COMPREHENSIVE REVIEW CYCLE –DATA AUDITING AND FINDINGS

Program Administrative Quality & Viability Outcomes:

YEAR: 2022

Instructions: Using the measures selected above write a maximum of three outcomes determined by those measures. Be prepared to communicate the criteria by which you/your committee has decided as indicator of achievement.

Quality Outcomes:

1. Increased involvement from residential faculty and affiliate faculty (as opposed to one-time adjuncts) as course instructors and advisors or second readers on thesis committees. This change would provide more stability to the program by allowing for more collaboration among instructors and more consistency across courses. It would also allow consistency with student support.

2. Developing DMin concentrations based on the resources MTS already has in its residential and affiliate faculty and in its initiatives and centers. If outcome #1 was implemented, there would be a built-in measure for developing viable new programs, namely, a realistic assessment of the resources available for a particular new program. Additionally, a related quality measure would be committing ourselves to only running programs that have enough students (6 or more) to ensure MTS's commitment to peer learning is taking place.

3. Build into most courses guidance around one aspect of the thesis work, so that students are introduced to the skills needed for the thesis article throughout the schedule of courses. For example, Where Three or More could focus on the skill of describing one's context, the next class could focus on using theology in the thesis, etc. This quality outcome would best be served by having residential and affiliate faculty teaching the majority of the courses (see outcome #1 above). The signature assignment implemented in every course that would support this work could be the MIR (ministry incident report or, we might call it, a ministry event report or a personal case study).

Meeting Record

Date of review meeting	
Number of instructors who engage in this program	
Persons directly engaged who are present at meeting	*List all people who participate in the meeting to review program outcomes assessment data and make decisions about program improvements.*

Note: Please keep records of all assessment meetings, such as meeting minutes and/or the narratives included in the assessment reports.

Results and Continuous Improvement

Outcome 1:	
Measure 1	Increased involvement from residential faculty and affiliate faculty (as opposed to one-time adjuncts) as course instructors and advisors or second readers on thesis committees.
Criteria for success (target)	*Every MTS residential faculty member serves as a thesis advisor for 5 students and/or second reader for five DMin students. This advising would count as one course for their teaching load.*
Rationale for criteria	*In the past, thesis advisors have taken on approximately ten students who were assigned to them when they taught thesis residency and were able to guide this number of students through the process. A load of 5 students is much lighter and more manageable and would likely take significantly less time than teaching a course. This number is realistic and doable if advising and serving as a second reader counts as part of their course load.*
Results	*[none to report]*
Discussion of results	*[none to report]*

Use of Results for Program Improvement—Describe changes you have made to improve achievement in regard to this outcome:

The Associate Dean tried to take a step toward implementing this quality outcome in the spring of 2022 by asking faculty to sign up as second readers. This was part of another quality improvement measure, namely, trying to implement a fall conversation with students and their committees before their spring oral defense. The additional conversation would allow students to hear feedback that they could better implement into their final thesis project and article in a manner that is not possible after the oral defense. Only one faculty member signed up and that faculty member gave only two names out of the requested 4-5. In the fall faculty conference, the Associate Dean attempted again to get faculty to sign up as second readers. Only three faculty members volunteered. In order for this quality outcome to be fulfilled, there will need to be greater clarity and enforcement of the expectation that each faculty member must sign up to serve a significant number of students, either as an advisor and/or second reader.

List specific, minor or major changes to courses, curriculum, faculty development, recruitment efforts, management of student organizations, extracurricular activities, tutoring, student services offered by the department, etc.

⇒ In the last few years, the DMin office developed the Pastoral Care concentration based on an abundance of resources MTS had in its residential and affiliate faculty. The DMin office created the culture of a "teaching team" made up of these residential and affiliate faculty. That teaching team met to develop the schedule of courses and has continued to meet and be in conversation with one another about how the courses can better build off one another. Under the leadership of a residential faculty member, this cohort has tweaked the thesis process to better fit the specific discipline of pastoral care. This example is a model for how new concentrations/cohorts should be developed in the future.

⇒ The DMin office made the decision to have the Pastoral Care and Prophetic Leader cohorts start every other year, on alternating years, instead of every year. This was based on a realistic assessment of application patterns and a realistic assessment of available resources for successful implementation of multiple DMin cohorts.

⇒ At the start of the pandemic, the DMin office provided adjunct and affiliate faculty with "tips" for successful online pedagogy and spoke one on one with a number of the faculty about how best to transition to the on-line setting.

⇒ Through the office of the Associate Dean for Curriculum Design and Assessment, many adjunct and affiliate faculty members met for a Zoom meeting focused on pedagogy.

⇒ During the pandemic, we held on-line Oral Defenses through Zoom, a revision that MTS will likely keep during a post-Covid era, given that students and committee members live all over the country. The Zoom conversations were as productive and lively as in person with the added benefit of better fitting into people's schedules and costing less money for the students who would need to travel.

⇒ The Associate Dean has started to encourage instructors and students to see DMin courses as hybrid courses. The course begins three months before the five-day intensive week and continues for approximately two months after the intensive week as students implement a project and write a paper about the project. Students do self-directed work before the intensive week, come in-person during the intensive week, and implement projects in their ministry settings after the intensive week. Understanding the course as "hybrid" also opens up possibilities for instructors to better use the learning management system, Alexandria, during the self-directed pre-intensive week portion of the course.

If applicable, list any changes made to improve the accuracy or usefulness of assessments. (For example, improved tracking of student awards, honors, and professional accomplishments)

None to report.

Clearly state whether changes have already been implemented or will be implemented during the upcoming academic year. Provide a time line for making changes. (For example: "To improve student retention, we will add formation experience to our 099 class about study skills and tutoring resources available to students. Student Services is developing these sections and will add them to the 099 course this fall semester.")

This will be up to the next Associate Dean.