

Andrews University

Pastoral Ministry, MAPM

2012-2013 Program Review

Program Review # 1. How does the program contribute to the mission of Andrews University and the Seventh-day Adventist Church?

The Master of Arts in Pastoral Ministry (MAPMin) offers an off-campus field-delivered graduate degree for experienced ministers and stellar lay leaders of the North American Division who cannot engage in full time education at the Seventh-day Adventist Theological Seminary. By offering such off-campus intensive educational opportunities to practicing pastors and lay leaders, the mission of the University is expanded beyond its campus to those seeking ministry enhancement; enhancing their knowledge base; affirming their faith in the mission of the Seventh-day Adventist Church; and by their exemplary service of being used by God in touching lives for eternity.

Program Review # 2. How does the history of the program define the contributions of the program to Andrews University?

Some 30 years ago, the Seminary responded to requests from Union Conference leadership and created a field-delivered ministerial degree for English pastors, distinct from the Hispanic MAPMin (from this point forward all references is to the English MAPMin managed by the InMinistry Center). North American residents could only experience the MA in Pastoral Ministry as an intensive, off-campus program designed for the more experienced ministry professionals. Such specialized applicants have proved to be eager for a contextualized academic program taught by visiting Seminary professors. Delivery of the MA in Pastoral Ministry has also resulted in unexpected fringe benefits:

- Returning professors unanimously report an intelligent and eager learning cohort at each intensive
- Students report the spiritual power and academic learning they experience at such teaching opportunities
- Professors experience the reality provided by credible ministry practitioners giving feedback to an otherwise purely academic environment
- Learners and learned intentionally interact around ministry issues, practices and ideology
- Andrews University, i.e. the Seminary and its teaching staff, benefit and grow professionally and spiritually from such cross-pollination provided in the MA in Pastoral Ministry delivery

Program Review # 3. How does the program contribute to the academic success of Andrews University?

Enrollment and course attendance by MAPMin students enhances the overall mission of the University in targeting knowledge, faith, and transformation in the widest context. Educating beyond the halls of campus is a keynote of the MAPMin delivery. The academic success of a university also hinges on accomplishing two important things simultaneously: the education of students, and the enhancement of teaching professionals. By offering opportunities for the learning environment to be practiced in the context of active ministry, both the learner and the learned experience transformation. Professors, without the advantage of field reflection and localized reality check, could become less relevant even in the university classroom. Therefore such interaction of theory and praxis is a surprising genius of the InMinistry MAPMin delivery, and a huge benefit to both Seminary and University mission. Expanding our campus to the 9 NAD unions only amplifies the effectiveness of Andrews University in meeting its three-prong mission goal.

Program Review # 4. What is the state of demand for graduates of and enrollment in the program? See Governmental Occupational Outlook Handbook 2010-2011 http://www.bls.gov/oco/oooh_index.htm <http://www.occsupplydemand.org/>

First: without the MA in Pastoral Ministry program from Andrews, church employers have few Adventist ministerial degree options for older, more experienced pastoral employees. Because the program does exist and is locally available in each union and financially feasible, conferences frequently require at least this degree as a prerequisite for pastoral ordination. As this expectation multiplies, enrollment, attendance and graduation rates will increase. Also, there appears to be no decrease in the current practice of hiring more mature, second career pastors with other backgrounds and degrees, needing additional theological education.

Second: in that program admission allows for stellar, highly recommended lay leaders who are key to a local congregational health - this potential enrollment has huge implications if bolstered with effective marketing. Taking into account both ministerial and lay potential, existing enrollment numbers may represent only a fraction of NAD potential.

**MAPMin Enrollees & Graduates
2004-2012**

Term Registered

2004 - 72	2007 - 161	2010 - 183
2005 - 106	2008 - 171	2011 - 171
2006 - 123	2009 - 174	2012 - 197

9-Year Average Graduating Rate = 6.5%

2004 Graduating Rate = 17%

2005 Graduating Rate = 9%

2006 Graduating Rate = 6%

2007 Graduating Rate = 7%

2008 Graduating Rate = 5%

2009 Graduating Rate = 2%

2010 Graduating Rate = 5%

2011 Graduating Rate = 4%

2012 Graduating Rate = 4%

Program Review # 5. Describe how the available human and physical resources relate to what is necessary to have a strong program of high quality that mentors students to succeed? What are the research and scholarly productivity of faculty and students in your program?

