

# Bethlehem College and Seminary

## Master of Divinity

### Objectives, Measurements, and Outcomes

The Master of Divinity is the foundational four-year program for those called to vocational ministry as pastors, missionaries, or other full-time Christian workers at the elder level. The program emphasizes God-centered theology, whole-Bible exegesis in the original languages, and robust pastoral apprenticeship in the local church.

#### **PROGRAM OBJECTIVES**

1. Students will demonstrate broad-based graduate-level skills in inquiry, interpretation, reflection, and oral and written communication.
2. Students will demonstrate a mature biblical worldview for analyzing and synthesizing biblical, historical, and theological material.
3. Students will demonstrate competence in biblical Greek exegesis.
4. Students will provide evidence of a significant equipping for leadership in ministry.
5. Students will exhibit evidence of deep Christian formation.
6. Students will demonstrate competence in Hebrew exegesis (excluding Worship Pastor Concentration).
7. Students will demonstrate significant equipping for pastoral leadership in a new church or church in need of revitalization. (Church Planting and Revitalization Concentration only)
8. Students will demonstrate significant equipping for leading corporate worship. (Worship Pastor Concentration Only).

The faculty has completed comprehensive reviews of the M.Div. program in 2014 and 2020.

#### *Assessment*

Bethlehem College and Seminary relies on a combination of formal and informal, internal and external measures for assessing student learning, including the following:

- Course Evaluations in which students evaluate their learning experience in the classroom
- Student Portfolios that highlight representative samples of student work completed during their program of study
- Exit Surveys and Exit Interviews with graduating students

- Data showing the placement and continuing education of our graduates

## *Course Evaluations*

All enrolled students receive letter grades for individual assignments, tests, and quizzes and final grades for each course. Students also submit course evaluations at the conclusion of each semester, and the academic dean reviews these course evaluations and discusses them on an annual or biannual basis with the course instructors to promote a culture of constructive feedback and continual refinement and improvement of our pedagogy. The course evaluations include ten objective questions that employ a Likert-type scale and three open-ended questions. As a benchmark, 80% of students will agree or strongly agree with the course evaluation questions.

Applicable course evaluation results:

1. This course achieved the learning objectives listed in the syllabus.
  - a. On a scale from 1 (Strongly Agree) to 5 (Strongly Disagree), the average score across M.Div. classes during the Spring 2025 semester **was 1.4**.
  - b. **92.5%** of responding students marked agree or strongly agree.
2. The course assignments stimulated my personal and intellectual growth.
  - a. On a scale from 1 (Strongly Agree) to 5 (Strongly Disagree), the average score across M.Div. classes during the Spring 2025 semester **was 1.4**.
  - b. **95.0%** of responding students marked agree or strongly agree.
3. My knowledge and understanding of the subject matter have increased because of this course.
  - a. On a scale from 1 (Strongly Agree) to 5 (Strongly Disagree), the average score across M.Div. classes during the Spring 2025 semester **was 1.4**.
  - b. **95.0%** of responding students marked agree or strongly agree.
4. The course integrated theoretical course concepts with real-world applications.
  - a. On a scale from 1 (Strongly Agree) to 5 (Strongly Disagree), the average score across M.Div. classes during the Spring 2025 semester **was 1.5**.
  - b. **92.6%** of responding students marked agree or strongly agree.

## *Student Portfolios*

The Student Portfolios include representative pieces of work from across the program, covering different years of study, different subjects, and different assignment types. Successful completion of each portfolio component serves as the benchmark for meeting particular program objectives (PO) and corresponding institutional objectives (IO). The contents of these Student Portfolios are listed below for the M.Div. program.

