



Program: Department of Bible, Theology & Ministry

Assessed by: Department of Bible, Theology & Ministry

Date: 2018-2019

Mission Statement:

Affiliated with the Evangelical Friends tradition, the Malone University Department of Theology is rooted firmly in the protestant evangelical heritage of the historic, ecumenical, and Trinitarian Christian faith. We affirm the authority of the Bible as God’s Word and are committed to the saving mission and ministry of Jesus Christ and his Church. Our distinctive mission is to provide theological education to women and men, enabling them to deepen and clarify their understanding of the Christian faith, cultivate and increase their love of God, and respond obediently to Christ’s call to faithfulness, discipleship, and ministry.

Program Goals:

Goal 1: Students will demonstrate a basic knowledge of and ability to interpret and articulate the biblical story.

Learning Objectives: Specifically, students will demonstrate learning related to...

- 1A. The “grand drama” of the biblical story including key persons, events, and themes
- 1B. The historical, cultural, and literary contexts, which necessarily inform and guide biblical interpretation
- 1C. The theological unity of the Christian biblical canon.
- 1D. The ethical mandates of scripture in light of the gospel of Jesus Christ

Goal 2: Students will demonstrate a basic knowledge of and ability to articulate central themes in Christian history, theology, and ethics.

Learning Objectives: Specifically, students will demonstrate learning related to...

- 2A. The history and development of the classical theological tradition, including the development of the biblical canon
- 2B. Key persons, events, and theological developments associated with each of the standard divisions of Christian history (early, medieval, reformation/modern)
- 2C. The synthetic nature of the main foci of systematic theology, including the doctrines of scripture, revelation, God, creation, humanity, sin, Jesus Christ, the Holy Spirit, the Church, Salvation, End times, etc.
- 2D. Engaging, profitably, with important thinkers and movements from the distant and more recent past when interpreting scripture, practicing theology, and promoting a distinctively Christian moral vision

Goal 3: Students will demonstrate a basic understanding of and competence in the practice of Christian Ministry.

Learning Objectives: Specifically, students will demonstrate learning related to...

3A. The Church's mission and manifold ministries from within the context of the mission of God the Father, Son, and Holy Spirit

Additional Learning Objectives for Bible and Theology Majors: Specifically, students will demonstrate learning related to...

3B. A biblical theology acknowledging God as both subject and object of prayer and worship as foundational for the practice of Christian Ministry.

3C. The rudiments of either Hebrew or Greek phonology and grammar, and the ability to apply biblical language tools to research, translation, and exegesis for sermon preparation

Additional Objective for Christian Worship, Educational Ministries, Missions & Cross-Cultural Ministries, Pastoral Ministry, Youth Ministry, and Youth/Educational Ministries Majors: Specifically, students will demonstrate learning related to...

3D. The ability to develop, implement, lead, and evaluate a ministry in a specific context (depending upon the student's major) giving attention to all aspects of personhood integrating spiritual growth with social, moral, psychological, cognitive and physical development.

Goal 4: Students will cultivate habits of careful reading, critical thinking, research, writing, and speaking

Objectives: Specifically, students will demonstrate learning related to...

4A. Cultivating a faith that intentionally seeks understanding

4B. Thinking, reading, and writing critically

4C. Evaluating texts and other scholarly sources for their quality

4D. Learning to appreciate and grow through an engagement of diverse interpretive traditions and theological perspectives

4E. Communicating clearly in written and spoken form in order to lead, faithfully, in various Christian ministries

