



CLEAR CREEK

BAPTIST BIBLE COLLEGE

Quality Enhancement Plan

Communication: A Clear Path to Ministry and Beyond

Presented to the SACSCOC Reaffirmation On-Site Review Committee

March 24–27, 2025

(Revisions Adopted 7/10/25)

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Executive Summary

Clear Creek Baptist Bible College’s “Communication: A Clear Path to Ministry and Beyond” Quality Enhancement Plan is a mission-driven strategic initiative to improve student learning. The focus on written communication in the form of the exegetical research paper (ERP) was selected after a review of institutional assessment data, surveys among faculty/staff, students, trustees, and alumni, and intentional reflection on the institution’s mission and core values. This QEP represents the college’s commitment to preparing adults called of God into Christian service to become more effective communicators in various ministry contexts.

QEP TOPIC: EXEGETICAL RESEARCH PAPER WRITING: Within the broader scope of written communication, there is a need for discipline-specific writing instruction to prepare students for professional communication (Russell, 2002). The exegetical research paper reflects this need for ministry students. Students engage in the study of a Biblical text by applying grammatical-historical exegetical methods. Historical, cultural, and literary contexts, as well as theological considerations, are addressed. Ultimately, the student arrives at the authorial meaning of a given text. The specialized skill of writing exegetical research papers is not solely for academic inquiry. Instead, the goal is to bridge the gap between the ancient text and modern believers (Duval and Hays, 2012). Thus, Clear Creek Baptist Bible College’s mission is uniquely related to training students for success in the essential, practical ministry skill of communicating and applying the truth of scripture.

QEP PROJECT: “Communication: A Clear Path to Ministry and Beyond” centers around the implementation of a standardized exegetical research paper grading rubric and writing checklist. This project is focused on the baccalaureate students and their coursework, which requires ERPs each year. Before this project, ERPs were assigned with substantial variation in expectations and assessment. Each instructor utilized his own means of assessment. Students voiced their confusion and frustration over the lack of consistent content expectations and differences regarding format and style. Likewise, faculty had observed a need for improvement in student writing. In Fall 2025, all ERP assignments will utilize a uniform rubric, assignment expectations, and the ERP writing checklist.

As student learning is the objective of “Communication: A Clear Path to Ministry and Beyond”, the college seeks to improve students’ ERP writing skills.

QEP RESOURCES: The college has allocated the resources necessary to implement, sustain, and complete the QEP, including faculty/staff development, student recognition, workshops, online student development, etc. A detailed budget is included for the five-year plan, recognizing that as assessment takes place, adjustments for continual improvement may lead to alterations of the plan and the resources needed. Clear Creek Baptist Bible College is fully committed to allocating these resources now and throughout the duration of the initiative.

QEP ASSESSMENT: To advance the QEP’s objectives as stated above, multiple measures will be embedded across the curriculum to assess the student learning outcomes outlined within the plan. These student learning outcomes will guide the initiative’s continuous improvement efforts during the project. The plan will assess ERP writing skills annually through the assignments graded by the standard exegetical research paper grading rubric.

Topic Identification

Clear Creek Baptist Bible College’s QEP addresses a topic identified through its ongoing, comprehensive planning and evaluation processes; has broad-based support of institutional constituencies; focuses on improving specific student learning outcomes; commits resources to initiate, implement, and complete the initiative; and includes a plan to assess the level of achievement for its goals.

Clear Creek Baptist Bible College’s QEP is titled “Communication: A Clear Path to Ministry and Beyond” and was agreed upon by students, staff, faculty, alumni, and trustee members. The process of identifying a topic for CCBBC’s QEP began at the SACSCOC Annual Meeting in December 2022. On December 4th, 2022, Dr. Charlie Goodman, Rev. Jared Styles, and Dr. Matthew Nix at the SACSCOC Annual Meeting had a conversation about possible QEP topics after an informational session on QEP development. During this conversation, they discussed that one area of improvement that involved faculty pain points, student learning issues, and administrative concerns was the area of CCBBC students’ written communication skills. Dr. Goodman expressed a desire to move toward uniformity of both syllabi and rubrics across all courses offered at CCBBC in order to help students have clear expectations concerning what they were writing. Dr. Nix mentioned that a QEP topic on written communication skills could easily work with CCBBC’s mission statement and even mentioned a possible title called “Write Like A Scribe: Scholarly, Clear, Reliable, Informative, Biblical, Edifying”. While the QEP topic identification process was completed later, it is interesting that the topic that was ultimately selected was closely related to the initial discussion.

“Students cannot gain a sense of competence unless they have opportunities to get good at what they are doing. We recommend that students have numerous opportunities to write for different purposes and to different audiences.” (Pajares & Valiante 277)

Following the 2022 SACSCOC Annual Meeting, Dr. Nix met with CCBBC’s Dean of Academic Affairs and President to review an outline for developing a QEP from a session he attended at the meeting. During that meeting, the decision was made that Dr. Nix would help lead efforts to develop CCBBC’s next QEP. In 2023, Registrar Jacob Yates was asked to represent the staff and attend the QEP sessions at the SACSCOC Annual Meeting, where he was informed of logical steps to take in developing an effective QEP. Upon his return, and with the blessing of both the President and the Dean of Academic Affairs, Registrar Yates and Dr. Nix began recruiting the members of the CCBBC QEP Committee that represented the various constituency groups of the college.

The QEP Committee originally assembled represented most constituency groups of CCBBC.

Original QEP Development Committee	
Member	Role
Dr. Bruce Merrick	Faculty Representative
Dean Jared Styles	Dean of Administrative Affairs
Dr. Jay Sulfridge	Accreditation Liaison
Rev. Tanner McDowell	Alumni Representative
Mr. Curtis Furey	Student Representative
Mrs. Andrea Burchfield	Librarian and Staff Representative

Rev. Bennie Bush	Chairman of the Board of Trustees
Dr. Matthew Nix	Professor and Committee Co-Chair
Mr. Jacob Yates	Registrar and Committee Co-Chair
Rev. Eric Greene	Director of Technologies

The Committee was tasked with praying over and seeking the Lord’s will regarding the QEP. Along with the formal process of selecting a topic for the QEP, the institution’s ongoing comprehensive, planning and evaluation processes were indicating widespread concern with the general area of student writing.

The 2022-2023 Communication Competency in the General Education Competencies report to the Institutional Effectiveness Committee noted that students were assigned a final paper. The assessment results revealed that in the Fall 2022 “English Composition I” course the average student score was 77.4%. This is above the benchmark of 68%. However, the student scores fell between 50% and 97%. The Spring “English Composition II” course averaged a score of 69%, which is only one point above the benchmark of 68%. The Spring range of scores were from 0% to 96%. Three scores were below the benchmark: 50%, 61%, and 64%. Thus, attention was noted from the IEC report assessment that written communication needed attention.

The academic term of 2023-24 provided some confirmation that work in the area of written communication would be a worthy QEP project. During the 2023-24 academic term, various Bible/Theology and Professional Ministry professors began to hear student concerns that there was no consistency between grading rubrics and faculty expectations in relation to assigned papers. The Director of Library Services mentioned to the Dean of Academic Affairs that students were voicing frustration with the lack of uniformity across the classes. The result of some of the faculty concerns led to a series of emails and initiating the process of developing a standardized Exegetical Research Paper Grading Rubric.

In the 2023-24 Faculty Evaluation by students, one student made a comment related to Clear Creek’s use of Turabian. The student communicated, “I did withdraw from this class; however, it was my lack of knowledge of Turabian style that started me on a backward trajectory.” A Fall 2023 graduate student’s survey for MINI 511 “Research and Writing” competency course recorded the graduate student’s felt the need to gain competence in writing skills. The student wrote, “I was anxious about the course because of grammar and proper English are a weakness of mine. The course, however, was one that has become very beneficial to me.”

“The nature of writing is also made difficult for students by the fact that others will read and evaluate many school writing assignments. In light of the challenges of “facing this lion,” asserting mastery over it, and then having the anxiety of possible critical external evaluation, many students may be quite understandably resistant to the process.” (Pajares & Valiante 260).

The first official meeting of the QEP Committee was held on June 17, 2024, in the President’s conference room on the CCBBC campus. The Committee discussed ideas for topics based on the results of student forums held during monthly class meeting times, information gleaned from faculty staff forums that took place during monthly faculty staff meetings, and a campus wide survey that was conducted by CCBBC’s Director of Institutional Research. Using a recommended worksheet acquired by Dr. Nix during his time at the SACSCOC Annual Meeting, the top three topics were divided into three main categories which consisted of Academic Advising, Oral and Written Communication, and Health and Wellness. Each of these three categories was considered to have potential as clearly identified student learning issues, administrative concerns, and/or faculty pain points. The meeting concluded with prayer and a request that committee members continue to pray about the selection of the QEP topic until the next meeting.

At the committee's August 2, 2024, meeting topic selection was debated and narrowed down to the two possible topics of Advising or Written/Oral Communication and all members were requested to help contribute questions for a second survey to help select the QEP topic. Eventually the title for the QEP was selected, approved by the Committee, and established as "Communication: A Clear Path to Ministry and Beyond". It was envisioned to be a combination of advising and communication improvements.

At the committee's September 23, 2024, meeting, the first item of business was to designate an official secretary for the committee. Bruce Merrick nominated Andrea Burchfield, who was confirmed by consensus. Mr. Yates gave an update on the Weave platform for the committee's use, which was approved as the preferred platform where everything QEP-related would be uploaded. The committee was then given a copy of the most recent survey results from the student body to review. There were 23 participants in the survey, which asked students to rank the 12 communication topics in order of personal significance. On October 15, 2024, a presentation was given to the Board of Trustees on "Communication: A Clear Path to Ministry and Beyond" by Registrar Yates and Dr. Nix, after which it was unanimously approved as the official QEP for the upcoming reaccreditation process.

At the QEP Committee meeting on November 18, 2024, the Committee began to brainstorm ideas about recorded video training sessions that addressed advising issues and written communication issues. One idea involved a possible scholarship for incoming students who completed all of the video training sessions. Concern about student success data and measuring tools were once again brought up by various members of the committee. Dr. Nix and Registrar Yates were tasked with creating subcommittees, made up of other faculty and staff members not currently on the QEP Committee, to help find and review additional student success data and measurement instruments before the next meeting on December 16, 2024.

At the December 16, 2024, meeting, the committee received sub-committee reports concerning ways to proceed with QEP development. Jacob Yates represented the sub-committee for improving student communication. It became clear that a more focused approach was necessary. Dr. Clayton Hess, retired President of Lincoln Memorial University and veteran SACSCOC peer reviewer, had joined the college in an advisory role earlier in 2024. Dr. Goodman and Dr. Lucas requested Dr. Hess to review and advise on moving forward with QEP development.

On December 30, 2024, Dr. Lucas, Dr. Merrick, and Jacob Yates met with Dr. Hess, whose assessment was that each component of our three-pronged approach (Technology, Advising, and Student Success units focused on communication) was enough to be its own QEP. Additionally, the data did not support the need for improved graduation rates (as CCBBC is within the range of industry standards) or the need for an advising overhaul, as most students expressed satisfaction in this area on surveys. However, all the data used during the topic identification process regarding communication and advising had the potential to support further development of the topic of improving students' written communication. It also aligned well with the strong desire of faculty to improve both student writing and the assessment of student writing. The faculty had been working on developing a standard rubric and style guide for over a year at that point.

At a subsequent meeting, Dr. Lucas, Dr. Merrick, Dr. Hess, and Mr. Yates, in consultation with Dr. Goodman, Dr. Sulfridge, and Dr. Mitchell (professor and subcommittee member), reached consensus regarding a refocused QEP topic. The topic fit CCBBC's mission, had ample and readily available data support drawn from our regular, on-going evaluative processes, and would allow CCBBC to dedicate resources and attention to addressing an ongoing concern of the faculty, staff, students, and administration. The final topic was narrowed to the improvement of student learning achievement and outcomes as they pertain to successfully communicating Biblical knowledge and theology through the writing of exegetical research papers (ERP). Two such papers are currently included for analysis in all

student portfolios. The portfolios can be expanded to include assessments throughout the four years of the baccalaureate program in ministry.

Dr. Goodman and his executive staff endorsed this topic refinement. All committee members were surveyed via email and provided responses favoring the refined focus. Upon presentation to the full faculty and staff during their monthly meeting, and students during their monthly class meetings both groups expressed broad support for “Communication: A Clear Path to Ministry and Beyond” with the refined focus. A key component to the success of the project was already in formation prior to the refined topic's selection. Faculty and students had recognized a need for a standard and improved rubric for Exegetical Research Paper assignments that would be utilized by all faculty assigning this type of paper. An extensive chain of faculty emails concerning the need for an agreed upon exegetical paper rubric was reviewed, which further supported the topic selected.

On January 9, 2025, Dr. Bruce Merrick, Jared Styles, Jacob Yates, and Dr. Matthew Nix met with Dr. Hess, who expressed his desire to help the committee complete the QEP. The committee discussed potential ways to further explore and refine the topic by gathering information during the next student and faculty forums. Faculty were asked to look at data and rubrics from previous exegetical research papers (ERPs) and create a unified version that would be used going forward. Students, staff, trustees, and alumni were given the opportunity to examine the updated rubric and provide feedback aimed at improving students’ success in ministry through writing. The QEP Committee agreed to meet weekly to ensure that the QEP addressed SACSCOC expectations, and more importantly, also addressed the collective concern for improving graduates’ exegetical writing skills. The committee divided the drafting responsibilities and set a draft return for late January.

On January 13, 2025, an updated draft rubric was completed by those professors requiring exegetical research papers in their courses. An open forum regarding the unified exegetical research paper grading rubric was held with faculty. At the meeting, faculty approved the new rubric and provided feedback for clarifying certain portions. On January 21, during class meetings, an open forum was held for students to ask questions and feedback. Online students were also given the opportunity to review the rubric and provide feedback.

“The key to good exegesis, and therefore to a more intelligent reading of the Bible, is to learn to read the text carefully and to ask the right questions of the text” (Fee & Stuart p. 30)

While these meetings were being held, promotional material for the QEP was ordered and slides were created to use in weekly chapels going forward. Once a revised rubric was completed, it was ready to be employed. This effort demonstrates Clear Creek Baptist Bible College’s commitment to train individuals called into Christian ministry. “Communication: A Clear Path to Ministry and Beyond” is a focused QEP, with robust institutional support, that will be implemented to help students succeed at writing exegetical research papers through the development and implementation of a standardized grading rubric. This will prepare students to serve the Lord in their current ministry and beyond.

An extensive advertising campaign has been created to make all CCBBC students, faculty, alumni, and trustees fully informed of the details of our QEP. May the Lord bless this work for His glory and His alone!

Broad-based Support

Clear Creek Baptist Bible College's Quality Enhancement Plan has broad-based support of institutional constituencies as evidenced by the involvement and approval of numerous key stakeholders throughout the development process. The charts below outline the composition of the current QEP Committee and subsequent sub-committees.

QEP Committee Composition

Committee Member	Position	Category
Prof. Andrea Burchfield	Director of Library Services	Faculty/Staff
Rev. Bennie Bush	Pastor, Faith Baptist Church (Corbin, KY)	Trustee Chairman
<u>Curtis Furey</u>	Student Body President	Student
Dr. Clayton Hess	Accreditation Liaison	Staff
Rev. Tanner McDowell	Pastor, First Baptist Church (New Tazewell, TN)	Alumni
Dr. Bruce Merrick	Co-Director of IE/IR, Distinguished Professor	Faculty/Staff
Dr. Matthew Nix	Professor, Committee Co-Chair	Faculty
Rev. Jared Styles	Dean of Administrative Affairs	Alumni/Staff
<u>Dr. Jay Sulfridge</u>	Accreditation Liaison, Professor	Alumni/Faculty/Staff
Mr. Jacob Yates	Registrar, Committee Co-Chair	Staff

Sub-committee Composition

Member	Position	Category	Sub-committee
Andrea Burchfield	Director of Library Services	Faculty/Staff	Literature Review
Tanya Ditty	Coordinator, Admissions & Marketing	Staff	Promotion
Roy Lucas	Dean of Academic Affairs	Faculty/Staff	Assessment
Tanner McDowell	Pastor, FBC (New Tazewell, TN)	Alumni	Promotion
Bruce Merrick	Co-Director of IE/IR, Distinguished Prof.	Faculty/Staff	Data Collection, Assessment
Eric Mitchell	Professor, Director of Graduate Studies	Faculty/Staff	Assessment
Matthew Nix	Professor	Faculty	Promotion
Scott Partin	Coordinator, Admissions & Alumni Relations	Alumni/Staff	Promotion
<u>Kyle Stachewicz</u>	Director of Educational Technologies	Alumni/Faculty/Staff	Literature Review
Jared Styles	Dean of Administrative Affairs	Staff	Resources
Wesley Vaughn	Academic Office Assistant	Student	Data Collection
Jacob Yates	Registrar	Staff	Resources, Assessment

Along with the formal involvement of various groups within the college community in committee work, alumni, students, faculty, staff, and trustees have also contributed in other ways. An initial survey of alumni regarding felt needs saw 76 respondents, a number exceeding the average attendance at the college's annual alumni homecoming events. Response rates were high among students for the early QEP surveys as well.

