauline Epistles* courses for the New Testament (year 2)
 - A benchmark of 70% proficiency in the **final research papers** for the *Old Testament Theology* and *New Testament Theology* courses (year 3)

2. **Sermon:**

- In the final year (year 4) of the BDiv program, students will complete a sermon series that requires them to interpret and present scripture accurately and contextually. This project will be evaluated by select faculty from the Biblical Studies department using a rubric that assesses content accuracy and the quality of biblical application in preaching.

3. **Student Surveys and Self-Assessments:**

- At the end of specified courses, students will complete surveys that reflect their confidence and competence in interpreting scripture. A mid-program and exit survey will provide feedback on how well the program has prepared them to accurately understand and interpret the Bible.
 - End-of-course surveys
 - Mid-program survey (year 2)
 - Exit survey (year 4)
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PROGRAM LEARNING OUTCOME #2:

Explain the key doctrines of the Christian faith, established in the tradition of the CCCAS (Christian Congregational Church Association of Samoa), and relate these theological principles to contemporary issues within the church and beyond.

Assessment Plan

1. **Final Course Exams/Papers:**

- In core theology courses, students will complete final exams and final research papers that will evaluate their understanding of key Christian doctrines and their relevance in CCCAS tradition. Grading rubrics for these final exams and papers will measure students' comprehension, range of doctrinal articulation, and their ability to relate doctrines to real issues in the church and society.
 - A benchmark of 70% proficiency for the **final exam** in the *Introduction to Christian Theology* course (year 1)
 - A benchmark of 70% proficiency for the final **analytical paper** in the *Major Christian Doctrines* course (year 2)
 - A benchmark of 70% proficiency in the final **research paper** for the *Pacific Hermeneutics/Theology* course (year 3)

2. **Sermon:**

- In the final year (year 4) of the BDiv program, students will complete a sermon series that requires them to interpret and present scripture accurately and contextually. Select faculty from the Theology department will evaluate these sermons based on a rubric that emphasizes doctrinal accuracy, relevance, and application to contemporary contexts.

3. **Student Surveys and Self-Assessments:**

- At the end of specified courses, students will complete surveys reflecting their confidence and competence in articulating Christian doctrines. A mid-program and exit survey will provide feedback on how well the program has prepared them to relate theology to current issues.

- End-of-course surveys
 - Mid-program survey (year 2)
 - Exit survey (year 4)
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PROGRAM LEARNING OUTCOME #3:

Acquire effective leadership and pastoral care skills, including counseling, conflict resolution, and spiritual guidance, to serve and lead church congregations and communities with empathy, compassion, and wisdom.

Assessment Plan

1. Leadership and Pastoral Counseling Course Assignments:

- In the *Leadership* and *Pastoral Counseling* courses, students will participate in mock counseling sessions, conflict resolution scenarios, and spiritual guidance exercises. Select Ministry department faculty will assess students' competencies in these areas using rubrics that measure counseling techniques, conflict resolution strategies, and compassionate communication.
 - A benchmark of 70% proficiency for the final **analytical paper** in the *CCCAS Polity & Leadership* or *Leadership & Congregational Studies* course (year 1)
 - A benchmark of 70% proficiency for **simulated counseling sessions and conflict resolution scenarios** in the *Pastoral Counseling & Interpersonal Communication* course (year 3)
 - A benchmark of 70% proficiency in the final **research paper** for the *Understanding Pastoral Ministry* course (year 3)

2. Field Education (Fieldwork) Evaluations:

- During Field Education placements, students will apply their leadership and pastoral care skills in real ministry settings, working under the supervision of experienced mentors. Supervisors will complete evaluation forms assessing students' effectiveness in leadership, pastoral care, counseling, and conflict resolution (when applicable). The feedback will evaluate students' ability to show compassion, wisdom, and practical skills in a pastoral context.

