BARRY UNIVERSITY
DEPARTMENT OF THEOLOGY AND PHILOSOPHY

EDUCATIONAL EFFECTIVENESS REPORT 2025
DEGREE: DOCTOR OF MINISTRY

MISSION/PURPOSE

The Doctor of Ministry degree (DMin) at Barry University is an advanced degree for ordained and non-ordained women and men engaged in full-time ministry from a variety of denominations. The program of study leading to the DMin degree prepares experienced ministers for advanced leadership activities and develops analytical skills of theological reflection on specialized ministerial or pastoral practices. The purpose of the Doctor of Ministry degree program is to provide advanced theological reflection on and understanding of ministerial praxis and leadership through the study of practical biblical, systematic/liturgical, and moral theology for minister-leaders in the churches.

PROGRAM GOALS (Describe source of goals [professional standards; developed by faculty; derived from Mission; etc.])

The Program Goals and Objectives of the Doctor of Ministry degree program are designed to develop theological and ministerial leadership and to enhance the practice of ministry by:

- providing advanced theological study of ministry and reflection on the purposes of particular ministerial practices
- investigating theological issues and ministerial practices in the context of academic study
- examining the praxis of ministry and fostering the knowledge and skills necessary for the development of a clear conception of the church's ministry
- forming a critical understanding of a particular ministerial practice, correlating a theological theory, and proposing a new understanding of that practice for contemporary ministerial needs
- developing those skills and competencies necessary for ministerial leadership
- advancing theological understanding of ministerial praxis.

These goals were developed by faculty in consonance with Mission and Core Commitments of Barry University, with the standards of the Association for Theological Schools, the USCCB document *Co-Workers in the Vineyard*, and the Commission on Colleges of the Southern Association of Colleges and Schools.

STUDENT-CENTERED LEARNING OBJECTIVES/EXPECTED OUTCOMES (Develop 4-6 objectives which are clear, specific descriptions of the expected knowledge, skills, and attitudes students will learn from the program (curriculum); use precise action verbs.)

Objective 1: DMin students demonstrate an advanced integration of theology and ministry in relation to various disciplines. (F.2.1.1/Intellectual)

Objective 2: DMin students formulate comprehensive and critical methods of ministry in which theory and practice interactively inform and enhance each other. (F.2.1.2/Ministerial)

Objective 3: DMin students manifest the skills and competencies, including methods of research in practical theology, required for ministerial leadership at its most mature and effective level. (F.2.1.3/Personal/Ministerial)

Objective 4: DMin students contribute new knowledge to the understanding and practice of ministry through the completion of a doctoral-level thesis project. (F.2.1.4/Intellectual/Ministerial)

Objective 5: DMin students exhibit spiritual, professional, and vocational competencies that witness to the development of ethical values in diverse contexts. (F.2.1.5/Spiritual/Pastoral)

Objective 6: DMin students engage the realities of diverse cultural, religious, and linguistic contexts of ministry. (F.2.1.6/Global)

These objectives were developed by faculty in consonance the standards of the Association for Theological Schools and the USCCB document *Co-Workers in the Vineyard*.

Revision and Approval by Graduate Theology Committee: Minutes of April 24, 2012

COURSE/OBJECTIVE ASSESSMENT MAP

EXPECTED OUTCOMES	638	800A	800	802 A/B
Objective 1: F.2.1.1/Intellectual	X	X	X	
Objective 2: F.2.1.2/Ministerial	X	X	X	X
Objective 3: F.2.1.3/Personal/Ministerial	X	X	X	X
Objective 4: F.2.1.4/Intellectual/Ministerial				
Objective 5: F.2.1.5/Spiritual/Pastoral				X
Objective 6: F.2.1.6/Global	X	X	X	X

