

End of Year Assessment Report for Programs

Program: Ministry and Theology

Semester/year: Spring 2018

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Program Mission Statement

The ministry major prepares students for the adventure of ministry by providing a collaborative model of education through classroom instruction, church participation, and community engagement that cultivates a theological imagination.

Program Objectives

A ministry student should be able to:

1. Demonstrate knowledge of basic Christian doctrine.
2. Display an understanding of the nature, development, and diversity of the Christian theological tradition, and a willingness to reflect critically on one's own theological orientation and worldview.
3. Exhibit familiarity with the history, context, and interpretation of Christian Scripture, and demonstrate an understanding of Scripture's significance for Christian life.
4. Display theological imagination and relational intelligence in ministry practice.
5. Develop and practice a distinctive model for ministry.

Assessment Methods and Benchmarks – SPRING SEMESTER

Program Objective	Introducing	Developing	Mastering
PO1. Knowledge	THEO 235 Papers	THEO 366: Midterm	THEO344: Tests
	Benchmark: >=70%	Benchmark: >=70%	Benchmark: >=70%
PO2. Understanding	<i>Not assessed this semester</i>	BIBL 352: Pauline Position Talk	THEO 452: Lab Essays
	Benchmark: >=70%	Benchmark: >=70%	Benchmark: >=75%
PO3. Scripture	<i>Not taught this semester</i>	BIBL 352/322: text analysis	THEO 452: Sermons/Paper
	Benchmark: >=70%	Benchmark: >=70%	Benchmark: >=70%
PO4. Relational Intelligence	THEO235: Homework	<i>Not taught this semester</i>	THEO344: Reflection Papers
	Benchmark: >=70%	Benchmark: >=70%	Benchmark: >=70%
PO5. Ministry Model THEO 4: Vocation/Service	THEO111: pastor interviews (N/a THEO)	THEO 366: Worship Service (N/A THEO)	THEO 452: Lenten Journal
	Benchmark: >=70%	Benchmark: >=70%	Benchmark: >=70%

Assessment Findings – SPRING SEMESTER

P01.

- A. Introducing: THEO 235 Papers. The papers combined reflection of personal journeys with reflections on the readings. **Perhaps doesn't align with PO1 as much as it should.** Nevertheless 89% of students achieved benchmark.
- B. Developing: THEO 366 midterm: assesses the history of Christian worship and its relation to doctrine. 92% achieved benchmark.
- C. Mastering: THEO 344 tests: assess knowledge of Christian history and doctrine. 100% achieved benchmark.

P02.

- A. N/A
- B. BIBL 352 Pauline Position talk, required students to apply Pauline epistle to current event or ethical dilemma. 100% achieved benchmark.
- C. THEO 452 Lab essays analyze a modern theological position through the lens of Wesleyan theology. 82% achieved benchmark.

P03.

- A. Introducing: N/A. **Should try to suss out majors from gen ed students in BIBL 205/215 courses for this.**
- B. Developing: BIBL 352/322 Text analysis, which analyzes a key text from Scripture and teaches the class. 100% achieved benchmark in BIBL 352; 75% achieved benchmark in 322.
- C. Mastering: THEO 452 Sermons/Paper: both the sermons and the living theology paper require students to creatively engage Scripture with the life of the Church in practice. 100% achieved benchmark.

P04.

- A. Introducing: THEO 235 Homework: reflections on how to minister when one carries the weight of racism with one. 78% achieved benchmark.
- B. Developing: N/A
- C. Mastering: THEO 344 Reflection Papers: Papers incorporated history of Christian church into their own life and practices. 84% achieved benchmark.

P05. (THEO 4)

- A. Introducing: THEO 111 Pastor interviews engaged students with working pastors to reflect on ministerial practices. 92% achieved benchmark.
- B. Developing: THEO 366 Worship Service: students lived out their calling in practice by designing and delivering worship service. 100% achieved benchmark.
- C. Mastering: THEO 452 Lenten Journal. Commit to and journal about a spiritual discipline during Lent. 100% achieved benchmark.

