PROGRESS REPORT

Submitted to

The Higher Learning Commission
A Commission of the North Central Association of Colleges and Schools

by

Winebrenner Theological Seminary
Findlay, Ohio
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Introduction
This Monitoring Report is in response to the request for a Progress Report stated in the Focused Visit Report that was completed on October 8-9, 2007 by an Evaluation Team from The Higher Learning Commission of North Central America (HLC). During the interim of three years, Winebrenner Theological Seminary (WTS) has been very proactive in responding to the issues expressed in the Focused Visit Report. The following Progress Report will demonstrate the Seminary’s commitment to excellence in achieving the goals of the curriculum-wide student learning outcomes and its institutional mission.

The following outline lists the updates in three sections in this Progress Report:

1) Comprehensive Assessment Plan Implementation
   - Significant points of design and deployment will be listed and supported by evidence in the Appendices
   - Several charts that have been utilized to guide the development of the CAP are included with explanation of the impact upon the seminary curriculum and related academic procedures

2) Closing the Loop of Assessment
   - Two programs are highlighted that have completed the CAP loop
   - Program overviews are included to demonstrate the impact upon on program design and assessment

3) Communicating Program Assessment Results to Stakeholders
   - Procedures for reporting to stakeholders progress attained in program assessment are included
   - Developing a “culture of assessment for excellence”

The grid for developing these reports was designed to address the issues stated by the HLC Reader’s Panel in the 2007 Focused Visit Report with a narrative describing the progress in the specific areas of inquiry that have been developed since 2007. The intent of this reporting process is to state the areas of progress since 2007 with supporting data which will demonstrate the significant gains in implementing the Comprehensive Assessment Plan (CAP) at WTS. One of the most significant findings discovered in the assessment process is the outstanding levels of achievement of the 2010 graduates in the two degree programs (MACD and DMin) that are highlighted in this Report. This serendipitous result of assessment may be a source of encouragement and motivation for seminaries to consider their CAP as a means to be more proactive, intentional mentors, teachers, and administrators in the high calling of preparing the next generation of leaders for our churches and communities!
1) Comprehensive Assessment Plan Implementation

The completion of the Comprehensive Assessment Plan (CAP) has been an extremely beneficial process to engage the faculty, staff, students, and trustees in the issues of shared governance and “unfreezing the traditions and habits of higher education” in an atmosphere of trust, discovery, and exploration. The guidance and implementation for this process is the Subcommittee on Assessment For Excellence (SAFE), which involves a team of staff, administrators, and faculty working together to integrate the components of evaluation and monitoring data from various assessment points (these vital transition points have been identified and monitored with a battery of profiles with accompanying rubrics to determine student progress) in order to close the loop in the appropriate areas such as curriculum change, program components, and leadership/faculty/staff deployment. In this report, two program examples of the assessment process are highlighted (Doctor of Ministry and Master of Arts in Church Development). The CAP process is a vital component of integrating a continuous improvement process for theological education to determine patterns and themes of student learning in order to initiate cogent change at the right time at the correct point in the student’s journey as depicted in the flow chart, “Student Education Progression” (SEP, see Appendix B).

Three key “D” turning points emerged in the process of Designing, Developing, and Deploying the CAP. These dynamics have an organic intuitive dimension in the WTS ethos; and now they have been uncovered, formalized, and integrated in seminary structures to create an atmosphere of discovery to strive for excellence as a goal not a destination-stagnation. Prior to the full-orbed deployment of the CAP in the 2010 fall trimester, the WTS community explored and consulted with Dr. Louann Cummings, Dr. Dorothy Copas, and Dr. Christine Denecker from the University of Findlay\(^1\) for additional insights on developing program outcomes and evaluation rubrics. External experts also contributed to the development the CAP that included invaluable insight, guidance, and feedback from Dr. Gordon T. Smith,\(^2\) Victor Klimoski,\(^3\) and James Meek.\(^4\) WTS Faculty with input and guidance from SAFE continue to review, discuss, and

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1 Dr. Copas and Dr. Denecker provided practical guidance for SAFE in developing program assessment measures from their experience in directing assessment at the University of Findlay. Dr. Cummings is also from the University of Findlay presented input on assessment for the annual WTS Faculty Retreat in February 2008. Dr. Cummings led follow-up development sessions for Faculty in monthly faculty meetings.
2 Dr. Smith’s experience and expertise has enhanced Winebrenner’s comprehension of assessment, especially regarding focus, expectations, and contingencies; he presented a special lecture series at WTS in Spring 2005, while also consulting with SAFE concerning assessment-related issues.
3 Dr. Klimoski met with WTS Board of Trustees, faculty, and SAFE in May 2006. The meetings were deeply instructive and highly influential to Winebrenner’s development of a CAP.
4 Dr. Meek met with WTS faculty and SAFE in June 2006. The conferencing was both very informative and practical; Meek’s effective presentation and detailed materials served as a strong complement to Klimoski’s foundational, big picture approach. Together, the three external assessment experts and their insights have given WTS a threefold, symphonic understanding and guidance for us in moving forward with an effective CAP.
determine a course for implementing important assessment procedures, revisions, and tools suggested from feedback given by external assessment experts, keeping in mind the unique aspects and context of WTS.

The following summary of significant CAP turning points implemented since the 2007 Focused Visit provide an overview of the CAP implementation with examples of closing the loop as the process continues:

1) The purpose, outcomes, assessment rubrics, descriptions, and curriculum for each degree program were revised to integrate feedback from the assessment of student learning. Each program has a capstone project as well as other evaluative measures to assess the progress of students in completing a program in relation to the student learning program outcomes established for each degree program. This process of refining the assessment of each program has provided increased measures of clarity in the program purpose and curriculum (See Appendices F, G, J, & L).

2) In response to the assessment of Bible knowledge and background in Hermeneutics and other Bible courses, the faculty has approved the inclusion of Bible survey courses in all master’s degree programs. All master’s degree programs now have a survey course in Old Testament, and New Testament as indicated in the evaluation of student readiness for theological education in first term courses.

3) The Middler Review process happens after each master’s student completes 30 credit hours. Specific areas of student formation are addressed. The primary designer and developer of this rubric is Dr. Gwen Ebner who discovered that limiting the evaluation to one specific point of discussion for each area of assessment was more effective in uncovering the areas of student growth and resistance (See Appendix D). This is a significant checkpoint for students to determine their progress in achieving ministry and personal formation goals established in an initial first year course, The Ministerial Person, which is taught by Dr. Ebner. Discernment is utilized to analyze data from the Profiles of Ministry I, DISC Personality Profile, and Spiritual Gifts Profile to determine if remedial learning experiences are needed or other student services such as counseling may be helpful at this juncture. Data from the Middler Review prompted the development of the new IS 510 course for new students (See Item #8).

4) Doctor of Ministry (DMin) curriculum plan (See Appendix F) was revised to reflect the need to address issues of student attrition and lack of completion of the research projects after the completion of required coursework. Years of research and exploration with other seminaries was employed to design and develop this new curriculum plan
(Dr. Lightner, previous Doctor of Ministry Director, 1999-2008, was instrumental in researching this issue until his untimely death in 2008). The development of a new DMin curriculum plan is explained in Section #2 of this Report.

5) The MACD degree program was revamped to utilize an open matriculation format for each of the three WTS trimesters rather than requiring a summer cohort entry point that limited the enrollment of new students. The limitations of a “closed cohort” have been removed from the MACD because students tend to drop in and out of a distance education type of program due to diverse issues such as finances, health, ministry stress, and relocation to a new ministry context. Additional issues that were addressed in the MACD program are stated in Section #2 of this Report.

6) A template for all WTS course syllabi was developed in response to feedback from the Focused Visit Team in 2007. Each syllabus indicates goals and outcomes in relation to the Student Learning Outcomes of knowing, being, and doing (See Appendix E).

7) A new course, IS 510 Foundations for Theological Education, was developed in response to the need for remedial preparation and orientation to theological education for entering students. This one-credit course is being offered in a 6-session format with guidance and support in developing writing and research skills for theological reflection and writing based upon the input from the Theological Summit experience. The Theological Summit is a one-day “kick-off” course for each trimester for the first six trimesters in a degree program. The attrition rate of students is being monitored to determine the impact of the IS 510 course on student readiness and performance in a master’s degree program.

8) The CM 786 Supervised Ministry course was revised from a one-trimester experience to become a one-year field education process to provide more adequate time for developing ministry skills and connection with the ministry context. This transition in format for Field Education was in response to student feedback and assessment of performance in a previous system called, “Ministry in Context”, that involved the application of Christian Ministry course theory and skills at the same time they were learning the new material. The analysis of this process yielded insights that students need time to absorb, reflect, and practice skills before application in a ministry context. The one-year format in the senior year was also designed with more extensive measures of assessment by the context supervisor and committee in addition to the professor’s evaluation. The Profiles of Ministry II instrument is utilized in the Supervised Ministry
experience to provide assessment of student formation for faculty and field supervisors to have direct evaluation of student progress in ministry praxis (See Appendix B).

9) Rubric templates were developed for the DMin Research Project (See Appendix G) with input from other universities and resource materials. Gracious permission was granted by these seasoned assessment professionals that have a model for developing rubrics for other courses, projects, and degree programs. The objective/quantitative nature of these rubrics has decreased the subjective dimension of evaluation instruments while maintaining the qualitative values in measurable units. The rubric design template has fostered an increased utilization of this evaluative instrument for measuring achievement in various program capstone projects and courses.

Implementation Summary:
The “Continuous Improvement of Student Learning” from Kent State University (See Appendix C) has provided a framework to implement the conceptual framework of the CAP (See Appendix A). The intent of the WTS mission statement "Winebrenner Theological Seminary serves God’s mission of reconciliation in changing the world by preparing servants of the Lord Jesus Christ to lead the Church" is expressed in the Curriculum-Wide Student Learning Outcomes (C-WSLOs) expressed as Knowing → Practice Generosity, Being → Seek Wholeness, & Doing → Live Missionally that guide the design and development of degree programs, courses, student formation, and evaluation instruments. In other words, as the school achieves the fulfillment of the C-WSLOs it will fulfill its mission in the holistic education of its students.

The nexus point in the CAP journey is the deployment of the Student Educational Progression (See Appendix B) where the delivery of our educational process meets with the applicant who may become a WTS student. This chart provides a guide for assessment and student formation. All the components of WTS are connected at various points in the process: Student Services, Admissions, Faculty, Library resources, Alumni relations, Development, Financial Aid, and Continuing Education. The CAP perspective at WTS is to assess with various rubrics at each specific step in the journey in order to provide evaluative data for SAFE and WTS Administration on student learning outcomes and holistic formation.

Matriculation at WTS launches an intentional life-long reciprocal relationship of teaching/learning together in the midst of cultural/global changes. This “cycle of life-long learning” is centered in the missio Dei that directs the Seminary’s mission and functions. This educational cycle connects each component of the Seminary to the student and one another in providing a holistic educational experience that is delivered as degree programs, continuing education, and opportunities for service. Since 2005, SAFE has provided leadership to design, develop, and deploy the assessment process at WTS.
2) Closing the Loop of Assessment

The significance of “landing the plane of assessment” is vital for the value of assessment to be realized in the academic programs and life-long vocations of WTS graduates. Two programs will be cited in this section because they were the initial two programs to be incorporated into the CAP process. These programs provided a means of testing the CAP prior to deploying to all the degree programs. The design and development of the CAP involved numerous revisions prior to deploying on the next chapter of the 5-year deployment prior to the next Comprehensive Evaluation Visit in 2015. Changes in staff and faculty required more time than was anticipated in order to implement the CAP. Key transitions in leadership in the SAFE provided an opportunity to reflect and reconsider the direction of the SEP. These leadership transitions were a positive experience as the extended period of time allowed for convergence of theory and praxis in the assessment process at WTS.

Since 2006, the Doctor of Ministry degree program (DMin) has implemented a new curriculum plan as described in the DMin Program Overview (See Appendix F). In response to student assessment, related to the program capstone research projects that were not being completed as students dropped out of the doctoral program due to the feelings of being overwhelmed with the rigors of researching and writing a dissertation in the loneliness of their office away from the support of faculty and peers; a comprehensive research focus was initiated! Now in the new DMin curriculum plan, students enroll in a project research and writing seminar during each biannual seminar in January and July. Assessment rubrics were developed for each of the six chapters in the research project (See Appendix G). This type of rubric format has been instrumental in improving evaluation instruments in other points of assessment in the CAP process for other programs and courses as faculty and staff experienced the value of more objective, quantitative means of measuring student progress and program outcomes.

