

## Master of Arts in Church and Community Ministries

### Assessment Summary

The Master of Arts in Church and Community Ministries (MACCM) degree was approved by the Association of Theological Schools (ATS) in February 2016. New Orleans Baptist Theological Seminary (NOBTS) conferred the degree to the first student in May 2016. The degree is designed to prepare students to minister effectively within the local church and social service agencies. This preparation equips graduate students to achieve the mission of NOBTS to fulfill the Great Commission and the Great Commandments through the local church and its ministries.

The selected NOBTS faculty jury assessed the degree on May 13, 2019. This report includes a summary of the degree assessment. This was the second assessment of the degree; the first was May 11, 2017. Because the degree is still in its infancy, data is limited. Nevertheless, inferences have been made and benchmarks established regarding each student learning objective.

**Student Learning Objective (SLO) 1:** Students will apply a biblical and Christ-centered worldview to real-world issues likely to be encountered in their fields of practice. To assess the direct measures of SLO#1, embedded assignments in the following courses are evaluated: CCSW6367, Social Work Practice with Individuals and Families; CCSW6310, Social Work Practice with Groups; CCSW6368, Social Work Practice with Organizations and Communities. The three courses are included in the Core Component of the MACCM degree.

To establish a baseline score for the three assignments, evaluators averaged the rubric scores for papers assessed from each class, arriving at a score of 3.67/5.0. The artifacts from CCSW6367 averaged 2.5/5.0 and fell -1.17 below the baseline score. The artifacts from CCSW6310 averaged 4.5/5.0 and rose 0.83 above the established baseline. The benchmark for CCSW6368 was defined as “75% of students will score four or higher on the five-point scale.” The evaluated artifacts showed 80% of students scoring 4.0 or higher. The recommended action plans for this SLO were: 1) to assess all three classes uniformly, changing to an average score as opposed to a percentage, 2) to add wording to the embedded assignment instructions indicating that a student’s ability to communicate is being evaluated, and 3) to increase the number of artifact evaluators, thus improving rater reliability. New benchmarks were established, 3.0 for CCSW6367, and 3.7 for both CCSW6310 and CCSW6368.

The indirect measures for SLO#1 are questions 3 and 4 on the Master of Arts in Church and Community Ministries Student Feedback Survey. Nineteen surveys were completed: seven in Spring 2018, seven in Fall 2018, and five in Spring 2019. Scores for question 3 continued to be high, measuring 4.42, 4.3, and 4.375 on a 5-point scale in each of the semesters. Scores for question 4 were also high, measuring 4.75, 4.5, and 4.5 on a 5-point scale. New benchmarks for these two questions will be 4.4/5.0. The action plan to have a follow-up discussion with students after completion of the survey for summative review by faculty and adjustment to courses, as necessary.

*The jury evaluated SLO1 with an overall score of 4.375/5.0.*

**Student Learning Objective 2:** Students will utilize practical skills in their social work courses. The direct measures for SLO#2 are embedded assignments in the following courses: CCSW6367, Social Work Practice with Individuals and Families; CCSW6310 Social Work Practice with Groups, CCSW6368 Social Work Practice with Organizations and Communities. The three courses are included in the Core Component of the MACCM degree.

To establish a baseline score for the three assignments, evaluators averaged the rubric scores for papers assessed from each class, arriving at a score of 3.88/5.0. The artifacts from CCSW6367 averaged 2.75, falling -1.13 below the baseline. Artifacts from CCSW6310 measured 4.5, rising 0.62 above the baseline. For CCSW6368 the established benchmark was for 50% of students to score 4.0 or higher on a 5-point scale; 80% of students reached this benchmark, which is 30% higher than the benchmark. The recommended action plans for this SLO were: 1) to assess all three classes uniformly, changing to an average score as opposed to a percentage, 2) to add wording to the embedded assignment instructions indicating that a student's ability to understand and apply is being evaluated, and 3) to increase the number of artifact evaluators, thus improving rater reliability. New benchmarks were established, 3.0 for CCSW6367, 3.89 for both CCSW6310 and CCSW6368.