Program Intended Learning Outcomes (PILO)	Means of Program Assessment & Criteria for Success	Summary of Data Collected	Use of Results
<p>1. Students will demonstrate a basic knowledge of and ability to interpret and articulate the biblical story.</p> <p>Specifically, students will demonstrate learning related to:</p> <p>1A. The “grand drama” of the biblical story including key persons, events, and themes</p> <p>1B. The historical, cultural, and literary contexts, which necessarily inform and guide biblical interpretation</p> <p>1C. The theological unity of the Christian biblical canon.</p> <p>1D. The ethical mandates of scripture in light of the gospel of Jesus Christ</p> <p>2f. NSSE Engagement Indicator: Reflective & Integrative Learning (theme: academic challenge) Construct: “Students will learn something that changes the way they understand an issue or concept.”</p>	<p><u>Direct Measure:</u> Embedded assignments. Students were given 1-9 points on a pre-determined assignment. Success involves: 25% or more earning Advanced (scores of 7-9), 60% earning Adequate (scores of 4-6), and 15% or less earning Inadequate (scores of 1-3).</p> <p><u>Indirect Measure:</u> Senior Written Exit Reports and Interviews. We evaluate student comments regarding their experiences in the Department.</p> <p><u>Criteria for the determination of excellence:</u> More than 73% of Seniors will respond to learning “something that changed the way” of understanding concepts/issues.</p>	<p>Goal 1A: A total of 11 students were assessed; 6 scored advanced (54.5%) and 5 scored adequate (45.5%), and 0 scored inadequate (0%).</p> <p>Goal 1B: A total of 12 students were assessed; 7 scored advanced (58%), 4 scored adequate (33%), and 1 scored inadequate (8%).</p> <p>Goal 1C: A total of 12 students were assessed; 11 scored advanced (92%), 1 scored adequate (8%), and 0 scored inadequate (0%).</p> <p>Goal 1D: A total of 11 students were assessed; 8 scored advanced (73%), 3 scored adequate (27%), and 0 scored inadequate (0%).</p> <p>Written Exit Reports and Interviews revealed:</p> <ol style="list-style-type: none"> 1. Students had a very positive attitude about their education and professors in the department. They affirmed a significant increase in biblical knowledge since entering the department along with their faith being strengthened. 2. Students are planning to go into ministry immediately upon graduation rather than graduate school and would like more practical ministry experience. 3. Appreciation was expressed for the ecumenical spirit of the department. <p>SY percentage score on 2f is 62%, which is < 73%</p>	<p>Students have scored exceedingly well. The only inadequate score is one student under Goal 1B. This is understandable because Hermeneutics is a challenging topic. The advanced scores are incredibly encouraging.</p> <p>The department chair made attempts to partner with Four Corners and Urban Ark ministries. These are feeding and evangelism ministries for street people and the homeless. For the moment, an appropriate time slot for involvement with these ministries has not worked out. This is just one example of the department attempting to do ministry together. Some of our faculty are pastors as well, and encourage students to participate in the work that they are doing.</p> <p>We are slightly below our NSSE benchmark here. The department will seek to be more intentional about students learning to think about the Bible in unfamiliar ways.</p>
	<p><u>Direct Measure:</u></p>		

