

# Doctor of Ministry Assessment Report

# 2010-2011 Assessment Responses

- The following items were identified as areas for growth during the 2010-2011 school year from the Seminary Assessment Questionnaire (SAQ), DMin Exit Survey, DMin Project Survey data as well as observations from the Program Director and the Director of Institutional Assessment
- Recommendations were made and acted upon with the following results:

## 1a. Research in DMIN Project

- **Research in the project is below the other measures.**

**A document is being formed defining and clarifying research in the DMin program (Project Assessment Survey).**

- ✓ **A document used for instruction has been voted and is posted on our web site**

## 1b. Research Methods Course

- **The research methods course is being redesigned and integrated into the project seminar (SAQ).**
- ✓ **The curriculum has been developed with broad consultation and is taught by our project coach**

## 1c. Advisor Orientation

- **The annual advisors orientations needs to focus more on research in the DMin program (Project Assessment Survey).**
- ✓ **Annual advisors orientations has focused more on research in the DMin program.**

## 1d. Project Coach

- **Attempts to transition the project coach to faculty will be sought to establish greater continuity (Program Director).**
- ❑ **The program presented a budget and plan for this step it has not been implemented.**

## 2. Curriculum Revision

- **Project learning and evaluation scored satisfactory but below other measures. The project seminar will revise its curriculum to develop critical thinking further and clarify the experiential learning process of the project (Project Assessment Survey).**
- ✓ **The project coach has taken steps to modify and improve the project seminar curriculum.**

### 3. Direct Measures

- **More direct assessment measures are needed. The program office has reformed the job description of the graduate assistant to focus in the area of assessment (Office of Assessment).**
- ✓ **Assessment is now facilitated by the seminary assessment director**
- ✓ **Assessment from projects, chapters, and context support are graded with rubrics**



## 4. Stress

- **Students describe a very high stress level in the program, though they are satisfied with the work load (SAQ).**
- ✓ **In program orientation the time management overview in the professional doctoral program will be expanded.**
- ☐ **Considering adding time management component to on-campus intensives**

## 5. Writing Workshop

- **Since the discipline of writing is significant in the SAQ responses, the program will have an annual writing workshop called Re-charge to help students manage the stress of the required writing in the project.**
- ✓ **Re-charge will now be an annual event**

## 6. Faculty/Advisor Performance

- **Participants are dissatisfied with contact with faculty and advisors (SAQ results).**
- ✓ **Turnaround time for responses will be stressed in the annual advisors orientation**
- ✓ **A bi-monthly advisor newsletter focuses on timely responses and is sent to advisors**
- ✓ **Advisors receive communication about slow response and their service maybe discontinued**

# Faculty/Advisor Performance Cont.

- ✓ **Advisor orientation will focus on improving response times to students**
- ✓ **Coordinators are awarded \$1,000 for their efforts a year, and must attend the annual conference, the virtual meeting in the spring, and communicate with their cohorts 9 or more times a year to receive the honorarium**



**Doctor of Ministry Conference  
Church, Conference, Seminary:  
Partnering to Change the World**

September 26-27, 2011

Attendance: 40

## 7. Staff Support

- **Participants, though satisfied, rate satisfaction with office staff support lower than other categories (SAQ results).**
- ✓ **Staff efficiency in certain tasks (two tasks have been identified) will be addressed through professional development and accountability.**

## Staff Support Cont.

- **The office placement of the person doing assessment in the program within the program suite will be sought (Office of Assessment) .**
- ✓ **Full-time seminary assessment personnel hired by the seminary to over assessment responsibilities.**

# Staff Support Cont.

➤ **An editor employed by AU for the program projects will be sought, rather than independent contractors (Program Director).**

✓ **A part-time position was voted and included in the seminary budget for FY13 and awaits implementation – we feel this will help address several problems – quality of editing,**



## 8. In-residence International Issues

- **Some dissatisfaction is evident in the experience of international students within the in-residence program concentration (SAQ results).**
- ✓ **The director improved personal contact regarding their financial needs**
- ✓ **Cohort size limited to 15**
- ✓ **Tightened language proficiency entrance requirements**

## In-Residence International Issues Cont.

- ✓ **These participants are required to contract an editor at their expense**
- ❑ **Discussions that students will be required to have a letter assuring placement in their home field on completion of their program prior to starting the program**
- ❑ **Students will be required to attend the AU process to help international students with language and writing needs**
- ❑ **The program committee voted against actions**