The initial response from DMin students was resistance and frustration with the change, which involved their flexibility of spirit and teachable spirit as resilient leaders. After the first several days of the first DM 880 Project Research & Research Seminar in January 2009, the DMin students began to understand the value, structure, support, and process of the new curriculum. Rather than completing one Research Methods seminar, which is typical for most doctoral programs, these WTS DMin students would be actively engaged in a 4-year research and writing process with the direct supervision and support of a qualified competent Research Team (Mentor, External Reader, and Writing Stylist) who are guided by a Project Coordinator. DMin students complete a Prospectus prior to beginning their research project that is directed and approved by the Program Director. After approval the DMin student becomes a doctoral degree
candidate who commences on a rigorous theological research journey of practical ministry
issues that will be accessed by the broader church in various media.

The integration of research and writing throughout the DMin curriculum has yielded a higher
level of quality research project with graduates publishing portions of their appendix material,
which is either a book and/or manual. The conclusion to the doctoral program is an Abstract
Presentation Symposium that is open to faculty, the Research Team, student peers, and invited
guests. This capstone project is now a point of celebration as the culmination of four years of
writing and research have already been evaluated, edited, revised, and approved by the
Research Team, Project Coordinator, and the Program Director.

Students do not incur debt from enrollment in the DMin degree program, they pay as they go
through the program. The business office has provided valuable support and stewardship
guidance for these resilient leaders as they develop new habits of study, research, spiritual
formation, ministry praxis, stress and conflict management in the context of a vibrant cohort of
DMin peers who also desire to transition to the next level of leadership formation. The
feedback from the DMin students in regard to quality of instruction, project supervision,
program format, resources, academic and student services was very positive (See Appendix H).
The 2010 DMin graduates who were the transitional students who began with this new DMin
curriculum plan provided valuable feedback that affirms the new direction of the DMin degree
program. The survey contains both qualitative and quantitative feedback expressing a high
degree of program satisfaction.

The 2010 DMin graduates also provided the initial feedback for the completed CAP as indicated
in their composite program outcome scores (See Appendix I). The high level of program
satisfaction and student achievement indicates the synergy of clear, concise, comprehensive,
and cogent assessment when presented to the students prior to engaging in the process yields
a bountiful harvest! Therefore, it is apparent that faculty, research teams, and the project
coordinator, Linda Davison, provided competent instruction and support in the context of a
positive learning environment in the student cohort. The DMin students have clearly expressed
to the program director their preference for keeping the cohorts together rather than
developing separate tracks that would focus on counseling, leadership, or pastoral ministry.
This point of student feedback indicates the vital nature of spiritual, emotional, and social
support for students in order to function at the highest levels.

The Master of Arts in Church Development (MACD) degree program was launched in 2006. This
is a unique MA degree program in which full-time students follow a prescribed curriculum for
four years in order to complete this MA degree program. The evaluation by HLC staff during our
Comprehensive Evaluation Visit in October 2004 provided initial warrant for granting ongoing approval, “The Team considers that the Master of Arts in Church Development represents a renaming of a strand of an existing degree program (M.A.T.S.) that requires no change in the institution’s Statement of Affiliation Status, because the substance of the program remains unchanged.” Therefore this strand (Christian Leadership & Church Development) has been functioning since 1997 within the MATS degree program, and since 2006 as the MACD since it has developed its own identity (See Appendix J).

Curriculum refinements that were made to MACD since 2007 include:

1) In response to the enrollment patterns in this program and vision expressed by leaders in the Churches of God, General Conference (the Seminary’s sponsoring denomination) for foundational pastoral training that equipped emerging leaders with a missional perspective the number of concentrations was reduced from 8 to 4 in order to focus the curriculum on four vital concentrations (Biblical Studies, Christian Counseling, Christian Leadership, and Pastoral Ministry). The Spiritual Formation concentration was transferred to the MATS, Missiological Studies concentration was combined with the Pastoral Ministry concentration, the Christianity & Culture concentration was transferred to the MATS, and the Integrative Studies concentration was discontinued. Concentrations that were more effectively supported and developed by a more academic focus in the residential MATS degree program were transferred with the addition of a thesis project.

2) In response to student feedback on improving online course delivery, WTS is now utilizing a uniform platform provided by the Blackboard Academic Suite in cooperation with the University of Findlay. An Online Education Committee was also formed to orient, train, and monitor online course instruction and development.

3) In response to assessment of student formational issues at various checkpoints the need to increase the effectiveness of the mentoring component of the MACD program, a new program director was hired to address this issue in the MACD program, which requires the utilization of onsite mentors for MACD students.

Assessment, student feedback, and church relations have provided helpful input in developing concentrations with a curriculum plan that has reflected the cultural context and areas of specialization that are already in place when student enroll in the MACD. For example, a youth pastor or church planter matriculates in order to enhance his or her theological foundations with additional emphasis upon Biblical Studies. This is a common scenario for this degree program. Emerging leaders who are already engaged in fulltime vocational ministry desire to bolster their theological/biblical depth and gain new measures of leadership formation and
skills. The cohort format was also modified to allow students to enter in any of the three trimesters in the WTS academic calendar. This pattern is seminary-wide, in response to this enrollment pattern the admissions and academic departments worked together to streamline admissions and afford students the opportunity to enroll in any trimester by taking first-year foundations courses (CM 581 The Ministerial Person and IS 510 Foundations for Theological Studies) that are now available to prepare students for graduate-level theological education.

MACD students participate in one-week intensive courses on the WTS campus during the fall trimester in October (1 week) and during the summer trimester in June (2 weeks), and then in the spring trimester (this is actually the Midwestern winter season) two online courses are available. This rhythm of online and intensive courses builds community, vibrant peer relationships as demonstrated by the positive feedback from the four 2010 MACD graduates who were uniform in expressing their satisfaction with the quality of the MACD program (See Appendix K). Concerns expressed were the catalyst for improving online instruction, increasing sensitivity in Supervised Ministry courses for emerging lay leaders, and accessibility to theological libraries in rural locations via Logos software.

The high level of competence and performance of the first four graduates in the MACD degree program is demonstrated by the composite scores reported in the program outcomes (See Appendix L). The diligence and perseverance required to complete a hybrid degree program appears to produce a high-caliber leader who is able to manifest resilience in the midst of stressful academic deadlines while working fulltime in a ministry/career context. Our expectation is that MACD graduates already have made the commitment to the rigors of contemporary ministry that were researched and processed during their four-year journey as a seminary student at WTS! MACD graduates will demonstrate resilience, creativity, and cultural sensitivity due to the nature and substance of their educational experience to think, be, and live “missionally” in their ministry context.

The degree program overviews provide a demonstration of differentiation as each program director developed distinctive program purpose, outcomes, and curriculum design (See Appendices F & J). SAFE has provided guidance in developing program assessment outcomes for each program. Creating clear, cogent program assessment outcomes that are realistic, measurable, and relevant was a vital issue for students, faculty members, and staff who all impacted by the CAP process (See Appendices A & B). Assessment has provided a rationale to maintain a core of curriculum (30 credit hours) of general theological education that address the three C-WSLO’s: knowing, being, & doing. The CAP process attempts to discover answers to the following questions: 1) What do our graduates know?, 2) How is their leadership character being formed?, and 3) What can our graduates do in vocational ministry contexts?
3) Communicating Program Assessment Results to Stakeholders

How can one communicate the nuances of higher education assessment to the general public on the Seminary website? To trustees? To students? To graduates? To staff? To faculty? To applicants? The task may appear to be a daunting one, but SAFE has launched the communication process by providing printed reports, Program Assessment Reports (PAR), with a visual summary (charts) for all the stakeholders who live in our common visual culture. Charts that depict the progress achieved by program graduates each academic year have provided a powerful means of communicating the bottom line of program achievement (See Appendices I and L).

Designing and developing the PARs has allowed for a succinct method of listing the program outcomes and assessment outcomes for each program along with the annual results for each graduating cohort. The PARs also allow for comparing progress in each program in terms of achieving their outcomes and purpose. Monitoring the progress of each degree program will provide accessible and reliable data for evaluating the effectiveness of the degree program curriculum when compared with longitudinal studies of graduates in their specific service context.

The PAR visual communiqué provides a dramatic validation of the program achievements by the graduates that was truly euphoric during the annual graduation celebration on the first weekend of August. The 2010 graduates in the DMin and MACD degree programs exceeded the Performance Expectations for each program. Here again assessment has sparked a new measure of excitement in the programs. Each program director is motivated to lead his or her students in achieving higher levels of the C-WSLO’s of knowing, being, and doing. There appears to be an intrinsic value and motivation in human achievement and fulfillment in excellence. The desire to participate in aesthetics, ethics, social justice, and beauty-worship were surprises that emerged in the deployment of the CAP in these two programs. The graduates are advocates of WTS and its programs and assessment process because they have experienced the value and worth of these procedures in their respective programs!

Developing a “culture of assessment for excellence” has been a foundational virtue at WTS since the inception of SAFE to enhance the assessment process at the Seminary. The purpose of assessment is not to pass accreditation standards but to achieve the purpose of assessment, which is to monitor education in order to implement a continuous improvement process that edifies the lives of students while equipping, empowering, and educating them to excel in their respective vocational ministry contexts.
The three areas of assessment: knowing, being, and doing may provide some conceptual challenges for various stakeholders to comprehend because some of the current assessment terminology may still be unfamiliar. An additional assessment point, GPA, was added to the PAR in order to provide a familiar summary for the various stakeholders. GPA is a common evaluation grid for students at various educational levels, and it has been stated as the best indicator of success at the next educational level. However, the CAP provides a thicker level of assessment that discloses the level of potential effectiveness of WTS graduates in their specific areas of calling and service in professional, vocational ministry in diverse cultural contexts. The bar has been set high by SAFE and the 2010 DMin and MACD graduates, this is an inspiring motivation for various WTS stakeholders as they experienced the 2010 graduation celebration that was enhanced by the assessment process!

The communication process will continue to provide vital data on the CAP for the general public on the WTS website, in printed reports, in promotional materials, and the most obvious in interpersonal communication. During every faculty meeting the Director of Assessment, who serves as the chair of SAFE, provides updates on assessment policies, procedures, and results of various assessment checkpoints. At WTS, the value of assessment is being explored with a positive perspective and experience of enhancing the teaching/learning process. Additional venues to explore for reporting assessment results may be displaying video vignettes on the new WTS website featuring student and faculty testimonies highlighting the impact of assessment in their educational journey citing the specific turning points of insight and growth.
Appendix A (Comprehensive Assessment Plan)
Appendix B (Student Educational Progression)

Student Educational Progression

START

Application

Admissions Process

Acceptance Letter

Next Steps Document Completed

POM I

First classes IS 510 & Ministerial Person

Register and complete classes to 30 credit hrs

Middler Review

Review and Approval by Dean & Faculty (with possible remediation options)

Middler Review

Register and complete classes to 60/90 credit hrs including Supervised Ministry, POM II

Capstone Class

Exit requirements

GRADUATION

Continuing Education

Alumni Survey
Appendix C (Comprehensive Assessment Plan--Operational Diagram)

Six Steps to Continuous Improvement of Student Learning

- Identify Goals
- Identify Objectives
- Specify Approaches
- Specify Measures
- Share Results
- Make Changes

A Guide to Support the Assessment Process

[This chart was developed by Kent State University: explore.kent.edu/aa/guide/fulltext.html]
Appendix D (Middler Review Process)

WINEBRENNER THEOLOGICAL SEMINARY
Middler Review (MR) Process:

Purpose:
The purpose of this Middler Review Policy is to ensure that Winebrenner Theological Seminary (WTS) evaluates each student as they approach the half-way mark of their educational journey. This review will aid the student in examining his/her attainment of goals which were written early on in their academic journey during the Ministerial Person course, as well as personal and spiritual wholeness, support and accountability, academic program, and responsibility. An Assessment Matrix (Appendix A) is used in by the reviewer.

Procedure:
Several faculty and staff participate in the Middler Review process. They are; the reviewer who performs the interviews, the AA coordinator for gathering data, the Dean of Academics, and all faculty for review and approval.

At the beginning of each term the AA coordinator will pull from GradPro a list of students who have 30+ hours completed in their degree programs. From this list a spreadsheet will be compiled with the following information:

- Student name
- Earned Credit hours
- Program
- State
- E-mail
- Phone Numbers
- Priority Code (1 – 3)

A review of this list will be completed between the AA coordinator and the reviewer in order to discern if the students have or have not already participated in a Middler Review (MR).

The Reviewer will contact the students from the list and schedule a time for the review. The AA coordinator will gather data (financial/grades) from student files for the reviewer to use in the assessment.

Along with the use of the Assessment Matrix a set of standard questions will be used in the interview (Appendix B). There will also be information that is requested of the student for the interview (Appendix C) in order for the reviewer to score the assessment.

In completing the process, the reviewer will complete the assessment matrix with a score for each, comments and recommendations. This will then be forward to the Academic Dean who will review the information and sign and date the Assessment Matrix form. This information will then be presented to
the faculty at a joint meeting for approval or recommendation of the student with approval date completed on the form.