ASSESSMENT METHODOLOGY				
Assessment Instrument	**Data Collection/ Frequency (assessment cycle)**	**Objectives assessed**	**Direct or indirect measure**	**Expected results**
Research/ Application Paper	DMin students in THE 638 (Theology of Ministry) submit a 20-25 page research paper that focuses in greater depth on ONE issue in the theology of ministry. The paper includes: • Introduction of the ministerial/pastoral issue or praxis that stimulated the student's interest in his/her selected topic. • Scholarly research that adequately addresses the ministerial/pastoral issue. • Explanation of how the student's theological research specifically applies to or addresses the ministerial question or situation. • Proposal concerning the relevance of the student's research to the ecclesial or religious context of which s/he is a member. • Description of how the conclusions reached concerning the local issue might apply to the broader church or to other ecclesial or cultural contexts. This course is offered every two years in the Fall semester or in the Summer Residency.	1, 2, 3, 6	Direct	70% of students score 4 or more per Objective assessed on a 5-point rubric.
Theological Reflection	DMin students in THE 800A (Fundamentals of Practical Theology) write a 5-7 page theological reflection on a ministerial situation using one of the seven methods of practical theology studied in this course with a rationale for choosing a particular method. The reflection is reviewed and critiqued by a peer from a cultural or religious context other than that of the student. When the critique has been returned, the student incorporates the critique and submits a copy to each instructor, along with the peer critique. In the reflection the students: a. Describes the ministerial question of concern. b. Describes the ministerial situation that provoked the question.	1, 2, 3, 6	Direct	70% of students score 4 or more per Objective assessed on a 5-point rubric.

	c. Names the method used to reflect on this ministerial experience and the reasons for selecting this method. d. Works through each phase of the method with regard to the ministerial situation, making the ministerial situation accessible to the reader. e. Suggests possible historical, sociological sources; empirical tools; and systematic moves to use to help understand and explain the situation. f. Proposes a renewed praxis coming from the process. g. Provides an evaluation of the method. This course is offered annually in the Winter Residency and is taken by students in the first year of their program.			
Thesis Project Proposal	DMin students in THE 800 (Integrative Seminar) prepare a Thesis-Project Proposal to demonstrate the development of an advanced understanding of the nature and purposes of ministry and a mastery of practical theology methodology. It must be correlated to the students' ministry and to their ecclesial ministerial tradition. The Thesis-Project Proposal should be a simple text of no more than ten (10) pages, double-spaced, which states the ministry, purpose, method, and evaluation intended for the thesis-project. As a practical theology methodology, the proposal must reflect a praxis-theory-praxis-movement. The proposal follows this methodology by critically (i.e., hermeneutically) engaging a ministerial practice, its cultural context, and a religious tradition in a critical conversation to renew, reclaim, or reform that practice and the religious tradition. Approval of the Thesis-Project Proposal is accomplished through Thesis-Project Proposal Defense before a community of scholars and peers. The defense of the thesis-project incorporates the subject matter and the use of practical theology inclusive of a theological discipline(s) in the development of the thesis-project. The process is as follows: a) The thesis-project proposal and initial IRB protocol are distributed to the Proposal Defense Committee for their review no less than two weeks before the defense date. b) Proposal Defense Session Format (duration: 1 hour)	2, 3, 4, 6	Direct	80% of students score 4 or more per Objective assessed on a 5-point rubric.

	i. Introduction and explanation of Proposal Defense procedure (Director of the DMin Program). ii. The mentor 1) identifies how the thesis-project proposal meets the criteria (4.a-b above), which practical theology and which discipline-specific theology are engaged, what research methodology will be used (e.g., for research with human subjects), and 2) facilitates the session. iii. Open examination of the thesis-project proposal by the Proposal Defense Committee with questions posed to the student. iv. Following examination, the student is asked to step out of the defense. v. The Thesis-Project Proposal Committee, after consultation with the other members of the Proposal Defense Committee, determines to: approve the thesis-project proposal, approve with revisions, or deny approval. vi. The student is brought back to the defense and the results announced. c) If the Thesis-Project Proposal is approved or approved with revisions the student is promoted to Candidate for the Doctor of Ministry degree. d) If the Thesis-Project Proposal is denied, a student may re-submit a proposal within one year's time from the date of the defense. Approved by Graduate Theology Committee: Minutes of April 12, 2011 Approved by Graduate Council: Minutes of April 27, 2011 After successful defense of the Thesis Proposal, the Candidate prepares and submit the Protocol for Research with Human Subjects with the Institutional review Board of Barry University. Studies involving human subjects as research participants through discussion groups, or as subjects of research, must meet all the requirements of Barry University's policies regarding research with human subjects and must be approved by the Institutional Review Board (IRB) before research begins. The			

