



Program: Department of Bible, Theology & Ministry

Assessed by: Department of Bible, Theology & Ministry

Date: 2016-2017

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><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 1A: A total of 14 students were assessed; 12 scored advanced (86%) and 2 scored adequate (14%).</p> <p>Goal 1B: A total of 21 students were assessed; 10 scored advanced (48%), 7 scored adequate (33%), and 4 scored inadequate (19%).</p> <p>Goal 1C: A total of 12 students were assessed; 8 scored advanced (67%), 4 scored adequate (33%), and 0 scored inadequate (0%).</p> <p>Goal 1D: A total of 11 students were assessed; 9 scored advanced (82%), 2 scored adequate (18%), 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. 2. Some suggestions were received that professors should incorporate more practical application into the assignments. (E.g., Rather than talking about mission, go downtown and work together on a mission project.) 	<p>Overall, students have scored exceedingly well. The inadequate scores under Goal 1B, however, are slightly elevated. Many students arrive at college with little understanding of how to write a research paper. We have prepared guides to help with this and will continue to emphasize research steps in our instructions.</p> <p>Faculty are pleased at the increased levels of understanding of Scripture. Although professors perceive that we are incorporating practical ministry examples into our class sessions, this is not the first year we have received feedback in this area. As a department we have continued to discuss this need and have committed to re-evaluate our assignments and to creatively consider how we might incorporate more practical application into our discussions and assignments.</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><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 2A: A total of 21 students were assessed: 9 scored advanced (36%), 8 scored adequate (38%), and 2 scored inadequate (10%).</p> <p>Goal 2B: A total of 22 students were assessed: 11 scored advanced (50%), 7 scored adequate (32%), and 4 scored inadequate (18%).</p> <p>Goal 2C: A total of 18 students were assessed: 10 scored advanced (56%), 7 scored adequate (39%), and 1 scored inadequate (5%).</p> <p>Goal 2D: A total of 12 students were assessed: 6 scored advanced (50%), 6 scored adequate (50%), and 0 scored inadequate (0%).</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. 2. Some students expressed a desire for more Christian history throughout the rest of their courses, and not solely in THEO 201. 	<p>The Department is pleased overall with the results (especially the higher than anticipated advanced scores), although the inadequate score for Goal 2B is slightly higher than we would like. We will continue to monitor student learning in this area.</p> <p>The Department is pleased with the results overall. We have discussed the need to incorporate more church history across the curriculum.</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 12 students were assessed: 6 scored advanced (50%), 4 scored adequate (33%), and 2 scored inadequate (17%).</p> <p>Goal 3B: A total of 12 students were assessed: 6 scored advanced (50%), 3 scored adequate (42%), and 1 scored inadequate (8%).</p> <p>Goal 3C: A total of 9 students were assessed: 9 scored advanced (100%), 0 scored adequate (0%), and 0 scored inadequate (0%).</p> <p>Goal 3D: A total of 27 students were assessed: 14 scored advanced (52%), 12 scored adequate (44%), and 1 scored inadequate (4%).</p> <p>Written Exit Reports and Interviews revealed the following:</p> <ol style="list-style-type: none"> 1. Students affirmed the importance of internships in providing key formative experiences and learning. 2. Some students expressed concern that practical ministry classes were not as rigorous as the Bible/theology classes, and grading was inconsistent. 3. Some students were concerned that there is only one full-time ministry professor. Students desire more variety in curriculum. 4. Too many ministry adjuncts have led to inconsistent teaching quality. 5. The suggestion was made to incorporate more psychology classes into the youth ministry major. 	<p>The department is pleased with the results overall.</p> <p>The department has discussed the need for consistency in deadlines, policies regarding late assignments, and rigor in grading. We will continue to monitor this issue.</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. In addition, we hope that in the near future we may have opportunity to hire a faculty member with practical ministry experience to provide further variety in our practical ministry instruction.</p>
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<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 experiences in the Department.</p>	<p>Goal 4A: A total of 12 students were assessed: 11 scored advanced (92%), 1 scored adequate (8%), and 0 scored inadequate (0%).</p> <p>Goal 4B: A total of 11 students were assessed: 6 scored advanced (55%), 5 scored adequate (45%), and 0 scored inadequate (0%).</p> <p>Goal 4C: A total of 20 students were assessed: 11 scored advanced (55%), 3 scored adequate (15%), and 6 scored inadequate (30%).</p> <p>Goal 4D: A total of 12 students were assessed: 4 scored advanced (33%), 8 scored adequate (67%), and 0 scored inadequate (0%).</p> <p>Goal 4E: A total of 10 students were assessed: 6 scored advanced (60%), 2 scored adequate (20%), and 1 scored inadequate (20%).</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. 2. They appreciated how research papers helped them think more critically. 3. Students expressed a need for consistent rigor in assignments/ grading. They appreciate the significant feedback they receive on most papers, but at times they have received grades without comments. 	<p>Overall, the Department is pleased with these results. . The inadequate scores under Goal 4C, however, are elevated. Many students arrive at college with little understanding of how to write a research paper, including how to evaluate sources. We have prepared guides to help with this and will continue to emphasize research steps in our instructions.</p> <p>Prior to the start of the school year, faculty members held a retreat and discussed the various projects and assignments they require. We discovered that although our language is different, we often have similar requirements for exegetical work and research papers.</p> <p>The department has created guides for students on writing research papers and using SBL style.</p> <p>We have discussed the need for providing feedback on our assignments.</p>
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