During the October 2024 meeting of the Board of Trustees, Dr. Nix and Mr. Yates provided an update on the progress of the QEP Committee. A short question-and-answer session ensued, ending in a vote of endorsement of the QEP Committee's work. Likewise, monthly faculty/staff meetings and faculty meetings have included QEP development updates where feedback was solicited. Clear Creek Baptist

Bible College currently employs 38 full-time faculty and staff, and the monthly faculty/staff meetings have provided an opportunity for input and participation from all employees.

A faculty workshop was held over Christmas break 2024. Faculty from all divisions of the college were present (Bible/Theology, Ministry, and General Studies) and were divided into three groups. Each group received five exegetical research papers and the associated grading rubric used to score the papers from one of three terms (Fall 2023, Spring 2024, and Fall 2024). This voluntary participation of faculty during a time outside the regular semester demonstrates that the college's faculty recognizes the value of the QEP and its potential, are well-informed about its development, and support its direction.

In January 2025, main campus students participated in a student forum conducted by Dr. Lucas and Mr. Yates concerning the content of a standardized exegetical research paper rubric. Eighty-five (85) percent of the main campus student body participated in the event. An electronic survey covering the same content was distributed to the online student population along with an introductory video and the rubric. Feedback from both student populations similarly indicated the need for improved exegetical writing skills, standardized assignment expectations, and greater confidence in writing abilities.

As indicated in the QEP Implementation Timeline below, the entire CCBBC community will be involved in and impacted by the QEP. Sustaining the support and active participation of all members of CCBBC's academic and administrative community will be essential to the success of the QEP.

“In some academic circles today, the “theological interpretation of Scripture” means much more than just asking how a given passage contributes to our understanding of one or more of the major doctrines of the Christian faith.” (Blomberg 227)

Communication: A Clear Path to Ministry and Beyond | QEP Timeline

<p style="text-align: center;">Note on Abbreviations</p> <p>This document employs detail concerning a number of specialized terms or proper titles. The key below is meant to assist the reader in interpreting abbreviations used throughout.</p> <p>AAC: Academic Affairs Committee AWMQ: Academic Writing Motivation Questionnaire BH: Biblical Hermeneutics CBTH: Core Bible Theology (course prefix; faculty division) CCBBC: Clear Creek Baptist Bible College DAA: Dean of Academic Affairs EO: Educational Objective ERP: Exegetical Research Paper ERPGR: Exegetical Research Paper Grading Rubric IO: Institutional Objective NT: New Testament OT: Old Testament QEP: Quality Enhancement Plan SACSCOC: Southern Association of Colleges and Schools Commission on Colleges SLO: Student Learning Objective</p>	<div style="background-color: #f4a460; padding: 10px; margin-bottom: 5px;">Promotions</div> <div style="background-color: #f1c232; padding: 10px; margin-bottom: 5px;">Faculty/Staff Development</div> <div style="background-color: #a6c9ec; padding: 10px; margin-bottom: 5px;">Student Aids</div> <div style="background-color: #ffff00; padding: 10px; margin-bottom: 5px;">Assessment</div> <div style="background-color: #c6e0b4; padding: 10px;">Student Recognition</div>
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Spring 2025—Year 0

Time	Action Items	Performance Measures	Persons Responsible
	Faculty approve proposed Exegetical Research Paper Grading Rubric (ERPGR)		Faculty
	Student Body Survey related to the Proposed ERPGR		QEP Committee
	Evaluation of Student Feedback by QEP presented to faculty & DAA regarding the use of the proposed grading rubric and possible issues related to student motivations related to writing.	Any clarifications deemed necessary in the ERR will be made. These clarifications will be reported to the Directors of the QEP.	QEP Committee
	Lead Faculty for Biblical Hermeneutics (BH), NT 3, NT 5, and NT 7 meet to discuss the Exegetical Research Paper Grading Rubric (ERPGR) and how to assess student work with the updated Exegetical Research Paper (ERP).	Written grading guidelines established by the lead faculty for each of the 10 sections of the ERPGR. These guidelines will be reported to the QEP Directors for inclusion into the 2025-2026 QEP Canvas shell.	Dr. Mitchell, Dr. Smith Dr. Lucas, Dr. Sims

	Tutors meet with lead faculty for BH, NT 3, NT 5, and NT 7 to review interpretation of the ERPGR	Grading guidelines document distributed to tutors.	Dr. Mitchell, Dr. Smith, Dr. Lucas, Dr. Sims, Tutors
January 2025	Launch QEP Promotions: Television Monitors Chapel Announcement Canvas Site Announcement Faculty/Staff Signatures	Dr. Nix formed a Promotions Committee and began to brainstorm and implement ideas to inform faculty/staff/campus students/online students/ trustees and others about our QEP.	Dr. Nix Promotions Committee
February 2025 Student Focused Writing Helps	CBTH faculty will develop an Exegetical Research Paper Checklist to assist students to know exactly what needs to be included in the ERP. The checklist will be embedded in a module found in every Canvas Course shell.	The checklist approved by the CBTH Committee and embedded in a module of every Canvas course shell. This will be reported to the QEP Directors by the Director of Educational Technology. The location of this resource will be made known by the Universal Announcement feature in Canvas and by faculty announcements.	CBTH faculty and Director of Educational Technology
April 2025 QEP Exegetical Research Paper assignments placed in syllabi	Fall 2025 Syllabi for Hermeneutics, NT 3, NT 5, and NT 7, and any other course assigning Exegetical Research Papers possess identical instructions for the ERP.	Faculty assigning Exegetical Research Papers will forward a copy of their course syllabus to the Chairman of the CBTH division. The chairman of the CBTH division will review the syllabi and submit copies of the course syllabi that meet the required instructions to the QEP Directors for inclusion into the Canvas QEP shell. Syllabi that fail to possess the correct instructions will be returned to professor for correction and resubmission.	Faculty assigning ERP. Chairman of the CBTH division. QEP Directors
May 12-15, 2025 Faculty Assessment Week	All faculty will gather for an assessment week workshop for all the Fall and Spring courses requiring assessments. Student Portfolios will be checked as well.	Each faculty member will assess his/her courses from Fall 2024 and Spring 2025 The DAA and faculty will review the QEP implementation plan and progress for year zero.	DAA Registrar Faculty

Fall 2025—Year 1			
Time	Action Items	Performance Measures	Persons Responsible
Fall 2025	Promotions: QEP pens and pads provided to all students, student workshop and videos advertised	The QEP Promotions Committee will acquire and distribute pens and pads to all students and organize the advertisement	Promotions Committee
August 2025	The professor of Hermeneutics will assign the Exegetical Research Paper and explain the grading rubric.	A quiz related to the grading rubric will be built into the course shell for the Hermeneutic course.	Professor of Biblical Hermeneutics
August 2025	The professor of Hermeneutics will review the Exegetical Research Paper Checklist with the students so they can make the most use of the checklist.	A quiz related to the ERP checklist will be built into the course shell for the Hermeneutics course.	Professor of Biblical Hermeneutics
August 25, 2025 Faculty Development	“5 Motivations for Acknowledging the Work of Another”.	Dr. Brad King presented a Scriptural analysis of attribution for faculty consideration and student distribution.	Dr. King
October 2025	QEP Implementation Report Presented to Board of Trustees	Comprehensive presentation on implementation.	QEP Committee

November/December 2025	The professor of Hermeneutics will grade the ERP using the grading rubric, inline comments, and summative comments related to the student’s writing skills.	The Hermeneutics professor will create a summative report on the overall courses assessment of students’ writing skills and submit it to the QEP Committee who place the report into the Fall 2025-Spring 2026 QEP Canvas Shell.	Hermeneutics Professor QEP Committee
December 2025	Co-Directors (or designees) Attend SACSCOC Annual Meeting	QEP Committee representatives will attend sessions related to QEP, assessment, Fifth-Year Reports, etc.	QEP Committee

Spring 2026—Year 1

Time	Action Items	Performance Measures	Persons Responsible
Spring 2026	Promotions: QEP pens and pads provided to all students, student workshop and videos advertised	The QEP Promotions Committee will acquire and distribute pens and pads to all students and organize the advertisement	Promotions Committee
January 2026 QEP Chapel Awards Exemplar ERPs	Top three Exegetical Papers from New Testament 3, New Testament 5, and New Testament 7 awarded gift certificates and recognized in chapel.	NT 3, NT 5, and NT 7 professors will provide the QEP Committee with the names of the students with the best quality paper as assessed by the grading rubric. The QEP Committee will purchase gift certificates from the campus store and present them to the ERP award winners. The Librarian will request permission from first-place award winners to place their paper as an exemplar on reserve in the library and in the Canvas Writing Resources shell.	NT 3, NT 5, and NT 7 Profs QEP Committee Director of Library Services
January 2026	The professor of Hermeneutics will assign the Exegetical Research Paper and explain the grading rubric.	A quiz related to the grading rubric will be built into the course shell for the Hermeneutic course.	Professor of Biblical Hermeneutics
January 2026	The professor of Hermeneutics will review the Exegetical Research Paper Checklist with the students so they can make the most use of the checklist.	A quiz related to the ERP checklist will be built into the course shell for the Hermeneutics course.	Professor of Biblical Hermeneutics
January 2026	The QEP Committee will request an external reviewer to blindly evaluate 2 papers from campus students and 3 papers from online students from the Hermeneutics course to validate the assessment of the papers in the Hermeneutics Course.	The Hermeneutics Professor will provide 5 papers to the QEP Committee who will enlist a reviewer outside the college to do an assessment of the papers using the exegetical research grading rubric. The results will be supplied to the QEP Committee who will store the information for later evaluation.	Hermeneutics Professor External Reviewer QEP Committee
February 2026	The CBTH faculty division will review the summative reports from both sets of faculty reviews.	The CBTH faculty will create a report to be presented to the entire faculty/staff at the April faculty/staff meeting.	Dean of Academic Affairs
February 2026	The CBTH faculty division will gather the writing assessment report from Fall 2025 and adjust the	The new guidelines, if any, will be reviewed by the assigned faculty for Hermeneutics, NT 3, NT	Hermeneutics professor NT 3 professor

	Exegetical Research Paper grading rubric and / or checklist and appropriate syllabi.	5, and NT 7 to establish agreed upon guidelines for grading papers in the Fall of 2026. These new guidelines will be forwarded to the QEP Committee who will document the new guidelines with a document in 2026-2027 Canvas QEP shell.	NT 5 professor NT 7 professor
February 2026	Tutors will meet with CBTH faculty to review changes to rubric and interpretative guidelines (if any).	New guidelines will be distributed to tutors.	Hermeneutics professor NT 3 professor NT 5 professor NT 7 professor Tutors
February 2026	Faculty Development	TBD	Dean of Academic Affairs
April/May 2026	The professor of Hermeneutics will grade the ERP using the grading rubric, inline comments, and summative comments related to the student's writing skills.	The Hermeneutics professor will create a summative report on the overall courses assessment of students' writing skills and submit it to the QEP Committee who place the report into the Fall 2025-Spring 2026 QEP Canvas Shell.	Hermeneutics Professor QEP Committee
May 2026 Year One Summative Report	The Dean of Academic Affairs & Faculty will use the Assessment Week at the end of the Spring Term to write final reports from the first year of the QEP. Student Portfolio collection will also be monitored.	As the assessment report for Year One is written, any areas needing adjusting or improving will be addressed and passed on to the appropriate faculty or staff member.	Dean of Academic Affairs All Faculty

Fall 2026—Year 2			
Time	Action Items	Performance Measures	Persons Responsible
Fall 2026	Promotions – renewed presentation of the name and purpose of the QEP for incoming students.	Freshman Orientation time may be used to do this. At least 1 chapel announcement & a scrolling message on the monitors in the halls. Any other ideas developed by the Promotions Committee	Promotions Committee
August 2026	The professor of Hermeneutics and NT 3 will assign the Exegetical Research Paper and explain the grading rubric.	A quiz related to the grading rubric will be built into the course shell for the Hermeneutic course.	Professor of Biblical Hermeneutics
August 2026	The professor of Hermeneutics and NT 3 will review the Exegetical Research Paper Checklist with the students so they can make the most use of the checklist.	A quiz related to the ERP checklist will be built into the course shell for the Hermeneutics course.	Professor of Biblical Hermeneutics
September 2026 Faculty Development	TBD	Dependent upon assessment results and faculty felt needs from Year 1	CCBBC Faculty or External Expert
October 2026	QEP First-Year Progress Report & Summary Presented to Board of Trustees Fall Meeting	Statistical breakdown and analysis of assessment results will be provided.	QEP Directors
November/December 2026	The professor of Hermeneutics and NT 3 will grade the ERP using the grading rubric, inline	The Hermeneutics and NT 3 professors will create a summative reports on the overall courses	Hermeneutics Professor

	comments, and summative comments related to the student's writing skills.	assessment of students' writing skills and submit it to the QEP Committee who place the report into the Fall 2026-Spring 2027 QEP Canvas Shell.	QEP Committee
December 2026	Co-Directors (or designees) Attend SACSCOC Annual Meeting	QEP Committee representatives will attend sessions related to QEP, assessment, Fifth-Year Reports, etc.	QEP Committee

Spring 2027—Year 2

Time	Action Items	Performance Measures	Persons Responsible
January 2027	Promotions	The Promotions Committee will determine a new strategy to motivate the campus to stay at the QEP task.	Dr. Nix and the Promotions Committee
January 2027 QEP Chapel Awards Exemplar ERPs	Top three Exegetical Papers from New Testament 3, New Testament 5, and New Testament 7 awarded gift certificates and recognized in chapel.	NT 3, NT 5, and NT 7 professors will provide the QEP Committee with the names of the students with the best quality paper as assessed by the grading rubric. The QEP Committee will purchase gift certificates from the campus store and present to ERP award winners. Librarian will request permission from first-place award winners to place their paper as an exemplar on reserve in the library and in the Canvas Writing Resources shell.	NT 3, NT 5, and NT 7 Profs QEP Committee Director of Library Services
January 2027	The professor of Hermeneutics will assign the Exegetical Research Paper and explain the grading rubric.	A quiz related to the grading rubric will be built into the course shell for the Hermeneutic course.	Professor of Biblical Hermeneutics
January 2027	The professor of Hermeneutics will review the Exegetical Research Paper Checklist with the students so they can make the most use of the checklist.	A quiz related to the ERP checklist will be built into the course shell for the Hermeneutics course.	Professor of Biblical Hermeneutics
January 2027	The QEP Committee will request an external reviewer to blindly evaluate 2 papers from campus students and 3 papers from online students from the Hermeneutics course and New Testament 3 to validate the assessment of the papers in the Hermeneutics Course and the New Testament 3 course.	The Hermeneutics Professor will 5 papers to the QEP Committee who will enlist a reviewer outside the college to do an assessment of the papers using the exegetical research grading rubric. The results will be supplied to the QEP Committee who will store the information for later evaluation.	Hermeneutics Professor External Reviewer QEP Committee
January 2027	The QEP Committee will assign the General Education faculty to blindly evaluate 10 papers (5 from campus students and 5 from online students) from the Hermeneutics course to validate the	The Hermeneutics Professor will supply the General Education faculty chairman with the 10 papers so the General Education professors can do a blind review of the grammar and writing skills of the students to verify the writing skills reported	Hermeneutics Professor General Education Professors Registrar's student worker