The InMinistry office provides supporting service for all MAPMin students. The North American Division covers salary, equipment and travel for a full-time Director, with the Assistant Administrator and an occasional Graduate Assistant employed by the Seminary. The Seminary also provides both offices for the Director and Assistant and all equipment needed by the Assistant. Budget for operation is overseen by the Seminary including what is needed for operation as well as reimbursement for teacher travel to intensive sites. Most of our academic advising is carried by the Administrative Assistant, with student professional growth/mentoring/ plus program marketing/management provided by the Director.

The 7 MAPMin intensive teaching sites are provided by each NAD union who fund all site expenses and provide teaching equipment. "Classrooms" range from conference and church Board Rooms to university library committee rooms. Generally a site representative greets our participants sometime during the weekly intensive and frequently hosts a dinner for attendees. Conference Presidents and Ministerial Directors compliment InMinistry's marketing of classes to their constituencies. Frequently such local hosts/coordinators assist in gathering local lodging or dining information. Nearby university library access is pre-arranged. Class/program evaluations aid in determining when further adjustments are required.

Student feedback via the Seminary Assessment Questionnaire indicates a high degree of satisfaction with services provided by and received from the InMinistry MAPMin office. Mentoring our 'distant' students requires ready assessability and immediate response to inquiries and requests. It also requires a high degree of familiarity with Seminary and University academic and institutional protocols. Accuracy in relaying information and communicating with students who are physically removed from our institutional setting insures a sense of stability and cohesiveness. Our effective use of electronic media enables our program to exist as a distributed system delivery.

Entrance by admission and exit by graduation, has remained steady resulting in our total student enrollment hovering around 175. Teaching 4 classes annually in 7 union sites requires the use of 28 teaching professionals. One fourth of these are non-employee contract professors with the remaining bulk of teaching by Seminary staff. In that the MA in Pastoral Ministry program utilizes the services of each Seminary department and its available professors and courses, each departments is directly linked to their professors' scholarly research requirements rather than the InMinistry office. And, in that our students are employed by institutions across the North American Division, their 'research' would primarily be in the more practical application of learning experienced in specific classes and required by their professors as fulfillment in a particular class. Knowledge of such research projects are limited by the InMinistry Center and outside of occasional assessment needs are not normally expected.

Program Review # 6. What library resources are necessary for the program(s) and to what extent are they available and utilized?

All Andrews University students, including MAPMin, receive full access to the James White Library electronic resources upon admission. The InMinistry office communicates connection instructions with MAPMin students to insure remote access. However it is common that Admission or Records offices have a delay in effecting data entry for off-campus students MAPMin students due to the continued use of a paper system, i.e. PTC contracts returned after each class for each student. In the past such delays could last up to 6-months.

Routinely, MAPMin professors expect post-class assignments requiring research and writing projects utilizing library resources. It is also not uncommon for teachers to require some assignment while at a teaching site that can only be adequately resourced via JWL access. Thus local WiFi connectivity at teaching sites is a requirement. While research is a part of course expectation, it is unusual that there will be an expectation of students to access an local academic library at the site of a particular class delivery. Therefore, while our office does establish relationships with the later libraries, specific utilization is an exception. It is therefore critical that immediate access is guaranteed for off-campus students just as it is currently for on-campus.

Program Review # 7. How appropriate is the curriculum for the preparation of graduates with skills necessary to adapt to changing environments within their field? How adaptable is the program to anticipated changes in technology and in other areas? If your program includes swing and/or cross-listed courses, how is academic rigor maintained at the graduate level?

The current MA in Pastoral Ministry curriculum is a compendium of available 3-credit classes distributed among each Seminary Department that accrue the required 48 credits to complete the program. While there is some variety in how many credits are required from each Department, and while there is a minor number of required classes, selection of both classes and professor is primarily left up to the Department

Chairs. Such selections are typically made from a usual collection of common subjects, rotated among the 7 site locations. Such a loose, inherited curriculum is designed more around a smattering exposure of Seminary department offerings rather than toward a designed and desired outcome. While student reviews give the program consistently high marks, as it currently exists it fails in answering to a specific expected program outcome. Missing from its design and delivery is an intentionality and specificity that should govern and insure such.