Portfolio Assignment	Course	Program Objectives	Institutional Objective
Doctrinal Statement	THEO 6515–6545	PO 1 (graduate-level skills) PO 2 (biblical worldview)	IO 2 (build Biblical truths) IO 11 (foster maturity)
Exegetical Papers	HERM 5002 GREK 5222 HEBR 5420	PO 1 (graduate-level skills) PO 3 (Biblical Greek exegesis) PO 6 (Biblical Hebrew exegesis)	IO 3 (equip students to learn) IO 4 (teach students the Bible)
Biblical Theology Research Paper	THEO 7510	PO 1 (graduate-level skills) PO 2 (biblical worldview)	IO 4 (teach students the Bible)
Sermon Manuscript	PREA 6620 HEBR 5420	PO 4 (leadership in ministry)	IO 1 (spread a passion) IO 8 (prepare students for ministry)
Apprenticeship Report	APPR 5901	PO 4 (leadership in ministry) PO 5 (Christian formation) PO 7 (leadership in a new church) PO 8 (leading corporate worship)	IO 7 (work in close harmony with the church) IO 8 (prepare students for ministry)

### *Exit Surveys*

Bethlehem College and Seminary has conducted personal interviews and exit surveys with our graduating students for many years. All graduating students are asked to respond to 20 global survey questions as well as several program-specific questions, and these questions are tied to specific institutional objectives. As a benchmark, 75% of reporting students will respond favorably to each exit-interview question.

Exit Survey Question (All Programs)	Corresponding Objective
How satisfied are you with your overall experience and education at Bethlehem College and Seminary?	Global Question
How well has Bethlehem College and Seminary equipped you for the next stage in your life?	Institutional Objective 8
How well has your time at Bethlehem College and Seminary equipped and motivated you to be a lifelong learner?	Institutional Objective 5
How much have you grown in your understanding and embrace of historic Christian doctrine during your studies at Bethlehem College and Seminary?	Institutional Objective 2
How much have you grown in your confidence in God's inerrant Word?	Institutional Objective 4

In general, has the liveliness and joy of your faith in Christ grown during your time at Bethlehem College and Seminary?	Institutional Objective 2
How well has your education at Bethlehem equipped you to affirm and challenge arguments in a fair and thoughtful way?	Institutional Objective 6
How satisfied are you with your mentorship experience?	Institutional Objective 8
What church/campus were you most connected to during your time at Bethlehem College and Seminary? (choose up to 2)	Institutional Objective 7
What church/campus were you most connected to during your time at Bethlehem College and Seminary?	Institutional Objective 7
How would you describe your church involvement during your time at Bethlehem College and Seminary?	Institutional Objective 7–8
How much has your education at Bethlehem College and Seminary been shaped by the school's integration into the life of Bethlehem Baptist Church?	Institutional Objective 7
Describe how you have grown intellectually and spiritually during your time at Bethlehem College and Seminary.	Global Question
What are two or three specific ways Bethlehem College and Seminary has prepared you for ministry in the home, the church, and the world?	Institutional Objective 8
How equipped are you to use Greek right now?	Institutional Objective 4
How motivated are you to retain and use Greek after you leave Bethlehem College and Seminary?	Institutional Objective 5
What are two or three ways that Bethlehem College and Seminary can improve to better equip students in the future?	Global Question
Do you plan to pursue additional studies in the next five years?	Institutional Objective 5
What are your plans for this coming year?	Institutional Objective 8
How likely would you be to recommend Bethlehem College and Seminary to any like-minded potential students?	Global/Admissions Question

Representative questions: <sup>1</sup>

1. How satisfied are you with your overall experience and education at Bethlehem College and Seminary?

<b>2023</b>	<b>2024</b>	<b>2025</b>
8/8	8/8	10/10

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<sup>1</sup> X/X are numbers representing number of students who responded favorably to the exit interview question/total respondents.

2. How well has Bethlehem College and Seminary equipped you for the next stage in your life?  
(Benchmark for PO 4)

2023	2024	2025
8/8	8/8	10/10

3. How well has your time at Bethlehem College and Seminary equipped and motivated you to be a lifelong learner? (Benchmark for PO 5)

2023	2024	2025
7/8	8/8	10/10

4. How much have you grown in your understanding and embrace of historic Christian doctrine during your studies at Bethlehem College and Seminary? (Benchmark for PO 2)

2023	2024	2025
8/8	8/8	10/10

5. How well has your education at Bethlehem equipped you to affirm and challenge arguments in a fair and thoughtful way? (Benchmark for PO 1)

2023	2024	2025
8/8	8/8	10/10

# Bethlehem College and Seminary

## Master of Theology

### Objectives, Measurements, and Outcomes

The Master of Theology (Th.M.) is an advanced research degree that builds on the M.Div. program and offers students the opportunity to sharpen their expertise in a specific topic of theological learning by completing a supervised masters thesis.