	Grammar and Writing Sections of the Exegetical Research Paper.	by the Hermeneutics professor. The results will be reported to the QEP Committee who will have the Registrar's student worker chart showing the results of both grades. This report will be given to the QEP Committee who will submit this into the Canvas QEP shell.	QEP Committee
February 2027	The CBTH faculty division will review the summative reports from both sets of faculty review.	The CBTH faculty will create a report to be presented to the entire faculty/staff at the April faculty/staff meeting.	
February 2027	The CBTH faculty division will gather the writing assessment report from Fall 2026 and the Writing motivation assessment report and adjust the Exegetical Research Paper grading rubric and / or checklist and appropriate syllabi.	The new guidelines, if any, will be reviewed by the assigned faculty for Hermeneutics, NT 3, NT 5, and NT 7 to establish agreed upon guidelines for grading papers in the Fall of 2027. These new guidelines will be forwarded to the QEP Committee who will document the new guidelines with a document in 2027-2028 Canvas QEP shell.	Hermeneutics professor NT 3 professor NT 5 professor NT 7 professor
February 2027	Tutors will meet with CBTH faculty to review changes to rubric and interpretative guidelines (if any).	New guidelines will be distributed to tutors.	Hermeneutics professor NT 3 professor NT 5 professor NT 7 professor Tutors
February 2027 Faculty Development	TBD	Dependent upon assessment results and faculty felt needs from Year 1	CCBBC Faculty or External Expert
April/May 2027	The professor of Hermeneutics will grade the ERP using the grading rubric, inline comments, and summative comments related to the student's writing skills.	The Hermeneutics professor will create a summative report on the overall courses assessment of students' writing skills and submit it to the QEP Committee who place the report into the Fall 2026-Spring 2027 QEP Canvas Shell.	Hermeneutics Professor QEP Committee
May 2027 Year two Summative Report	The Dean of Academic Affairs & Faculty will use the Assessment Week at the end of the Spring Term to write final reports from the second year of the QEP. Student Portfolio collection will be monitored.	As the assessment report for Year Two is written, any areas needing adjusting or improving will be addressed and passed on to the appropriate faculty or staff member. A jury panel of faculty will conduct comparison of Y1 and Y2 results ERPs of 2025 entering cohort to gauge progression. DAA and faculty will determine what interventions, if any, will be needed.	Dean of Academic Affairs All Faculty

Fall 2027—Year 3			
Time	Action Items	Performance Measures	Persons Responsible
Fall 2027	Promotions: QEP pens and pads provided to all new students, student workshop and videos advertised	The QEP Promotions Committee will acquire and distribute pens and pads to all students and organize the advertisement	Promotions Committee
August 2027	The professors of Hermeneutics, NT 3, and NT 5 will assign the Exegetical Research Paper and explain the grading rubric.	A quiz related to the grading rubric will be built into the course shell for the Hermeneutic course.	Professor of Biblical Hermeneutics Professor of New Testament 3
August 2027	The professors of Hermeneutics, NT 3, and NT 5 will review the Exegetical Research Paper Checklist with the students so they can make the most use of the checklist.	A quiz related to the ERP checklist will be built into the course shell for the Hermeneutics course.	Professor of Biblical Hermeneutics Professor of NT 3
September 2027 Faculty Development	TBD	Dependent upon assessment results and faculty felt needs from Year 2	CCBBC Faculty or External Expert
October 2027	QEP Second-Year Progress Report & Summary Presented to Board of Trustees Fall Meeting	Statistical breakdown and analysis of assessment results will be provided.	QEP Committee
November/ December 2027	The professors of Hermeneutics, NT 3, and NT 5 will grade the ERP using the grading rubric, inline comments, and summative comments related to the student's writing skills.	The Hermeneutics, NT 3, and NT 5 professors will create summative reports on the overall courses assessment of students' writing skills and submit it to the QEP Committee who place the report into the Fall 2026-Spring 2027 QEP Canvas Shell.	Hermeneutics, NT 3, and NT 5 Professors QEP Committee
December 2027	Co-Directors (or designees) Attend SACSCOC Annual Meeting	QEP Committee representatives will attend sessions related to QEP, assessment, Fifth-Year Reports, etc.	QEP Committee

Spring 2028—Year 3			
Time	Action Items	Performance Measures	Persons Responsible
Spring 2028	Promotions: QEP pens and pads provided to all students, student workshop and videos advertised	The QEP Promotions Committee will acquire and distribute pens and pads to all students and organize the advertisement	Promotions Committee
January 2028 QEP Chapel Awards Exemplar ERPs	Top three Exegetical Papers from New Testament 3, New Testament 5, and New Testament 7 awarded gift certificates and recognized in chapel.	NT 3, NT 5, and NT 7 professors will provide the QEP Committee with the names of the students with the best quality paper as assessed by the grading rubric. The QEP Committee will purchase gift certificates from the campus store and present to ERP award winners. Librarian will request permission from first-place award winners to place their paper as an exemplar on reserve in the library and in the Canvas Writing Resources shell.	NT 3, NT 5, and NT 7 Profs QEP Committee Director of Library Services

January 2028	The professor of Hermeneutics will assign the Exegetical Research Paper and explain the grading rubric.	A quiz related to the grading rubric will be built into the course shell for the Hermeneutic course.	Professor of Biblical Hermeneutics
January 2028	The professor of Hermeneutics will review the Exegetical Research Paper Checklist with the students so they can make the most use of the checklist.	A quiz related to the ERP checklist will be built into the course shell for the Hermeneutics course.	Professor of Biblical Hermeneutics
January 2028	The QEP Committee will request 2 external reviewers to blindly evaluate 2 papers from campus students and 3 papers from online students from the Hermeneutics course, New Testament 3 course, and the New Testament 5 course, to validate the assessment of the papers in the three course assessment scores.	Professors will supply the General Education faculty chairman with the 10 papers so the General Education professors can do a blind review of the grammar and writing skills of the students to verify the writing skills reported by the Hermeneutics professor. The results will be reported to the QEP Committee who will have the Registrar's student worker chart showing the results of both grades. This report will be given to the QEP Committee who will submit this into the Canvas QEP shell.	ERP Professor General Education Professors Registrar's student worker QEP Committee
February 2028	The CBTH faculty division will review the summative reports from both sets of faculty review.	The CBTH faculty will create a report to be presented to the entire faculty/staff at the April faculty/staff meeting.	
February 2028	Tutors will meet with CBTH faculty to review changes to rubric and interpretative guidelines (if any).	New guidelines will be distributed to tutors.	Hermeneutics professor NT 3 professor NT 5 professor NT 7 professor Tutors
February 2028 Faculty Development	TBD	Dependent upon assessment results and faculty felt needs from Year 2	CCBBC Faculty or External Expert
March/April 2028	The CBTH faculty division will gather the writing assessment report from Fall 2027 and adjust the Exegetical Research Paper grading rubric and / or checklist.	The new guidelines, if any, will be reviewed by the assigned faculty for Hermeneutics, NT 3, NT 5, and NT 7 to establish agreed upon guidelines for grading papers in the Fall of 2028. These new guidelines will be forwarded to the QEP Committee.	ERP Professors QEP Committee
April/May 2028	The professor of Hermeneutics will grade the ERP using the grading rubric, inline comments, and summative comments related to the student's writing skills.	The Hermeneutics professor will create a summative report on the overall courses assessment of students' writing skills and submit it to the QEP Committee who place the report into the Fall 2027-Spring 2028 QEP Canvas Shell.	Hermeneutics Professor QEP Committee
May 2028 Year Three Summative Report	The Dean of Academic Affairs & Faculty will use the Assessment Week at the end of the Spring Term to write final reports from the third year of the QEP. Student Portfolio collection will be monitored.	As the assessment report for Year Three is written, any areas needing adjusting or improving will be addressed and passed on to the appropriate faculty or staff member. A jury panel of faculty will conduct comparison of Y1, Y2, and Y3 results from ERPs of 2025 and 2026 entering	Dean of Academic Affairs All Faculty

		cohorts to gauge progression. DAA and faculty will determine what interventions, if any, will be needed.	
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Fall 2028—Year 4			
Time	Action Items	Performance Measures	Persons Responsible
Fall 2028	Promotions: QEP pens and pads provided to all news students, student workshop and videos advertised	The QEP Promotions Committee will distribute pens and pads to all students and organize the advertisement	Promotions Committee
August 2028	The professor of Hermeneutics, NT 3, NT 5, and NT 7 will assign the Exegetical Research Paper and explain the grading rubric.	A quiz related to the grading rubric will be built into the course shell for the Hermeneutic course.	ERP Professors
August 2028	The professor of Hermeneutics, NT 3, NT 5, and NT 7 will review the Exegetical Research Paper Checklist with the students so they can make the most use of the checklist.	A quiz related to the ERP checklist will be built into the course shell for the Hermeneutics course.	ERP Professors
September 2028 Faculty Development	TBD	Dependent upon assessment results and faculty felt needs from Year 3	CCBBC Faculty or External Expert
October 2028	QEP Third-Year Progress Report & Summary Presented to Board of Trustees Fall Meeting	Statistical breakdown and analysis of assessment results will be provided.	QEP Committee
November/December 2028	The professor of Hermeneutics, NT 3, NT 5, and NT 7 will grade the ERP using the grading rubric, inline comments, and summative comments related to the student's writing skills.	EPR professors will create a summative report on the overall courses assessment of students' writing skills and submit it to the QEP Committee who place the report into the Fall 2027-Spring 2028 QEP Canvas Shell.	ERP Professors QEP Committee NT 7 Professor
December 2028	Co-Directors (or designees) Attend SACSCOC Annual Meeting	QEP Committee representatives will attend sessions related to QEP, assessment, Fifth-Year Reports, etc.	QEP Committee

Spring 2029—Year 4			
Time	Action Items	Performance Measures	Persons Responsible
Spring 2029	Promotions: QEP pens and pads provided to all students, student workshop and videos advertised	The QEP Promotions Committee will acquire and distribute pens and pads to all students and organize the advertisement	Promotions Committee

January 2029 QEP Chapel Awards Exemplar ERPs	Top three Exegetical Papers from New Testament 3, New Testament 5, and New Testament 7 awarded gift certificates and recognized in chapel.	NT 3, NT 5, and NT 7 professors will provide the QEP Committee with the names of the students with the best quality paper as assessed by the grading rubric. The QEP Committee will purchase gift certificates from the campus store and present to ERP award winners. Librarian will request permission from first-place award winners to place their paper as an exemplar on reserve in the library and in the Canvas Writing Resources shell.	NT 3, NT 5, and NT 7 Profs QEP Committee Director of Library Services
January 2029	The professor of Hermeneutics will assign the Exegetical Research Paper and explain the grading rubric.	A quiz related to the grading rubric will be built into the course shell for the Hermeneutic course.	Professor of Biblical Hermeneutics
January 2029	The professor of Hermeneutics will review the Exegetical Research Paper Checklist with the students so they can make the most use of the checklist.	A quiz related to the ERP checklist will be built into the course shell for the Hermeneutics course.	Professor of Biblical Hermeneutics
January 2029	The QEP Committee will request 2 external reviewers to blindly evaluate 2 papers from campus students and 3 papers from online students from the Hermeneutics course, New Testament 3 course, and the New Testament 5 course, and the New Testament 7 course, to validate the assessment of the papers in the four course assessment scores.	The Hermeneutics Professor will supply the General Education faculty chairman with the 10 papers so the General Education professors can do a blind review of the grammar and writing skills of the students to verify the writing skills reported by the Hermeneutics professor. The results will be reported to the QEP Committee who will have the Registrar's student worker chart showing the results of both grades. This report will be given to the QEP Directors who will submit this into the Canvas QEP shell.	Hermeneutics Professor General Education Professors Registrar's student worker QEP Committee
February 2029	The CBTH faculty division will review the summative reports from both sets of faculty review.	The CBTH faculty will create a report to be presented to the entire faculty/staff at the April faculty/staff meeting.	
February 2029	Tutors will meet with CBTH faculty to review changes to rubric and interpretative guidelines (if any).	New guidelines will be distributed to tutors.	Hermeneutics professor NT 3 professor NT 5 professor NT 7 professor Tutors
February 2029 Faculty Development	TBD	Dependent upon assessment results and faculty felt needs from Year 3	CCBBC Faculty or External Expert
March/April 2029	The CBTH faculty division will gather the writing assessment report from Fall 2028 and adjust the Exegetical Research Paper grading rubric and / or checklist.	The new guidelines, if any, will be reviewed by the assigned faculty for Hermeneutics, NT 3, NT 5, and NT 7 to establish agreed upon guidelines for grading papers in the Fall of 2029. These new guidelines will be forwarded to the QEP Committee.	ERP Professors QEP Committee
April/May 2029	The professor of Hermeneutics will grade the ERP using the grading rubric, inline comments, and	The Hermeneutics professor will create a summative report on the overall courses assessment of students' writing skills and submit it to the QEP Committee who place the report into the Fall 2028-Spring 2029 QEP Canvas Shell.	Hermeneutics Professor QEP Committee

	summative comments related to the student's writing skills.		
May 2029 Year Four Summative Report	The Dean of Academic Affairs & Faculty will use the Assessment Week at the end of the Spring Term to write final reports from the fourth year of the QEP. Student Portfolio collection will be monitored.	As the assessment report for Year Four is written, any areas needing adjusting or improving will be addressed and passed on to the appropriate faculty or staff member. A jury panel of faculty will conduct comparison of Y1, Y2, Y3, and Y4 results from ERPs of 2025, 2026, and 2027 entering cohorts to gauge progression. DAA and faculty will determine what interventions, if any, will be needed.	Dean of Academic Affairs All Faculty
Fall 2029—Year 5			
Time	Action Items	Performance Measures	Persons Responsible
Fall 2029	Promotions: QEP pens and pads provided to all new students, student workshop and videos advertised	The QEP Promotions Committee will distribute pens and pads to all students and organize the advertisement	Promotions Committee
August 2029	The professor of Hermeneutics, NT 3, NT 5, and NT 7 will assign the Exegetical Research Paper and explain the grading rubric.	A quiz related to the grading rubric will be built into the course shell for each course.	ERP Professors
August 2029	The professor of Hermeneutics, NT 3, NT 5, and NT 7 will review the Exegetical Research Paper Checklist with the students so they can make the most use of the checklist.	A quiz related to the ERP checklist will be built into the course shell for each course.	ERP Professors
September 2029 Faculty Development	TBD	Dependent upon assessment results and faculty felt needs from Year 4	CCBBC Faculty or External Expert
October 2029	QEP Fourth-Year Progress Report & Summary Presented to Board of Trustees Fall Meeting	Statistical breakdown and analysis of assessment results will be provided.	QEP Committee
November/ December 2029	The professor of Hermeneutics, NT 3, NT 5, and NT 7 will grade the ERP using the grading rubric, inline comments, and summative comments related to the student's writing skills.	ERP professors will create a summative report on the overall courses assessment of students' writing skills and submit it to the QEP Committee who place the report into the Fall 2029-Spring 2030 QEP Canvas Shell.	ERP Professors QEP Committee
December 2029	Co-Directors (or designees) Attend SACSCOC Annual Meeting	QEP Committee representatives will attend sessions related to QEP, assessment, Fifth-Year Reports, etc.	QEP Committee

Spring 2030—Year 5			
Time	Action Items	Performance Measures	Persons Responsible
Spring 2030	Promotions: QEP pens and pads provided to all students, student workshop and videos advertised	The QEP Promotions Committee will acquire and distribute pens and pads to all students and organize the advertisement	Promotions Committee
January 2030	The professor of Hermeneutics will assign the Exegetical Research Paper and explain the grading rubric.	A quiz related to the grading rubric will be built into the course shell for the Hermeneutic course.	Professor of Biblical Hermeneutics
January 2030	The professor of Hermeneutics will review the Exegetical Research Paper Checklist with the students so they can make the most use of the checklist.	A quiz related to the ERP checklist will be built into the course shell for the Hermeneutics course.	Professor of Biblical Hermeneutics
January 2030	The QEP Committee will request 2 external reviewers to blindly evaluate 2 papers from campus students and 3 papers from online students from the Hermeneutics course, New Testament 3 course, and the New Testament 5 course, and the New Testament course, to validate the assessment of the papers in the four course assessment scores.	ERP professors will supply the General Education faculty chairman with the 10 papers so the General Education professors can do a blind review of the grammar and writing skills of the students to verify the writing skills reported by the ERP professors. The results will be reported to the QEP Committee who will have the Registrar's student worker chart showing the results of both grades. This report will be given to the QEP Committee who will submit this into the Canvas QEP shell.	ERP Professors General Education Professors Registrar's student worker QEP Committee
January 2030 QEP Chapel Awards Exemplar ERPs	Top three Exegetical Papers from New Testament 3, New Testament 5, and New Testament 7 awarded gift certificates and recognized in chapel.	NT 3, NT 5, and NT 7 professors will provide the QEP Committee with the names of the students with the best quality paper as assessed by the grading rubric. The QEP Committee will purchase gift certificates from the campus store and present to ERP award winners. Librarian will request permission from first-place award winners to place their paper as an exemplar on reserve in the library and in the Canvas Writing Resources shell.	NT 3, NT 5, and NT 7 Profs QEP Committee Director of Library Services
February 2030	The CBTH faculty division will review the summative reports from both sets of faculty review.	The CBTH faculty will create a report to be presented to the entire faculty/staff at the April faculty/staff meeting.	
February 2030	Tutors will meet with CBTH faculty to review changes to rubric and interpretative guidelines (if any).	New guidelines will be distributed to tutors.	ERP Faculty Tutors
February 2030 Faculty Development	TBD	Dependent upon assessment results and faculty felt needs from Year 4	CCBBC Faculty or External Expert
April/May 2030	The professor of Hermeneutics will grade the ERP using the grading rubric, inline comments, and summative comments related to the student's writing skills.	The Hermeneutics professor will create a summative report on the overall courses assessment of students' writing skills and submit it to the QEP Committee who place the report into the Fall 2029-Spring 2030 QEP Canvas Shell.	Hermeneutics Professor QEP Committee