ATS site reviewers have commented that the existing program is more like "an MDiv lite'. Investigating courses used in the past lends support to this observation. For example: Of the 68 courses taught in recent history, 29 are 500-level classes and 39 are 600-level. With classes are scattered across the Seminary spectrum without much design of direction or target does little to create progression or intention of the program and creates assessment nightmares.

Thanks to its support from the NAD field, from church administrators and from Seminary faculty and deans, the MAPMin program is highly adaptable and has flexed to meet changes in the past. It is now poised for the next needed and necessary change/revision/updating. Its nimbleness is supported by NAD Ministerial, which supplies leadership and funding, by professors who are eager to teach such thirsty learners, and the unions of the Division who financially support its delivery. Following is a sample of our current Check Sheet, that helps guide students in the acquisition of necessary courses.

See Student Check Sheet Document.

[Program Review # 8. How do trends in productivity and enrollment demonstrate the continued viability of the program\(s\)?](#)

With the high ministerial educational expectation demanded by North American Division Working Policy, one would expect that virtually all Adventist pastors would have bachelor or master level education, minimizing the need for the MAPMin program. But the reality is that many pastors do not have a BA in Theology from an Adventist institution; nor do they began ministry at an early age, nor do employers hire fully educated pastors. Any number of hiring administrators routinely choose less formerly educated pastoral prospects. Such are frequently sent to, or come from, quick 'bible school' type training centers where the major emphasis is on outreach and evangelism. Reports for employers of such pastoral employees indicate a limited time of beginning ministry before serious church management or educational needs surface. At that point employers reach out for the MAPMin option. Interestingly, there are some 28 Lay Persons currently enrolled in the MAPMin program, an average of 3 per union. As all local congregations are served by elders, and many have lay pastors, the student potential among 'stellar, recommended laity' is huge. Therefore it is anticipated that this program will only intensify, especially with efficient marketing.

See attached 5-Year Look-back Chart of Enrollment/Credits/Graduates

Program Review # 9. How do your program's graduation and retention rates compare with those of the University and benchmark programs and if they are below or exhibit downwards trends, what are your plans for improvement? (Undergraduate programs without a formal admission procedure should calculate the retention rate based on the number of sophomores and graduates.)

While enrollment in the MA in Pastoral Ministry has grown over the past 9 years, and its retention of students has remained stable, it has not experienced corresponding graduation numbers for the same years. For example, since 2004 our enrollment has grown from 72 to 197, and our annual admissions from 21 to 38, with some years as high as 64. During this same period our average graduation rate was only 6.5%, with 2004 being our highest with 17% and our lowest occurring during 2011 & 2012 with only 4%.

For Admission Rates see chart:

Retention during this same time has remained very high, i.e. very few students dropped or were dropped from the program for any reason. Unfortunately, a review of student activity reveals a large number of inactive students - students who have not taken a class in over two years. To begin addressing this challenge, during the first 3-months of 2013 the program dropped 55 students who had been inactive for 5-years or more, making our current MAPMin enrollment at 174 students.

Plans for improving retention rates:

1. more personal interaction between the InMinistry office staff and student including encouraging attendance at upcoming teaching events
2. further monitoring to of inactives to maintain the University standard of plus 2-years of inactivity results in being dropped from the program
3. notifying enrollees of this standard will encourage more regular attendance and program progress toward graduation
4. greater advance notification/marketing of upcoming class events, preferably 6-months in advance
5. communication with sponsoring employees of site attendance and providing student testimony of impact and appreciation

Plans for improving graduation rates:

1. regular publication and distribution of Student Check Sheets to encourage class attendance and recommended course selections needed to finish the program
2. progress reports to employers
3. success/implementation stories published on the InMinistry website and emails
4. highlight graduates following each graduation

Program Review # 10. How well does the program engage students in collecting, analyzing, and communicating information, and in mastering modes of inquiry or creative work? How do program goals compare with benchmark programs, how well does the program meet its goals, and how has assessment data been used to improve the program and student learning? If your program offers non-professional doctoral degrees, how are students mentored and how many students' dissertations are published and where?