<p>2. Students will demonstrate a basic knowledge of and ability to articulate central themes in Christian history, theology, and ethics.</p> <p>Specifically, students will demonstrate learning related to:</p> <p>2A. The history and development of the classical theological tradition, including the development of the biblical canon</p> <p>2B. Key persons, events, and theological developments associated with each of the standard divisions of Christian history (early, medieval, reformation/modern)</p> <p>2C. The synthetic nature of the main foci of systematic theology, including the doctrines of scripture, revelation, God, creation, humanity, sin, Jesus Christ, the Holy Spirit, the Church, Salvation, End times, etc.</p> <p>2D. Engaging, profitably, with important thinkers and movements from the distant and more recent past when interpreting scripture, practicing theology, and promoting a distinctively Christian moral vision</p> <p>4e. NSSE Engagement Indicator: Higher-Order Learning (theme: academic challenge) Construct: "Students will form a new idea or understanding from various pieces of information."</p>	<p>Embedded assignments. Students were given 1-9 points on a pre-determined assignment. Success involves: 25% or more earning Advanced (scores of 7-9), 60% earning Adequate (scores of 4-6), and 15% or less earning Inadequate (scores of 1-3).</p> <p><u>Indirect Measure:</u> Senior Written Exit Reports and Interviews. We evaluate student comments regarding their experiences in the Department.</p> <p><u>Criteria for the determination of excellence:</u> More than 74% of Seniors will respond positively to "forming a new idea or understanding from various pieces of information."</p>	<p>Goal 2A: A total of 18 students were assessed: 5 scored advanced (28%), 11 scored adequate (61%), and 2 scored inadequate (11%).</p> <p>Goal 2B: A total of 15 students were assessed: 10 scored advanced (67%), 4 scored adequate (27%), and 1 scored inadequate (7%).</p> <p>Goal 2C: A total of 15 students were assessed: 7 scored advanced (47%), 6 scored adequate (40%), and 2 scored inadequate (13%).</p> <p>Goal 2D: No data was available.</p> <p>Written Exit Reports and Interviews revealed:</p> <ol style="list-style-type: none"> 1. Students generally had a very positive attitude about their education in this area. <p>SY percentage score on 4e is 65%, which is < 74%.</p>	<p>The Department is pleased overall with the results. The inadequate score for Goal 2B is a great improvement from last year to this year (18% becoming 7%). We will continue to monitor student learning in this area.</p> <p>The Department is pleased with the results overall. The data reveals that just a few students struggle in this area of learning. Most students come into the department with little to no knowledge of the history of the Church and its theology.</p> <p>We are close to meeting our benchmark in this area and will discuss ways to improve.</p>
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<p>3. Students will demonstrate a basic understanding of and competence in the practice of Christian Ministry.</p> <p>Specifically, students will demonstrate learning related to:</p> <p>3A. The Church’s mission and manifold ministries from within the context of the mission of God the Father, Son, and Holy Spirit</p> <p>Additional Objectives for Bible/Theology Majors:</p> <p>3B. A biblical theology acknowledging God as both subject and object of prayer and worship as foundational for the practice of Christian Ministry.</p> <p>3C. The rudiments of either Hebrew or Greek phonology and grammar, and the ability to apply biblical language tools to research, translation, and exegesis for sermon preparation</p> <p>Additional Objective for Christian Worship, Educational Ministries, Missions & Cross-Cultural Ministries, Pastoral Ministry, Youth Ministry, and Youth/Educational Ministries Majors:</p> <p>3D. The ability to develop, implement, lead, and evaluate a ministry in a specific context (depending upon the student’s major) giving attention to all aspects of personhood integrating spiritual growth with social, moral, psychological, cognitive and physical development.</p>	<p><u>Direct Measure:</u> Embedded assignments. Students were given 1-9 points on a pre-determined assignment. Success involves: 25% or more earning Advanced (scores of 7-9), 60% earning Adequate (scores of 4-6), and 15% or less earning Inadequate (scores of 1-3).</p> <p><u>Indirect Measure:</u> Senior Written Exit Reports and Interviews. We evaluate student comments regarding their experiences in the Department.</p>	<p>Goal 3A: A total of 17 students were assessed: 9 scored advanced (53%), 8 scored adequate (47%), and 0 scored inadequate (0%).</p> <p>Goal 3B: A total of 17 students were assessed: 12 scored advanced (70%), 4 scored adequate (24%), and 1 scored inadequate (6%).</p> <p>Goal 3C: A total of 11 students were assessed: 7 scored advanced (63%), 3 scored adequate (27%), and 1 scored inadequate (10%).