May 2030	The CBTH faculty division will gather the writing assessment report from Fall 2029 and adjust the Exegetical Research Paper grading rubric and / or checklist.	The new guidelines, if any, will be reviewed by the assigned faculty for Hermeneutics, NT 3, NT 5, and NT 7 to establish agreed upon guidelines for grading papers in the Fall of 2030. These new guidelines will be forwarded to the QEP Committee.	
May 2030 Year Five Summative Report	The Dean of Academic Affairs & Faculty will use the Assessment Week at the end of the Spring Term to write final reports from the fifth year of the QEP. Student Portfolio collection will be monitored.	As the assessment report for Year Five is written, any areas needing adjusting or improving will be addressed and passed on to the appropriate faculty or staff member. A jury panel of faculty will conduct comparison of Y1, Y2, Y3, and Y4 results ERPs of 2025, 2026, 2027, and 2028 entering cohorts to gauge progression. DAA and faculty will determine what interventions, if any, will be needed.	Dean of Academic Affairs All Faculty

2030-31 (Year 6)			
Time	Action Items	Performance Measures	Persons Responsible
Fall 2030	Impact Report submitted to SACSCOC	QEP Committee will compile the results of the past five years and write the Impact Report showing the degree to which the plan's SLOs were achieved.	QEP Committee Accreditation Liaison President
October 2030	QEP Fifth-Year Progress Report & Summary Presented to Board of Trustees Fall Meeting	Statistical breakdown and analysis of assessment results will be provided.	QEP Committee
December 2030	SACSCOC Annual Meeting Proposed Workshop Presentation	Sharing the practical wisdom gained from "Communication: A Clear Path to Ministry and Beyond" with peer institutions	QEP Committee
February 2031	ABHE Annual Meeting Proposed Breakout Sessions Presentation	Sharing the practical wisdom gained from "Communication: A Clear Path to Ministry and Beyond" with peer institutions	QEP Committee

Student Learning Outcomes

Clear Creek Baptist Bible College has a Quality Enhancement Plan that focuses on improving specific student learning outcomes and facilitating successful ministries for future graduates. The title of the QEP is "Communication: A Clear Path to Ministry and Beyond." This QEP relates directly to the college's mission statement, "Clear Creek Baptist Bible College exists to provide educational preparation for adults called of God into Christian service." The QEP connects directly to the college's educational objectives "The men and women who have been called of God into Christian service through His church and are graduates of Clear Creek Baptist Bible College should demonstrate: 1) knowledge and understanding of the Bible and Christian theology; 2) sensitivity to needs of people and the ability to minister from a biblical perspective; 3) communication skills in the context of ministry."

The QEP focuses on the implementation of an updated and unified Exegetical Research Paper grading rubric and increased emphasis of exegetical writing across the college's curriculum (improving students'/graduates' exegetical writing skills and abilities).

First, the Biblical Hermeneutics course introduces the process and contents of writing an exegetical research paper. As the student progresses to New Testament 3, the basic areas of an exegetical research paper will be reinforced with emphases gleaned from a review of the weaknesses observed in the papers from Biblical Hermeneutics. The student will have another opportunity to demonstrate a growth of skill when the student writes a third exegetical paper in the New Testament 5 course. This course will seek to strengthen weak areas discovered in the New Testament 3 papers. The capstone assessment comes as the student writes his/her final exegetical in New Testament 7. As with previous exegetical papers, the professor will address identified weaknesses. The use of the unified Exegetical Research Paper Grading Rubric will permit the measurement of student progress in exegetical writing skills.

"To reap the benefits of literacy in an advanced technological society, adolescents need to develop strong writing skills. Unfortunately, a majority of adolescents in the United States do not achieve this critical goal (National Commission on Writing, 2003; Persky et al., 2003)" (Graham & Perin 464)

QEP Learning Goal Focus: Written Communication Skills (Exegetical Research Paper)

QEP Learning Goal Focus stresses an increase in students' exegetical research paper writing skills.

SLO A – Thesis

The student will communicate an understanding of a proper exegetical research paper thesis statement by stating the "main idea" of the passage.

SLO B – Format

The student will communicate the proper format of an exegetical research paper by including each of the content areas required within an exegetical research paper: title page, main idea/thesis, the seven sections of the body of the paper, and a conclusion.

SLO C - Grammar and Logic

The student will communicate through proper writing skills related to spelling, grammar, punctuation, sentences, voice, paragraphs, transitions, flow of logic, and argument in the paper.

SLO D - Scholarly Bibliography

The student will demonstrate an understanding of scholarly research by clear, careful, and critical interaction with scholarly sources in the exegetical research paper.

SLO E - Contexts

The student will communicate the biblical passage's historical, cultural, and literary context by examining scholarly commentaries and/or peer-reviewed journal articles on the passage under study.

SLO F - Word Studies

The student will communicate the value of keywords, phrases, and concepts from their original Hebrew/Greek texts and adequately exegete the text by working verse-by-verse through the passage.

SLO G - Conclusion

The student will communicate a vigorous defense of the paper's thesis by offering a conclusion that defends or answers the paper's exegetical goal/thesis.

SLO H - Application

The student will communicate a proficient understanding of the passage by writing personal and corporate (church, small group, or other areas of ministry) applications (So what must I do, or my church do) generated from the study of the passage.

SLO I - Theological Analysis of the Main Idea

The student will communicate a broad, comprehensive biblical-theological analysis of the "Main Idea" and theological principle(s) and other key topics/details of the passage across the Old and New Testaments.

The schedule for assessing the Student Learning Outcomes is provided in "Focus Goal and Outcomes of the QEP" of the Assessment section.

"Because self-efficacy judgments influence the choices students make, the effort they expend, the perseverance with which they Approach new tasks, and the anxiety they experience, low self-efficacy beliefs provide one explanation for why students' writing motivation and achievement can diminish as they pursue their education" (Pajares & Valiante 142)

Resources

Initiating the QEP

Clear Creek Baptist Bible College is blessed with the financial support and professional management to achieve its mission of providing educational preparation for adults called of God into Christian service. As demonstrated previously in this QEP document, “Communication: A Clear Path to Ministry and Beyond” is focused on vital skills needed by our students for successful Christian service in its diverse forms, namely excellence in exegetical research paper writing. CCBBC has already demonstrated its commitment to the success of its QEP through the allocation of financial, physical, and human resources for Year Zero (2024-25). Currently administered under the Institutional Effectiveness area (11600-62490), the table below shows the 2024-25 budgeted amount.

Table 1 – QEP 2024-25 Budgeting

62490 QEP		10,000.00
	62491 Promotional	3,000.00
	62492 Training/Workshop	5,000.00
	62493 Supplies/Materials	1,000.00
	62494 Library Materials	1,000.00

For instance, the co-chairs of the QEP Committee were funded to attend the SACSCOC Annual Meeting for professional development relevant to QEPs during the preceding two years. The on-going collection of student exegetical papers is funded through the normal operations of the Christian Service Office and Office of Educational Technologies in their roles in student portfolio management. The analysis of these papers and the rubric(s) used to assess them is an on-going process of the faculty and Dean of Academic Affairs. While substantial in-kind contributions to the QEP initiation effort have been made in this manner, in-kind contributions only for the committee members and their work specific to the QEP is estimated below.

The co-chairs (Dr. Matthew Nix and Jacob Yates) are estimated to have contributed 1/10 of their contracted time to duties related to the QEP. Other Committee members (Burchfield, Hess, Merrick, Styles, and Sulfridge) are estimated to have contributed 1/15 of contracted time to QEP related duties. The contribution of our alumni, student, and trustee representatives were volunteer resources provided to the college that were uncompensated. These in-kind contribution estimates for Year Zero are \$16,584.00. The QEP Committee has been made up of a diversified group of individuals across different areas of the college, as demonstrated in the Table 2.1.

Table 2.1 – QEP Committee

Committee Member	Position	Category
Prof. Andrea Burchfield	Director of Library Services	Faculty/Staff
Dr. Bruce Merrick	Co-Director of IE/IR, Distinguished Professor	Faculty/Staff
Dr. Matthew Nix	Professor, Committee Co-Chair	Faculty
Dr. Jay Sulfridge	Accreditation Liaison, Professor	Alumni/Faculty/Staff
Rev. Jared Styles	Dean of Administrative Affairs	Alumni/Staff
Rev. Tanner McDowell	Pastor, First Baptist Church (New Tazewell)	Alumni
Dr. Clayton Hess	Accreditation Liaison	Staff
Mr. Jacob Yates	Registrar, Committee Co-Chair	Staff
Curtis Furey	Student Body President	Student
Rev. Bennie Bush	Pastor, Faith Baptist Church (Corbin)	Trustee Chairman

Furthermore, certain QEP Committee members have been divided into sub-committees for the delegation of responsibilities. To further awareness of the college's QEP, other staff, faculty, alumni, and students have been asked to join these sub-committees. These members are key in the areas of communication and implementation of the college's QEP goals. The additional contracted time duties related to the QEP of those non-QEP committee members is estimated to be 1/15 of their contracted employment or \$13,565. The total between the two groups of in-kind contributions for year zero would be \$30,149. The make-up of these sub-committees can be found in Table 2.2.

Table 2.2 – QEP Sub-committees

Committee Member	Position	Category	Sub-committee
Prof. Andrea Burchfield	Director of Library Services	Faculty/Staff	Literature Review
Kyle Stachewicz	Director of Educational Technologies	Alumni/Faculty/Staff	Literature Review
Dr. Bruce Merrick	Co-Director of IE/IR, Distinguished Professor	Faculty/Staff	Data Collection/Assessment
Wesley Vaughn	Academic Office Assistant	Student	Data Collection
Dr. Eric Mitchell	Professor, Director of Graduate Studies	Faculty/Staff	Assessment
Dr. Roy Lucas	Dean of Academic Affairs	Faculty/Staff	Assessment
Mr. Jacob Yates	Registrar, Committee Co-Chair	Staff	Resources/Assessment
Rev. Jared Styles	Dean of Administrative Affairs	Alumni/Staff	Resources
Dr. Matthew Nix	Professor, Committee Co-Chair	Faculty	Promotion
Scott Partin	Coordinator, Admissions & Alumni Relations	Alumni/Staff	Promotion
Rev. Tanner McDowell	Pastor, First Baptist Church (New Tazewell)	Alumni	Promotion
Tanya Ditty	Coordinator, Admissions & Marketing	Staff	Promotion

In addition to these annual in-kind contributions from the QEP Committee and its sub-committee members, additional resources are being committed for the communication of the college's QEP. Slides have been created and are displayed throughout the college's media outlets (digital signage, social media, printed articles, etc.) to communicate the QEP's title, "Communication: A Clear Path to Ministry and Beyond." Also, all employee email signatures are being amended to include this title. Finally, pens, notepads, and apparel have been ordered that will be distributed throughout the college's faculty, staff, and student body (on-campus and online) with the QEP's branding. Most of these resources are created through software and equipment the college already uses and has allotted within its expenditures. However, the pens, notepads, and apparel are expected to cost \$5,500 to account for all current faculty, staff, and student body as well as new students over the next five years.

Implementing the QEP

CCBBC will utilize specific budgetary line items to implement the QEP.

Key to the implementation of the QEP will be to provide adequate funding for faculty and staff development. First, expenses for SACSCOC Annual Meeting attendance will be budgeted for select faculty or staff members over the next five years. This expenditure is budgeted separate from QEP funds as annual conference expenses. Second, faculty will also participate in QEP-related in-services each semester that emphasize their role in the QEP. These presentations will be conducted by subject matter experts who will be compensated through a designated line item. Presenters will be paid a \$100 stipend for the material created and presented at each in-service meeting.

Tutoring services are a student support service uniquely positioned to augment faculty instruction related to our QEP. Currently, CCBBC's tutoring services consist of four staff members overseen by the Director of Developmental Studies and Tutoring. The director is a full-time faculty member, and each tutor serves in a staff role at the college, but are compensated for tutoring on a contract basis. These tutors are available by appointment to both main campus and online students. Tutors will be required to participate in the faculty in-service, and as this will not be part of their regular duties, they will receive a stipend of \$50.00 for each in-service, which is a \$400.00 annual expenditure.

Library resources will be identified annually by the Director of Library Services in consultation with the faculty. New titles will be added to the library's collection related to exegetical paper research through the reallocation of existing resources. This budget item supports materials acquisition. The QEP budget will augment expenditure in this area of \$1,000 annually.

The college plans to encourage student engagement throughout the five years of the QEP's implementation by recognition of student achievement. Students will be encouraged to engage in the exegetical writing process to the best of their ability through the courses of NT 3, NT 5, and NT 7. The professors of these courses will assess the exegetical papers according to the standardized rubric and choose the best three from each course. These students will be awarded a gift card to the college's campus store to be used at their pleasure. The amounts for each course will be as follows: 1st place \$50 gift card, 2nd place \$25 gift card, and 3rd place \$10 gift card. This will add an annual expense of \$255.

Finally, in order to maintain oversight pertaining to assessment of the exegetical research papers, a panel of faculty (3-4) will be invited each summer to a ½ day in-service for review of a random sampling of student exegetical research papers. Likewise, at least one external reviewer will be selected each year. Compensation for participating in this summer review will be \$50.00 a person, or a new annual expenditure of \$250.00. Like compensation will be made to external graders to interrater concerns and calibration in assessment

Due to the dynamic nature of the QEP, future year expenditures can be estimated, but not fully known. The in-kind contribution calculated below anticipates an annual inflationary increase of 5%. This also anticipates that the composition of the committee and sub-committees remain the same, or at least comparable in number and compensation. This information is shown in Table 3.

Table 3 – 5-year estimated budgetary impact of QEP

Budget Area	Year One (2025-26)	Year Two (2026-27)	Year Three (2027-28)	Year Four (2028-29)	Year Five (2029-30)
In-Kind Committee Contribution	\$31,656.45	\$33,239.27	\$34,901.24	\$36,646.30	\$38,478.61
Faculty Development/Tutor Training	\$850.00	\$850.00	\$850.00	\$850.00	\$850.00
Library/Learning Resources	\$1,000.00	\$1,000.00	\$1,000.00	\$1,000.00	\$1,000.00
Promotional	\$5,500.00	\$500.00	\$500.00	\$500.00	\$500.00
Assessment Support/Faculty & External Grader Stipend	\$650.00	\$650.00	\$650.00	\$650.00	\$650.00
Student Recognition/Appreciation	\$255.00	\$255.00	\$255.00	\$255.00	\$255.00
Estimated Totals	\$39,911.45	\$36,494.27	\$38,156.24	\$39,901.30	\$41,733.61

Completion of the QEP

The completion of the QEP will involve the finalization of assessment from the faculty and QEP Committee/sub-committees, and the development of an Impact Report. Upon completion of the QEP, the college believes the QEP's impact will result in the elevation of a student's ability in written communication, especially regarding exegetical papers.

The college will seek to continue developing better communication practices for faculty and students through continued assessment of rubric development and student feedback. Also, the college will propose to share the outcomes from its QEP through a presentation at the SACSCOC Annual Meeting (December

2030) and ABHE Annual Meeting (February 2031). The college will also attempt to engage other Biblically-based institutions with its findings in an effort to impact written communication beyond the institution.

“If you want to hear and understand some of the deep and wonderful truths that God has placed in Scripture for you – if you desire to pull out of God’s Word some of the serious meat that he has placed there for us to sink our teeth into – you will have to exert considerable effort.” (Duvall & Hays 52)

Assessment**Focus Goal and Outcomes of the QEP****Overarching Goal of the QEP**

Clear Creek Baptist Bible College intentionally linked the Quality Enhancement Plan to the college's mission statement, "Clear Creek Baptist Bible College exists to provide educational preparation for adults called of God into Christian service." In addition, the QEP seeks to undergird the educational objectives of the college. The educational objectives of Clear Creek Baptist Bible College read, "The men and women who have been called of God into Christian service through His church and are graduates of Clear Creek Baptist Bible College should demonstrate: 1) knowledge and understanding of the Bible and Christian theology; 2) sensitivity to the needs of people and the ability to minister from a biblical perspective; 3) communication skills in the context of ministry." This QEP focuses on the third of the three educational objectives.

As students research and write exegetical research papers during their studies at Clear Creek Baptist Bible College, the QEP will facilitate students' acquisition of adequate skills to write the exegetical research paper incorporating appropriate content and using proper grammar, spelling, and style.