	candidate is responsible for following the research protocols of the IRB, published in "Guidelines for Submitting Research Protocols." This course is offered annually in the Summer Residency. Students may register for THE 800 after successfully completing no fewer than 21 credit hours in the program.			
Case Study Analysis/ Integrative Paper	DMin students in THE 802 A/B (Ministerial Formation) complete a formative experience designed to equip students for competent leadership in diverse communities of faith through the completion of the following courses: **THE 802A: Doctoral Ministerial Formation and Pastoral Skills (3 credits)** One of two required courses in ministerial formation for the Doctor of Ministry student, this course provides theologically discerning accompaniment of students with a focus on the development of pastoral skills and methods of theological reflection required for ministers. Through course readings, class activities, an integrative paper, and one-on-one meetings with the Director of Ministerial Formation, students engage the human, spiritual, intellectual and ministerial components of theological formation for ministry necessary for ministerial effectiveness. Pre-req: Master of Divinity degree program/equivalence **THE 802B: Doctoral Ministerial Formation and Professional Ethics (3 credits)** One of two required courses in ministerial formation for the Doctor of Ministry student, this course provides theologically discerning accompaniment of students with a focus on the development of professional behavior in accord with ethical standards for pastoral practice. Through course readings, class activities, an integrative paper, and one-on-one meetings with the Director of Ministerial Formation, students engage the components of professional functioning in a pastoral position in the context of moral theology and ethics for ministry and mission. Pre-req: Master of Divinity degree program/equivalence	2, 3, 5, 6	Direct	80% of students score 4 or more per Objective assessed on a 5-point rubric.

	• This revision was accepted by Graduate Council and the Academic Affairs Council in Spring 2015 and was effective as of the 2015-2016 catalog.			
Capstone Process: THE 801A/B: DMin Thesis in Ministry	DMin students in THE 801 complete the Thesis in Ministry. The thesis-project represents the candidate's ability to integrate both the theoretical and practical dimensions of theological research. The thesis-project should demonstrate competent application of appropriate theological research methods and ethical guidelines in the investigation of the ministerial praxis. This research needs to be correlated to the candidate's ministry under the guidance and supervision of the candidate's thesis-project mentor and the committee, which guides the thesis-project. Style: The thesis-project must be written in scholarly English. The student will follow the current edition of Kate L. Turabian *A Manual for Writers*. Arrangement of the Manuscript: The general arrangement is as follows: • Title Page • Blank Page • Approval Page • Acknowledgements and/or Dedication Page • Table of Contents • List of Tables or Figures • Abstract: The Abstract briefly summarizes the thesis-project and its conclusions. It must be one page, single space. No more than 350 words. • Body of Text: The Body of Text of the thesis-project typically contains anywhere from four to five chapters and is presented with footnotes. Each chapter should be divided into subheadings. Chapters and subheadings should be indicated in the Table of Contents. • Appendices: Appendices provide material relevant, but not necessarily essential, to the text.	1,2,3,4,5,6	Direct	80% of students successfully complete the Thesis Project within the 7-year time limit allotted for degree completion

	• Bibliography: The Bibliography lists the sources used in writing the thesis-project. The Thesis Project in Ministry is evaluated by the thesis mentor, a faculty reader, a peer reader, and the Director of the Doctor of Ministry program. The thesis is then sent to Proquest to be printed and bound for the Barry University Library and the Department of Theology and Philosophy . Upon approval of the thesis-project and presentation of a summary of the thesis project at the Commissioning Ceremony before a community of peers, the student has fulfilled the requirements of the Doctor of Ministry degree and may participate in the University commencement. This is accomplished through the following two courses: **THE 801A: DMin Thesis in Ministry I (4 credits)** The thesis-project represents the candidate's ability to integrate both the theoretical and practical dimensions of theological research and to demonstrate competent application of appropriate theological research methods and ethical guidelines in the investigation of the ministerial praxis. Pre-requisite: Approved Thesis Proposal and IRB protocol. **THE 801B: DMin Thesis in Ministry II (4 credits)** The thesis-project represents the candidate's ability to integrate both the theoretical and practical dimensions of theological research. The thesis-project should demonstrate competent application of appropriate theological research methods and ethical guidelines in the investigation of the ministerial praxis. Students must have completed their empirical research and two reviewed and approved chapters of the thesis before registering for this course. Pre-requisite: THE 801A • This revision was accepted by Graduate Council and the Academic Affairs Council in Spring 2015 and was effective as of the 2015-2016 catalog.			