3. Student Surveys and Self-Assessments:

- Students will complete surveys reflecting their confidence and competence in leadership and pastoral care/counseling at the end of specified courses. A mid-program and exit survey will provide feedback on how well the program has prepared them.
 - End-of-course surveys
 - Mid-program survey (year 2)
 - Exit survey (year 4)
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PROGRAM LEARNING OUTCOME #4:

Demonstrate an understanding of the historical development of the Christian Church, attentive to the traditions and practices of the CCCAS (Congregational Christian Church of American Samoa), and consider how historical insights can enlighten current ministry practices.

Assessment Plan

1. Course Assignments:

- In courses covering general church history and the history of the CCCAS, students will complete exams and research papers that assess their knowledge of key historical events, figures, and developments in Christian history. Grading rubrics will evaluate students' accuracy, expertise in historical analysis, and ability to relate historical insights to CCCAS traditions and practices.
 - A benchmark of 70% proficiency for the **final exam** in the *Early Church History* course (year 1)
 - A benchmark of 70% proficiency for the final **analytical paper** in the *Modern Church History* or *New Religious Movements* course (year 2)

2. Capstone Historical Project:

- In their final year, BDiv students will complete a capstone project for the *Pacific Church History* course, in which they will write a research paper focusing on a historical topic pertinent to the CCCAS (or their home church if they are not CCCAS members). They will identify key historical figures, events, and developments on a timeline, explaining their relevance to their historical topic. Select History department faculty will evaluate this capstone work with a rubric focusing on historical insight, contextual relevance, and application to contemporary ministry.

3. Student Surveys and Self-Assessments:

- Students will complete surveys reflecting their confidence and competence in Church History and CCCAS tradition at the end of specified courses. A mid-program and exit survey will provide feedback on how well the program has prepared them.
 - End-of-course surveys
 - Mid-program survey (year 2)
 - Exit survey (year 4)

PROGRAM LEARNING OUTCOME #5:

Exhibit the qualifications, doctrinal understanding, and practical ministry skills required for ordination within the CCCAS (Congregational Christian Church of American Samoa), including the capacity to carry out pastoral and sacramental duties consistent with denominational standards.

Assessment Plan

1. CCCAS Polity and Faith Course Exam:

- In the denominational course, students will complete exams and essays evaluating their understanding of key theological concepts, CCCAS doctrine, and standards for pastoral ministry. Select faculty of the Ministry department will assess students' responses based on rubrics measuring doctrinal knowledge and alignment with CCCAS beliefs.
 - A benchmark of 70% proficiency for the **exam** in the *CCCAS Polity & Leadership* course (year 1)

2. Worship Practicum I & II and Sermon Class I & II:

- In the *Worship Practicum* and *Sermon Class* courses, students will participate in worship services where they practice key pastoral duties such as preaching and leading prayer. Select faculty of the Ministry department will use rubrics to evaluate students on criteria such as their understanding of pastoral roles, alignment with CCCAS standards, and ability to effectively perform ministry duties.
 - A benchmark of 70% proficiency for these courses (year 2)

3. Field Education Evaluations:

- Students will complete four field education placements where they practice ministry under the supervision of an ordained CCCAS pastor. Mentors/Supervisors will evaluate students on their practical ministry skills, qualifications, and adherence to CCCAS doctrinal standards. Supervisors will also assess students' abilities to conduct pastoral duties according to CCCAS guidelines, providing feedback on both their doctrinal soundness and pastoral effectiveness.

4. Student Surveys and Self-Assessments:

- Students will complete surveys reflecting their confidence and competence in practical ministry skills and pastoral competencies at the end of specified courses. A mid-program and exit survey will provide feedback on how well the program has prepared them.
 - End-of-course surveys
 - Mid-program survey (year 2)
 - Exit survey (year 4)

ANNUAL REVIEW & REPORTS

Faculty will review the assessment data from assessments based on course assignments, projects, surveys, and field education evaluations every academic year. During the annual review, the faculty will identify areas where students are not meeting expectations and adjust courses and assignments as needed.

Annual reports on student achievement related to these Program Learning Outcomes will be provided to the Board of Regents, and findings will be shared with the public on the college website (www.kftc.as) to encourage transparency and promote a culture of academic growth.