QEP Learning Goal Focus: Written Communication Skills (Exegetical Research Paper)

The QEP seeks to strengthen what has been a standard tool of assessing student success for over two decades: the Exegetical Research Paper. The purpose of an exegetical research paper is to "dig out" or "unearth" the author's intended meaning of a biblical text. The implementation of such research requires a consistent methodology. Thus, Clear Creek Baptist Bible College has historically placed great emphasis on instructing its students in the writing of exegetical research papers.

Between 2010 and 2024, the emphasis on exegetical research papers being written by students in the college's Bachelor of Arts program continued. A unified grading rubric, developed by Dr. William Helton, was used for several years. After two New Testament professors retired between 2018 and 2022, some of the New Testament classes ceased using Dr. Helton's rubric. As a result, New Testament professors used a variety of grading rubrics, or no rubric at all, for assessing exegetical research papers.

CCBBC's approach to achieving the overarching goal includes the use of a uniform grading rubric designed to assess exegetical papers that are submitted in each of the four designated courses. Prior to each fall semester, the professors instructing the courses will meet with the Dean of Academic Affairs to review each section of the grading rubric. The group will create a summary evaluation chart of what the professors will be evaluating within each section of the grading rubric. The college's tutors will also be present at this meeting where they will receive the summary evaluation chart and guidance for providing assistance to students in the writing of exegetical research papers.

The overarching goal is to improve student writing skills in Biblical Hermeneutics (a first-year course), New Testament 3 (a second-year course), New Testament 5 (a third-year course), and New Testament 7 (a fourth-year course) by employing a revised grading rubric that has been agreed upon by the faculty. The Academic Affairs Committee will monitor the four courses to assess the successful implementation of the redesigned and uniform grading rubric to improve student success rates in these courses.

The QEP assessment plan will provide direct evidence of student learning outcomes through embedded course tools like the updated Exegetical Research Paper Grading Rubric and an Exegetical Research Paper Checklist.

QEP Exegetical Research Paper Assessment Rationale

The QEP Committee discussed several options after surveys had been completed by stakeholders of Clear Creek Baptist Bible College. This led to the overarching goal: to improve student success in the writing of exegetical research papers in four required courses that all Bachelor of Arts in Ministry students must complete: Biblical Hermeneutics, New Testament 3, New Testament 5, and New Testament 7. This overarching goal aligns with the college’s Mission Statement, Educational Objectives, and Institutional Objectives.

QEP Learning Goal Focus: Written Communication Skills (Exegetical Research Paper)

QEP Learning Goal Focus stresses an increase in students’ exegetical research paper writing skills.

SLO A – Thesis

The student will communicate an understanding of a proper exegetical research paper thesis statement by stating the “main idea” of the passage.

SLO B – Format

The student will communicate the proper format of an exegetical research paper by including each of the content areas required within an exegetical research paper: title page, main idea/thesis, the seven sections of the body of the paper, and a conclusion.

SLO A – Thesis			
The student will communicate an understanding of a proper exegetical research paper thesis statement by stating the “main idea” of the passage.			
Means of Assessment	Administration of Procedures	Assessment Results	Potential Use of Results to Improve Student Learning
In Fall 2025, the Biblical Hermeneutics professor will assign an exegetical research paper to be written by the students.	Depending on the academic year, either the Biblical Hermeneutics, New Testament 3, New Testament 5, or New Testament 7	During the 2025-2026 academic year, the Biblical Hermeneutics, New Testament 3, New Testament 5, and New Testament 7	At the conclusion of the academic years of 2026, 2027, 2028, 2029, and 2030, if the SLO did not meet the minimum score in the criteria, a jury of faculty members will explore instructional methods to assist the professor of record in improving student identification of the main idea/thesis for the next academic term.
In Fall 2026, the Biblical Hermeneutics and New Testament 3 professors will assign an exegetical paper to be written by the students.	professors will use the revised grading rubric to measure the student’s identification of the main idea/thesis statement .	professors will review the findings of the Administration of Procedures to determine if the SLO was met related to the main idea/thesis .	Individually, students who fail to meet the threshold of acceptability percentage, will be provided with focused feedback from their instructor within seven days, will be directed to review the ERP Tutorial Videos housed as resources in their course, and will be referred to a tutor to assist with rewriting and resubmission.
In Fall 2027, the Biblical Hermeneutics, New Testament 3, and New Testament 5 professors will assign an exegetical paper to be written by the students.	2025 – Bib. Herm. 2026 – Bib. Herm. and NT 3 2027 – Bib. Herm, NT 3, and NT 5	This same process will be utilized during the 2026-2027, 2027-2028, 2028-2029, and	Each May, a jury of faculty will review the assessment results. Syllabi may need to be

<p>In Fall 2028, the Biblical Hermeneutics, New Testament 3, New Testament 5, and New Testament 7 professors will assign an exegetical paper to be written by the students.</p>	<p>2028 – Bib. Herm, NT 3, NT 5, and NT 7 2029 – Bib. Herm, NT 3, NT 5, and NT 7 2030 – Bib. Herm, NT 3, NT 5, and NT 7</p>	<p>2029-2030 academic terms.</p>	<p>adjusted. The class lecture schedule may need to be redone to improve student development of the thesis of the passage. A review video may need to be posted for students to watch. Students may be referred to the tutoring center so a tutor can assist the student with this SLO.</p>
<p>In Fall 2029, the Biblical Hermeneutics, New Testament 3, New Testament 5, and New Testament 7 professors will assign an exegetical paper to be written by the students.</p>	<p>The SLO will be met if the average student scores are a minimum of 65% of the possible points in the criteria for Bib. Herm., 70% for NT 3, 75% for NT 5, and 80% for NT 7.</p>		<p>The assessed data will be shared with faculty at a scheduled faculty meeting during the next academic term along with whether the SLO was met.</p> <p>A statement related to how student learning may be improved will also be included in the report to faculty.</p>
<p>In Fall 2030, the Biblical Hermeneutics, New Testament 3, New Testament 5, and New Testament 7 professors will assign an exegetical paper to be written by the students.</p>	<p>Scoring below these percentages (threshold of acceptability) would result in remediation.</p>		<p>The faculty will consider adjusting expected performance targets based on results.</p>
	<p>The aspirational goal for scores for this SLO is 70% in Bib. Herm., 75% in NT 3, 80% in NT 5, and 85% in NT 7.</p> <p>The professors will record scores at the end of the semester in a table to be used for later assessments that involve the New Testament 3, New Testament 5, and New Testament 7 professors during the following spring semester.</p>		<p>The Dean of Academic Affairs will inform Trustees of results in his annual report in the fall term.</p>

SLO B – Format			
The student will communicate the proper format of an exegetical research paper by including each of the content areas required within an exegetical research paper: title page, main idea/thesis, the seven sections of the body of the paper, and a conclusion.			
Means of Assessment	Administration of Procedures	Assessment Results	Potential Use of Results to Improve Student Learning
In Fall 2025, the Biblical Hermeneutics professor will assign an exegetical paper to be written by the students.	Depending on the academic year, the Biblical Hermeneutic, New Testament 3, New Testament 5, and New Testament 7	During the 2025-2026 academic year, the Biblical Hermeneutics, New Testament 3, New Testament 5, and New Testament 7	To improve student learning, a jury of professors will meet to review the assessment results, noting whether students sufficiently identified the title page, main idea/thesis, seven sections of the body of the paper, and a conclusion in the exegetical paper.
In Fall 2026, the Biblical Hermeneutics and New Testament 3 professors will assign an exegetical paper to be written by the students.	professors will use the revised grading rubric to measure the student's identification of the title page, main idea/thesis, seven sections of the body of the paper, and a conclusion in the exegetical paper.	professors will review the findings of the Administration of Procedures to determine if the SLO was met related to the title page, main idea/thesis, seven sections of the body of the paper, and a conclusion in the exegetical paper.	Individually, students who fail to meet the threshold of acceptability percentage, will be provided with focused feedback from their instructor within seven days, will be directed to review the ERP Tutorial Videos housed as resources in their course, and will be referred to a tutor to assist with rewriting and resubmission.
In Fall 2027 the Biblical Hermeneutics, New Testament 3, and New Testament 5 professors will assign an exegetical paper to be written by the students.	2025 – Bib. Herm. 2026 – Bib. Herm. and NT 3	This same process will be utilized during the 2026-2027, 2027-2028, 2028-2029, and 2029-2030 academic terms.	Each May, a group of professors will review the course syllabi of the New Testament Courses to identify whether this area was sufficiently presented in the courses or if the area needs additional emphasis. Professors may create a chart or other helps for students to use as they write the paper. This is in addition to the Exegetical Research Paper Checklist. Students may be referred to the tutoring staff for assistance in this SLO area.
In Fall 2028 the Biblical Hermeneutics, New Testament 3, New Testament 5, and New Testament 7 professors will assign an exegetical paper to be written by the students.	2027 – Bib. Herm, NT 3, and NT 5 2028 – Bib. Herm, NT 3, NT 5, and NT 7 2029 – Bib. Herm, NT 3, NT 5, and NT 7		
In Fall 2029 the Biblical Hermeneutics, New Testament 3, New Testament 5, and New Testament 7 professors will assign an exegetical paper to be written by the students.	2030 – Bib. Herm, NT 3, NT 5, and NT 7 The SLO will be met if the average student scores are a minimum of 65% of the		The assessed data will be shared with faculty at a scheduled faculty meeting during the next academic term, along with whether the SLO was met. A statement related to how student learning may be improved will also be included in the report to faculty.

<p>In Fall 2030 the Biblical Hermeneutics. New Testament 3, New Testament 5, and New Testament 7 professors will assign an exegetical paper to be written by the students.</p>	<p>possible points in the criteria for Bib. Herm., 70% for NT 3, 75% for NT 5, and 80% for NT 7. Scoring below these percentages (threshold of acceptability) would result in remediation.</p> <p>The aspirational goal for scores for this SLO is 70% in Bib. Herm., 75% in NT 3, 80% in NT 5, and 85% in NT 7.</p> <p>The professors will record scores at the end of the semester in a table to be used for later assessments that involve the New Testament 3, New Testament 5, and New Testament 7 professors during the following spring semester.</p>		<p>The faculty will consider adjusting expected performance targets based on results.</p> <p>The Dean of Academic Affairs will inform Trustees of results in his annual report in the fall term.</p>
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SLO C - Grammar and Logic

The student will communicate through proper writing skills related to spelling, grammar, punctuation, sentences, voice, paragraphs, transitions, flow of logic, and argument in the paper.

SLO D - Scholarly Bibliography

The student will demonstrate an understanding of scholarly research by clear, careful, and critical interaction with scholarly sources in the exegetical research paper.

<p>SLO C - Grammar and Logic The student will communicate through proper writing skills related to spelling, grammar, punctuation, sentences, voice, paragraphs, transitions, flow of logic, and argument in the paper.</p>
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Means of Assessment	Administration of Procedures	Assessment Results	Potential Use of Results to Improve Student Learning
In Fall 2025, the Biblical Hermeneutics professor will assign an exegetical paper to be written by the students.	Depending on the academic year, the Biblical Hermeneutics, New Testament 3, New	During the 2025-2026 academic year, the Biblical Hermeneutics, New Testament 3, New	To improve student success, a jury of the faculty will review the SLO assessment results each May, looking for areas in which students show weaknesses and identifying areas of strength related to communication of proper writing skills related to spelling, grammar, punctuation, sentences, voice, paragraphs, transitions, flow of logic, and argument in the exegetical paper. Individually, students who fail to meet the threshold of acceptability percentage, will be provided with focused feedback from their instructor within seven days, will be directed to review the ERP Tutorial Videos housed as resources in their course, and will be referred to a tutor to assist with rewriting and resubmission. After reviewing the assessment results, faculty may refer students to tutoring services, may inform the professor of English Comp I and English Comp II about areas in which students are showing weaknesses, may produce a video and/or worksheet that demonstrates correct use of punctuation, the process for writing sentences and paragraphs, and the use of transitions between paragraphs. The assessed data will be shared with faculty at a scheduled faculty meeting during the next academic term, along with whether the SLO was met. A statement related to how student learning may be improved will also be included in the report to faculty.
In Fall 2026, the Biblical Hermeneutics and New Testament 3 professors will assign an exegetical paper to be written by the students.	Testament 5, and New Testament 7 professors will use the revised grading rubric to measure the student's	Testament 5, and New Testament 7 professors will review the findings of the	
In Fall 2027, the Biblical Hermeneutics, New Testament 3, and New Testament 5 professors will assign an exegetical paper to be written by the students.	communication of proper writing skills related to spelling, grammar, punctuation, sentences, voice, paragraphs, transitions, flow of logic, and argument in the exegetical paper.	Administration of Procedures to determine if the SLO was met related to the student's communication of proper writing skills related to spelling, grammar, punctuation, sentences, voice, paragraphs, transitions, and argument in the exegetical paper.	
In Fall 2028, the Biblical Hermeneutics, New Testament 3, New Testament 5, and New Testament 7 professors will assign an exegetical paper to be written by the students.	2025 – Bib. Herm.	This same process will be utilized during the	
In Fall 2029, the Biblical Hermeneutics, New Testament 3, New Testament 5, and New Testament 7 professors will assign an exegetical paper to be written by the students.	2026 – Bib. Herm. and NT 3 2027 – Bib. Herm, NT 3, and NT 5 2028 – Bib. Herm, NT 3, NT 5, and NT 7 2029 – Bib.	2026-2027 2027-2028 2028-2029, and 2029-2030 academic terms.	
In Fall 2030, the Biblical Hermeneutics, New Testament 3, New Testament 5, and New Testament 7 professors will assign an exegetical paper to be written by the students.	Herm, NT 3, NT 5, and NT 7 2030 – Bib. Herm, NT 3, NT 5, and NT 7	The SLO will be met if the average student scores are a minimum of	

	<p>65% of the possible points in the criteria for Bib. Herm., 70% for NT 3, 75% for NT 5, and 80% for NT 7. Scoring below these percentages (threshold of acceptability) would result in remediation.</p> <p>The aspirational goal for scores for this SLO is 70% in Bib. Herm., 75% in NT 3, 80% in NT 5, and 85% in NT 7.</p> <p>The professors will record scores at the end of the semester in a table to be used for later assessments that involve the New Testament 3, New Testament 5, and New Testament 7 professors during the following spring semester.</p>		<p>The faculty will consider adjusting expected performance targets based on results.</p> <p>The Dean of Academic Affairs will inform Trustees of results in his annual report in the fall term.</p>
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SLO D - Scholarly Bibliography

The student will demonstrate an understanding of scholarly research by clear, careful, and critical interaction with scholarly sources in the exegetical research paper.