Current program assessment includes several 'markers' to help evaluate student acquisition of these skills. For example, one assessment measure calls for students to produce a paper in either OTST570 Readings in the Old Testament (English) or NTST550 Exegesis of the English New Testament, following the rubric developed by the professor demonstrating solid biblical interpretation skills and application of biblical teachings. Findings reported in Weave indicate one target as: the majority of the class achieving at least a B grade on the required paper. The results reported were that "In spring 2011, seven students completed OTST570, in which they wrote a personal findings paper on the book of Ezra. Of the 7, 2 received A grades on the paper, 2 received A-, 2 received B+, and 1 received B-. From Spring 2010 to Spring 2011, three sections of the course were taught, and course grades are available for comparison. Overall, (of 19 students) 5 (26%) received A grades in the course, 4 (21%) received A-, 4 (21%) received B+, 1 (5%) received B, 1 (5%) received B-, and 4 (21%) received DG." It is foreseen that a change in program goals will be necessitated by any program revision so the two are in sync.

MAPMin program goals include:

1. Being a capable Biblical interpreter
2. Being an ethical minister
3. Being grounded in Seventh-day Adventist theology
4. Being a skilled preacher

Thus far, the InMinistry MAPMin program goals have not been benchmarked against nor compared with other ATS MAPMin programs. As we are just beginning to develop assessment measurements for our students and program, our next step is to evaluate how we both are doing and make necessary corrections. At this point we do anticipate the need for a future total program overhaul. For now, some corrections already made in order to improve our program include:

1. Include course rubrics for every course outline posted on the InMinistry web site, thus informing students of the standard for project performance/grade evaluation.
2. Discontinued use of one contract professor who was evaluated poorly by the majority of class members and church leadership.
3. Administer stronger guidelines prohibiting students from continuing to take classes while not finishing previous classes (DGs).
4. Provide impetus for program to review/revise program measurements for successful students.

Program Review # 11. How successful are program graduates in seeking graduate and professional admission? What is the level of satisfaction among students, alumni, and employers of alumni with the program and its outcomes?

While the InMinistry Center does not keep records of graduates seeking further educational journeys, entrance into the DMin is a frequent goal for MAPMin graduates. Doctoral studies are now possible for our graduates via an newly formalized ATS approved Master of Divinity Equivalence track now available for students like MAPMin graduates. As a matter of fact, most inquiries into the MAPMin program include questions about moving into a doctoral program following completion, and a number have done so with success, with many planning to do so in the future.

The level of program satisfaction among MAPMin students is seen in their response from the latest 2011 Seminary Assessment Questionnaire which indicates that 96% of 25 responders were satisfied with the MAPMin program, and 100% feeling intellectually challenged by the same. In fact, scores and comments from this assessment indicate a very high level of student satisfaction. also, gauging from anecdotal feedback from church administrators, they too offer solid support and appreciation for the MAPMin program. For example, a number of NAD conference now require pastoral interns without an MDiv, to acquire the MAPMin prior to ordination. Even when ordination is not an issue, church leaders are constantly referring their pastors for admission to this program, and quite upset when their employee does not qualify to enroll.

The program Director regularly hears from graduates how the MAPMin program has changed their ministry lives for the better. A collection of emails is available to verify appreciation for the program and its positive impact on many pastoral graduates. As a sample of how students are growing in the MAPMin program, consider the following and the full text attached:

"Upon finishing my work this morning I was filled with extreme gratitude for the opportunity to attend the InMinistry program. Tears mingled with joy at the opportunity to attend Andrews left me speechless. I thank you again with all sincerity; sincerity that know no words. :-)"

See Testimonial Attachment

Program Review # 12. Describe the indicators of the quality of your program(s)? In what innovative ways is the program responding to changes and needs? What curricular changes were made based on assessment data?

The 2011 Seminary Assessment Questionnaire reports a recurring theme from responders - "positive affirmations about the program", some 42 times. 100% rated highly their; satisfaction with knowledge gained; the practical usefulness of things learned; and assistance in becoming more proficient in ministerial service and leadership. 90-99% of responders were; satisfied with the MAPMin program; the overall

teaching effectiveness of faculty; and the high quality of faculty to student collegiality extended to women students.

This survey also reminded us that class registration continues to be a huge challenge for professors, students, and program managers. Currently the MAPMin program is limited to paper registration at the time of each class event. Thus, professors function as registrars in distributing and collecting multiple paper documents (frequently lost or forgotten) and returning such to the InMinistry office upon their return to Andrews. These documents are then physically delivered to the Andrews Registrar's Office where they await attention (occasionally up to 6-months sitting on a desk) officially registering MAPMin students who took the class. Frequently the entire first evening of class is primarily occupied with University registration issues. Frequent complaints and requests continue to occur for all off-campus Andrews students. Considering the quality and status of our students, their negative comments regarding how they view Andrews University's lack of quality in off-campus program delivery is embarrassing to hear and hard to ignore.

