

The Master of Arts in Pastoral Ministry (MAPMin) offers an off-campus field-delivered graduate degree for experienced ministers and still

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

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

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

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Term Registered

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

9-Year Average Graduating Rate = 6.5%

2004 Graduating Rate = 17%

2005 Graduating Rate = 9%

2006 Graduating Rate = 6%

2007 Graduating Rate = 7%

2008 Graduating Rate = 5%

2009 Graduating Rate = 2%

2010 Graduating Rate = 5%

2011 Graduating Rate = 4%

2012 Graduating Rate = 4%

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

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

Chairs. Such selections are typically made from a usual collection of common subjects, rotated among the 7 site locations. Such a loose, inherited curriculum is designed more

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

MAPMin program goals include:

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

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

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

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

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

The program Director regularly hears from graduates how the MAPMin program has changed their ministry lives for the better. A collection of emails is available to verify appreciation for the program and its positive impact on many pastoral graduates. As a

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

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

(See sample of current registration documents)

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

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

(View sample course video)

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

(View course template)

Total funding for the MAPMin program relies on a su

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

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

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