Means of Assessment	Administration of Procedures	Assessment Results	Potential Use of Results to Improve Student Learning
<p>In Fall 2025, the Biblical Hermeneutics professor will assign an exegetical paper to be written by the students.</p>	<p>Depending on the academic year, the Biblical Hermeneutics, New Testament 3, New Testament 5, and</p>	<p>During the 2025-2026 academic year, the Biblical Hermeneutics, New Testament 3, New</p>	<p>To improve student success, a jury of the faculty will review the SLO assessment results each May, looking for areas in which students show weaknesses and identifying areas of strength related to students' understanding of scholarly</p>

<p>In Fall 2026, the Biblical Hermeneutics and New Testament 3 professors will assign an exegetical paper to be written by the students.</p>	<p>New Testament 7 professors will use the revised grading rubric to measure the student's an understanding of scholarly research by clear, careful, and critical interaction with scholarly sources in the exegetical research paper.</p>	<p>Testament 5, and New Testament 7 professors will review the findings of the Administration of Procedures to determine if the SLO was met related to the student's understanding of scholarly research by clear, careful, and critical interaction with scholarly sources in the exegetical research paper.</p>	<p>research by clear, careful, and critical interaction with scholarly sources in the exegetical research paper. The jury of the faculty may consider the following:</p>
<p>In Fall 2027, the Biblical Hermeneutics, New Testament 3, and New Testament 5 professors will assign an exegetical paper to be written by the students.</p>	<p>understanding of scholarly research by clear, careful, and critical interaction with scholarly sources in the exegetical research paper.</p>	<p>A video/chart may be developed to assist students to know how to determine if a resource is scholarly. Students may also be referred to tutoring services.</p> <p>Individually, students who fail to meet the threshold of acceptability percentage, will be provided with focused feedback from their instructor within seven days, will be directed to review the ERP Tutorial Videos housed as resources in their course, and will be referred to a tutor to assist with rewriting and resubmission.</p>	<p>A video/chart may be developed to assist students to know how to determine if a resource is scholarly. Students may also be referred to tutoring services.</p>
<p>In Fall 2028, the Biblical Hermeneutics, New Testament 3, New Testament 5, and New Testament 7 professors will assign an exegetical paper to be written by the students.</p>	<p>2025 – Bib. Herm. 2026 – Bib. Herm. and NT 3 2027 – Bib. Herm, NT 3, and NT 5</p>	<p>understanding of scholarly research by clear, careful, and critical interaction with scholarly sources in the exegetical research paper. This same process will be utilized during the 2026-2027, 2027-2028, 2028-2029, and 2029-2030 academic terms.</p>	<p>Individually, students who fail to meet the threshold of acceptability percentage, will be provided with focused feedback from their instructor within seven days, will be directed to review the ERP Tutorial Videos housed as resources in their course, and will be referred to a tutor to assist with rewriting and resubmission.</p>
<p>In Fall 2029, the Biblical Hermeneutics, New Testament 3, New Testament 5, and New Testament 7 professors will assign an exegetical paper to be written by the students.</p>	<p>2028 – Bib. Herm, NT 3, NT 5, and NT 7 2029 – Bib. Herm, NT 3, NT 5, and NT 7 2030 – Bib. Herm, NT 3, NT 5, and NT 7</p>	<p>This same process will be utilized during the 2026-2027, 2027-2028, 2028-2029, and 2029-2030 academic terms.</p>	<p>The assessed data will be shared with faculty at a scheduled faculty meeting during the next academic term along with whether the SLO was met.</p>
<p>In Fall 2030, the Biblical Hermeneutics, New Testament 3, New Testament 5, and New Testament 7 professors will assign an exegetical paper to be written by the students.</p>	<p>The SLO will be met if the average student scores are a minimum of 65% of the possible points in the criteria for Bib. Herm., 70% for NT 3, 75% for NT 5, and 80% for NT 7. Scoring below these percentages (threshold of acceptability) would result in remediation.</p>	<p>This same process will be utilized during the 2026-2027, 2027-2028, 2028-2029, and 2029-2030 academic terms.</p>	<p>A statement related to how student learning may be improved will also be included in the report to faculty.</p>
<p></p>	<p></p>	<p>This same process will be utilized during the 2026-2027, 2027-2028, 2028-2029, and 2029-2030 academic terms.</p>	<p>The faculty will consider adjusting expected performance targets based on results.</p>
<p></p>	<p></p>	<p></p>	<p>The Dean of Academic Affairs will inform Trustees of results in his annual report in the fall term.</p>

	<p>The aspirational goal for scores for this SLO is 70% in Bib. Herm., 75% in NT 3, 80% in NT 5, and 85% in NT 7.</p> <p>The professors will record scores at the end of the semester in a table to be used for later assessments that involve the New Testament 3, New Testament 5, and New Testament 7 professors during the following spring semester.</p>		
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SLO E - Contexts

The student will communicate the biblical passage's historical, cultural, and literary context by examining scholarly commentaries and/or peer-reviewed journal articles on the passage under study.

SLO F - Word Studies

The student will communicate the value of keywords, phrases, and concepts from their original Hebrew/Greek texts and adequately exegete the text by working verse-by-verse through the passage.

SLO G - Conclusion

The student will communicate a vigorous defense of the paper's thesis by offering a conclusion that defends or answers the paper's exegetical goal/thesis.

<p>SLO E - Context The student will communicate the biblical passage's historical, cultural, and literary context by examining scholarly commentaries and/or peer-reviewed journal articles on the passage under study.</p>			
Means of Assessment	Administration of Procedures	Assessment Results	Potential Use of Results to Improve Student Learning
In Fall 2025, the Biblical Hermeneutics professor will assign an	Depending on the academic year, the Biblical Hermeneutics,	During the 2025-2026 academic year, the Biblical	To improve student success, a jury of the faculty will review the SLO assessment results each May, looking for areas in which students show

<p>exegetical paper to be written by the students.</p> <p>In Fall 2026, the Biblical Hermeneutics and New Testament 3 professors will assign an exegetical paper to be written by the students.</p>	<p>New Testament 3, New Testament 5, and New Testament 7 professors will use the revised grading rubric to measure the student's use of the historical, cultural, and literary context by examining scholarly commentaries and/or peer reviewed journal articles within the exegetical paper.</p>	<p>Hermeneutics, New Testament 3, New Testament 5, and New Testament 7 professors will review the findings of the Administration of Procedures to determine if the SLO was met related to the student's use of the historical, cultural, and literary context by examining scholarly commentaries and/or peer reviewed journal articles within the exegetical paper.</p>	<p>weaknesses and identifying areas of strength related to students' use of historical, cultural, and literary context as demonstrated by the students' use of scholarly commentaries. The following are some ways the reviewing faculty may suggest to improve student learning in this area:</p>
<p>In Fall 2027, the Biblical Hermeneutics, New Testament 3, and New Testament 5 professors will assign an exegetical paper to be written by the students.</p>	<p>2025 – Bib. Herm. 2026 – Bib. Herm. and NT 3 2027 – Bib. Herm, NT 3, and NT 5 2028 – Bib. Herm, NT 3, NT 5, and NT 7 2029 – Bib. Herm, NT 3, NT 5, and NT 7 2030 – Bib. Herm, NT 3, NT 5, and NT 7</p>	<p>These faculty members may explore ways to explain the importance of the contexts. The students may be referred to tutors. Resources may be suggested for students to know general scholarly categories related to the historical context, cultural context, and literary context.</p>	<p>Individually, students who fail to meet the threshold of acceptability percentage, will be provided with focused feedback from their instructor within seven days, will be directed to review the ERP Tutorial Videos housed as resources in their course, and will be referred to a tutor to assist with rewriting and resubmission.</p>
<p>In Fall 2028, the Biblical Hermeneutics, New Testament 3, New Testament 5, and New Testament 7 professors will assign an exegetical paper to be written by the students.</p>	<p>2025 – Bib. Herm. 2026 – Bib. Herm. and NT 3 2027 – Bib. Herm, NT 3, and NT 5 2028 – Bib. Herm, NT 3, NT 5, and NT 7 2029 – Bib. Herm, NT 3, NT 5, and NT 7 2030 – Bib. Herm, NT 3, NT 5, and NT 7</p>	<p>This same process will be utilized during the 2026-2027, 2027-2028, 2028-2029, and 2029-2030 academic terms.</p>	<p>The assessed data will be shared with faculty at a scheduled faculty meeting during the next academic term along with whether the SLO was met.</p>
<p>In Fall 2029, the Biblical Hermeneutics, New Testament 3, New Testament 5, and New Testament 7 professors will assign an exegetical paper to be written by the students.</p>	<p>The SLO will be met if the average student scores are a minimum of 65% of the possible points in the criteria for Bib. Herm., 70% for NT 3, 75% for NT 5, and 80% for NT 7.</p>	<p>A statement related to how student learning may be improved will also be included in the report to faculty.</p>	<p>The faculty will consider adjusting expected performance targets based on results.</p>
<p>In Fall 2030, the Biblical Hermeneutics, New Testament 3, New Testament 5, and New Testament 7 professors will assign an exegetical paper to be written by the students.</p>	<p>The SLO will be met if the average student scores are a minimum of 65% of the possible points in the criteria for Bib. Herm., 70% for NT 3, 75% for NT 5, and 80% for NT 7.</p>	<p>The Dean of Academic Affairs will inform Trustees of results in his annual report in the fall term.</p>	<p>The Dean of Academic Affairs will inform Trustees of results in his annual report in the fall term.</p>

	<p>Scoring below these percentages (threshold of acceptability) would result in remediation.</p> <p>The aspirational goal for scores for this SLO is 70% in Bib. Herm., 75% in NT 3, 80% in NT 5, and 85% in NT 7.</p> <p>The professors will record scores at the end of the semester in a table to be used for later assessments that involve the New Testament 3, New Testament 5, and New Testament 7 professors during the following spring semester</p>		
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SLO F - Word Studies
 The student will communicate the value of keywords, phrases, and concepts from their original Hebrew/Greek texts and adequately exegete the text by working verse-by-verse through the passage.

Means of Assessment	Administration of Procedures	Assessment Results	Potential Use of Results to Improve Student Learning
<p>In Fall 2025, the Biblical Hermeneutics professor will assign an exegetical paper to be written by the students.</p> <p>In Fall 2026, the Biblical Hermeneutics and New Testament 3 professors will assign an exegetical paper to be written by the students.</p>	<p>Depending on the academic year, the Biblical Hermeneutics, New Testament 3, New Testament 5, and New Testament 7 professors will use the revised grading rubric to measure the student's use of</p>	<p>During the 2025-2026 academic year, the Biblical Hermeneutics, New Testament 3, New Testament 5, and New Testament 7 professors will review the findings of the</p>	<p>Each May, a jury of faculty will review the assessment results covering key words, phrases, and concepts from their original Hebrew/Greek texts as the student works verse-by-verse through the passage, and discuss ways to improve student learning. The following are some ways to help improve student learning in this area: The professors may prefer to offer a workshop on how to do word studies. The professors may develop a pdf</p>

<p>In Fall 2027, the Biblical Hermeneutics, New Testament 3, and New Testament 5 professors will assign an exegetical paper to be written by the students.</p>	<p>key words, phrases, and concepts from their original Hebrew/Greek texts as the student works verse-by-verse through the passage.</p>	<p>Administration of Procedures to determine if the SLO was met related to the student’s use of key words, phrases, and concepts from their original Hebrew/Greek texts as the student works verse-by-verse through the passage.</p>	<p>document listing the steps and tools to use as the students complete word studies. Individually, students who fail to meet the threshold of acceptability percentage, will be provided with focused feedback from their instructor within seven days, will be directed to review the ERP Tutorial Videos housed as resources in their course, and will be referred to a tutor to assist with rewriting and resubmission.</p>
<p>In Fall 2028, the Biblical Hermeneutics, New Testament 3, New Testament 5, and New Testament 7 professors will assign an exegetical paper to be written by the students.</p>	<p>2025 – Bib. Herm. 2026 – Bib. Herm. and NT 3 2027 – Bib. Herm, NT 3, and NT 5</p>	<p>This same process will be utilized during the</p>	<p>The assessed data will be shared with faculty at a scheduled faculty meeting during the next academic term along with whether the SLO was met.</p>
<p>In Fall 2029, the Biblical Hermeneutics, New Testament 3, New Testament 5, and New Testament 7 professors will assign an exegetical paper to be written by the students.</p>	<p>2028 – Bib. Herm, NT 3, NT 5, and NT 7 2029 – Bib. Herm, NT 3, NT 5, and NT 7 2030 – Bib. Herm, NT 3, NT 5, and NT 7</p>	<p>2026-2027 2027-2028 2028-2029, and 2029-2030 academic terms.</p>	<p>A statement related to how student learning may be improved will also be included in the report to faculty. The faculty will consider adjusting expected performance targets based on results.</p>
<p>In Fall 2030, the Biblical Hermeneutics, New Testament 3, New Testament 5, and New Testament 7 professors will assign an exegetical paper to be written by the students.</p>	<p>The SLO will be met if the average student scores are a minimum of 65% of the possible points in the criteria for Bib. Herm., 70% for NT 3, 75% for NT 5, and 80% for NT 7. Scoring below these percentages (threshold of acceptability) would result in remediation.</p>		<p>The Dean of Academic Affairs will inform Trustees of results in his annual report in the fall term.</p>
	<p>The aspirational goal for scores for this SLO is 70% in Bib.</p>		

	<p>Herm., 75% in NT 3, 80% in NT 5, and 85% in NT 7.</p> <p>The professors will record scores at the end of the semester in a table to be used for later assessments that involve the New Testament 3, New Testament 5, and New Testament 7 professors during the following spring semester</p>		
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SLO G - Conclusion

The student will communicate a vigorous defense of the paper’s thesis by offering a conclusion that defends or answers the paper’s exegetical goal/thesis.

Means of Assessment	Administration of Procedures	Assessment Results	Potential Use of Results to Improve Student Learning
In Fall 2025, the Biblical Hermeneutics professor will assign an exegetical paper to be written by the students.	Depending on the academic year, the Biblical Hermeneutics, New Testament 3, New	During the 2025-2026 academic year, the Biblical Hermeneutics, New Testament 3, New	Should this section of the exegetical research paper indicate a need for student improvement, a jury of faculty will explore what additional instruction needs to be provided or what additional instructional resources should be produced. The professors may deem an assignment that needs to be added to undergird this SLO. The professors may suggest additional training for the tutors who serve the students.
In Fall 2026, the Biblical Hermeneutics and New Testament 3 professors will assign an exegetical paper to be written by the students.	New Testament 5, and New Testament 7 professors will use the revised grading rubric to measure the student’s defense of the thesis embedded into the paper as seen in the conclusion of the paper.	Testament 5, and New Testament 7 professors will review the findings of the Administration of Procedures to determine if the SLO was met related to the student’s defense of the thesis embedded into the paper as	Individually, students who fail to meet the threshold of acceptability percentage, will be provided with focused feedback from their instructor within seven days, will be directed to review the ERP Tutorial Videos housed as resources in their course, and will be referred to a tutor to assist with rewriting and resubmission.
In Fall 2027, the Biblical Hermeneutics, New Testament 3, and New Testament 5 professors will assign an exegetical paper to be written by the students.			
In Fall 2028, the Biblical Hermeneutics, New	2025 – Bib. Herm.		

<p>Testament 3, New Testament 5, and New Testament 7 professors will assign an exegetical paper to be written by the students.</p>	<p>2026 – Bib. Herm. and NT 3</p>	<p>seen in the conclusion of the paper.</p>	<p>The assessed data will be shared with faculty at a scheduled faculty meeting during the next academic term along with whether the SLO was met.</p>
<p>In Fall 2029, the Biblical Hermeneutics, New Testament 3, New Testament 5, and New Testament 7 professors will assign an exegetical paper to be written by the students.</p>	<p>2027 – Bib. Herm, NT 3, and NT 5 2028 – Bib. Herm, NT 3, NT 5, and NT 7 2029 – Bib. Herm, NT 3, NT 5, and NT 7</p>	<p>This same process will be utilized during the 2026-2027, 2027-2028, 2028-2029, and 2029-2030 academic terms.</p>	<p>A statement related to how student learning may be improved will also be included in the report to faculty. The faculty will consider adjusting expected performance targets based on results.</p>
<p>In Fall 2030, the Biblical Hermeneutics, New Testament 3, New Testament 5, and New Testament 7 professors will assign an exegetical paper to be written by the students.</p>	<p>2030 – Bib. Herm, NT 3, NT 5, and NT 7</p>		<p>The Dean of Academic Affairs will inform Trustees of results in his annual report in the fall term.</p>
	<p>The SLO will be met if the average student scores are a minimum of 65% of the possible points in the criteria for Bib. Herm., 70% for NT 3, 75% for NT 5, and 80% for NT 7. Scoring below these percentages (threshold of acceptability) would result in remediation.</p> <p>The aspirational goal for scores for this SLO is 70% in Bib. Herm., 75% in NT 3, 80% in NT 5, and 85% in NT 7.</p> <p>The professors will record scores at the end of the semester in a table to be used for later assessments that involve the New Testament 3,</p>		

	New Testament 5, and New Testament 7 professors during the following spring semester		
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SLO H -Application

The student will communicate a proficient understanding of the passage by writing personal and corporate (church, small group, or other areas of ministry) applications (So what must I do, or my church do) generated from the study of the passage.

SLO I -Theological Analysis of the Main Idea

The student will communicate a broad, comprehensive biblical-theological analysis of the “Main Idea” and theological principle(s) and other key topics/details of the passage across the Old and New Testaments.

LG 1 Written Communication Skills SLO H -Application			
The student will communicate a proficient understanding of the passage by writing personal and corporate (church, small group, or other areas of ministry) applications (So what must I do, or my church do) generated from the study of the passage.			
Means of Assessment	Administration of Procedures	Assessment Results	Potential Use of Results to Improve Student Learning
In Fall 2025, the Biblical Hermeneutics professor will assign an exegetical paper to be written by the students.	Depending on the academic year, the Biblical Hermeneutics, New Testament 3, New	During the 2025-2026 academic year, the Biblical Hermeneutics, New Testament	Each May, a jury of the faculty will review the assessment of results to determine if any area of student performance concerning personal and corporate application needs improvement.
In Fall 2026, the Biblical Hermeneutics and New Testament 3 professors will assign an exegetical paper to be written by the students.	Testament 5, and New Testament 7 professors will use the revised grading rubric to measure the student’s	3, New Testament 5, and New Testament 7 professors review the findings of the	Individually, students who fail to meet the threshold of acceptability percentage, will be provided with focused feedback from their instructor within seven days, will be directed to review the ERP Tutorial
In Fall 2027, the Biblical Hermeneutics, New Testament 3, and New Testament 5 professors will assign an exegetical paper to be written by the students.	presentation of personal and corporate applications within the exegetical paper.	Administration of Procedures to determine if the SLO was met related to the student’s	Videos housed as resources in their course, and will be referred to a tutor to assist with rewriting and resubmission. The following are some ways faculty might consider as they seek to improve student learning in the development of personal and corporate applications. The professors may cover this area in a class lecture and use well-known preachers who demonstrate the proper use of applications in sermons. The professors may require
In Fall 2028, the Biblical Hermeneutics, New Testament 3, New Testament 5, and New Testament 7 professors will assign an exegetical	2025 – Bib. Herm. 2026 – Bib. Herm. and NT 3	presentation of personal and corporate applications within the exegetical paper.	