(See sample of current registration documents)

Hoping to speed up such an abysmal registration process, one innovative experiment InMinistry tried was to include prepaid FedEx overnight envelopes for the immediate return of registration documents so students would be officially registered before class ended. (Any delay of registration can hold up student loans, library access, or grade postings.) In that we had very mixed success from professors and results and at such a high financial cost to InMinistry, we did not repeat it.

Another innovative concept came from the InMinistry staff. We arranged to film a short (3 min.) video of each professor describing why someone should be interested in attending a particular class and what they will learn. Once these were uploaded to our web site, we noted an immediate up-tick in class reservations. Now professor video interviews are required from each teacher and posted to that professor's course web page on our master MAPMin calendar.

(View sample course video)

Posting course information to our web has been a constant frustration and cause for marketing delay. We are at the professor's mercy in receiving course outlines which are in turn posted to the web page, thus promoting their class and facilitating timely student preparation. To help speed up the posting of specific classes in our master calendar web site, we now utilize the Seminary's standardized course outline template. By doing so professors no longer have to send us new outlines each time they teach (frequently the same class), but we simply update data changes and can post an edited version approved by the professor instead.

(View course template)

Program Review # 13. What is the relationship between the cost of the program and its income and how has that been changing over time?

Total funding for the MAPMin program relies on a subsidy from each union of the North American Division. Thus no 'tuition' is billed to a particular student, whether employee or lay person. The 2013/2014 income from unions will be around \$220,000.00 for 8 teaching sites, yet projected cost may amount to nearly \$550,000.00. How could this be brought into balance?

1. The single greatest impact would occur by using more contract professors. SDATS vs. contract teachers is 6x as expensive on paper. MAPMin currently uses about 40% contractors whereas the Hispanic track utilizes some 80%. Doubling the use of contract professors would substantially reduce cost, but care needs to be exercised that SDATS influence predominates the delivery. There is the expectation from students that the professors will be from the Seminary.
2. Currently no income comes from MAPMin students; whether pastor or layman, thus weakening ownership and value. Some sharing by students could increase income but at what PR expense? Some scenarios based on our current enrollment of 174 students:
 - \$75/semester (\$900/student for the program) = 156,000 income: charging per semester appears more appealing than per class
 - \$50/class (\$1600/student for the program) = \$139,000 income: charging per class could be a disincentive for enrollment/attendance
 - \$50/semester (\$600/student for the program) = \$104,000 income: charging per semester would be an incentive for completion
3. Gradually increase annual charge to each sponsoring unions. English MAPMin (with 8 teaching sites) charge around \$24,500 annually, and Hispanic MAPMin (with 5 teaching sites) charge around \$36,000. MAPMin union charges to sponsoring union should be standardized for the same program. This one correction would increase annual income to the English delivery by some \$92,000.
4. Charge lay applicants double whatever charges are assessed for church employees.

Program Review # 14. What is the (financial and other) impact of the program on the University and, based on trends, how is that likely to change in the future? How adequate is University support to maintaining the health of the program?

As currently configured the MAPMin delivery is costing the Seminary/University tens of thousands of dollars annually. It is imperative that this program pulls its own financial weight. NAD Ministerial is committed to continuing full-time employment for the Director with accompanying travel budget. But cost of operation for the MAPMin would escalate if this 'gift' to the University were to discontinue. Should that happen overseership would fall back on a seminary professor with accompanying reduction in their availability for teaching - thus costing more in the long run. With the incorporation of Continuing Education for North American pastors as a new responsibility for the InMinistry Center, such does not appear in the near future - though it could happen at any time with

administrative changes in personnel as well as priorities.

Future configuration of InMinistry services envision the Center work load split between the academic MAPMin program, and the non-academic Continuing Education component being urged and most likely required for North American pastors. For the prosperity of both programs, each sponsoring entity must continue its commitments to financial and philosophical support of each. The combination of both will place NAD ministerial training on a new path. PR that capitalizes on this 2-pronged service would enhance view of InMinistry by both SDATS and NAD.