All completed documents are retained per the Record Retention policy.

**Information requested of the Student for Middler Review:**
Students will be asked to submit helpful information regarding their ministerial person studies course prior to the interview, via e-mail. *(This information will be helpful as the reviewer prepares to meet with the student)* These are as follows:

- Spiritual gifts profile (list the 3 highest gift scores according to the Houts Spiritual Give Inventory)
- DISC Profile:
  - What was your DISC outcome? (i.e. pure D, ID, C SI, etc.).
  - What descriptor did your fall under? (i.e. advisor, persuader, designer, etc).
  - Goals (list your two ministerial person goals).

Students will be asked to bring the following items with them to the interview: *(These items will be used for recall purposes and reference for the student, they will not be submitted)*

- POM I results
- Spiritual Gifts Profile
- DISC Profile
- Ministerial person Goals and Paper submitted for the course.
# Rubric for Middler Review

**Student’s Name________________________________ Date of Interview___________**

Composite Score__________

Degree Program: MDiv____ MATS____ MAFM____ MACD____

Matriculation Date________________________

Interviewer’s Name & Title  Dr. Gwen Ebner, Professor of Christian Ministries

<table>
<thead>
<tr>
<th>Evaluation Objective</th>
<th>Needs Improvement (79% &amp; below)</th>
<th>Accomplished (80-89%)</th>
<th>Exemplary (90-100%)</th>
<th>Scores</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Attainment of Goals</strong></td>
<td>• Slight (or no) progress in achieving goals</td>
<td>• Considerable progress in the achievement of goals</td>
<td>• Attainment of goals</td>
<td></td>
</tr>
<tr>
<td><em>Progress in accomplishing wholeness goals created in CM581</em></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Personal Wholeness</strong></td>
<td>• Often feels stressed/overloaded and struggles with boundary issues. Not consistent in nurturing self and family.</td>
<td>• Working on creating healthy boundaries and ways to cope when under stress. Sometimes nurtures self and family.</td>
<td>• Copes well with stress and has healthy boundaries. Regularly nurtures self and family relationships.</td>
<td></td>
</tr>
<tr>
<td><em>Coping skills, Boundaries, and Nurturance</em></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Spiritual Wholeness</strong></td>
<td>• Not consistent in time given to formation and spiritual disciplines</td>
<td>• Somewhat consistent in time given to spiritual growth and spiritual disciplines</td>
<td>• Very consistent in time given to spiritual growth and spiritual disciplines</td>
<td></td>
</tr>
<tr>
<td><em>Spiritual Formation</em></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Support &amp; Accountability</strong></td>
<td>• Seldom utilizes (or does not utilize) accountability for support or growth</td>
<td>• Sometimes utilizes accountability for support or growth</td>
<td>• Regularly utilizes accountability for support and continued growth</td>
<td></td>
</tr>
<tr>
<td><em>Use of accountability</em></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Evaluation Objective</td>
<td>Needs Improvement (79% &amp; below)</td>
<td>Accomplished (80-89%)</td>
<td>Exemplary (90-100%)</td>
<td>Scores</td>
</tr>
<tr>
<td>----------------------</td>
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</tr>
<tr>
<td><strong>Academic Program</strong></td>
<td>• Experiencing frustration or dissatisfaction with academic degree program</td>
<td>• Satisfied with academic degree program and the learning experience</td>
<td>• Very satisfied with academic degree program which is providing not only knowledge but personal growth</td>
<td></td>
</tr>
<tr>
<td><strong>Satisfaction with their academic program</strong></td>
<td></td>
<td></td>
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</tr>
<tr>
<td><strong>Responsibility</strong></td>
<td><strong>Financial Responsibility</strong></td>
<td><strong>Grades (GPA)</strong></td>
<td><strong>Personal Habits</strong></td>
<td></td>
</tr>
<tr>
<td></td>
<td><strong>In at least 2 out of 3 areas</strong></td>
<td></td>
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<tr>
<td></td>
<td>• Often behind (or late) with WTS financial responsibilities</td>
<td>• Seldom late with WTS financial responsibilities</td>
<td>• Stays current with WTS financial responsibilities</td>
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</tr>
<tr>
<td></td>
<td>• Low achievement in the area of grades (Some C’s or below)</td>
<td>• Good achievement in the area of grades (A’s &amp; B’s)</td>
<td>• High achievement in the area of grades (mostly A’s)</td>
<td></td>
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<td></td>
<td>• A pattern of tardiness, unexcused absences, class drops, or attitude issues</td>
<td>• Mostly responsible in the area of personal habits (punctuality, follow through, and positive attitudes)</td>
<td>• Shows excellent habits in punctuality, follow through, and positive attitudes</td>
<td></td>
</tr>
</tbody>
</table>

**Interviewer’s Comments**

**Recommendations for follow-up or intervention:**

**Approval Date by Faculty with signature & date by the Academic Dean**

[Revised 10-27-10 by SAFE]
Appendix E (WTS Syllabi Template)

Winebrenner Theological Seminary

Course Number:  
Course Name:  
Section:  
Term:  
Year:  
Dates:  
Professor:  

I. COURSE DESCRIPTION

II. COURSE GOALS AND OBJECTIVES

Goals: At the conclusion of this course, learners will...

1. 
2. 
3. 
4. 

Objectives: In order to achieve the course goals, learners will...

1. 
2. 
3. 
4. 

III. METHODOLOGY

IV. EVALUATION AND GRADE SCALE

Grade Scale: A (96-100), A- (90-95), B+ (87-89), B (83-86), B- (80-82), C+ (77-79), C (73-76), C- (70-72), D, F

A course grade of D or F will not meet the requirements for degree credit.

V. COURSE REQUIREMENTS

Students must satisfactorily complete each of the course projects. Grades will be calculated on a total of 100 points for the course. Format for projects is double-spaced with appropriate documentation of sources, utilizing the Turabian format, 1” margins, size 12 font, with a works cited page and cover sheet. (Please refer to your Turabian handbook or sample paper for more details.)
VI. CLASS SCHEDULE

<table>
<thead>
<tr>
<th>Day/Week</th>
<th>Topic</th>
<th>Readings</th>
</tr>
</thead>
<tbody>
<tr>
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</tbody>
</table>

VII. REQUIRED TEXTBOOKS


2. 

3. 
VIII. THE SEMINARY POLICIES FOR PAPERS AND LATE WORK

- Turabian is the standard format of all papers submitted at Winebrenner Theological Seminary.
- All work is due to the professor on or before the final day of class, according to the syllabus schedule.
- Late work is graded according to the policy established in the catalog. ("A student who submits assigned written work late during the trimester, when the lateness is not due to a serious illness or death of a family member, will have his or her grade on such late work reduced one letter grade for the first week’s lateness. The reduction will be one letter grade for the second week’s lateness; and one letter grade for the third week’s lateness, after which the grade on the late work becomes an F. This same policy will also apply to scheduled examinations or tests. Students may petition the instructor in writing for an exception to this policy. The instructor may consult with the academic dean to make a final determination.")
- Class extensions will be granted only to students who follow the guidelines established in the catalog. (“Any extension of time beyond the schedule found in the course syllabus will be granted only for serious illness or death of a family member presented to the professor via the Extension Request Form on or before the final class session, and in the case of a one-week intensive course the due date of the final projects. The professor, the academic dean, and the registrar must approve this petition. The grade will be recorded as I (Incomplete). If the student’s request is granted, the student has four (4) weeks following the end of the trimester, as indicated on the Academic Calendar (see page 78 in the WTS Catalog), to submit their completed work. Students who do not submit their completed work before the end of the extension will receive an F for their uncompleted work, which will be factored into the student’s course grade. Students may submit an appeal to the academic dean regarding their extenuating circumstances.”
- Acceptable utilization of laptop computers in the classroom during any class is for note-taking and directly-related course activities only. Unacceptable usage during class time includes e-mail, Internet, games, messaging and other activities not directly related to the course. Violations may result in disciplinary action.
- Cell phones are an unnecessary distraction in the classroom. Students should place their phones on vibrate and should not make or receive calls during class unless there are extenuating circumstances, such as for an on-call medical professional, in which case the instructor should be notified prior to class. Violations may result in disciplinary action. This courtesy is a means of supporting and enhancing mutual respect in the Seminary community.
- If you are a student with a disability, it is your responsibility to notify your professor at least one week prior to the needed service so that reasonable accommodations can be made.
• All music printed or projected for classroom use, tune and/or lyrics, must include the following notice somewhere near the bottom of the page: 
  *Reprinted under agreement with OneLicense #A-702772 and CCLI # 706114*

• *Students MUST use UF e-mail accounts beginning January 1, 2011 for all communication with WTS Faculty and Staff. No longer will personal e-mail addresses be used for communications.*

IX. COMMUNICATION

• Office:
• E-mail:

X. WTS Student Learning Outcomes

As followers of Jesus Christ and servant leaders of his church, we are called to:

- **Seek WHOLENESS**
  We embrace holistic formation by integrating a biblical worldview into all areas of life.

- **Practice GENEROSITY**
  We express an evangelical theology that is gracious in spirit, respectful in dialogue, broad in scope, and centered in the cross.

- **Live MISSIONALLY**
  We engage in God’s mission of reconciliation and redemption as people of the Kingdom.
Appendix F (Doctor of Ministry Program Overview)

DOCTOR OF MINISTRY
(D.MIN.) Program Director: Dr. M. John Nissley

Purpose
The purpose of the course of study leading to the Doctor of Ministry (D.Min.) degree is to enhance the practice of ministry for persons holding the Master of Divinity (M.Div.) degree or its equivalent, and who are currently engaged in positions of Christian ministerial leadership. The program is practical in nature and is designed to heighten professional competency. Persons will be equipped at a more advanced level of theological reflection and practice than that achieved in the foundational work of the M.Div. A program assumption is that the ministry of a local congregation or Christian ministry setting will provide the context for the course of study. Since D.Min. students are expected to be involved in ministry during their study, they are encouraged to consider carefully the demands of the program. Participants should expect to manage their time in such a way that family and ministry responsibilities do not suffer as a result of class work.

Program Outcomes for D.Min. Graduates
1. Knowing--Investigate and reflect on with peers the critical challenges, issues, and opportunities of ministry.

2. Being--Manifest growth in personal spiritual and professional goals as identified in the four core curriculum courses.

3. Doing--Contribute new insights to the body of ministerial practice through practical field research and qualitative writing.

Assessment Outcomes for D.Min. Students
A. Knowing: Advanced levels of biblical and theological seminar participation and projects are evaluated via direct observation by faculty.

B. Being: Case study presentations on personal spiritual formation and spiritual leadership that demonstrate and represent the student’s best work in theological, biblical, spiritual, and strategic reflection are evaluated via direct observation by faculty.

C. Doing: The Capstone Project consists of a written abstract and oral presentation of the student’s Research Project that integrates the program curriculum by designing a practical ministry model based upon the research data. Supervision of the Research Project is provided by the Research Team. Evaluation is completed via direct observation by peers, faculty, and the Research Team.

Description
As a four-year, in-service degree, the D.Min. affords students the opportunity to complete the program while remaining in full-time ministry. The program consists of 32 credit hours composed of seminar content, personal and professional development, research and writing for the doctoral project. The unique feature of this D.Min. degree program begins with the initial seminar as the student designs a
prospectus to guide his or her research project, instead of waiting until midway through the program to begin the research process, which is the norm in most D.Min. programs. Intensive one-week seminars are held twice annually, in January and July, on the Seminary’s campus located in Findlay, Ohio.

The focus of a WTS D.Min. student’s research project is not constrained by program tracks or other institutional parameters. The design and intent of this degree program is to provide an opportunity for students to be engaged in prolonged research over the duration of the four-year degree program in the student’s primary domain of ministry and vision. The Research Project Team is a unique feature of the WTS D.Min. degree program that affords a venue for in-depth research, reflection, and review with feedback from peers, mentors, and professors in the specific area of research emphasis, such as Christian Leadership, Counseling, or Education. The parameter for research emphasis is to be within the broad scope of Kingdom ministry.

Components

1. **Intensive Week Seminars**
   Each year, January and July, students meet with professors and other students during two specific seminars; one in the morning from their track, and in the afternoon students meet to focus on their writing/research project. Each seminar is based upon 2 credit hours. Faculty and students each bring academic and practical knowledge to the discussion. While professors shape the seminar design and provide class leadership, students are free to discuss, interact, and share, creating a positive learning environment and experience. Students will take a total of eight seminars.

2. **Individual Self-directed Learning**
   Adult learners function best when they are directly involved in the learning process. The D.Min. program assumes that the students are adult learners who not only receive information but who also actively participate in their own learning. Students are held accountable for their own learning through pre-and-post session readings and projects related to their ministry contexts.

