I. Program Information

<table>
<thead>
<tr>
<th>Program Name</th>
<th>Name of Department Chair or Program Director</th>
<th>Annual Report for Academic Year</th>
</tr>
</thead>
<tbody>
<tr>
<td>MA in CM&amp;L – Women’s Ministries</td>
<td>Don Sunukjian</td>
<td>2013-14</td>
</tr>
</tbody>
</table>

II. PLO Assessment Activity

**List the Program Learning Outcome Assessed this Year**

Demonstrate an ability to develop strategies and programs for pastoral ministry to women in church or parachurch environments.

**Describe the student evidence collected to evaluate the outcome (e.g. the final research paper from BBST 465)**

Course:

TTPT 699 - Women Ministries Internship

Brief Assignment Description:

Mid-semester oral and documented report of their 150-hour internship ministry regarding the teaching, program development and leadership activities of their internship.

**Indicate the Number of Assignments Collected:**

2

**Indicate the Number of Collected Assignments Evaluated:**

2
If only some assignments were evaluated, please explain why, and the selection process

NA

**Evaluation Process** *(Please explain how the student evidence was evaluated. Please attach rubrics or other evaluation materials used)*

**I have attached rubric(s) used for evaluation**

___Yes ___No

**Individual(s) who evaluated the evidence:**

The professor who oversees the Women’s Ministries internships.

**How the evidence was evaluated:**

Each student presented an oral report on her ministry, followed by a self-evaluation as to how her plans and ideas were succeeding. For example, one student initiated a personal-contact tracking system for over 100 students in her youth ministry. The students were divided among the volunteer leaders, and every leader made either a phone call, text, email, or post card contact whenever a student was absent from a youth activity. The goal to see whether this personal attention would increase the student’s engagement with the total youth ministry. Data base results showed measurable improvement in student involvement.

The professor evaluated a detailed “run sheet” for an event, a floor plan for the set-up team, a Bible study message, and a “support letter” appeal. The professor’s assessment was based on her own 10+ years of professional ministry experience as the Director of Women’s Ministries at a mega-church.

**Summary of Results** *(Please include a description, using percentages and mean scores, of the major findings from the assessment activity. Data or charts may be attached)*

The following parts of the assignment each counted 20% of the grade:

- Teaching/Speaking
- Strategizing/Planning
- Leading
- Investment of minimum 10/hr/wk
- Attendance in class

Both students fully completed all aspects of the assignment.
Methods Used for Sharing Assessment Information

A faculty team consisting of the Program Director and the Professor supervising the Internships met to discuss these results on October 4, 2014. They reviewed all the materials submitted by the students, as well as the professor's detailed written comments on each part of the assignment. They also discussed the need for a rubric in the future.

**Note: this is an essential part of the process and must be completed before moving forward with the remainder of the report.**

Conclusions

What did the data tell your faculty team about students’ attainment of the learning outcome?

These two women students showed ample demonstration of attaining the learning outcome. A key factor in producing this success was the personal attention given by the professor early in the semester to ensure that each student would succeed in her ministry. This personal attention involved several hours of conversation with each student to guide her thinking as to how to structure her internships so that she would be provided opportunities for all aspects of the assignment.

Explain any strength or weakness suggested about the curriculum:

One strength of the curriculum is that the Internship classes have small enrollments, thus providing the professor with ample opportunity for individual meetings, mentoring and encouragement.

Another strength is that the internships are usually salaried, thus lending a “professionalism” to them.

One potential weakness is that some students may have difficulty locating an internship that affords them both salary and opportunity.

Identifying Changes to Result From Faculty Team’s Conclusions

The evidence suggested that we need to:

- [ ] Develop a Rubric
- [ ] Revise Existing Rubric
- [ ] Revise the Assignment
- [ ] Implement a new pedagogy
- [ ] Implement new technology
- [ ] Provide models to students
- [ ] Identify courses earlier in program where students could further practice the skill
- [ ] Revise Curriculum Map
- [ ] Revise Course sequencing
- [ ] Other – Please Specify:

*Please describe the changes and/or improvement planned as a result of your analysis.*
The professor will develop a rubric for evaluating the five parts of the assignment.

No changes (while this would be unlikely, in rare cases where multiple cycles of assessment have already occurred, this might occur)

Please Explain:

Implementing the Proposed Change

Describe the change that will be implemented:

The professor will develop a rubric for evaluating the five parts of the assignment.

When will the change be implemented?

The change will be implemented for the 2014-2015 academic year.

How will the change be implemented?

Students will be informed of the rubric at the start of the semester.

III. PLO Assessment Plan for Next Academic Year (2014-2015)

All of the items in Section III are about the assessment activity the department/program plans to complete during the next academic year.

List the Program Learning Outcome(s) to be assessed

Demonstrate an ability to develop strategies and programs for pastoral ministry to women in church or parachurch environments.

Describe the student evidence to be collected for assessment

Mid-semester oral and documented report of their 150-hour internship ministry regarding their teaching, program development and leadership.

Term evidence will be collected:  (Note: experience indicates it is often best to assess in fall, and complete the analysis in spring)

☐ Fall 2014     X Spring 2015  (if student evidence is collected in Spring 2015, the analysis may need to be completed in Fall 2015.)
IV. Follow Up on PLO Assessment and Programmatic Changes from Previous Year (2012-13)

<table>
<thead>
<tr>
<th>List the Program Learning Outcome Assessed in 2012-13</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students will develop and present a message which is true to the biblical text, clear and well-organized, interesting to listen to, and specifically relevant to the listener’s needs.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Describe the student evidence that was collected for assessment</th>
</tr>
</thead>
<tbody>
<tr>
<td>Final sermon in TTPT 609. TTPT 609 is a required course for all M.Div degree programs. Each class has a capped enrollment of 15, which includes those students from the MA program in Women’s Ministry. Students preached in class, and were evaluated by peers and the professor based on a feedback rubric that was explained at length in class.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>What curricular change was implemented?</th>
<th>Was new data collected after this change?</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Yes  x No</td>
</tr>
<tr>
<td>Since no MA Women’s Ministries students were enrolled in the TTPT 609 course during the 2013-2014 year, no curricular change occurred. At the next opportunity (i.e., when an MA Women’s Ministry student takes TTPT 609), the previously discussed curricular change will occur, viz.—the preaching professor will more extensively engage the women students in the class exercises that focused on the topic of contemporary relevance—eliciting specific responses from them as individuals and as spokespersons for group work.</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Has there been any observable impact on teaching or learning? If so, describe.</th>
</tr>
</thead>
<tbody>
<tr>
<td>NA</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>If no data was collected, when will new data be collected and evaluated?</th>
</tr>
</thead>
<tbody>
<tr>
<td>New data will be collected whenever an MA Women’s Ministries student takes TTPT 609 – Expository Preaching.</td>
</tr>
</tbody>
</table>