The indirect measures for SLO#2 are questions 5 and 6 on the Master of Arts in Church and Community Ministries Student Feedback Survey. Nineteen surveys were completed: seven in Spring 2018, seven in Fall 2018, and five in Spring 2019. Scores for question 5 continued to be high, measuring 4.75, 4.6, and 4.625 on a 5-point scale for each of the semesters. Scores for question 6 were also high, measuring 4.92, 4.5, and 4.625 for each of the semesters. New benchmarks for the questions will be 4.6/5.0. The action plan to have a follow-up discussion with students after completion of the survey for summative review by faculty and adjustment to courses, as necessary.

*The jury evaluated SLO2 with an overall score of 4.25/5.0.*

**Student Learning Objective 3:** Students will apply principles of church and community ministry in their specific ministry contexts. The direct measure for SLO#3 is an embedded assignment in the course CCSW6364, Church and Community Ministries. The benchmark for the class was for 71.5% of students to score 3 or higher on a 5-point scale. Over the five semesters the course was taught since last evaluation (Summer 2017, Fall 2017, Spring 2018, Fall 2018, Spring 2019), 100% of students scored 3 or higher. The new benchmark will be for 75% of students to score 3 or higher. Action plans for the direct measures of SLO#3 include revising the rubric to more accurately measure the SLO and emphasizing, on both the syllabus and via verbal instructions, what is being evaluated to better direct student attention to the SLO.

The indirect measures for SLO#3 are question 6 on the Supervised Ministry 2 course evaluation and the Degree Program Student Survey question. The MDiv jury reported 2018 results on Question 6 as 4.65/5.0 which fell 0.18 below benchmark of 4.83. The same jury reported 2018 results on the Degree Program Student Survey Question at 92.47% which rose above the 87%

benchmark by 5.47%. The action plan and new benchmarks associated with these indirect measures are to be established based upon the MDiv Jury conducted by the AOC Oversight Committee.

*The jury rated SLO3 with an overall score of 4.5/5.0.*

**Student Learning Objective 4:** Students will demonstrate personal and spiritual maturity in classes taken in fulfillment of this degree. The direct measure for this SLO derive from and embedded assignment completed in DISC5170, Introduction to Spiritual Formation. Students scored 4.18/5.0 in the Spring, Summer, and Fall of 2018, exceeding the benchmark of 3.75. New benchmarks and subsequent action plans will be established by the MDiv AOC jury.

The indirect measures for SLO#4 are: question 62 on the Noel-Levitz Adult Student Survey and the Graduate Survey question on Spiritual Formation. The results for the first of these was 6.79 in Spring 2018 and 6.74 in Spring 2019, both surpassing the established benchmark of 6.4/7.0. New benchmarks and action plans will be based upon the MDiv Jury conducted by the AOC Oversight Committee. Respondents to the Graduate Survey question on Spiritual Formation gave high marks, with 94.09% giving a rating of 4.0 or higher, exceeding the benchmark of 87% rating it 4.0 or higher. Subsequent benchmarks and action plans will be based upon the MDiv Jury conducted by the AOC Oversight Committee.

*The jury rated SLO4 with an overall score of 4.125/5.0.*

The jury established five programmatic strengths to be sustained: high student achievement, good advisement of students registering for courses, positive relationships with students, high degrees of program satisfaction reported by students, and a high rate of employment of graduates within a year of graduation. The jury noted that, while there were few, some weaknesses to be improved included: SLO's need to be clarified and standardized, faculty need to do a better job of helping students connect SLOs to assignments, NOBTS needs a larger community of learning for the MACCM, something that might be enhanced if the degree led to licensure (as would the BSW and MSW). The jury proposed that faculty revisit the syllabi for courses with embedded assignments to check instructions for SLOs 1 and 2, focusing student attention on key outcomes. This was particularly germane to CCSW6367. Finally, several process recommendations were forwarded by the jury, including: revising the rubric for SLO3 to better reflect the embedded assignment, reconsider how evaluation is done, revising sampling procedures to help with small sample size, enhancing inter-rater reliability and changing the CCSW6368 measure from a percentage to an average to better standardize evaluation.