PROVIDE AN EXPLANATION OF THE MATCH BETWEEN ASSESSMENT INSTRUMENTS AND LEARNING OBJECTIVES:

Course Embedded Assessment (CEA): The rationale for the use of course embedded assessment to evaluate competency in each of the Student Objectives is threefold. First, CEA makes explicit and practical connections among the DMin Program Goals, the DMin Core Curriculum, and the specific Student Learning Outcomes that the effective ministerial leadership demands. Second, CEA requires that course content and assignments explicitly address and reinforce the Objectives designed to advance students' theological and ministerial competency. Third, CEA ensures that these Objectives are assessed multiple times at different intervals during the student's course of study in order to monitor progress in developing each of the Objectives and remediate as needed. The following describes the explicit connection in the course(s) between the assignments and the objectives assessed.

- THE 638: The 20-25 page research paper on a particular issue in the theology of ministry includes a ministerial/pastoral issue or praxis which the student engages through scholarly research (Objective 1) with a clear explanation of how the student's theological research specifically applies to or addresses the ministerial question or situation (Objective 3). The student then proposes the relevance of the student's research to the ecclesial or religious context of which s/he is a member (Objective 2) and describes how the conclusions reached concerning the local issue might apply to the broader church or to other ecclesial or cultural contexts (Objective 6).
- THE 800A: The theological reflection on a ministerial situation uses one of the seven methods of practical theology with a rationale for choosing a particular method (Objective 2). The reflection includes a particular ministerial question which the student works through using a chosen method of practical theology (Objective 3), subjects that reflection to critique by another students representing a different religious or cultural context (Objective 6), suggests possible historical and sociological sources in relation to systematic theology (Objective 1), and evaluates the method in response to its outcome (Objective 3).
- THE 800: The Thesis-Project Proposal demonstrates the development of an advanced understanding of the nature and purposes of ministry (Objective 2) and a mastery of practical theology methodology (Objective 3). It must be correlated to the students' ministry and to their ecclesial ministerial tradition. The proposal follows this methodology by critically (i.e., hermeneutically) engaging a ministerial practice, its cultural context, and a religious tradition in a critical conversation to renew, reclaim, or reform that practice and the religious tradition (Objective 6). The Thesis-Project Proposal Defense demonstrates before a community of scholars and peers, the defense of the thesis-project subject matter and the use of practical theology inclusive of a theological discipline(s) in the development of the thesis-project (Objective 4).
- THE 802A/B: These two courses, combined with ongoing engagement with the Director of Doctoral Ministerial Formation are designed to equip students for competent leadership in diverse communities of faith (Objectives 5 and 6). Competency is demonstrated through successful completion of the two required courses described above, as well as the completion of a 10 page paper integrating personal and ministerial context (thick description) with the skills and competencies developed throughout the formation process including academic knowledge, ethical values, and practical application of theological methods with a focus toward a ministerial praxis (Objectives 2 and 3).

Thesis Project: The thesis-project represents the candidate's ability to integrate both the theoretical and practical dimensions of theological research (Objectives 1, 2, and 3). The thesis-project should demonstrate competent application of appropriate theological research methods and ethical guidelines in the investigation of the ministerial praxis (Objective 5). This research needs to be correlated to the candidate's ministerial context (Objective 6) under the guidance and supervision of the candidate's thesis-project mentor and the committee who guide the thesis-project. When completed, the Thesis Project in Ministry is printed and bound for the Barry University Library and the Department of Theology and Philosophy and submitted to UMI for publication (Objective 4).

ASSESSMENT RESULTS 2006 - 2025

<table>
<tr><th>COURSE EMBEDDED ASSESSMENTS</th><th>RESULTS BY OBJECTIVE (PERCENTAGE SCORING 4 OR HIGHER)</th><th>INTERPRETATION OF RESULTS</th></tr>
<tr><td>THE 638</td><td>This course was added to the Core Curriculum of the Doctor of Ministry Program in 2014. Since its addition, it has been offered twice. Nonetheless, of the 11 Doctor of Ministry students who have completed this course, 8 or 73% have met the target score of 4 or better. Hence the criterion percentage was met.
<table>
<tr><th>Year</th><th>Enrolled</th><th>Objective 1</th><th>Objective 2</th><th>Objective 3</th><th>Objective 6</th></tr>
<tr><td>2014</td><td>5</td><td>80%</td><td>60%</td><td>60%</td><td>100%</td></tr>
<tr><td>2017</td><td>4</td><td>75%</td><td>50%</td><td>50%</td><td>75%</td></tr>
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<tr><td>2025</td><td></td><td></td><td></td><td></td><td></td></tr>
</table></td><td>The criterion was met on only two of the four Objectives with Ministerial and Personal Ministerial Competency falling below the criterion in both years offered. These results indicate that emphasis must be placed on the competencies associated with Objectives 2 and 3 which assess the students' ability to formulate methods of ministry in which theory and practice inform and enhance each other and to manifest the competencies, required for ministerial leadership at its most mature and effective level. Because of insufficient faculty, his course has not been offered since 2017.</td></tr>
<tr><td>THE 800A</td><td>The results below derive from assessments of students in THE 800A from 2006-2012:</td><td>Because a review of the results from 2006 – 2012 revealed in every</td></tr>
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Year	Enrolled	4 or more	%
2006	12	6	50%
2007	8	5	63%
2008	8	7	88%
2009	6	5	83%
2010	11	10	91%
2011	5	3	60%
2012	6	5	83%
Total	**58**	**41**	**71%**