Analysis of Assessment Findings – SPRING SEMESTER

One of the key things we noticed is that our assignments don't always align well with our stated program objectives. For instance, the papers in THEO 235 are far more reflective than expository, thus not aligning well with 'demonstrate basic knowledge'. Likewise, we still have trouble having a fully rational and systematic approach to meeting our program objectives in an organized and developmental way. I think we need to revisit our learning objective alignment chart and substantially revise it. This will, of course, drive the Office of Assessment crazy. But I'm not sure how else to address the issue. As such, this document reflects what we *actually* think measures our program objectives, v. what the alignment chart, or even D2L and the syllabi, state. This most often pertains to MIN 4 and MIN 5, which are related.

Program Changes:

1. In spite of academic studies suggesting students seek out more interactive classroom time, in our Biblical Studies courses, particularly the Gen Eds, we found the opposite: students really pushed back on the changes Ruth made to class structure, and she returned, with some modifications, to her previous model of dynamic lecturing and her course evaluations went up.
2. Our THEO 452 course is working well, but more attention needs to be paid to being overt and transparent regarding class structure. We are challenging our seniors to see beyond their own demographically-challenged theologies, and this comes with discomfort. Nevertheless, we persist. However, seniors still need structure and explanation, and therefore we will require attendance in that class more strictly, and will make sure to frontload the course with an explanation of the method of...Methods.
3. Our THEO110 courses went through an experiment this year that failed—we tried to offer the course to first-semester freshmen, with mostly disastrous results. We have fixed that in the Gen Ed Program, and second semester courses were back on track. We will continue to offer more time on Scripture, as students seem to need it, and continue to structure the course as very freshman-friendly.
4. As a result of assessment this year, we revised all of our majors and ‘beefed’ them up. Our students demonstrated a lack of deep engagement with Scripture, and needed more developmental-level courses in ministry. Therefore, we are requiring all ministry majors to take 2 UD Biblical Studies courses, one in OT and one in NT. Additionally, all ministry majors must take THEO 320: Philosophy of Ministry.
5. Senior survey data requested, once again, a Business or Management course to assist them in pastoral work. We had a 50% response rate, which is not really sufficient, but coupled with previous senior surveys, we should perhaps consider requiring BUSN101 as their Gen Ed course in that particular ‘bucket’.
6. The FCARS are helpful to see trends, but we realized that 70% is too low a competency setting. We plan to raise this to 75% for next year. This is a delicate area—on the one hand, we always worry about grade inflation. On the other hand, particularly by the time students are in upper-division courses, those who aren’t doing well have moved on to other majors. It’s difficult to know whether we are not grading hard enough, or whether rather students’ own self-selection of major pushes grades upward. Nevertheless, plenty of our students get Cs. 😊

Sharing and Discussion of Assessment Findings – SPRING SEMESTER

In terms of intra-departmental communication, we have 2 assessment meetings a year—at the end of Fall semester, and during May Convention in the spring. Fall semester assessment this year focused on FCARs; we had been blind-reading senior papers, but did not find the data to be helpful. Spring semester assessment was complicated by one of our key faculty teaching a travel course, so mostly included sharing from our FCARs and noticing trends. Senior survey data is processed by the chair and circulated via email to faculty. This report, in draft form, will also be circulated amongst all faculty for feedback. Adjuncts were encouraged to complete FCARs and the chair assisted in the data-gathering portion. Half the adjuncts actually completed this step, however, and so we need to think about how to improve that process.

Use of Assessment Findings for Program Improvement (Action Plan) – SPRING SEMESTER

1. We made revisions to all majors this year, with ASCC approval. All majors are now over 33 credit hours.
2. This coming year, we need to revisit the course alignment sheet during August Employee week, and adjust our syllabi accordingly. The Chair will also train her faculty fully in the process of aligning COs to assignments in D2L.
3. The following courses need attention:

- a. THEO 235: we conducted an experiment with this course this year (previous years were disastrous so we had nothing to lose). We will need to revise our method, as half the students rebelled (which we expected).
 - b. THEO 320: since this course is now required, we need to work on making it more robust and intentionally directed at the 'developmental' level of our curriculum map.
4. Enrollment: our enrollment is down for a number of reasons. We are intentionally going to reach out to THEO110 and BIBL 205/215 students to entice them.
 5. In early stages: given the high number of student athletes, perhaps we should create a 'track' for sports ministry, which would involve our ministry major with additional courses in Sports Management. Will discuss in August; need to talk to Doug Faulkner.

Full Year Reflection – FALL/INTERTERM/SPRING TERMS

See above.

Supporting Documents

Senior Survey