3. **Community Peer Learning**
   Participants in the D.Min. program are expected to think and work both independently and collaboratively. The traditional model assumes that teachers transmit significant knowledge to passive receivers of that knowledge. Learning, however, also takes place in community. Adults bring a large pool of previous experience and wisdom to the classroom. Thus, collaborative learning in community with other ministry peers and practitioners creates an atmosphere where students can learn from and share with one another.

4. **Ministry Context Resource Group**
   Professors, students, and laity are all involved in the learning process. Since D.Min. work is largely centered in the ministry locations of students; each participant will bring together a lay resource group from within his or her ministry setting. This group ties the D.Min. program firmly to the student’s ministry context.
Doctoral Project Report
The purpose of the doctoral project is to provide students with an opportunity to research a particular ministry problem and provide an effective solution. Projects can emerge out of such areas as administration and leadership, church growth and renewal, Christian education, counseling, discipleship, evangelism, missions, church music, pastoral care, preaching, spiritual formation, stewardship, teaching, worship, youth work, and other areas. The project should demonstrate doctoral level work and display how the candidate’s competence in ministry has been strengthened or transformed. Projects are completed under the direction of a project mentor, external reader, writing stylist, project coordinator, and the program director.

Qualifications of Applicants
Applicants for the D.Min. degree program must have the following prerequisites:

1. Applicants must possess an ATS accredited Master of Divinity (M.Div.) degree or its educational equivalent, as determined by the Academic Dean.
2. Applicant must give evidence of ability to do doctoral level work as indicated by a minimum cumulative grade point average of 3.0 (on a 4.0 scale) at the graduate level.
3. Applicant must have five years of ministry experience.
4. Applicant must be involved in a current ministry context and remain in ministry throughout the duration of his or her doctoral program.

Admission Process
The applicant will utilize the following 7 items are included in completing the application process for the D.Min. degree program:

1. Applicant must submit evidence of prior quality academic work documented by a final official transcript for all coursework completed in an undergraduate and graduate institution.
2. Applicant must arrange for the submission of three Confidential Recommendation Forms from persons who can attest to the personal academic ability, character, and ministerial skills of the applicant.
3. Applicant must submit a 750-1,000 word Ministry Assessment Essay and specifically answer how participation in the D.Min. program will contribute to his or her ministry.
4. Applicant must submit a Ministry Study Endorsement Letter from his or her church board or appropriate supervising body. This component of the application process is required because D.Min. students will be integrating their course work in their current ministry context.
5. Applicant will complete a background check, which is a requirement for all degree program students at the Seminary.
6. Applicant must submit a completed application with a non-refundable application fee of $30.00.
7. Applicant will contact the D.Min. Program Director to schedule a telephone interview and/or campus visit.

Probationary Admission
The Admissions Committee may, at times, admit on “probation” an applicant with a cumulative Grade Point Average (GPA) below 3.0. The reason for granting probation is evidence presented by the applicant that his or her cumulative GPA does not necessarily reflect his or her competence to do doctoral level work. A student admitted on probation is required to maintain a 3.0 cumulative GPA and adhere to any other stipulations imposed by the Admissions Committee; otherwise, he or she will be dismissed from the program.
Limited Status
Students that qualify for admission to the D. Min. program and want to complete several seminars for personal and professional enrichment without enrolling in one of the three program tracks may complete two seminars. Limited students will complete the basic components of the application process excluding the recommendations and essay.

Audit Participants
Audit students can include: (1) D.Min. students at WTS or another accredited seminary; (2) persons with a D.Min. or other theological doctorates, and who are engaged in current ministry; and (3) persons who qualify as Limited Status students. Such a student may desire to participate in a seminar in order to receive the content of the seminar but not receive academic credit toward completion of the D.Min. Program; therefore no academic credit is earned toward a degree for seminars taken on an audit basis. The fee is based on the prevailing auditing rate at the time of the Seminar.

Audit seminars may be changed to a Limited Status seminar upon permission of the original instructor, payment of the tuition differential, and completion of the ministry assignment. Such change of status must be done by the end of the seminar week. Seminars completed on an audit basis may not subsequently be changed to credit status after the conclusion of a seminar.

Continuing Education
Continuing Education Units (CEUs) can be awarded on the basis of ten (10) contact hours = one (1) CEU.

D.Min. Program Handbook
The seminar descriptions and sequence for each program track are listed in the Doctor of Ministry Program Handbook. This Handbook also includes additional information to guide the student through his or her doctoral program. The Doctor of Ministry Handbook is available for review in PDF format at the WTS website.

Completion of Degree Program
The D.Min. degree program is designed to be completed in four years on a full-time basis. Some students may encounter travel and schedule restraints which require a condensed or expanded curriculum plan. For example, an International student may need to complete their curriculum plan at an accelerated pace, such as a two-year intensive study leave. Other students may need to extend their curriculum due to a ministry transition or constraints. Students who need to adjust their curriculum from the usual four-year plan may contact the Academic Dean to discuss their curriculum plan options.

Requirements for Graduation
The seminary will confer the Doctor of Ministry degree on students who complete 32 credit hours in the program with a minimum cumulative 3.0 grade point average, have met the requirements for graduation as outlined in the Doctor of Ministry Program Handbook, have been recommended by the faculty, and are approved by the Board of Trustees.
Core Seminar Descriptions

The following seminars are the required portion of the D.Min. curriculum plan. Each seminar is designed as a two-credit intensive learning experience with pre-seminar and post-seminar assignments, as well as some assignments during the seminar. D.Min. students complete eight Research seminars (DM 880.1–8), four program Core seminars (DM 800, DM 820, DM 840, & DM 860), and four Biblical Research seminars to undergird the theological formation of the students and their research projects, which are guided by the Research Project Team.

Four Core Seminars

DM 800—Spiritual Formation (2 credit hours)
Students demonstrate understanding of and commitment to personal spiritual formation. They practice the inward, outward, and corporate disciplines of the spiritual life and research the classic Christian streams of spirituality. They display individual self-awareness and insight into their own spiritual journey and develop a personal growth plan. Students also exhibit understanding of the Christian leader’s role in guiding the spiritual formation of a Christian community.

DM 820—Theological Reflection (2 credit hours)
Students demonstrate understanding of Christian ministry through selected readings and the theological case study reflection method. Students bring the biblical, theological, historical, spiritual, and practical resources of the Christian faith to bear on the case studies they provide from their own ministries.

DM 840—Christ and Community (2 credit hours)
Students demonstrate understanding of the historical development of ecclesiology (the practice of doctrine) as well as an understanding of the social history of the church as a practicing community of faith. A variety of models will show how the church has expressed itself over time, with particular attention given to community identification through worship, discipleship, formation, and mission. Pivotal episodes and case studies, ranging from the New Testament house church to experimental semi-monastic communities in our present day are featured.

DM 860—Spiritual Leadership (2 credit hours)
Students demonstrate understanding of the ways God develops, guides, and empowers spiritual leaders. Topics include the leader’s challenge, role, preparation, vision, character, goal, influence, decision-making, schedule, pitfalls, and rewards. Clear guidance is given on how leaders can make a positive impact on the people and organizations they are currently leading.

Four Biblical Research Seminars

Biblical Research (2 credit hours/seminar)
Students demonstrate in-depth exegesis of an Old or New Testament theme or book, with a practical application for their ministry context. Students will present and critique one another’s presentation to increase their self-awareness and effectiveness in communication.
**Eight Project Research & Writing Seminars**

DM 880.1-8—Project Research and Writing (2 credits hours/seminar)

Students demonstrate skill in performing advanced ministry research by selecting a ministry problem, preparing a project prospectus, gathering appropriate resources, organizing an effective research model, evaluating the results, and presenting a final Doctoral Project Report.

**Doctor of Ministry Research Project Template Options**

The Doctor of Ministry degree program (DMin) has two template options for students to select in designing their Research Project. The preferred template is selected during the first year of the DMin degree program. The following chart provides a basic explanation to guide students in making this vital decision:

<table>
<thead>
<tr>
<th>Components</th>
<th>Dissertation</th>
<th>Dissertation Project</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Focus</strong></td>
<td>Students research a ministry or theological issue that will benefit the student’s ministry context and the broader church. This option may have a more theological or abstract conceptual emphasis.</td>
<td>Students research a ministry or theological issue that will benefit the student’s ministry context and the broader church. This option provides the opportunity for developing a resource manuscript that is an outcome of the research process.</td>
</tr>
<tr>
<td><strong>Format</strong></td>
<td>Students craft a six-chapter dissertation that follows the research design process yielding a 200-page high quality written report. This is a qualitative research process that utilizes theological reflection, cogent research model, and a practical ministry outcome.</td>
<td>Students craft a six-chapter dissertation that follows the research design process yielding a 100-page high quality written report, plus 100-120 pages contained in the appendix in the form of a practical application manual, a book, or a book &amp; application manual. This is a qualitative research process that utilizes theological reflection, a cogent research model, and a practical ministry outcome.</td>
</tr>
<tr>
<td><strong>Follow-up</strong></td>
<td>Students apply their research in their ministry context and in the broader church.</td>
<td>Students make application in their ministry context and in the broader church. Students may also publish their practical manual, book, or book &amp; manual.</td>
</tr>
</tbody>
</table>
Doctor of Ministry Curriculum Plan

<table>
<thead>
<tr>
<th>Year</th>
<th>January [Last week]</th>
<th>July [First week]</th>
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</thead>
<tbody>
<tr>
<td>1</td>
<td>Core Seminar-am</td>
<td>Biblical Research Seminar-am</td>
</tr>
<tr>
<td></td>
<td>Project Research &amp; Writing-pm</td>
<td>Project Research &amp; Writing-pm</td>
</tr>
<tr>
<td>2</td>
<td>Core Seminar-am</td>
<td>Biblical Research Seminar-am</td>
</tr>
<tr>
<td></td>
<td>Project Research &amp; Writing-pm</td>
<td>Project Research &amp; Writing-pm</td>
</tr>
<tr>
<td>3</td>
<td>Core Seminar-am</td>
<td>Biblical Research Seminar-am</td>
</tr>
<tr>
<td></td>
<td>Project Research &amp; Writing-pm</td>
<td>Project Research &amp; Writing-pm</td>
</tr>
<tr>
<td>4</td>
<td>Core Seminar-am</td>
<td>Biblical Research Seminar-am</td>
</tr>
<tr>
<td></td>
<td>Project Research &amp; Writing-pm</td>
<td>Project Research &amp; Writing-pm</td>
</tr>
</tbody>
</table>

AM seminars meet Monday-Friday (8-noon)
PM seminars meet Monday-Thursday (1-5 pm)

Doctor of Ministry Research Emphasis

D.Min. students engage in research that will utilize a focus on their current ministry context that may be one of the following broad categories, which have been utilized by previous D.Min. students: Pastoral Ministry, Multi-Cultural Ministry, Spiritual Formation, Christian Education, Christian Counseling, Christian Leadership or Christian Worship. Students will explore and design creative approaches to issues that are experienced within their specific area of research. WTS has a distinctive approach in guiding students in a four-year research experience that provides a unified structure for all D.Min. students yet affording diversity in research emphasis while engaging the student cohort in peer evaluation and feedback in the entire journey.
Appendix G (Doctor of Ministry Research Project Chapter Evaluation Rubrics)

The Doctor of Ministry Project - 880:1: Chapter One: Introduction to the Project

<table>
<thead>
<tr>
<th>Evaluation Objective</th>
<th>Beginning (B-) 82% and below</th>
<th>Developing (B) 83-86 %</th>
<th>Accomplished (B+ to A-) 87-95%</th>
<th>Exemplary (A) 96-100%</th>
<th>Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Context of the Problem: Provides the context and framework as well as the background, rationale, and motivation for pursuing the problem.</td>
<td>Does not provide the context or framework. Background, rationale and motivation are missing or inadequate.</td>
<td>Identifies the context and framework. Background, rationale, and motivation lack clarity and need further development.</td>
<td>Identifies the context and framework. Background, rationale, and motivation are present and accurate although briefly developed.</td>
<td>Context and framework are clearly identified. Background, rationale, and motivation are accurate and highly developed.</td>
<td></td>
</tr>
<tr>
<td>2. Statement of the Problem: Identifies, refines, and narrows the problem to a particular area of concern. Includes sub-problems.</td>
<td>Does not identify or clearly state the problem. Does not include sub-problems or questions that relate to the problem.</td>
<td>Identifies the problem without narrowing the problem to a particular area of concern. Sub-problems stated but do not relate clearly to the problem.</td>
<td>Identifies the problem and narrows it to a particular area of concern. Sub-problems are not fully refined in their relationship to the problem.</td>
<td>The problem statement is clearly stated and has been refined to a particular area of concern. Sub-problems are well defined, comprehensible, and relate clearly to the problem.</td>
<td></td>
</tr>
<tr>
<td>3. Purpose of the Study: A qualitative statement that captures the essence of the study and establishes direction for the research.</td>
<td>The purpose statement of the study lacks definition and logic. Does not establish direction for the research.</td>
<td>The purpose statement is present. Further development of direction for the research is needed.</td>
<td>The purpose statement is qualitative but does not fully capture the essence of the study. Direction for research is present but not well-defined.</td>
<td>The purpose statement clearly captures the essence of the study with a well defined direction for research.</td>
<td></td>
</tr>
<tr>
<td>4. Research Methodology: Identify a qualitative research method for studying the problem.</td>
<td>A research methodology for studying the problem has not been identified.</td>
<td>A research methodology has been selected. The methodology is inappropriate to study the problem.</td>
<td>A qualitative research method has been selected that is adequate to study the problem.</td>
<td>A qualitative research method has been selected that is an excellent match for studying the problem.</td>
<td></td>
</tr>
</tbody>
</table>

