

Program of Study Learning Outcomes Assessment Report

Assessment Cycle	2020-2021
Program of Study	Ministry
Department	Bible, Theology, & Ministry
Date of Departmental Approval	September 29, 2021
Name of Submitter	Joel Soza

Date of data distribution: September 22, 2021

PLO data from 2020-2021 (and existing data from the two previous academic years) for the program of study was distributed to departmental faculty on the date above

Date of meeting: September 29, 2021

The department met on the date above to discuss the data, identify key strengths and challenges, and to formulate action steps for responding to the challenges (i.e., for closing the loop over time).

The participants in the meeting were: Joel Soza, Bryan Hollon, TC Ham, and Marva Hoopes

Mission Statement: Affiliated with the Evangelical Friends tradition, the Malone University Department of Bible, Theology, & Ministry 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 (these are broad goals rather than specific, measurable learning outcomes)

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

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

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

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

Key Strengths and Challenges in Program Learning Outcomes (PLOs)

Key Strength #1

Wording of PLO: *4A Cultivating a faith that intentionally seeks understanding.*

Brief summary of the evidence used to identify PLO as a key strength, including reference to the amount and quality of the evidence

A total of 15 students were assessed with an embedded assignment that had a 9 point scale. All 15 students scored between 7-9 points, which yielded a 100% advanced scoring, while 0 were just adequate and 0 were inadequate.

Key Strength #2

Wording of PLO: *1D Demonstrate the ethical mandates of scripture in light of the gospel of Jesus Christ.*

Brief summary of the evidence used to identify PLO as a key strength, including reference to the amount and quality of the evidence

A total of 11 students were assessed with a direct measure embedded assignment on a 9 point scale. 8 students scored advanced, 3 scored adequate, and 0 scored inadequate. The 73% advanced scoring was the departmental pre-set criteria for determining excellence in responding to learning something that changed the way students understood an issue or a concept. This was reflective of the NSSE engagement indicator on reflective and integrative learning. The department met the NSSE benchmark here.

Key Challenge

Wording of PLO: *4D Learn to appreciate and grow through an engagement of diverse interpretive traditions and theological perspectives.*

Brief summary of the evidence used to identify PLO as a key challenge, including reference to the amount and quality of the evidence

Female students have experienced some difficulty in obtaining internships and ministry positions due to many common perspectives in the church community that women do not belong in ministry, particularly where they might have pastoral responsibilities related to men. Also, some research into job opportunities in the real market has indicated that male language is often used in job postings and in assuming male leadership in primary church documents such as ministry manuals and constitutions and bylaws.

Proposed Action Steps

Bring awareness into the classroom by continuing to explore church primary documents and websites and by teaching key biblical texts which would have a supportive role of the place of women in ministry as well as provide explanations for the passages that appear to support the so-called "complementarian view." Bring all adjunct professors up to speed on this issue.

A recent female student graduate has actually worked on a ministry manual to help train churches on the place of women in ministry in the local church. She may upon completion submit the manual to our department as a resource.

We shall continue to mentor and advise students on the status of the issue as it is experienced in the real world of ministry.

Implications for Planning and Budgeting

None beyond what has already been mentioned above.

Enter your mapping information in the [Mapping PLOs to MU Educational Goals](#) Google sheet