</p> <p>Goal 3D: 16 students were assessed. The average score was a 7.125 on a scale of 9 possible.</p> <p>Written Exit Reports and Interviews revealed the following:</p> <ol style="list-style-type: none"> 1. There continues to be student request for more practical ministry both in and out of the classroom. 2. Application of learning and community engagement with those things being learned continue to be a major point of interest amongst students. 	<p>The only inadequate score from the data available came from a biblical language course, which is certainly understandable, due to the intrinsic difficult nature of language study. The department will implement strategies to be sure that all reporting of data is accomplished in a timely manner so that the report can be complete. Specifically, the department chair will provide consistent memos and reminders.</p> <p>The Department continues to employ Dr. Marva Hoopes as an instructional specialist (less than full-time, but more hours than a typical adjunct) to assist with educational ministry courses.</p> <p>Also, the department’s student group (DOTS) has new student leadership. They are highly motivated and are coordinating efforts with profs to be more active and visible on and off campus.</p> <p>See “use of results” under goal 1 for more on this.</p>
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<p>2c. NSSE Engagement Indicator: Reflective & Integrated Learning (theme: academic challenge) Construct: "Students will include diverse perspectives in course discussions or assignments."</p>	<p><u>Criteria for the determination of excellence:</u> More than 67% of Seniors will respond "Very often/Often" to the inclusion of diverse perspectives in course discussions.</p>	<p>SY percentage score on inclusion of diverse perspectives is 67%.</p>	<p>We meet the benchmark for this NSSE Engagement Indicator and will continue to monitor it.</p>
<p>4. Students will cultivate habits of careful reading, critical thinking, research, writing, and speaking</p> <p>Specifically, students will demonstrate learning related to:</p> <p>4A. Cultivating a faith that intentionally seeks understanding</p> <p>4B. Thinking, reading, and writing critically</p> <p>4C. Evaluating texts and other scholarly sources for their quality</p> <p>4D. Learning to appreciate and grow through an engagement of diverse interpretive traditions and theological perspectives</p> <p>4E. Communicating clearly in written and spoken form in order to lead, faithfully, in various Christian ministries</p>	<p><u>Direct Measure:</u> Embedded assignments. Students were given 1-9 points on a pre-determined assignment. Success involves: 25% or more earning Advanced (scores of 7-9), 60% earning Adequate (scores of 4-6), and 15% or less earning Inadequate (scores of 1-3).</p> <p><u>Indirect Measure:</u> Senior Written Exit Reports and Interviews. We evaluate student comments regarding their</p>	<p>Goal 4A: A total of 15 students were assessed: 15 scored advanced (100%), 0 scored adequate (0%), and 0 scored inadequate (0%).</p> <p>Goal 4B: A total of 11 students were assessed: 9 scored advanced (82%), 2 scored adequate (18%), and 0 scored inadequate (0%).</p> <p>Goal 4C: A total of 12 students were assessed: 9 scored advanced (75%), 1 scored adequate (8%), and 2 scored inadequate (17%).</p> <p>Goal 4D: No data was available.</p> <p>Goal 4E: A total of 15 students were assessed: 3 scored advanced (20%), 11 scored adequate (73%), and 1 scored inadequate (7%).</p> <p>Written Exit Reports and Interviews revealed the following:</p> <ol style="list-style-type: none"> 1. Students generally had very positive attitudes about their education and professors. Students appreciated theological diversity & believe they are better prepared to articulate their faith. 	<p>The only direct measure that did not meet its goal was under Goal 4C (17% inadequate). This was true of last year as well (30%). However, one can see that there was improvement here from 30% to 17%. The strategy to train more on how to write a research paper, including how to evaluate sources has clearly helped.</p> <p>The high advanced scores are especially encouraging.</p> <p>The department will prioritize using this assessment as a continued point of discussion during department meetings throughout the coming school year (2019-2020).</p>

<p>1h. NSSE Engagement Indicator: Collaborative Learning (theme: learning with peers) Construct: "Students will work with other students on course projects or assignments."</p>	<p>experiences in the Department.</p> <p><u>Criteria for the determination of excellence:</u> More than 64% of Seniors will respond "Very often/Often" to working with other students on course projects.</p>	<p>SY score on working with other students on projects is 61%, which is <64%.</p>	<p>We are very close to meeting our benchmark here and will seek to employ more student group projects in reading, research, writing, and speaking.</p>
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