<p>paper to be written by the students.</p>	<p>2027 – Bib. Herm, NT 3, and NT 5</p>	<p>This same process will be utilized during the</p>	<p>students to listen to recent chapel sermons to identify the applications in those sermons. The professors may have students write their applications and then have peers review and comment on them.</p>
<p>In Fall 2029, the Biblical Hermeneutics, New Testament 3, New Testament 5, and New Testament 7 professors will assign an exegetical paper to be written by the students.</p>	<p>2028 – Bib. Herm, NT 3, NT 5, and NT 7 2029 – Bib. Herm, NT 3, NT 5, and NT 7 2030 – Bib. Herm, NT 3, NT 5, and NT 7</p>	<p>2026-2027 2027-2028 2028-2029, and 2029-2030 academic terms.</p>	<p>The assessed data will be shared with faculty at a scheduled faculty meeting during the next academic term along with whether the SLO was met.</p>
<p>In Fall 2030, the Biblical Hermeneutics, New Testament 3, New Testament 5, and New Testament 7 professors will assign an exegetical paper to be written by the students.</p>	<p>The SLO will be met if the average student scores are a minimum of 65% of the possible points in the criteria for Bib. Herm., 70% for NT 3, 75% for NT 5, and 80% for NT 7. Scoring below these percentages (threshold of acceptability) would result in remediation.</p>		<p>A statement related to how student learning may be improved will also be included in the report to faculty.</p> <p>The faculty will consider adjusting expected performance targets based on results.</p>
	<p>The aspirational goal for scores for this SLO is 70% in Bib. Herm., 75% in NT 3, 80% in NT 5, and 85% in NT 7.</p>		<p>The Dean of Academic Affairs will inform Trustees of results in his annual report in the fall term.</p>
	<p>The professors will record scores at the end of the semester in a table to be used for later assessments that involve the New Testament 3, New Testament 5, and New</p>		

	Testament 7 professors during the following spring semester		
SLO I -Theological Analysis of the Main Idea			
The student will communicate a broad, comprehensive biblical-theological analysis of the “Main Idea” and theological principle(s) and other key topics/details of the passage across the Old and New Testaments.			
Means of Assessment	Administration of Procedures	Assessment Results	Potential Use of Results to Improve Student Learning
In Fall 2025, the Biblical Hermeneutics professor will assign an exegetical paper to be written by the students.	Depending on the academic year, the Biblical Hermeneutics, New Testament 3, New	During the 2025-2026 academic year, the Biblical Hermeneutics, New Testament 3, New	Each May, a jury of the faculty will review the assessment results to determine if any area of student performance concerning the communication of broad, biblically and theologically based analysis of the “Main Idea” and other theological principles within the passage. If the professors see the need to work on improving student learning, they will devise plans to assist students in accomplishing this SLO.
In Fall 2026, the Biblical Hermeneutics and New Testament 3 professors will assign an exegetical paper to be written by the students.	Testament 5, and New Testament 7 professors will use the revised grading rubric to measure the student’s	Testament 5, and New Testament 7 professors review the findings of the	Individually, students who fail to meet the threshold of acceptability percentage, will be provided with focused feedback from their instructor within seven days, will be directed to review the ERP Tutorial Videos housed as resources in their course, and will be referred to a tutor to assist with rewriting and resubmission.
In Fall 2027, the Biblical Hermeneutics, New Testament 3, and New Testament 5 professors will assign an exegetical paper to be written by the students.	communication of broad, biblically and theologically based analysis of the “Main Idea” and other theological principles within the passage being studied.	Administration of Procedures to determine if the SLO was met related to the student’s communication of broad, biblically and theologically based analysis of the “Main Idea” and other theological principles within the passage being studied.	The faculty may review syllabi to see how much emphasis is included in the instructions related to this SLO. The faculty may review the Exegetical Research Checklist to determine if it is clear in its directions for this SLO. The faculty may create a video related to this SLO and make it available to students. The faculty may refer students to tutoring services.
In Fall 2028, the Biblical Hermeneutics, New Testament 3, New Testament 5, and New Testament 7 professors will assign an exegetical paper to be written by the students.	2025 – Bib. Herm. 2026 – Bib. Herm. and NT 3 2027 – Bib. Herm, NT 3, and NT 5	other theological principles within the passage being studied.	
In Fall 2029, the Biblical Hermeneutics, New Testament 3, New Testament 5, and New Testament 7 professors will assign an exegetical paper to be written by the students.	2028 – Bib. Herm, NT 3, NT 5, and NT 7 2029 – Bib. Herm, NT 3, NT 5, and NT 7	This same process will be utilized during the 2026-2027 2027-2028	The assessed data will be shared with faculty at a scheduled faculty meeting during the next academic

<p>In Fall 2030, the Biblical Hermeneutics, New Testament 3, New Testament 5, and New Testament 7 professors will assign an exegetical paper to be written by the students.</p>	<p>2030 – Bib. Herm, NT 3, NT 5, and NT 7</p> <p>The SLO will be met if the average student scores are a minimum of 65% of the possible points in the criteria for Bib. Herm., 70% for NT 3, 75% for NT 5, and 80% for NT 7. Scoring below these percentages (threshold of acceptability) would result in remediation.</p> <p>The aspirational goal for scores for this SLO is 70% in Bib. Herm., 75% in NT 3, 80% in NT 5, and 85% in NT 7.</p> <p>The professors will record scores at the end of the semester in a table to be used for later assessments that involve the New Testament 3, New Testament 5, and New Testament 7 professors during the following spring semester</p>	<p>2028-2029, and 2029-2030 academic terms.</p>	<p>term along with whether the SLO was met.</p> <p>A statement related to how student learning may be improved will also be included in the report to faculty.</p> <p>The faculty will consider adjusting expected performance targets based on results.</p> <p>The Dean of Academic Affairs will inform Trustees of results in his annual report in the fall term.</p>
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Remediation and Threshold of Acceptability

The college has adopted a stair-step approach to the threshold of acceptability in the assessment of the QEP's SLOs. Beginning with first-year students (Biblical Hermeneutics), a score of 65% on a given criteria will be considered acceptable and this will increase in subsequent years by increments of 5% (70% in NT 3, 75% in NT 5, and 80% in NT 7). Failure to obtain this threshold will result in remediation.

The small enrollment of CCBBC provides for the opportunity for individualized attention not available at many other institutions. Upon reflecting on this potential strength, the college wishes to exploit this to its full advantage. ERP-teaching faculty will provide feedback through the ERP grading rubric within seven days of submission of the assignment. Students failing to reach the threshold of acceptability will be referred to the pertinent ERP Training Certification video module for review. The student will also be paired with a tutor to assist in the revision of the ERP (or ERP section) for resubmission. All ERP-assigning faculty have agreed to require submission of ERPs with at least three weeks remaining in the semester to allow for this remediation process.

CCBBC has also set aspirational goals for achieving success in ERP writing. These goals seek to exceed the threshold of acceptability by 5% for each criteria and also follow the stair-step model of increase by academic year (70% in Biblical Hermeneutics, 75% in NT 3, 80% in NT 5, and 85% in NT 7).

To address interrater reliability concerns, CCBBC will engage external graders familiar with the college's ERP training goals to grade random samples annually. These samples will come from each of the four ERP courses and the results will be analyzed along side of internal CCBBC graders' results at the May faculty assessment in-service (see Implementation Timeline).

“The entire task of theological research is to get you to the point of having something to argue. If you choose your argument in advance, you will ignore the research that pushes against your conclusion.” (Kibbe 45-46)

Appendix A

CCBBC Exegetical Research Paper Grading Rubric

Each Assessment Criteria = 10% of grade
 Content of Paper [criteria 3-9] = 70% of grade

100, 150, or 200 pts possible points

Student: _____ Date: _____
 Professor: _____ Course: _____

Assessment Criteria	Virtually No Conformity 0	Insufficient 5	Developing 10	Sufficient 15	Excellent 20
Clarity & style of writing, spelling, grammar, and flow of thought/argument (Grammar, Spelling, Punctuation, Sentences, Person, Voice, Paragraphs, Transitions, Flow of Logic)	No clarity at macro or micro levels, full of errors	Lacks clarity & coherence, numerous errors	Readable but lacks clear organization, frequent errors	Organized, clear, limited number of errors	Well-organized, careful & clear presentation, virtually free of errors
Form: Adherence to required CCBBC Content/Format (Title page, Main idea/outline, Body [7 section headings], Bibliography, Turabian)	Virtually No conformity	Minimal conformity	Limited conformity	Substantive conformity	Virtually complete conformity
Identification of exegetical goals / thesis & method of research (Introduction & Goal/Thesis)	No thesis or goals stated	Not clear, specific, or manageable	Lacking in precision but manageable & understandable	Reasonably precise & manageable	Well focused, clearly stated & reasonable
Analysis of Context Historical, cultural, and literary contexts	Failure to acknowledge & interact with contexts.	Severely inadequate interaction with contexts	Insufficient recognition of & interaction with contexts	Recognition of & reasonable interaction with contexts	Clear, thorough, & balanced interaction with each type of context.
Analysis of Key words, concepts, & details of the passage (Exegesis: Analytical Thoughts Working Verse by Verse, Word by Word, Concept by Concept)	Failure to recognize & analyze key terms & language	Severely limited analysis	Minimally acceptable analysis	Reasonable but limited analysis	Clear, careful analysis of key terms & language, including idioms & figures of speech
The original author's intent is clearly defined, explaining what it meant, main principle is discussed (Exegesis: Analyzing integrating Author's	Failure to understand & explain the author's intended meaning. Failure to discuss the main principle/idea	Severely limited understanding and application of author's intended meaning. Flawed/inaccurate	Minimally acceptable understanding and application of author's intended meaning. Main	Reasonably clear understanding & application of author's intended meaning. Main	Clear, careful explanation of the author's intended meaning within its context and the

Meaning within its Contexts coming up with Main Principle/Idea		main principle(s) are presented	principle/idea is minimally presented	principle/idea is presented	main principle/idea is clearly presented
Analysis of Theological context (Theological Analysis of what the entire Bible communicates on the Main Principle/Idea of the passage as well as on other Topics/Details of the passage)	Failure to acknowledge & interact with theological context	Severely inadequate interaction with theological context	Insufficient recognition of & interaction with theological context	Recognition of & reasonable interaction with theological context	Clear, thorough, & balanced interaction with theological context
Application to personal life or contemporary church	Failure to understand & apply	Superficial understanding &/or application	Lacks clarity & insight, resulting in a generic application	Reasonably clear understanding & application	Careful, succinct, & insightful understanding & application
Bibliography, Interaction with scholarly sources, & quality of research.	Failure to use appropriate sources	Severely limited range of & interaction with sources	Minimally acceptable sources & interaction	Reasonable sources but lacking range & thorough interaction	Clear, careful, & critical interaction with appropriate sources
Success in Articulating and Defending the Thesis / Exegetical Goal (Conclusion)	Conclusion fails to summarize the paper and/or defend/answer the exegetical goal/thesis	Conclusion inadequately summarizes the paper and/or defends/answers the exegetical goal/thesis	Conclusion minimally summarizes the paper and defends/answers the exegetical goal/thesis	Conclusion reasonably summarizes the paper and defends/answers the exegetical goal/thesis	Conclusion clearly summarizes the paper and defends/answers the exegetical goal/thesis

CCBBC Exegetical Research Paper Writing Checklist

- Paper on **Required Bible Text:** _____
- Paper presents Expected CCBBC Exegetical Content/Format

<input checked="" type="checkbox"/> for yes <input type="checkbox"/> for No

A. Conformity to Clear Creek Exegetical REQUIRED Paper Content/Structure
(GGW= Hays & Duvall, *Grasping God's Word*: Steps 1-5 of the Interpretive Journey)

- Title Page (1 separate page)
- Main Idea & Passage Outline (1 separate page)
 - The main idea statement summarizes the entire passage in one sentence.
 - A full outline of the passage then shows how the main idea unfolds
 - For each main point, all corresponding verses are shown in parentheses
 - All verses of the passage are included in the main points of the outline.
- Body of Paper (all body headings/sections flow together—no extra spacing in between sections)

Expected Headings

- Introduction** (1/2 page)
 - Introduces topic/gains interest*
 - Presents method of study/research question*
 - Thesis statement / Exegetical Goal is clear and remains the focal point of the paper*
 NOTES: Introduction & Thesis: The thesis should be precise, concise, and original, controlling the content and focus of the paper throughout. A thesis statement should be the main idea of a paper. It is both the main topic and the student's assertion that will be proven throughout the paper. The thesis will be found at the end of the introduction and informs the reader as to what to expect from the paper.
- Historical/Cultural Context** (1 full page) GGW Step 1
 - Careful & comprehensive presentation of the historical-cultural context*
 NOTES: Historical-Cultural Context: The exegetical paper presents the historical-cultural context of the author and audience of the passage.
- Literary Context** (1 full page) GGW Step 1
 - Careful & comprehensive presentation of the Literary context of the passage*
 - within its Book*
 - within the Author's other works (if known)*
 - within its Genre*
 - Literary Structure/Outline of the passage*
 NOTES: Biblical Literary Context: The exegetical paper presents the literary context of the passage (within its: book, genre, author, & testament) and audience of the passage.
- Exegesis/Inductive Study** (5 - 8 full pages)
 - walking through verse by verse*
 - Uses of a formal equivalence translation of the Bible (NASB, ESV, LSB)*
 - Presents verses discussed as (left justified) followed by indented paragraph(s) of commentary/analysis*
 - Does not quote more than a simple Bible word/phrase otherwise*
 - Key Words & Concepts are Studied from the original Hebrew/Greek* GGW Step 1
 - Competent & careful interaction with Hebrew/ Greek grammar & syntax is present* GGW Step 1
 - Analytical thoughts & Observations (from Appendix A) are integrated in this section* GGW Step 1
 - The original author's intent is clearly defined* GGW Step 1
 - So what? Explains what it means to the ancient Audience within its context(s)?* GGW Step 1
 - Evaluates the Cultural/Language differences between the ancient & modern audience* GGW Step 2
 - Presents the main idea(s)/principle(s)* GGW Step 3
 NOTES: Scripture Analysis: The Paper should demonstrate the student's ability to interpret a Biblical text utilizing a proper hermeneutical method,

Types of Observations
Repetition of words —Look for words and phrases that repeat. Contrasts —Look for ideas, individuals, and/or items that are contrasted with each other. Look for differences. Comparisons —Look for ideas, individuals, and/or items that are compared with each other. Look also for similarities. Lists —Note where the text mentions more than two items. Cause and effect —There may be more than one effect from a single cause mentioned in the text. Figures of speech —Look for expressions that convey an image, using words in a sense other than the literal sense. Conjunctions —Notice terms that join units, like and, but, for. Note what they are connecting. Verbs —Note whether a verb is past, present, or future; active or passive; also look for imperatives. Pronouns —Identify the antecedent for each pronoun.
<small>J. Scott Duvall and J. Daniel Hays, <i>Grasping God's Word</i>, Fourth Edition. (Grand Rapids, MI: Zondervan Academic, 2020), 51.</small>

and/or evaluate issues in the field, to identify experts and evaluate their views, to synthesize those views into a solid (biblically orthodox) stance, to give compelling reasons and evidence to support the original thesis, and to effectively refute counter arguments.