Program Review # 15. Describe the strengths of the program.

-
- First, the steady increase in MAPMin applications indicate a high respect and demand for the program by both students and employers. (see Admission history attachment)
- Pastors without seminary exposure are able to take graduate level courses delivered to each union of the Division rather than physically move away from their ministry context. ([see web schedule](#))
- Because of the field-based component, professors often require local embedded application/contextualization as part of the course requirements. (see course post-work sample)
- Students are able to utilize immediately their learning from specific classes.
- MAPMin students being older and thus more experienced, bring much energy, wisdom and inquisitiveness to the classroom.
- Professors benefit from a higher level of classroom discussion and take back to the Seminary a renewed appreciation for the context and complexity of localized ministry.
- The InMinistry office has historically been efficient and effective in responding to and serving the various needs of our constituents. (see testimonial)
- The program Director visits most classes in the field on a regular basis and advises and encourages student progress.
- The program Director often includes visits to union/conference administrators during field visits, informing and responding to issues and questions.

Program Review # 16. Describe the weaknesses of the program(s) and the plans that are in place to address them.

1. The current potpourri approach to selecting classes to be taught in the curriculum. Other than general department credits required, the MAPMin has no definite curriculum, this nullifying solid assessment of program outcomes. Currently one could conclude that the accumulation of credits satisfies the program outcome.
 - MAPMin will benefit from a more fixed curriculum with the possibilities of several concentration emphases. This implies a radical curriculum revision.

2. Applicants can begin classes at any point in the progression of the program with no sense of overall direction or orientation to services offered or requirements for completion.
 - A recommendation will be that all students have a common entry point and time for beginning the MAPMin, preferably on the Andrews campus each summer that includes Orientation and specific courses designed to successfully launch their entry.
3. Other than geographic location of teaching sites, there is little sense of overarching community or cohort based learning.
 - More intentionality is needed to create a sense in each geographic site that it is a community of learners, committed to each other, blended together for a collective educational journey.
 - Greater conference presence, more specific activities, and efforts by site attendees in building and maintaining a sense of collective community.
 - Select a site coordinator for each union who connects with students between classes and provides encouragement.
4. The InMinistry office is back-logged with unfinished business due to staff issues and limits.
 - Fixed and published office hours must be adhered to for daily availability.
 - Hiring a Grad Assistant with more specific responsibilities, i.e.: video production, web management, regular student contact by phone, etc.
5. Indications are that NAD has many more potential MAPMin students than are enrolled. Reports consistently indicate unawareness of the program's existence, plus much misinformation about what it actually involves.
 - Marketing solutions to identify and reach potential applicants.
 - Occasional but regular e-newsletter for conference leadership that addresses issues and questions of the MAPMin program.
6. The current NAD funding structure lags behind actual delivery costs, thus adding a financial burden to the Seminary.
 - Execute a realistic operating budget that identifies cost overruns.
 - Raise the subsidy NAD entities pay for MAPMin services.
 - Establish a tuition for lay enrollees.
 - Set a minimum charge for all NAD employees to supplement union subsidy.
7. Utilize the InMinistry Center Operation Committee more consistently and effectively.
 - The existing Committee should offer fuller engagement with InMinistry Center operations and direction.

Program Review # 17. Describe the opportunities likely to present themselves to the program(s) in the coming years and the changes and resources necessary to take advantage of them.

- Contrary to NAD Working Policy governing qualifications for Adventist ministry, local administrators continue to either hire or inherit under-educated pastors to lead congregations. Often such are severely lacking in necessary ministry education. Reports indicate such employees may experience severe time limits on effectiveness - exhausting their natural abilities. Often such employees are highly experienced and hold valuable life experience and are usually older persons. How, and if, the Seminary can assist in ministry preparation for this unique group will continue to challenge us. If we choose to, as other seminaries have, a non-degree certificate program could be constructed that could open the door to further education, as is the case with other ATS entities. Such potential will stretch the traditional academic constraints SDATS has heretofore operated within.
- With the addition of the Canadian Union to the InMinistry MAPMin delivery, only the Lake Union has no full service MAPMin site. While some intensive classes are available on the Andrews campus, applicants must travel to neighboring unions to attend classes. Such practice severely limits the unique community of learning otherwise available to the Lake Union and may inhibit growth of the program within this territory. Likewise the presence of the Seminary within its own geographic confines, limits the potential impact on its closest constituents. Regular teaching presence neutralizes or nullifies false impressions of the Seminary and offers multiple opportunities for enhancing the viability as well as availability of SDATS to the Lake Union.
- Current site attendance averages around 8-10. With vigorous marketing it would be easy to see this number tripled, including those seeking continuing education. Such attendance will stretch currently site facilities forcing relocations nearby. This in turn may require more site visit expense, which will put financial demands on the program.