## 5. Research Questions:
Divides the problem into manageable research questions that guide the research.

<table>
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<tr>
<th>The questions do not relate to the problem or guide the research.</th>
<th>Research questions require further development in order to adequately guide the research.</th>
<th>Research questions divide the problem into questions that adequately guide the research process.</th>
<th>Research questions reflect the relevant issues and provide an excellent guide the research process.</th>
</tr>
</thead>
</table>

## 6. Significance of the Study:
Achieves a level of significance that makes a contribution to knowledge about ministry.

<table>
<thead>
<tr>
<th>Significance of study not evident. Contribution to knowledge of ministry is unlikely.</th>
<th>Significance of study is unclear. Contribution to knowledge about ministry needs development.</th>
<th>Achieves an adequate level of significance with some contribution to knowledge about ministry.</th>
<th>Achieves a high level of significance with a considerable contribution to knowledge about ministry.</th>
</tr>
</thead>
</table>

## 7. Assumptions/Limitations:
Establish operational assumptions; any limitations, weaknesses or factors beyond control.

<table>
<thead>
<tr>
<th>Denies assumptions. Limitations, weaknesses and factors beyond control are not identified.</th>
<th>Assumptions and limitations are stated but vague. Limitations, weaknesses and factors beyond control are underdeveloped.</th>
<th>Assumptions and limitations are stated. Limitations, weaknesses or factors beyond control are somewhat identified.</th>
<th>Assumptions and limitations are defined and stated clearly. Limitations, weaknesses or factors beyond control are clearly identified and relevant.</th>
</tr>
</thead>
</table>

## 8. Definition of Terms:
Defines terms that help readers understand the context. Includes unusual or restricted meanings.

<table>
<thead>
<tr>
<th>Does not define terms. Does not define unusual or restricted meanings.</th>
<th>Definitions of terms are present but lack clarity. Unusual or restricted meanings are underdeveloped. Context somewhat unclear.</th>
<th>Definitions are present and relatively clear. Include unusual or restricted meanings. Context somewhat clear.</th>
<th>Definitions are precise and demonstrate an ability to communicate the context to others with full inclusion of unusual or restricted meanings.</th>
</tr>
</thead>
</table>

The Doctor of Ministry Project - 880.2: Chapter Two: Biblical and Theological Foundations

<table>
<thead>
<tr>
<th>Evaluation Objective</th>
<th>Beginning (B-) 83% and below</th>
<th>Developing (B) 83-86%</th>
<th>Accomplished (B+ to A-) 87-95%</th>
<th>Exemplary (A) 96 to 100%</th>
<th>Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. The Biblical Foundation: Surveys the biblical foundation and reflects upon biblical insights for addressing the problem.</td>
<td>Does not provide the biblical foundation or reflection upon biblical insights for addressing the problem.</td>
<td>Provides some biblical foundational material but reflection lacks clarity and needs further development.</td>
<td>Provides appropriate biblical foundational material. Reflection is present and accurate although briefly developed.</td>
<td>Excellent biblical foundational material is identified and relevant to the problem. Reflection is appropriate, accurate and highly developed.</td>
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<tr>
<td>2. The Historical/Traditional Foundation: Researches church history/denominational history and reflects upon how the past may influence or address the present problem.</td>
<td>Lacks historical/traditional background material. Lacks reflection upon church or denominational history relative to the problem.</td>
<td>Provides some church or denominational background material but lacks reflection as to its relationship to the problem.</td>
<td>Provides church or denominational historical perspective and appropriate reflection as to how that perspective impacts the problem. Reflection is briefly developed.</td>
<td>Excellent and relevant connections are made between church or denominational history and its impact upon the problem.</td>
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<tr>
<td>3. Reason: Researches and reasons from qualitative data that is thoughtfully analyzed and unbiased in its conclusions.</td>
<td>Reasoning is biased and fails to evaluate alternative viewpoints/counter arguments. Argument based on irrelevant reasons or claims.</td>
<td>Reasoning lacks relevant counter-arguments or opinions. Superficially evaluates any possible alternative views.</td>
<td>Accurately interprets qualitative evidence. Identifies counter arguments or opinions. Reasons explained briefly but need further development.</td>
<td>Consistently and accurately interprets qualitative data. Thoughtfully analyzes counter arguments or opinions. Reasons from and draws unbiased conclusions.</td>
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<tr>
<td>4. Experience: Researches experiences of churches/individuals or groups that are relevant to the problem and expand the realm of understanding.</td>
<td>Fails to consider the experiences of relevant churches/groups/ or individuals. Unable to offer insight based on knowledge gained through practice.</td>
<td>Some experience is included but lacks analysis and relevance to the problem.</td>
<td>Experience and knowledge are relevant to the problem. Analysis is attempted but needs further development and insight.</td>
<td>Develops substantial analysis of experience and knowledge of others. Highly insightful and relevant to the problem.</td>
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### The Doctor of Ministry Project – 880.3: Chapter Three: The Literary Review

| Evaluation Objective | Beginning (B-)
82% and below | Developing (B)
83-86 % | Accomplished (B+ to A-)
87-95% | Exemplary (A)
96-100% | Score |
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<tr>
<td>1. The Review of Literature: Surveys literature from various disciplines that are relevant to the problem. Selects sources for research.</td>
<td>Does not consider literary sources from any other discipline of study relevant to the problem. Does not select any literary sources.</td>
<td>Selects literary sources for inclusion that are lacking in relevance to the problem.</td>
<td>Surveys the literature and selects sources that are relevant but needs further development in comparing source material for improved selection.</td>
<td>The literary selections demonstrate a high relevance to the problem and represent an excellent match for comparison.</td>
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<tr>
<td>2. The Literary Perspective: Researches new or past approaches to similar problems from the perspective of a discipline or field of study such as psychology, sociology, business, etc.</td>
<td>May consider other sources briefly but fails to include the research, thereby limiting perspective to researcher’s own discipline of study.</td>
<td>Source research is present but lacks a clear perspective on the problem.</td>
<td>New or past approaches to the problem are identified. The perspective of a secondary discipline is present but needs further development.</td>
<td>New or past approaches clarify the problem and add insight from a related field of study. The research is well documented and highly developed within the context of the problem.</td>
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<tr>
<td>3. Relatedness: The selected literary source material is linked to the problem and relevant to the research.</td>
<td>Fails to associate the literary source material to the problem. Material if selected is irrelevant to the problem.</td>
<td>The source material is documented but superficially related to the problem.</td>
<td>The source material is documented and related to the problem but needs further development in establishing a strong link to the problem.</td>
<td>A strong link exists between the source material and the problem. Research is highly developed in relationship to the problem.</td>
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<tr>
<td>4. Summary: The importance of the literary sources to the research of the problem is clearly identified and stated.</td>
<td>Unable to summarize or assess value of literary sources in relationship to the problem.</td>
<td>A summary of the source material is included but lacks importance/value of the research to the problem.</td>
<td>The summary is relevant to the problem. Attempts to establish importance/value is present but needs further development and insight.</td>
<td>Develops a substantial summary of the source material. Highly insightful and clearly adds value to the research of the problem.</td>
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Adapted from Paul D. Leedy, Practical Research: Planning and Design (6th ed., 1997), pp. 71-72
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<th>Developing (B) 83-86 %</th>
<th>Accomplished (B+ to A-) 87-95%</th>
<th>Exemplary (A) 96-100%</th>
<th>Score</th>
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<tr>
<td>1. The Research Method: The research method is suitable to address the problem. The method is clearly defined and oriented to the setting. Limitations are stated.</td>
<td>The research method is inappropriate to address the problem. There is confusion as to its relevance to the setting. Limitations of the study are not stated.</td>
<td>The chosen research method lacks clear definition and relevance to the setting. Limitations to the study are present but unclear.</td>
<td>The research method is appropriate to address the problem. Relevance to the setting and limitations of the study require further development.</td>
<td>The research method is an excellent match to the problem. There is clear definition of the limitations as well as accurate orientation to the setting.</td>
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<tr>
<td>2. The Research Procedures: Follows the program standards for descriptive research (sampling, surveys, interviews, and case studies).</td>
<td>Research procedures do not follow the program standards for descriptive research (sampling, surveys, interviews, and case studies).</td>
<td>Research procedures somewhat follow the program standards for descriptive research (sampling, surveys, interviews, and case studies).</td>
<td>Research procedures mostly follow the program standards for descriptive research (sampling, surveys, interviews, and case studies).</td>
<td>Research procedures accurately align with the program standards for descriptive research (sampling, surveys, interviews, and case studies).</td>
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<td>3. The Research Presentation: Use of graphs, charts, interviews, case studies, etc. are accurately presented and explained in relationship to the problem.</td>
<td>Fails to use presentation materials. No explanation is provided for relationship to the problem.</td>
<td>Use of presentation materials is evident but scant. Weak in explanation and relationship to the problem.</td>
<td>Accurate presentation of materials. Needs development in explanation of relevance to the problem.</td>
<td>Highly developed presentation with well chosen materials that clearly explain and relate to the problem.</td>
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<tr>
<td>4. The Research Evidence: The evidence is presented in a clear, unbiased manner. There is documented support for qualitative data.</td>
<td>The evidence is unclear, biased, and/or unsupported by qualitative or quantitative data.</td>
<td>The evidence is clear but biased and lacks adequate support by the data.</td>
<td>The evidence is clear and unbiased but needs further documentation and support of data.</td>
<td>Outstanding clarity of evidence. Unbiased approach with highly developed support and documentation of data.</td>
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### The Doctor of Ministry Project – 880.5: Chapter Five: Results and Analysis of Data

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<th>Developing (B) 83-86%</th>
<th>Accomplished (B+ to A-) 87-95%</th>
<th>Exemplary (A) 96-100%</th>
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<tr>
<td><strong>1. Accuracy of Data:</strong> Methods of analysis accurately represent and report the significance of the contributors' input.</td>
<td>Methods of analysis do not accurately represent or report the significance of the contributors' input.</td>
<td>Methods of analysis somewhat represent and/or report the significance of the contributors' input.</td>
<td>Methods of analysis mostly represent and report the significance of the contributors' input.</td>
<td>Methods of analysis highly represent and report the significance of the contributors' input.</td>
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<tr>
<td><strong>2. Organization of Data:</strong> The data is organized into categories, classes, patterns, or themes for analysis.</td>
<td>Data lacks organization. There is no evidence of categories, classes, patterns or themes for analysis.</td>
<td>Some organization is evident but does not lead to valid analysis.</td>
<td>The data is organized into categories, classes, patterns, or themes but analysis needs further development.</td>
<td>The data is well organized. Analysis is based on a highly developed use of categories, classes, patterns, or themes.</td>
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<tr>
<td><strong>3. Content of Data:</strong> The data is studied and further analyzed for meaning relative to the problem.</td>
<td>There is no evidence of a connection between the data and the problem.</td>
<td>Some attempt to analyze is present but findings are weak in meaning relative to the problem.</td>
<td>Analysis for meaning is evident. Relationship to the problem needs further development.</td>
<td>Highly developed analysis. Meanings are clearly relevant to the problem.</td>
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<tr>
<td><strong>4. Description of Data:</strong> The results of the data are clearly described and reliable. Changes in the original thesis or theory are openly stated.</td>
<td>Results of the data are not described. There is no impact on the original thesis or theory.</td>
<td>Results of the data are somewhat described but do not relate well to the original thesis or theory.</td>
<td>Results of the data are descriptive but need further development in relationship to the original thesis or theory.</td>
<td>Outstanding description of data. Impact upon original thesis or theory is clearly stated.</td>
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### Evaluation Objective