After the newly initiated Course Embedded Assessment Plan in 2013, the percentage of students meeting or exceeding the criterion of 4 is as follows:

Year	Enrolled	Objective 1	Objective 2	Objective 3	Objective 6
2013	6	50%	67%	83%	50%
2015	4	100%	100%	100%	100%
2016	2	50%	100%	50%	100%
2017	5	100%	100%	100%	100%
2018	2	100%	100%	100%	100%
2019					
2020					
2021	5	100%	100%	100%	100%
2022					
2023					
2024					
2025					

case that students who did not achieve a score of 4 or better eventually withdrew from the DMin program, the GTC concluded that the results of THE 800A should be used as an early indicator of at-risk students in the DMin program who may require intervention or assistance. Since the results of the **2013** assessment of the newly revised DMin indicate that the criterion was met only on Objective 3 (Personal/Ministerial Competency), emphasis must be placed on the competencies associated with Objectives 1, 2, and 6 to augment the students' ability to successfully complete the program.

The results garnered in **2015, 2017, and 2018** indicate the success with which the emphasis on ministerial competency has been met. 100% of students in the course in these two years exceeded the criterion score. However, **2016** results indicate further emphasis is needed on intellectual and ministerial maturity since the criterion was not met on two competencies. The small sample size may well have contributed to this result.
With a new group of DMin students as well as a new professor teaching the course, the results from **2021** matched those obtained prior to the COVID-19 pandemic.

THE 800

The following results derive from assessments of students in THE 800 from 2007-2013:

Year	Enrolled	4 or more	%
2006	6	5	83%
2007	4	4	100%
2008	5	5	100%
2009	8	7	88%
2010	7	6	86%
2011	7	7	100%
2013	6	4	67%
Total	**52**	**44**	**85%**

Overall, 88% met or exceeded a score of 4 or more. The criterion percentage was met. The following chart represents the results with the implementation of the new assessment plan in 2014, indictaing the percentage who exceeded the score of 4..

Year	Enrolled	Objective 1	Objective 2	Objective 3	Objective 6
2014	9	55%	55%	66%	77%
2015	4	75%	100%	75%	100%
2016	2	100%	100%	100%	100%
2017	5	100%	80%	60%	100%
2018	2	100%	100%	100%	100%
2019	2	100%	100%	100%	100%
2020	1	100%	100%	100%	100%
2021					
2022	4	IP	IP	IP	IP
2023	4	100%	100%	100%	100%
2024	4	IP	IP	IP	IP

While the criterion was met for this objective, the Graduate Theology Committee (GTC) decided to monitor student achievement in this course to see if there was any correlation between successful achievement of the target score and the ability of students (1) to mount a successful defense of their thesis proposal and (2) to complete the program within the 6-year time limit. These correlations were monitored by the Director of Graduate Programs in Theology and Ministry in consultation with the Department Chair, the Director of the Doctor of Ministry program, the Director of Ministerial Formation, and the GTC.
The initiation of the new assessment plan saw a drop in the annual outcomes for THE 800. In the first year of implementation, results showed a serious decline with the criterion unmet on all four objectives. While the outcomes improved somewhat in **2015**, the criterion was still unmet in two of the four Objectives. Nonetheless, in **2016**, 100% of students exceeded a score of 4 on each of the objectives. While there were only two students in the class in **2016,** the results are nonetheless encouraging as the course becomes more focused on the program competencies and