Program Review # 18. Describe the threats that may negatively impact the program(s) in the coming years and the changes and resources necessary to mitigate them.

1. The proliferation of competing educational institutions offering the same ministry degree. Currently the InMinistry program is seen as the best due to the size and diversity of the Seminary staff. Continual growth in our effectiveness in delivering the practical application of advanced ministry learning in a local setting is THE key to our success.
 - Effective marketing and instant and accurate communication will be paramount. MAPMin therefore must and can 'build a better mouse trap.'
2. Any limitation/restriction on MAPMin graduates having eventual access to the DMin will be terminal.

- The current open door for MAPMin graduates to eventually enter a DMin by way of a MDiv Equivalence is a huge incentive for applicants into our program. It is critical that this avenue be maintained as well as monitored. Threats to the Equivalency would seriously undermine interest in the MAPMin.
- 3. A substantial pull-back in NAD funding will have severe negative impact on the MAPMin program.
 - Balancing the funding formula are needed to insure a more viable financial future.
- 4. Reduced InMinistry office effectiveness in serving students.
 - Distributed programs such as the MAPMin rely heavily on immediate and accurate communication between the distant student and the Center office. Trained and efficient staffing is key to communication and service.
- 5. Andrews University services, such as admission, registration and records, are a growing frustration to program directors, professors and students.
 - Our antiquated system currently is a major source of frustration and grief that must be fixed ASAP. Students and professors need a simple, modern and digital admission, registration and records access. Such is severely long overdue. Repeated promises are growing thin.

Program Review # 19. What should be the future direction of your program(s) and what steps and resources are necessary to take your program(s) in that direction? How might changes and trends in technology, student demographics, and enrollment impact this direction?

Future Image:

1. The InMinistry MAPMin program of the future will utilize more partnerships with off-campus teaching professionals highlighting effective localized ministry. Its delivery will be accessible in all nine North American Division unions, and its program will become a house-hold word among Adventist clergy - similar to the Seminary DMin program.
2. Enrollees will experience a progressive curriculum taking them incrementally toward ministry excellence while experiencing a unique geographic bonding of community.
3. A revised curriculum should offer a flexibility of emphasis that will enable students to customize their program while maintaining degree integrity.

Changes that Impact:

1. The greatest 'threat' to the MAPMin program is the drying up of potential students - which is highly unlikely. Unions could pull their financial and emotional support, conferences could refuse to hire pastors without a masters degree. In other words, the presence of the MAPMin program is solidly based on the needs of NAD entities. Take away the need and the program vanishes.

2. Leadership has occasionally voiced the desire for a totally distance educational approach - one that does not take the pastor away for anytime at all. Such is not a popular option among students as they do not like studying in isolation and frequently find the classes either superficial or overwhelming.
3. The danger of a too academic MAPMin curriculum or an overly practical one would be unwise. While some adjustments and modification are necessary, the degree's balance appears to be meeting a genuine need.

Program Review # 20. Give any additional information that should be included in the self-study. Describe program recommendations.

MAPMin Program Review Final Recommendations:

1. Empower a Commission with redesigning the MAPMin curriculum toward more program intentionality (Reference #16) and specificity (Reference #7); that insures student entrance, progression and exit (Reference #16); continuous university resources offered (Reference #6); provides program progression (Reference #19) and accessibility (Reference #10).
2. Strategize new marketing opportunities involving technology (Reference #12) opening the last union site (Reference #17), development non-credit certificate program (Reference #17).
3. Capitalize on opportunities/services/volunteers to enhance community connectivity and event news graduation focus for each union site (Reference #8, 9, 16, 14).
4. Institute small but regular program charge (Reference #13) for all students to build continuity and completion.
5. Utilize an InMinistry Center Committee to have fuller engagement with InMinistry Center operations and direction (Reference #16).