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<th>Accomplished (B+ to A-) 87-95%</th>
<th>Exemplary (A) 96-100%</th>
<th>Score</th>
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<tbody>
<tr>
<td><strong>1. Project Summary:</strong></td>
<td>The project summary is poorly developed and fails to relate the research data to a resolution for the problem statement.</td>
<td>The project summary is somewhat developed. Lacks a strong connection between research and resolution of the problem.</td>
<td>The project summary is mostly developed. The connection between research and resolution needs expansion.</td>
<td>The project summary is highly developed. The research is extremely well connected to a solution for the problem.</td>
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<tr>
<td><strong>2. Project Findings:</strong></td>
<td>Project findings are unclear. Perspective is lacking. Fails to add new insight to the problem or need.</td>
<td>Project findings are stated but perspective is limited. Insights are tentatively related to problem or need.</td>
<td>Project findings are relatively clear. Perspective is good. Further development in relating insights to problem or need is evident.</td>
<td>Project findings are very clear. Excellent perspective is brought to bear on the problem or need. Insights are extremely well articulated.</td>
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<tr>
<td><strong>3. Project Conclusions:</strong></td>
<td>Conclusions are poorly defined and fail to unify the project. Conclusions do not lead to practical application or problem resolution.</td>
<td>Conclusions are stated but weak in unifying the project. Practical applications are present but do not relate well to the problem or need.</td>
<td>Conclusions are relatively well stated and unify the project. Needs further development in practical application to problem or need.</td>
<td>Conclusions are extremely well stated and unify the project. Applications are practical and pertinent to the problem or need.</td>
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<tr>
<td><strong>4. Recommendation:</strong></td>
<td>Fails to confer applications to practical ministry. No recommendation for problem resolution, positive change or contribution to the ministry.</td>
<td>Applications are present but weak. Recommendations for problem resolution, positive change or contribution to ministry are vague.</td>
<td>Applications are fairly well stated. Recommendations for problem resolution, positive change or contribution to ministry need further development.</td>
<td>Outstanding applications are present with highly developed recommendations for problem resolution or positive changes in ministry.</td>
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Adapted from: AAUP: *How to Grade a Dissertation*. American Association of University Professors.
Appendix H (Doctor of Ministry Program Evaluation by the 2010 Graduates)

Program Assessment Survey
Doctor of Ministry (DMin)
Summer 2010

Name:________________________________________ Date:________________________

Directions: Circle your response on the Likert Scale below (using an appropriate number from the scale) for each question. Write a comment response for each question describing how you experienced the program with respect to the stated program resources and outcomes.

Scale: 1 = strongly disagree  2 = disagree  3 = undecided  4 = agree  5 = strongly agree

1. I have incurred educational debt (student loans, etc.) while enrolled in the DMin program.

____  1  2  3  4  5

☐ $0-$5K  ☐ $10-$15K  ☐ $5-$10K  ☐ $15K

Comment:

2. I am satisfied with the quality of instruction I received in my program at WTS.

____  1  2  3  4  5

Comment:

3. The project supervision and assistance that I received met my needs in the program.

____  1  2  3  4  5

Comment:
4. The program format allowed me to complete the program and supplied me with grounded tools for growth in my ministerial context.

Comment:

5. The program supplied me with adequate resources (Library, Academic, and Student Services) to complete my research project and seminars.

Comment:

6. The program utilized competent librarian services (training, consultation, and guidance) to utilize the school’s information resources.

Comment:
7. The program provided adjunct and regular faculty who demonstrated competency and expertise in their discipline.

Comment:

8. The program made available appropriate academic support series (admissions, registration, and administration) during the four-year curriculum.

Comment:

9. The program provided competent research project coordination that effectively facilitated the in-depth field research process.

Comment:
Outcomes:

10. Knowing: The program provided advanced level study of investigation and reflection with peers on critical challenges, issues, and opportunities of ministry.

Comment:

11. Being: The program provided opportunities and structure for personal, spiritual, and professional growth.

Comment:

12. Doing: The program provided advanced research methods, critical analysis, and data collection techniques to conduct independent field research in ministry and produce a Doctoral Research Project Report that summarize the findings.

Comment:

Other comments you would like to share of your experience in the WTS DMin program:
Program Evaluation Survey by the 2010 DMin Graduates

1) I have incurred educational debt (student loans, etc) enrolled in the D.Min program
   $0-5K
   $0-5K – I incurred a small amount of debt at first & paid my way the last few years.
   $0-5K

2) I am satisfied with the quality of instruction I received in my program at WTS
   Content Courses were great!
   Excellent in every respect. Writing the chapters as we went along made this possible.
   Excellent guest lecturers

3) The project supervision and assistance that I received met my needs in the program.
   Great help – especially w/format issues
   People were pacing with me as needed. I was never denied anything I needed.
   My last 6 months with the committee was wonderful and helpful and changed my project into a positive experience.

4) The program format allowed me to complete the program and supplied me with grounded tools for growth in my ministerial context.
   Requiring chapter completion w/each course kept me on track. I’m a procrastinator by nature – the deadlines helped.
   Even when I transferred to Phoenix I was able to keep up & complete it.
   I was part of the old program and it appears the new program will be better.

5) The program supplied me with adequate resources (Library, Academic, and Student Services) to complete my research project and seminars.
   Margaret is a tremendous asset to the Seminary
   Margaret is awesome!

6) The program utilized competent librarian services (training, consultation, and guidance) to utilize the school’s information resources.
   The in-class instruction was truly helpful.
   The librarian did a course on JSTOR that allowed access from 3000 miles away.
   Again, Margaret is awesome!

7) The program provided adjunct and regular faculty who demonstrated competency and expertise in their discipline
   At times, it seemed that a couple of the adjuncts were distracted by issues in their churches.
   I was blessed to meet with experts in every term.
   Dr. Staats is an amazing wealth of information.

8) The program made available appropriate academic support series (admissions, registration, and administration) during the four-year curriculum.
   The syllabi were sometimes slow in arriving, but overall it was excellent.
   The program provided competent research project coordination that effectively facilitated the in-depth filed research process.
9) The collegial atmosphere was great but it would be nice to have more help dealing w/specific content issues. The peer review process was always helping me push the process deeper. The past 6 months renewed my favor for Winebrenner’s program.

Program Outcome Feedback:
10) Knowing: The program provided advanced level study of investigation and reflection with peers on critical challenges, issues, and opportunities of ministry.
   Excellent
   I enjoyed the community atmosphere with my peers.

11) Being: The program provided opportunities and structure for personal, spiritual and professional growth.
   Excellent
   It stretched my commitment to discipline.

12) Doing: The program provided advanced research methods, critical analysis, and data collection techniques to conduct independent field research in ministry and produce a Doctoral Research Project report that summarize the findings.
   Excellent
   The project allowed opportunity to put my studies to the test.

13) Other Comments:
Having a program coordinator was a great addition. It provides the necessary nudge for some of us to stay on track w/each chapter.
My experience was utterly positive. The only negative experience was the sudden passing of the D.Min chair. This prompted an unexpected change of the program while I was at the midway point in the process. The transition, as any transition, took a little adjustment on my part.
Thank-you for the encouragement and patience that motivated me to finish.
# Program Evaluation Scores by the 2010 DMin Graduates

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<tr>
<th>DMin Program OUTCOMES</th>
<th>Data</th>
<th>Statistics</th>
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<tr>
<td>I have incurred educational debt (student loans, etc) while enrolled in the DMin program</td>
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<tr>
<td>I am satisfied with the quality of instruction I received in my program at WTS.</td>
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<td>The program format allowed me to complete the program with grounded tools for growth in my ministerial context.</td>
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<td>The program provided competent research project coordination effectively facilitated the in-depth field research process.</td>
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<td>Knowing: The program provided advanced level study of inner reflection with peers on critical challenges, issues, and opportunities of ministry.</td>
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<td>Being: The program provided opportunities and structure for personal, spiritual, and professional growth.</td>
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<td>Doing: The program provided advanced research methods analysis, and data collection techniques to conduct independent field research in ministry and produce a Doctoral Research Project report that summarize the findings.</td>
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Appendix I (Composite Scores of C-WSLOs for the 2010 DMin Graduates)

Program Assessment Report (PAR)

Program: Doctor of Ministry (D.Min.)
Graduation: 2010 (3 students)
Performance Expectation: =>90%

Program Outcomes for D.Min. Graduates:
Knowing: Investigate and reflect on with peers the critical challenges, issues, and opportunities of ministry.
Being: Manifest growth in personal spiritual and professional goals as identified in the four core curriculum courses.
Doing: Contribute new insights to the body of ministerial practice through practical field research and qualitative writing.

Assessment Outcomes for D.Min. Students:
Knowing: Advanced levels of biblical and theological seminar participation and projects are evaluated via direct observation by faculty.
Being: Case studies presentations on personal spiritual formation and spiritual leadership that demonstrate and represent the student's best work in theological, biblical, spiritual, and strategic reflection are evaluated via direct observation by faculty.
Doing: The Capstone Project consists of a written abstract and oral presentation of the student's Research Project that integrates the program curriculum by designing a practical ministry model based upon the research data. Supervision of the research Project is provided by the Research Team. Evaluation is completed via direct observation by peers, faculty, and the Research Team.
Appendix J (Master's Degree Program Overviews)

MASTER OF DIVINITY
(M.Div.) Program Director: Dr. C. George Fry

Purpose
The purpose of the Master of Divinity program is to prepare pastors. For that reason it centers in those ministerial arts and skills which are essential to enable one to function effectively as a “shepherd” or “pastor” of souls. It is an ancient and honorable office, one clearly evident in the New Testament, being described in some detail in the “Pastoral Epistles”. In the very words of Paul, “to desire the office” is to “desire a good work”.

Among the last of the “general practitioners”, a pastor is a preacher, teacher, evangelist, prophet, scholar, counselor, administrator, organizer, encourager, presider at worship, a mediator and reconciler, a “friend at large”, and the public face of the Christian church in the community. A model of the New Testament ethos, a pastor is one given to prayer, alms, charity, and study. Few vocations demand more versatility and flexibility. Relying on human strength, it is an impossible calling, but with the help of God, “all things are possible.”

Wherever the church is, there are pastors. Pastors serve in many different settings. Some lead a local church (as varied as a “house church” and a “mega-church”, a store-front mission and a suburban ministry, multi-point rural charges and sophisticated downtown platform parishes). Some may be “senior ministers”, and others are specialized as “staff clergy”. Some will be engaged in a denominational context, and others will be in an ecumenical context. Some work in the church-at-large, in synodical posts or on denominational boards, in judicatories, with the gift of oversight. Still others labor cross-culturally as missionaries, both nationally and globally. Still others are chaplains (industrial, military, college, university, school, hospital, prison, and other institutional situations). Still others are engaged in para-church ministries or in highly specialized fields as ministry with the deaf, the blind, communications, the fine arts, sacred drama and music, and publication. Few occupations offer more opportunity for expression than that of the pastor. As John Wesley rightly said, “Our parish is the world.”

One ordination service speaks of a pastor as “godly and learned.” A minister should cultivate the spiritual gifts bestowed by God and come to seminary with a broad background in the liberal arts. As one theologian said, “Nothing human is alien to me.” Especially valuable are courses in language and literature, history and philosophy, the natural sciences and critical thinking. In many places the pastor is still considered the “parson” or “person” with a sense of understanding many issues. One soon discovers in the practice of ministry that “life-long learning” is essential. In a very real sense, one is never truly “prepared” for the pastoral office.

Time spent at seminary, however, can begin this process of moral, intellectual, spiritual, emotional, and vocational maturation. The Master of Divinity program requires study and competence in each of the traditional theological disciplines: (1) Scriptures, or Exegetical Studies, with the requirement of learning
both the biblical languages, Hebrew and Greek, (2) Church History, “The laboratory of the Holy Spirit”, where one learns from the successes and mistakes of previous generations of Christians, (3) Theology, or the “systematic” articulation of Christian teaching (doctrine) so that one may be “apt to teach” the truth; and (4) Pastoral or “Practical” Theology, where one hones the skills required in ministry, as varied as preaching, witnessing, counseling, and church administration. As in medicine, nursing, education and law, courses involve both “theory” and “practice”, both “content” and “competencies”. This mix of “the abstract” and “the concrete” is part of the genius of professional education.

Program Outcomes for M. Div. Graduates
1. **Knowing**—The student will demonstrate a comprehensive understanding of the four classic disciplines: Biblical Studies, Church History, Theology, and Pastoral Ministry.

2. **Being**—The student will demonstrate increasing competence in servant leadership lifestyle indicating enhanced ability to serve the church in diverse contexts and in multiple ways.

3. **Doing**—The student will demonstrate a commitment to the mission of God in their lives by integrating the theological disciplines and content acquired in the program curriculum by discernment, ethical decision making, and spiritual wisdom in their ministry context.

Assessment Outcomes for M. Div. Students
1. **Knowing**: Write and articulate a coherent faith statement that represents the student’s best work in biblical studies, theology, and church history with direction observation and evaluation by faculty. Proficiency in “Pastoral Ministry” is evaluated by the five designated courses in their concentration.