		outcomes. This improvement is borne out in the positive results obtained in **2019, 2020, 2022, and 2023** when this course was offered as a one-on-one offering because of low numbers as well as student progress.
THE 802A/B and Ongoing Formation Meetings	Until 2011, assessment of this objective was carried out through the indirect measure of the Exit Survey of graduates. A lack of satisfaction among students and faculty and the desire of the GTC for improvement in student experience overall, THE 802: Ministerial Formation was revised into 3 distinct units that focus on different areas of formation: Pastoral Care Skills; Critical Skills in Pastoral Ethics; and Ongoing formation which concludes with an integrative paper. The criterion level was also raised from 70% to 80% in anticipation of better results because of the revised format. This format, however, continued to be confusing and unwieldy for students, advisors, and professors alike for many years. Gloria Schaab (then Director of Graduate Programs in Theology and Ministry, now Chair) met with Cynthia Chruszczyk (then Registrar) and determined that the one six-credit course could be broken out into two discrete three-credit courses which would facilitate registration and tracking of student progress in ministerial formation. Students will receive a letter grade at the end of each of the two courses. The courses may be taken in either order since one is not contingent on completion of the other. The following describes the two courses. **THE 802A: Doctoral Ministerial Formation and Pastoral Skills (3 credits)** One of two required courses in ministerial formation for the Doctor of Ministry student, this course provides theologically discerning accompaniment of students with a focus on the development of pastoral skills and methods of theological reflection required for ministers. Through course readings, class activities, an integrative paper, and one-on-one meetings with the Director of Ministerial Formation, students engage the human, spiritual, intellectual and ministerial components of theological formation for ministry necessary for ministerial effectiveness. Pre-req: Master of Divinity degree program/equivalence	The revised assessment results were monitored by the Director of Graduate Programs in Theology and Ministry in consultation with the Department Chair, the Director of the Doctor of Ministry program, the Director of Ministerial Formation, and the GTC. As a result of this monitoring, the structure of the course was revised. In the first semesters that the new course structure was initiated, the criterion goal of 80% was met on all objectives. The revised structure proved far more amenable to content delivery, case study analysis, and student assessment. With the resumption of offering this course in 2022, results indicated that only one student on one obective failed to reach the criterion score and in 2023 all students achieved the criterion. These results will be monitored by the Director of Ministerial Formation as well as the Chair to

THE 802B: Doctoral Ministerial Formation and Professional Ethics (3 credits)
One of two required courses in ministerial formation for the Doctor of Ministry student, this course provides theologically discerning accompaniment of students with a focus on the development of professional behavior in accord with ethical standards for pastoral practice. Through course readings, class activities, an integrative paper, and one-on-one meetings with the Director of Ministerial Formation, students engage the components of professional functioning in a pastoral position in the context of moral theology and ethics for ministry and mission. Pre-req: Master of Divinity degree program/equivalence

Year	Enrolled	Objective 2	Objective 3	Objective 5	Objective 6
2016 (B)	5	80%	100%	80%	100%
2017 (A)	6	82%	100%	82%	82%
2018 (B)	2	100%	100%	100%	100%
2019 (A)	2	100%	100%	100%	100%
2020					
2021					
2022 (A)	4	75%	100%	100%	80%
2023 (B)	7	100%	100%	100%	100%
2024 (A)	3	66%	66%	66%	66%

determine any needed shifts in emphases or remediation.

In 2024. One student remaied in progress for the course.

DOCTOR OF MINISTRY THESIS PROJECT (2006-2025) ASSESSMENT RESULTS

Between the years of 2006 and 2022, **36 students have registered for THE 801; 19 for THE 801A; and 13 for THE 801B**. Of these students, **67% have completed the Doctor of Ministry program within the 7-year program limit** through the successful completion of their thesis project. These same students also successfully presented of a summary of their thesis project at the Commissioning Ceremony before a community of peers and thus fulfilled the requirements of the Doctor of Ministry degree. As noted above, the former 8-credit course THE

801: DMin Thesis in Ministry was replaced by two 4-credit courses with specific objectives and outcomes to monitor and facilitate students' progress through the process (see Use of Results below for rationale) **(Approved 9/01/2015 by the Graduate Theology Committee).**The chart below also lists the registration dates of the students now registered for THE 801A and 801B under the new format. (see Use of Results below for rationale).

The major concern with regard to thesis preparation is twofold: the number of students who remain IP (in process) in both THE 801A and THE 801B and the number of students, therefore, who fail to graduate within the 7-year limit. The GTC will be meeting October 4, 2022 to decide on an appropriate response, which, in the past, included sending communications to those student in process to ascertain their intention to continue in the process/program.