**Observations, and Results, from the Project Assessment (67 students sitting for the oral assessment, 222 faculty and adjuncts doing the direct assessment), Exit Survey (30), and SAQ (67)**

*Full results for all the data are available for review upon request*

# 2011-2012 SAQ Affirmations

(very effective or effective)

- ❖ **Participants affirm that the program helps them become more effective in preparing others for a life of service – 96%**
- ❖ **The quality of relationship with God is improved in the program – 86%**
- ❖ **The depth and rigor of the program continues to be rated very high – 96%**
- ❖ **Satisfaction with the practical application of the program is rated very high – 96%**
- ❖ **Deepened knowledge and understanding of scripture – 92%**

# 2011-2012 SAQ Affirmations

(very effective or effective)

- ❖ **Overall faculty teaching effectiveness scored very high – 98%**
- ❖ **Satisfaction with knowledge gained scored very high – 96%**
- ❖ **Participants affirm the program as helping them become more proficient in service and leadership – 96%**
- ❖ **Increased commitment to a lifetime of ministry – 94%**
- ❖ **Faith and commitment to the Adventist church and mission are stronger – 86%**

# 2011-2012 Project/Exit Survey Affirmations

- ❖ **Project learning experience is scored at proficient or satisfactory in most categories in direct assessment.**
- ❖ **Research applied in the project is rated high.**
- ❖ **Most participants are familiar with program and concentration learning outcomes – 77% from 30 exit surveys**
- ❖ **Participants state they have developed new habits of learning that they expect to stay with them throughout their life – 87% in exit survey**

# Program Concerns

One area of response from the project assessment that is lower (though not weak) is learning and evaluation in the project itself (from the project assessment)

One area of response from the project assessment that is lower (though not weak) is literature review in the project itself (from the project assessment)

Expectations of participants in the international in-residence group regarding faculty and advisors (from the SAQ comments and dialogue)

Concerns regarding response time to emails and phone calls and issues of oral project assessment scheduling and project document binding (from the SAQ and from dialogue)

The average drop out rate for 2006-10 is 45% of those who entered in a specific year. (from the SAQ, exit survey, and dialogue)

Communication from coordinators with their cohorts needs improvement (from exit surveys, SAQ, and dialogue)

Mentoring as a required component should be strengthened (from the exit surveys and SAQ)

The program wishes to listen to conversation on this matter then collate the actions required

*These 6 concerns require recommendations for actions to follow-up on this report during the 2012/13 academic year. These do not replace action steps in the voted strategic plan for the program, but should be added to an agenda for change.*





# 1. Project Learning and Evaluation

One area of response from the project assessment (project assessment) that is lower (though not weak) is Learning and Evaluation in the project itself. This is the second year for that reality. The program should consider ways to emphasize learning within the project, identification of learning, and evaluation of learning in the project.

## 2. In-residence Faculty Expectation

Expectations of participants in the international in-residence group regarding faculty and advisors (from the SAQ comments and dialogue) need to be clarified and communicated clearly to them.

### 3. Response Time

Concerns regarding response time to emails and phone calls and issues of oral project assessment scheduling and project document binding need to be further addressed in the DMin office (from the SAQ and from dialogue).

## 4. Drop-out Rates

The average drop out rate for 2006-10 is 45% of those who entered in a specific year. The primary relevant feedback is that the work load is unreasonable (from the SAQ, exit survey, and dialogue). A reasonable drop out rate and work load need to be explored.

## 5. Coordinator Communication

Communication from coordinators with their cohorts needs improvement (from exit surveys, SAQ, and dialogue).

## 6. Mentoring

Mentoring as a required component should be strengthened in the DMin program, perhaps within the MDP (from the exit surveys and SAQ).

# DMIN Program Committee Recommendations

## 1. Project Learning and Evaluation

- Add oral assessment component the project requirement

## 2. In-Residence Faculty Expectation

- Include one event for In-residence students (academic or social)

# DMIN Program Committee Recommendations Cont.

## 3. **Field Mentor**

- Integrate outcomes in chapter five of the project write-up from the field mentor
- Develop a booklet for the field-mentor to clarify roles, responsibilities, and expectations



# THANK YOU

*Doctor of Ministry Program Directors  
Committee Members September 2012*