- Theological Analysis (1 full page)**
 - Presents how the rest of the Bible speaks to the Main idea/principle(s) of the passage?* GGW Step 4
 - Application (1/2 – 1 page)** GGW Step 5
 - Individual Contemporary Application*
 - Corporate Contemporary Application*
 - Application(s) are directly tied to what the author meant/means and the Principle(s) he presents
 - Conclusion (1/2 - 1 page)**
 - Clearly summarizes the results of the paper/study*
 - Clearly Answers the thesis statement / Exegetical Goal*
 - No new information or quotes*
 - The paper offers suggestions for further study related to the paper topic.*
 - Bibliography (1 separate page)**
 - No more than one scholarly Bible Dictionary/Encyclopedia used
 - At least 3 scholarly commentaries (NOT devotional commentaries such as: Wiersbe, Stanley, Lucado, McGee, et al; and NOT old commentaries like: Keil & Delitzsch, Matthew Henry, et al)
 - At least 1 OT/NT Survey besides the course textbook
 - At least 3 articles from journals and/or books of collected essays
 - 75% of sources less than 30 years old
 - At least 8 quality sources over all; The Bible is an expected Primary source—do not count it in your number of sources.
 - Bibliography is complete and accurately presents all sources used in the paper
 - Appendix A: Observations**
 - Observations:** Organized by headings of ‘type’ of observation (**Several Pages**), listed single-spaced here; but logically integrated into your Analytical thoughts about the details of the passage under the ‘Exegesis’ heading. See “Observations” Box above.
 - Appendix B** (optional– *if required by professor*)
 - Sermon/Teaching outline (1/2 – 1 Page)**
- B. Quality of Research**
- Evidence of Plagiarism and/or AI use (**Automatic Failure** of paper); plagiarism is “to steal and pass off (the ideas or words of another) as one’s own: to use (a created production) without crediting the source.” (Webster’s Collegiate Dictionary, 10th ed.).
 - The paper identifies quality sources and evaluates their views.
 - The paper synthesizes sources quoted into a solid and biblically orthodox stance.
 - The paper gives compelling reasons and evidence to support an original thesis/goal
 - The paper evaluates and refutes counter arguments.
 - Proper citation of others’ works (i.e. cite original work and not someone quoting the original work)
 - Some problems
 - Frequent problems
 - Bibliography:** Utilizes Major/Significant works on Topic
 - Agree
 - Somewhat Agree
 - Disagree
 - Strongly Disagree
 Utilizes Quality Scholarly Resources
 - Agree
 - Somewhat Agree
 - Disagree
 - Strongly Disagree
 For three sources, Includes a statement in which physical Library they were found
 - Agree
 - Disagree*[Campus, Church, or Local, etc--cannot be personal Library]*

NOTES: The paper should incorporate quality sources as evidence supporting the main points of the paper: (1) primary sources [Bible & original ancient text sources], and (2) secondary sources [commentaries, Surveys, books, & articles which are about the primary sources]. **DO NOT USE: (1) Sources over 30 years old. (2) Summary sources** (Bible Dictionaries, Study Bibles, etc), or **(3) Devotional sources** [some books & commentaries]. These are to be stringently avoided in academic writing—*though they may be useful for preaching and sermon application*. All sources used should be cited according to Turabian 9th edition.

Appendix B



CLEAR CREEK
BAPTIST BIBLE COLLEGE

Quality Enhancement Plan
Communication: A Clear Path to Ministry and Beyond

The QEP Committee has compiled and considered the following sources as those that are insightful in teaching and evaluating writing skills in college students. A brief summary is offered for each source, including its relevance to the selected QEP.

1. Studies on Writing Instruction

- **Flower, L., & Hayes, J. R. (1981). *A Cognitive Process Theory of Writing*. *College Composition and Communication*, 32(4), 365-387.**
 - **Summary:** This foundational work presents a cognitive process theory of writing, which emphasizes that writing is a complex, recursive process rather than a linear activity. Flower and Hayes seek to make four points about writing: 1) The writing process is a set of distinct thinking processes which organize during the act of composition; 2) The aforementioned processes can each be embedded within one another; 3) Composition is a goal directed process, driven by the writer; 4) The writer's goals are created by purpose, but are reshaped based on what is learned in the act of writing itself. Having argued for these four points, they summarize the key stages as planning, translating, and reviewing. The cognitive strategies that they propose should inform teaching methods by focusing on helping students manage their own writing processes. This framework has shown us that students can be helped in writing exegetical papers if they receive instruction in the different processes and when they are shown how to develop specific goals in their work beyond the mere completion of the paper.
- **Graham, S., & Perin, D. (2007). *A Meta-Analysis of Writing Instruction for Adolescent Students*. *Journal of Educational Psychology*, 99(3), 445-476.**
 - **Summary:** This meta-analysis reviews various writing instruction strategies for middle and high school students with the goal of providing a framework for the most effective methods of improving writing abilities. Although the study focused on middle and high school students, the methods are relevant to post-secondary education as well. Key methods include a collaborative writing, process writing, and providing specific feedback. This study demonstrates the importance of teaching writing as a process, rather than focusing only on the final product. It also highlights the importance of creating substantive feedback in the writing process. Concerning exegetical papers, this has motivated us to create opportunities for collaborative writing through the use of peer reviews and to focus on providing more substantive feedback in grading.
- **Hillocks, G. (1986). *Research on Written Composition: New Directions for Teaching*. *National Conference on Research in English*.**
 - **Summary:** Hillocks' book compiles a wide array of research on writing instruction, offering a meta-analysis of the various studies on the approaches that are available for composition instruction. It advocates a view of writing that focuses on cognitive and rhetorical process. According to Hillocks, instruction should engender critical thinking and argumentation skills within the students. He also discusses various methods for improving student writing, including feedback, revision, and peer interaction.

- **Russell, D. R. (2002). *Writing in the Academic Disciplines: A Curricular History*. SIU Press.**
 - **Summary:** Russell's book provides a historical overview of writing instruction within academic disciplines. He discusses the evolution of Writing Across the Curriculum and Writing in the Disciplines. He argues that writing instruction has adapted to meet the needs of specific disciplines. Essentially, there is a need for discipline-specific writing instruction to prepare students for professional communication within their fields, but educators should be careful not to impart a view of writing that only focuses on the technical aspects while missing its value as a general cognitive tool. The significance of these insights for exegetical papers is that we need to provide a greater training specific to these papers. We need our students to adapt the writing abilities that they have gained for the discipline specific task of exegetical writing. They found that specificity in the assignment itself, motivational factors, writing skills, and faculty expectations were all significant factors that the institution could address. To that end, they recommended three actions: 1) Help students understand more clearly and address more effectively what is expected of them on writing assignments; 2) Help students develop knowledge and strategies for effective editing and improving writing quality; 3) Help faculty communicate assignment expectations to students clearly. This study and these recommendations have informed our approach. The first recommendation shows that greater detail is needed in the description and instruction concerning exegetical papers. Standardizing this across the classes is key. The second recommendation has led to the creation of ways to aid students through review processes, workshops, etc. The third recommendation was addressed by the creation and adoption of a clear, detailed rubric. Finally, we modeled our survey questions concerning writing confidence from the questions that their researches used in their survey.

2. Assessment of Writing Skills

- **University of Houston, Institutional Research. (2006). *Undergraduate Writing Assessment*. University of Houston. <https://www.uh.edu/ir/reports/special-reports/research-reports/Undergraduate-Writing-Assessment.pdf>**
 - This assessment was conducted by the University of Houston. Researchers were tasked with identifying problem areas in student writing, students in need of assistance, and how resources could be targeted to effectively address the needs that the study discovered.
- **Black, P., & Wiliam, D. (1998). *Assessment and Classroom Learning*. *Assessment in Education: Principles, Policy & Practice*, 5(1), 7-74.**
 - **Summary:** Black and William's work focuses on formative assessment and its role in improving student learning. They argue that assessment should be an integral part of the learning process, helping students understand their progress and providing teachers with feedback to adjust instruction. The study shows how assessment can guide the development of writing skills. This has led us to consider ways that the exegetical process can be broken up into phases to facilitate formative assessments before the final paper is submitted.
- **Huot, B. (2002). *The Assessment of Writing: A Critical Sourcebook*. Bedford/St. Martin's.**
 - **Summary:** Huot offers a critical examination of writing assessment methods, addressing issues related to the reliability, validity, and fairness of writing evaluations. He emphasizes the importance of assessment as a tool for improving writing instruction, and suggests that assessments should be aligned with instructional goals and provide meaningful feedback to students.

- **Wolf, K., & Stevens, E. (2007). The Role of Rubrics in Advancing and Assessing Student Learning. *The Journal of Effective Teaching*, 7(1), 3-14.**
 - **Summary:** In this work, Wolf and Stevens discuss the role of rubrics in assessment and in guiding instruction. They argue that rubrics make the learning target clearer, guide instructional design and delivery, and lead to a fairer assessment. They also note that rubrics can prove particularly effective for aiding first generation students and other marginalized groups. They also suggest that poorly designed rubrics can hinder writing and offer suggestions that lead to the creation of exemplary rubrics. This idea has been key to our project. The rubrics that have been used previously were not adequate to aid the students in improving from paper to paper and year to year.

3. Student Motivation and Writing Instruction

- **Pajares, F., & Valiante, G. (1999). Motivation and Writing: The Role of Self-efficacy, Outcome Expectancy, and Apprehension. *Research in the Teaching of English*, 33(3), 316–334.**
 - **Summary:** This study investigates “self-efficacy, writing outcome expectations, writing apprehension, personal self-efficacy, and writing performance of 30 undergraduate students throughout one semester”. The results underline the importance of the role of cognitive, social, and environmental factors in shaping a writer's motivation, behavior, and development. Each of these aspects affects the students’ ability to write, emphasizing the need for educators to give attention to how students view their own abilities. This idea has led our committee to include a focus on student motivation in our QEP.
- **Payne, A. R. (2012). *Development of the Academic Writing Motivation Questionnaire* [MA Thesis]. University of Georgia.**
 - **Summary:** One contributing factor to students' success as writers in college is motivation. The Academic Writing Motivation Questionnaire (AWMQ) was developed to help college composition instructors determine students' writing motivation. The AWMQ is a 37-item Likert-type questionnaire that takes into account various aspects of writing motivation including apprehension, self-efficacy, self-regulation, and goal orientation (both intrinsic and extrinsic). CCBBC has adopted the AWMQ as a first-year and fourth-year measure of student writing motivation for its QEP.
- **Schunk, D. H., & DiBenedetto, M. K. (2021). Self-efficacy and Human Motivation. In A. J. Elliot (Ed.), *Advances in Motivation Science* (pp. 153–179). Elsevier Academic Press**
 - In Self-efficacy and Human Motivation, Schunk and DiBenedetto show that current research supports the idea that self-efficacy is a vital part of motivation and affects “choices, effort, persistence, and achievement.” They explain the development of the theory and how it applies to educational contexts. They further suggest how self-efficacy can be valuable in learning and advances that could be of benefit.
- **Philippakos, Z. A. T., Wang, C., & MacArthur, C. (2021). Writing Motivation of College Students in Basic Writing and First-Year Composition Classes: Confirmatory Factor Analysis of Scales on Goals, Self-efficacy, Beliefs, and Affect. *The Journal of Educational Psychology*, 56(1), 1-15. <https://doi.org/10.1177/0022219421110532>**
 - This study focused on the writing motivation of college students enrolled in basic writing and first-year composition classes. It sought to analyze key motivational factors like goals, self-efficacy, beliefs, and affect. The findings revealed that these motivational factors are significantly interrelated and influence students' writing motivation. Specifically, affective considerations such as anxiety were highlighted. This is insightful

to our project because fear and anxiety play a large role in students' difficulties with writing an exegetical. By making the process and expectations clearer, this can be alleviated.

4. Interventions and Support Programs

- **Bruffee, K. A. (1984). *Collaborative Learning and the "Conversation of Mankind"*. *College English*, 46(7), 635-652.**
 - **Summary:** Bruffee explores the role of collaborative learning in writing instruction. Traditional methods, such as writing centers, have largely been ignored by undergraduates. As an alternative, Bruffee suggests that peer interaction helps students learn writing by engaging in the "conversation of mankind," where they are able to investigate meaning and ideas in community. This approach fosters critical thinking and helps students become more confident writers. As noted above, this can be fulfilled through peer review activities in the exegetical writing process.

5. Theological Writing

- **Smith, J. K. A. (2011). *Desiring the Kingdom: Worship, Worldview, and Cultural Formation*. Baker Academic.**
 - **Summary:** Smith examines how learning is deeply intertwined with cultural formation and worldview. He advocates for writing that is not just intellectually rigorous but also connected to the broader cultural and spiritual practices of Christian communities. For theological students, learning and should be an act of worship and cultural engagement. Smith's approach emphasizes the need for assignments that reflect the both the intellectual and cultural aspects of theological education.
- **Kibbe, H. L. (2011). *From Topic to Thesis: A Guide to Academic Writing*. Baker Academic.**
 - **Summary:** Kibbe offers a practical guide to students on how to navigate the complexities of academic writing with a focus on biblical and theological studies. The aim of the book is to train students in theological research. Although intended for students, the insights within are useful to educators in guiding their students through the writing process and setting expectations for the papers that they assign.

6. Biblical Exegesis and Exegetical Method

- **Fee, G. D., & Stuart, D. (2003). *How to Read the Bible for All Its Worth*. Zondervan.**
 - **Summary:** Fee and Stuart's book is a comprehensive guide to reading and interpreting the Bible, focusing on applying historical-grammatical exegesis. They stress the importance of understanding the original historical and cultural context of Scripture in arriving at a valid interpretation. This resource is highly practical for students writing exegetical papers, offering clear steps for applying exegesis to various biblical genres and passages.
- **Duvall, J. S., & Hays, J. D. (2012). *Grasping God's word: A Hands-on Approach to Reading, Interpreting, and Applying the Bible* (3rd ed.). Zondervan.**
 - **Summary:** The purpose of Grasping God's Word is to equip readers with the tools they need to understand and interpret the Bible correctly. It seeks to bridge the gap between ancient texts and modern believers. Overall, the book is a comprehensive resource for those looking to deepen their understanding of the Bible through a careful and systematic

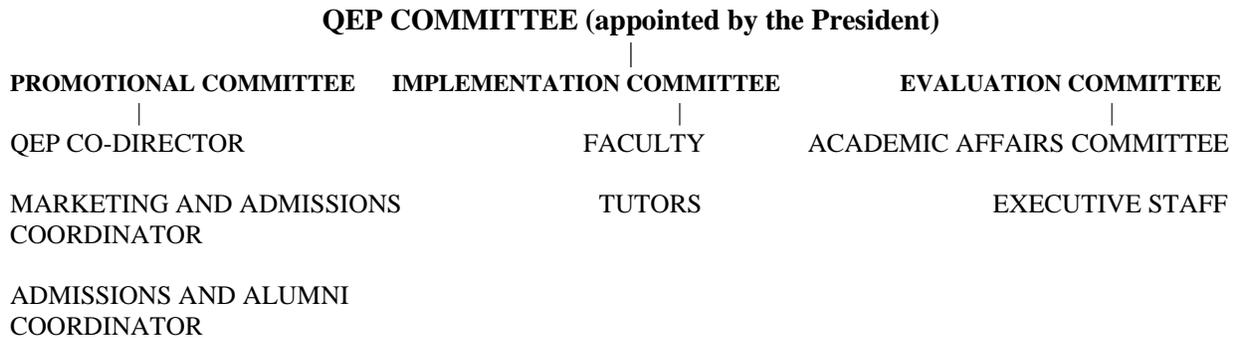
approach to reading and interpreting Scripture. This work serves as the foundational text at Clear Creek for learning the exegetical process.

- **Blomberg, C. (2004). *A Handbook of New Testament Exegesis*. Baker Academic.**
 - **Summary:** Blomberg's work seeks to provide a comprehensive overview of the exegetical process. He walks through the considerations one must undertake to rightly interpret biblical texts, including the nature of the task, the role of historical, cultural, and literary contexts, and theological considerations. He then outlines the exegetical process, culminating in a chapter on application. Finally, he provides a helpful checklist for exegetical papers.

Appendix C

QEP Committee Roles and Responsibilities

I. QEP Organizational Chart



The QEP Co-Directors will report the findings of the evaluation committee annually at the Fall Trustees' Meeting.

II. QEP Committee Members

The QEP Committee will be appointed by the President of Clear Creek Baptist Bible College yearly. The committee will report to the Academic Affairs Committee and the Executive Staff and will be composed of the following committee members:

- QEP Director
- Accreditation Liaison
- Undergraduate Faculty Representative
- Graduate Faculty Representative
- Academic Staff Representative
- Administrative Staff Representative
- Advancement Staff Representative
- Student Life Staff Representative
- Alumni Representative
- Trustee Representative
- Student Body President

II. Responsibilities of the QEP Committee

1. The QEP committee will serve as the Coordinating/Steering Committee. This group leads in the overall implementation of the Current QEP.
2. Overseeing results of the QEP
3. Vote on QEP-related business: Budgets, Topic Identification, Sub-Committees, etc.
4. Draft 5-year impact report of the current QEP
5. Create new QEP ideas for the next reaccreditation process
6. Draft QEP report for reaccreditation

III. Other Committees Assisting the QEP Committee

1. Implementation Committee

Faculty

Tutors

2. Promotional Committee

QEP Director

Admissions and Alumni Coordinator

Marketing and Admissions Coordinator

3. Evaluation Committee

Academic Affairs Committee

Executive Staff