#### **PROGRAM OBJECTIVES**

This program expects only one objective since the program requires students to have a M.Div. or equivalent degree as a prerequisite.

1. Students will demonstrate significant competency for academic research and writing.

#### *Assessment*

Bethlehem College and Seminary relies on a combination of formal and informal, internal and external measures for assessing student learning in all academic programs. The Th.M. requires students to complete a graduate-level thesis that reflects careful, independent research under the direction of a qualified supervisor. In order to ensure the academic quality of the program and to provide objective feedback for our students, each Th.M. thesis is assessed by an external reader. External readers will normally be faculty members of another academic institution who hold an earned doctorate and have expertise in the subject area in which the student has written his thesis. External readers are expected to read the thesis, offer 1–2 pages written feedback on the thesis, including recommendations for major and minor corrections and an assessment of the overall quality of the content, argument, and presentation of the thesis.

The Th.M. program of Bethlehem College and Seminary has enlisted the following noted scholars from around the world to serve as external examiners for Th.M. theses:

- Michael Allen, Ph.D., Reformed Theological Seminary
- Chris Bruno, Ph.D., Oahu Theological Seminary
- Ardel Caneday, Ph.D., University of Northwestern–St. Paul
- Christopher Cleveland, Ph.D., Reformation Bible College
- David Deuel, Ph.D., The Master's Academy International
- James Hamilton, Ph.D., The Southern Baptist Theological Seminary
- Douglas Huffman, Ph.D., Biola University
- Jerry Hwang, Ph.D., Singapore Bible College
- Andreas Köstenberger, Ph.D., Midwestern Baptist Theological Seminary
- Michael Lawrence, Ph.D., Hinson Baptist Church
- Daniel Gurtner, Ph.D., Gateway Seminary
- Thomas Schreiner, Ph.D., The Southern Baptist Theological Seminary
- Stephen Wellum, Ph.D., The Southern Baptist Theological Seminary

- Peter Williams, Ph.D., Tyndale House, Cambridge University
- Michael Wise, Ph.D., University of Northwestern–St. Paul
- Tyler Witman, Ph.D., New Orleans Baptist Theological Seminary

Bethlehem College and Seminary Th.M. students have published the following peer-reviewed articles, books, and reviews based on their coursework and thesis projects, including the following:

- Eagy, Ryan. “Matthew 9:9–17 and the Divine Bridegroom of Hosea.” *ExpTim* 128.11 (2017): 521–28.
- Littell, Michael. “Review of J. Hwang, *The Rhetoric of Remembrance: An Investigation of the ‘Fathers’ in Deuteronomy*.” *JETS* 56.1 (2013): 149–52.
- Littell, Michael. “Review of W. Brueggemann, *The Practice of Prophetic Imagination: Preaching an Emancipatory Word*.” *Themelios* 39.2 (2014): 381–82.
- Rowley, Matthew. “The Epistemology of Sacralized Violence in the Exodus and Conquest.” *JETS* 57.1 (2014): 63–83.
- Rowley, Matthew. “Irrational Violence? Reconsidering the Logic of Obedience in Genesis 22.” *Themelios* 40.1 (2015): 78–89.
- Scheumann, Jesse R. “Mothers of Offspring in 1–2 Kings: A Messianic Hope in David’s Line?” *TynBul* 65.1 (2014): 37–56.
- Tachick, Christopher. *‘King of Israel’ and ‘Do Not Fear, Daughter of Zion’: The Use of Zephaniah 3 in John 12*. Reformed Academic Dissertations. Phillipsburg, NJ: P&R Publishing, 2018.
- Verrett, Brian A. *The Serpent in Samuel: A Messianic Motif*. Eugene, OR: Resource, 2020.

These publications offer strong external validation that our Th.M. students have significant competency for academic research and writing.