2. **Being**: Achieve growth in personal and ministerial goals as identified in the Ministerial Person course and evaluated in the Middler Review process (upon completion of 30 credit hours) and Supervised Ministry experience (during the senior year) with direct observation and evaluation by faculty and ministry supervision committee members.

3. **Doing**: Capstone Project consisting of a written and oral presentation that integrates the program curriculum in an Ethics Symposium with direct observation by faculty and Symposium Focus Group.

**Description**
The M.Div. is a 90-hour program that is the normative degree to prepare persons for ordained ministry and general pastoral or religious leadership responsibilities in congregations and other Christian ministry contexts. The program is designed for completion in three years of full-time study or in four or more years of part-time study. Students can design a Concentration that fits his or her interests and goals by selecting electives, independent research projects, and Master’s Thesis. Consultation with the M.Div. program director will provide insight and guidance in developing a course of study that supports the student’s ministry career goals. Since this is a professional degree, students are encouraged to select an M.Div. Concentration that reflects their calling, spiritual gifts, and vocational career intentions, and to form a mentoring relationship that will provide valuable support that continues after graduation.
The WTS design for its M.Div. program has several key distinctive features:

- Theological Summits, one-day resource events (one credit) held each trimester, provide the opportunity to develop relationships, theological insights, and an enriched worldview for personal and professional development.

- The WTS delivery system allows students to complete their program of study in 3-4 years with a course schedule that provides flexibility to continue their current ministry or employment and commute to the Findlay campus on Tuesdays for afternoon and evening class sessions, or on Tuesday and Thursday evenings for class sessions. Family Ministry courses, which may be taken as electives in the M.Div. program, are held on Monday evenings. One-week intensive and online courses occur periodically during the academic year.

- Supervised Ministry courses offered in the senior year affords students an opportunity to hone ministry skills in his or her area of specific interest. Students are required to complete three trimesters (one academic year) of Supervised Ministry (3 credits), which involves case reflection with a small cohort of peers. Students will complete one-year of supervised “Ministry Rounds” to increase their self-awareness, skill sets, and competence based on a healthy theological self-identity.

  Students have three options to fulfill the requirement in Supervised Ministry:
  1. Clinical Pastoral Education (CPE) in an appropriate setting approved by the M.Div. Director is an intensive ministry experience.
  2. Students preparing for a military chaplaincy may utilize three summer Chaplaincy practicums.

- Another option is for the student to enhance ministry skills in his or her area of specific interest. A spiritual formation emphasis is integrated throughout the curriculum by faculty who seek to live their theology. The M.Div. program provides the opportunity for personal and professional transformation as leaders who serve the triune God and the church to change the world.

Master of Arts (Theological Studies)
(M.A.[T.S.]) Program Director: Dr. Brandon G. Withrow

Purpose
The Master of Arts (Theological Studies) is an academic degree program integrating faith and learning, and intended for persons who are (1) preparing for doctoral level study, (2) intending to teach religion at the secondary school level, (3) exploring vocational ministry options, (4) preparing for lay leadership in the church, or (5) seeking to enhance their theological foundation through a structured program of study. The M.A.(T.S.) is also appropriate for persons who are already ordained and seek further professional and personal enrichment. Students choose a program specialization in one of the following disciplines: biblical studies, theological studies, the history of Christianity, or Christian spirituality that compliments their interests and goals.
Program Outcomes for M.A.(T. S.) Graduates

1. Knowing--Integrate a basic understanding of the theological disciplines: biblical studies, theological studies, the history of Christianity, or Christian spirituality.

2. Being--Relate theological study to the life of the church and to one’s personal vocational choice in a way that embodies the virtues of self-reflection and charity.

3. Doing--Demonstrate a mastery of one theological discipline and the academic skills needed for further advanced theological studies in this discipline.

Assessment Outcomes for M. A.(T.S.) Students

1. Knowing: Write and articulate a coherent faith statement that represents the student’s best work in biblical studies, theology, and church history with direction, observation, and evaluation by faculty.

2. Being: Manifests growth in personal and professional goals as identified in The Ministerial Person course and evaluated in the Middler Review process (upon completion of 30 credit hours) and Supervised Ministry experience (during the senior year) with direct observation and evaluation by faculty and ministry supervision committee members.

3. Doing: Successfully complete (under the direction of a thesis committee) the program Capstone Project by writing and orally defending a Master’s thesis that demonstrates a mastery of one’s specialization and the ability to integrate all the theological disciplines.

Description
The M.A.(T.S.) is a 60-hour degree program that allows a student to engage a specialization that fits his or her interests and goals. The degree program can be completed in two years of full-time study or in three or more years of part-time study. The specific specialization of study will be determined in consultation with an academic advisor or the director of the M.A.(T. S.). The Capstone Project for this program and all concentrations is a 6 credit hour Master’s thesis. For additional information, see Master’s Thesis Guidelines on page 54.

MASTER OF ARTS IN FAMILY MINISTRY
(M.A.F.M.) Program Director: Dr. Gwen Ebner
[Emphasis in Formational Care and Counsel]

Purpose
The Master of Arts in Family Ministry (M.A.F.M.) is a 60-hour degree program designed to integrate Christian counseling and the spirituality of soul care. In the M.A.F.M. program students are prepared for ministry by utilizing a holistic approach to personal wholeness (spiritual, emotional, social, and physical) as they interact honestly and personally with the biblical text. The program is designed to equip men and women for a variety of ministry opportunities: (1) pastoral counseling and chaplaincy ministry; (2) staff ministry—such as youth, children, adults, small groups; (3) Christian ministry contexts; or (4) lay ministry. The M.A.F.M. is also appropriate for persons who are already ordained and seek further professional and personal enrichment.
Program Outcomes for M.A. F. M. Graduates

1. Knowing--Integrate a basic understanding of the following studies: Theology, Bible, Christian Spirituality, and Formational Care.

2. Being--Manifest growth in personal wholeness, spiritual formation, and self-awareness.

3. Doing--Engage in God’s mission of reconciliation by demonstrating ability for guiding individuals and families utilizing basic counseling and formational skills appropriate to ministry situations in today’s culture.

Assessment Outcomes for M. A. F. M. Students

1. Knowing: Write and articulate a coherent faith statement that represents the student’s best work in biblical studies, theology, and church history with direction observation and evaluation by faculty.

2. Being: Achieve growth in personal and ministerial goals as identified in the Ministerial Person course and evaluated in the Middler Review process (upon completion of 30 credit hours) and Supervised Ministry experience (during the senior year) with direct observation and evaluation by faculty and ministry supervision committee members.

3. Doing: Successfully complete the Capstone Project in which students lead a formational counseling session that utilizes effective therapy techniques with direct observation and evaluation by the program director and a focus group.

Description

The M.A.F.M. is a 60-hour program that can be completed in two years of full-time study or in three or more years of part-time study. One of the most effective dimensions of any person in ministry is a healthy, holistic view of God, self, and others. This program provides training for students to increase their own spirituality and emotional well-being, as well as opportunities to increase care-giving skills necessary for biblically-based ministry.

Master of Arts in Church Development (M.A.C.D.) Program Director: Professor Joel W. Cocklin

Purpose

The Master of Arts in Church Development (MACD) degree program is designed to deliver vital theological education in a cohort-based learning environment integrating (individuals-in-community) intensive and distance learning courses, allowing students to remain resident within their particular local and congregational contexts. (Valuing indigenous mission and discipleship is a central stimulus for this program.) The MACD program -- blending foundational theological learning with spiritual formation -- assists servant-leaders in discovering and effectively responding to God’s will, gifting, and calling in correspondence with God’s mission and kingdom.
Program Outcomes for M.A.C.D. Graduates
1. Knowing—Integrate a basic understanding in the theological disciplines of biblical studies, theology, and church history.

2. Being—Manifest growth in personal, spiritual, and professional goals.

3. Doing—Engage in God’s mission of reconciliation and redemption by demonstrating ability for guiding and making disciples following the principles of Christ-like living. Manifest servant leadership in guiding the Church to embrace and equip the body for Kingdom ministry.

Assessment Outcomes for M.A.C.D. Students
1. Knowing: Write and articulate a coherent faith statement that represents the student’s best work in biblical studies, theology, and church history with direction observation and evaluation by faculty.

2. Being: Achieve growth in personal and ministerial goals as identified in the Ministerial Person course and evaluated in the Middler Review process (upon completion of 30 credit hours) and Supervised Ministry experience (during the senior year) with direct observation and evaluation by faculty and ministry supervision committee members.

3. Doing: Students will successfully write and present as a Capstone Project a Developmental Case Study. Students present during the CM 590 Christian Leadership and Communication course an extensive case study based on an actual personal ecclesiastical experience. Students will then further develop their case study incorporating peer reflections as well as an integration of their total degree program, as applicable, to the case study. The entire process will be under the direct observation and evaluation by the program director and the focus group.

Description
The MACD is a 60-credit, four-year graduate degree program designed with a hybrid delivery system. Students complete 30 credits in one-week intensive courses at WTS or a contiguous retreat center. The remaining 30 credits are completed via distance education (online or correspondence).

Cohort Format
The first “cohort” of the church – The Twelve – serves as our primary educational model (Matt. 10:1-42). Learning in cohort groups has proven integral to spiritual formation, mentoring, coaching, ministry skills, and theological development that are nurtured primarily in community. We seek to cultivate holistic learning environments with an organic connection to the students’ congregations and denominations.

Theological Basis
The mustard seed garden of the kingdom of God (Luke 13:18-19) serves as the paradigm for the MACD program; the church is called to kingdom expansion through faithful service in the power of the Spirit (Heb. 11:8-10; 1 Pet. 2:9-12). This vision of ministry leads to theological and spiritual formation shaped by the cross and expressed both personally and communally. Worshipping God and serving others is seen in the form of the cross itself – its vertical and horizontal dimensions – calling us to worship, Word, prayer, instruction, edification, and spiritual direction. Servant leaders who live faithfully, learn cooperatively, and lead humbly (2 Tim. 2:2) provide a vital foundation for kingdom ministry.
Class Standing
M.A. students will be classified as juniors until they have completed 30 hours; they will then be listed as seniors. Students must successfully complete a minimum of 60 hours of approved coursework.

Requirements for Graduation
The Seminary will confer the Master of Arts in Church Development on those students, who have met the requirements for graduation, have a minimum cumulative 2.5 grade point average, have been recommended by the faculty, and are approved by the Board of Trustees. Students must successfully complete 60 credit hours of approved coursework and maintain a continual mentoring relationship with a qualified Christian leader for the entire program in order to fulfill the minimum requirements for completion of the MACD program.

Areas of Concentration
The MACD offers 4 areas of concentration in which they complete four, 3-credit courses (12 credits). Each focused area of study is directed by a WTS professor: Biblical Studies, Christian Counseling, Christian Leadership, & Pastoral Ministry

General Education requirements for all concentrations:
Ministerial Person (Intensive Week – Retreat)
Hermeneutics (OL)
Biblical Worldview & Christian Life Views (OL)
A Survey of Christian Theology (Intensive Week – WTS)
Spiritual Formation (Intensive Week – Retreat)
A Survey of the History of Christianity (Intensive Week – Retreat)
O.T. Foundations (Intensive Week – WTS), and N.T. Foundations (Intensive Week – WTS)
N.T. Core (Intensive Week – WTS)
Church History and Polity (Intensive Week – WTS)
Church Development and Emergence (Intensive Week – WTS)
Christian Leadership & Communication (Intensive Week – Retreat)
Church in Mission (OL)
Supervised Ministry (OL)

Curricula Concentrations (Suggested Concentration Courses and Electives):
M.A.C.D. with concentration in Biblical Studies
4 Concentration Courses from OT 501, OT 502, NT 628, NT 626
2 Elective Courses from TH, CH, or CM

M.A.C.D. with concentration in Christian Leadership
4 Concentration Courses from CM 500, CM 501, CM 502, CM 591
2 Elective Courses from OT, NT, TH, CM, and/or CH

M.A.C.D. with concentration in Christian Counseling
4 Concentration Courses from CM 583, CM 596, CM 597, CM 599
2 Elective Courses from OT, NT, TH, CM, and/or CH
M.A.C.D. with concentration in Pastoral Ministry
4 Concentration Courses from CM 583, CM 584, CM 585, CM 586
2 Elective Courses from OT, NT, TH, CM, and/or CH

**Suggested Course Sequence—Master of Arts in Church Development**
(4-Year Full-time Schedule)

<table>
<thead>
<tr>
<th>Year</th>
<th>Fall</th>
<th>Spring</th>
<th>Summer</th>
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</thead>
<tbody>
<tr>
<td>1</td>
<td>NT 520 New Testament Foundations#</td>
<td>IS 500 Hermeneutics** Concentration Course**</td>
<td>CM 581 Ministerial Person* OT 500 Old Testament Foundations#</td>
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<tr>
<td>2</td>
<td>NT Core#</td>
<td>Elective** Concentration Course**</td>
<td>CM 688 Spiritual Formation* TH 672 Biblical Worldview &amp; Christian Life Views**</td>
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<tr>
<td>3</td>
<td>TH 500 A Survey of Christian Theology#</td>
<td>Elective** Concentration Course**</td>
<td>CH 540 A Survey of the History of Christianity* Church History &amp; Polity# Begin Supervised Ministry**</td>
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<tr>
<td>4</td>
<td>CM 594 Church Development &amp; Emergence# Continue Supervised Ministry**</td>
<td>Concentration Course** Complete CM 786 Supervised Ministry**</td>
<td>CM 590 Christian Leadership &amp; Communication* CM 582 Church in Mission**</td>
</tr>
</tbody>
</table>

*One-week intensive courses held at a contiguous retreat center on the third week of June.
**Distance education courses delivered via online or by correspondence.
#One-week intensive courses held on the WTS campus.
Appendix K (MACD Program Evaluation by the 2010 Graduates)

Program Assessment Survey
Master of Arts in Church Development (MACD)
Summer 2010

Name: __________________________________________

Date: ___________________________________________

Directions: Circle your response on the Likert Scale below (using an appropriate number from the scale) for each question. Write a comment response for each question describing how you experienced the program with respect to the stated program resources and outcomes.

