

Department Learning Outcomes Assessment Report
Version 05.09.22

Assessment Cycle	2021-2022
Department	Bible, Theology, & Ministry
Date of Departmental Approval	October 10, 2022
Name of Submitter	Joel Soza

Programs of Study Assessed by the Department in the Current Assessment Cycle

- 1) Bible & Theology
- 2) Ministry
- 3) Practical Ministry Certificate

Implications for Department Budget and Resources

The greatest need of the department to respond to the challenges faced would be to employ a female professor of ministry who could be a role model to the female students coming to Malone to prepare for the ministry. However, there is not enough teaching load available at present to accommodate this need. We will need to find qualified female adjuncts if there should be an opportunity available to teach a ministry course.

Action Steps that Have Improved Student Learning

The one best example of “closing the loop”:

1. The name of the program of study: *Ministry*
2. The exact wording of the specific PLO identified as a challenge: *PLO 4D “Learning to appreciate and grow through an engagement of diverse interpretive traditions and theological perspectives.”*
3. A brief summary of the evidence used to identify the PLO as a challenge: *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.*
4. The specific action steps taken to address the challenge: *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.

5. An evaluation of whether or not the action has resulted in improvement to student learning with respect to the specific PLO identified as a challenge: *Too early to tell, but one early indicator is that a recent female graduate who had great struggles in her job search, although she was an excellent candidate on many levels, reported landing a good ministry job. Ironically, her ministry supervisor was a woman. This student 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. Recently, this female student was featured on the Malone website and is beginning to thrive in ministry.*
6. The processes that are in place to maintain and monitor the effectiveness of the action steps: *Continual mentoring and advising with students on the status of the issue as it is experienced in the real world of ministry.*
7. Ways in which the challenge has informed departmental strategic planning, budgeting, and/or expenditures: *Those things already mentioned above with others to come as we are in the early stages of this.*

Communicating Key Strengths to Relevant Audiences

Our students have proven to be strong in 3 key areas: 1) they are learning the biblical story and grasping the overall grand narrative of the bible, 2) they are cultivating Christian faith and are seeking to understand that faith, and 3) they are encountering and practicing the ethical mandates found in the scriptures. This will become part of student professional portfolios as hallmarks of their learning process and thus be available to be seen by potential ministry employers in the job market.

Naming and Submitting the Report

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Submitting Assessment Evidence

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