<table>
<thead>
<tr>
<th>Scale: 1 = strongly disagree</th>
<th>2 = disagree</th>
<th>3 = undecided</th>
<th>4 = agree</th>
<th>5 = strongly agree</th>
</tr>
</thead>
</table>

1. I have incurred educational debt (student loans, etc.) while enrolled in the MACD program.

   [ ] 1  [ ] 2  [ ] 3  [ ] 4  [ ] 5

   □ 0-$5K  □ 10-15K  □ 5–10K  □ > 15K

Comment:

2. I am satisfied with the quality of instruction I received in my program at WTS.

   [ ] 1  [ ] 2  [ ] 3  [ ] 4  [ ] 5

Comment:
3. The on-line course instruction that I received met my needs in the program.

|
| 1 | 2 | 3 | 4 | 5 |

Comment:

4. The program format allowed me to complete the program and supplied me with grounded tools for growth in my ministerial context.

|
| 1 | 2 | 3 | 4 | 5 |

Comment:

5. The program supplied me with adequate resources (Library, Academic, and Student Services) to complete my courses.

|
| 1 | 2 | 3 | 4 | 5 |

Comment:

6. The program utilized competent librarian services (training, consultation, and guidance) to utilize the school’s information resources.

|
| 1 | 2 | 3 | 4 | 5 |

Comment:
7. The program provided adjunct and regular faculty who demonstrated competency and expertise in their discipline.

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<td>2</td>
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<td>4</td>
<td>5</td>
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Comment:

8. The program made available appropriate academic support series (admissions, registration, and administration) during the multi-year curriculum.

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<tr>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
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</table>

Comment:

9. The program provided competent Supervised Ministry experience that effectively facilitated integration of theory with practice.

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<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
</tbody>
</table>

Comment:
Outcomes:

10. Knowing: The program integrated a basic understanding of the theological disciplines: biblical studies, theology and church history.

   
   
   
   1 2 3 4 5

Comment:

11. Being: The program provided opportunities and structure for personal, spiritual, and professional growth.

   
   
   
   1 2 3 4 5

Comment:

12. Doing: The program provided engagement in God’s mission of reconciliation and redemption by the demonstration of ability for guiding and making disciples following the principles of Christ-like living. Manifest servant leadership in guiding the Church to embrace and equip the body for Kingdom ministry.

   
   
   
   1 2 3 4 5

Comment:

Other comments you would like to share of your experience in the WTS MACD program:
Program Evaluation by the 2010 MACD Graduates

1. I have incurred educational debt (student loans, etc) enrolled in the MACD program
   - $10-15K – It was a financial commitment, but minimal compared to other institutions and programs.
   - $5-10K - Even though Easter Region helped pay for my education, I still needed to take out some money.
   - $5-10K – : strongly agree
   - Old form: 5-strongly agree

2. I am satisfied with the quality of instruction I received in my program at WTS
   - (5- strongly agree): Evident from the beginning was the passion motivating the vision. Passion coupled with life experience equals an education that is priceless.
   - (5 – strongly agree): All instructors truly cared about the students in their classes and shared their passion for their topic gladly.
   - (5 – strongly agree)
   - (5 – strongly agree)

3. The on-line course instruction that I received met my needs in the program.
   - (4 – Agree): I particularly enjoyed the interactive dialogue we experienced. I think it would be beneficial of every class has a live chat component. eg: instant messenger (IM); Skype; Blackboard chat
   - (4- agree): Online courses need to be standardized and instructors need to know how all parts work.
   - (5 – agree): The availability of on-line instruction allowed for great flexibility.

4. The program format allowed me to complete the program and supplied me with grounded tools for growth in my ministerial context.
   - (4 – agree): I received a myriad of resources that I will be able to apply to all future ministerial pursuits. Most of these resources were unbeknownst to me prior to this educational experience.
   - (5 – strongly agree): Living in 3 states during my 4 yrs was a challenge, however, this format worked great.
   - (5- strongly agree)
   - (4- agree)

5. The program supplied me with adequate resources (Library, Academic, and Student Services) to complete my courses.
   - (5 – strongly agree): The resources were more than adequate.
   - (4 – agree): Not living in Findlay made it difficult to use the library, however, I was able to find one in Ashland.
   - (5 – strongly agree)
   - (4 – agree)
6. The program utilized competent librarian services (training, consultation, and guidance) to utilize the school's information resources.

- (5 – strongly agree)
- (4 – agree): see #5
- (4 – agree)

7. The program provided adjunct and regular faculty who demonstrated competency and expertise in their discipline

- (5- strongly agree): Absolutely. The faculty had been there, done that and “got” the t-shirts. They also had a depth of formal education that made the information shared pertinent as well as cutting edge (past, present, future…).
- (5 – strongly agree): Faculty were well versed in their subjects and how to apply it.
- (5 – strongly agree): Faculty competency and expertise were the highlights of the program and are the greatest strength for WTS.

8. The program made available appropriate academic support series (admissions, registration, and administration) during the multi-year curriculum.

- (5 – strongly agree): In my experience, they never missed a beat.
- (4 – agree): Staff was always available and extremely helpful.
- (5 – strongly agree)

9. The program provided competent Supervised Ministry experience that effectively facilitated integration of theory with practice.

- (4 – agree): I think we should have been required to partner in an existing missional plant venue (eg. Street ministry, prison...homeless…). This could be arranged in any geographical location according to desire or future vision.
- (2 – disagree): Felt that Supervised Ministry course was geared toward people already in Ministry, not towards people who might be lay people.
- (3 – undecided): Did not take into account students who are not currently in a ministry context that allows for creating a ministry for the experience.

10. Knowing: The program integrated a basic understanding of the theological disciplines: biblical studies, theology and church history.

- (4 – agree)
- (5 – strongly agree): Due to the fact that each professor was of a different denomination they brought their own take on theology to the classes.
- (5 - strongly agree)

11. Being: The program provided opportunities and structure for personal, spiritual and professional growth.

- (agree – 4)
- (5 – strongly agree): Loved being able to come on campus for a whole week to fellowship and connect.
- (5 – strongly agree)
12. Doing: The program provided engagement in God’s mission of reconciliation and redemption by the demonstration of ability for guiding and making disciples following the principles of Christ-like living. Manifest servant leadership in guiding the Church to embrace and quip the body for Kingdom ministry.

- (4-agree): I would love to participate in an actual missional plant as a group. We could do this over a three-year fulcrum.
- (4 – agree): This program has helped me to better understand what God has planned for me and I am even more excited now then when I started.
- WHAT?

Other Comments

- More hands-on field experience and spiritual warfare training.
- Though the program is touted as a distant learning degree, there were several instances where professors forgot this and un do stress and aggravation was felt by the students.
- All online classes should be a standard format in order to best utilize the capabilities of Blackboard and the professors as well as to provide the best interaction for the students.
- Library and research tools: These need to be reviewed and progressively added to rather than just give a quick tutorial on during the 1st trimester. As for instance – I was surprised to learn about Google books during my third year. (Heard an instructor talking about it in passing).
- Make as many more classes as you can online classes.
- Try to add some video-conferencing to online classes.
- I appreciate the Spiritual Formation emphasis. You can tell it is needed because this is the one that seems to intimidate students the most – and the one they cry about.
- Standardize the paper use citation (i.e., footnote, parenthetical, etc)
- Get rid of Turabian and go to MLA.
### Program Evaluation Scores by the 2010 MACD Graduates

<table>
<thead>
<tr>
<th>MACD Program OUTCOMES</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>I have incurred educational debt (student loans, etc) while enrolled in the MACD program</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>4</td>
<td>20.00</td>
</tr>
<tr>
<td>I am satisfied with the quality of instruction I received in my program at WTS</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>4</td>
<td>20.00</td>
</tr>
<tr>
<td>The online course instruction that I received met my needs in the program</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>3</td>
<td>1</td>
<td>17.00</td>
</tr>
<tr>
<td>The program format allowed me to complete the program and supplied me with grounded tools for growth in my ministerial context</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>2</td>
<td>2</td>
<td>18.00</td>
</tr>
<tr>
<td>The program supplied me with adequate resources (Library, Academic, and Student Services) to complete my courses</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>2</td>
<td>2</td>
<td>18.00</td>
</tr>
<tr>
<td>The program utilized competent librarian services (training, consultation, and guidance) to utilize the school’s information resources</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>2</td>
<td>2</td>
<td>18.00</td>
</tr>
<tr>
<td>The program provided adjunct and regular faculty who demonstrated competency and expertise in their discipline</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>3</td>
<td>15.00</td>
</tr>
<tr>
<td>The program made available appropriate academic support series (admissions, registration, and administration) during the multi-year curriculum</td>
<td>0</td>
<td>0</td>
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<td>3</td>
<td>15.00</td>
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<tr>
<td>The program provided competent Supervised Ministry experience that effectively facilitated integration of theory with practice</td>
<td>0</td>
<td>1</td>
<td>1</td>
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<td>0</td>
<td>9.00</td>
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<tr>
<td>Knowing: The program integrated a basic understanding of the theological disciplines: biblical studies, theology and church history</td>
<td>0</td>
<td>0</td>
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<td>1</td>
<td>2</td>
<td>14.00</td>
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<tr>
<td>Being: The program provided opportunities and structure for personal, spiritual and professional growth</td>
<td>0</td>
<td>0</td>
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<td>14.00</td>
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<tr>
<td>Doing: The program provided engagement in God’s mission of reconciliation and redemption by the demonstration of ability for guiding and making disciples following the principles of Christ-like living. Manifest servant leadership in guiding the Church to embrace and equip the body for Kingdom ministry</td>
<td>0</td>
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</tbody>
</table>
Appendix L (Composite Scores of C-WSLOs for the 2010 MACD Graduates)

Program Assessment Report (PAR)

Program: Master of Arts in Church Development (M.A.C.D.)
Graduation: 2010 (4 students)
Performance Expectation: =>85%

Program Outcomes for M.A.C.D. Graduates:

Knowing: Integrate a basic understanding in the theological disciplines of biblical studies, theology, and church history.

Being: Manifest growth in personal, spiritual, and professional goals.

Doing: Engage in God’s mission of reconciliation and redemption by demonstrating ability for guiding and making disciples following the principles of Christ-like living. Manifest servant leadership in guiding the church to embrace and equip the body for Kingdom ministry.

Assessment Outcomes for M.A.C.D. Students:

Knowing: Write and articulate a coherent faith statement that represents the student's best work in biblical studies, theology, and church history with direct observation and evaluation by faculty.

Being: Achieve growth in personal and ministerial goals as identified in the Ministerial person course and evaluated in the Middler Review process (upon completion of 30 credit hours) and Supervised Ministry experience (during the senior year) with direct observation and evaluation by faculty and ministry supervision committee members.

Doing: Students will successfully write and present as a capstone project a Developmental Case Study. Students present during the CM 590 Christian Leadership and Communication course an extensive case study based on an actual personal ecclesiastical experience. Students will then further develop their case study incorporating peer reflections as well as an integration of their total degree program, as applicable, to the case study. The entire process will be under the direct observation and evaluation by the program director and the focus group.
Average Scores for Knowing, Being, and Doing Outcomes

- Knowing: 94%
- Being: 97%
- Doing: 95%

Goal = 85%

Average of GPA

Goal 3.0

3.77

9/27/2010