Registration for THE 801 (semester/year)	**Students Registered**	**% Graduated within 7-year Limit**	**Met the Criterion of 80%**
2006	2	50%	No
2007	4	75%	No
2008	3	33%	No
2009	4	100%	Yes
2010	9	78%	No
2011	2	50%	No
2012	2	100%	Yes
2013	6	33%	No
2014	2	100%	Yes
2015	2	50%	No
Registration for THE 801A	**Students Registered**		
2016	4		
2017	3		
2018	5		
2019	5		
2020	1		
2021	1		
Registration for THE 801B		**% Graduated within 7-year Limit**	**Met the Criterion of 80%**
2017	3	100%	Yes
2018	2	0	No

2018	1	100%	Yes	
2019	4	75%	No	
2020	1	0	No	
2021	1	100%	Yes	
2022	1	100%	Yes	
2023				
2024	4	25%	Yes	

USE OF RESULTS FOR IMPROVEMENTS

- describe the process for dissemination and discussion of results;
- describe changes or improvements to curriculum, program requirements, assessment techniques, etc.
- provide specific information including implementation dates.

COURSE EMBEDDED ASSESSMENTS (2006-2025)
USE OF RESULTS

As indicated above, the criterion scores on several Objectives were not met when evaluated initially through Course Embedded Assessments. With the revision of course offerings, there has been improvement in meeting the criteria. The GTC and Department Chair continue to monitor the progress of students in these courses in order to provide remediation and support as needed.

DOCTOR OF MINISTRY THESIS PROJECT (2006-2025)
USE OF RESULTS

As a result of the failure of some DMin candidates to complete their Thesis in Ministry before the graduation date for which they applied, the following procedural changes were approved by the Graduate theology Committee:

- Candidates who anticipate graduation at the end of the Fall semester (December) must have their Thesis Project fully completed with one hard copy printed and compact disk burned by the first Friday of November.
- Candidates who anticipate graduation at the end of the Spring semester (May) must have their Thesis Project fully completed with one hard copy printed and compact disk burned by last Friday of March.

These changes were implemented and successfully followed by students graduating in Fall 2012 and Spring 2013. However, in Fall 2014 and Spring 2015, difficulties arose with students submitting their theses in a timely manner to mentors and thus to readers for evaluation and comment. Thus, the Graduate Theology Committee proposed a division of the 8-credit THE 801 course into two 4-credit courses with specific objectives. The GTC is making this change to present a more realistic picture of what is producible within one semester and to set clearer parameters for the student, the mentor, and the readers to track the progress of the student toward completion of the Thesis Project and graduation. **This revision was accepted by Graduate Council and the Academic Affairs Council in Spring 2015 and was effective as of the 2015-2016 catalog.** This being said, as indicated above, there is still concern with regard to the number of students who

remain IP (in process) in both THE 801A and THE 801B and the number of students, therefore, who fail to graduate within the 7-year limit.

THE 801A: DMin Thesis in Ministry I (4 credits)
The thesis-project represents the candidate's ability to integrate both the theoretical and practical dimensions of theological research and to demonstrate competent application of appropriate theological research methods and ethical guidelines in the investigation of the ministerial praxis. Pre-requisite: Approved Thesis Proposal and IRB protocol.

THE 801B: DMin Thesis in Ministry II (4 credits)
The thesis-project represents the candidate's ability to integrate both the theoretical and practical dimensions of theological research. The thesis-project should demonstrate competent application of appropriate theological research methods and ethical guidelines in the investigation of the ministerial praxis. Students must have completed their empirical research and two reviewed and approved chapters of the thesis before registering for this course. Pre-requisite: THE 801A

While this has enabled faculty to better monitor students and, in some cases, did serve to motivate students to complete their theses in a timely manner, the reasons which delay many students' progress is beyond the scope of the programming and associated with their ministerial and personal commitments. As indicated above, the GTC met October 4, 2022 and decided to contact students beyond the 7-year limit to require them to indicate their progress, and if necessary, to withdraw from the program or request and extension. Three students requested extensions and were approved.

This action seemed to be the impetus for four DMin students to complete their thesis projects and graduate in May 2024.

MINISTERIAL FORMATION (2006-2025)
USE OF RESULTS

As indicated above, the Director of Ministerial Formation and the professors who teach different areas of moral theology collaborated to reformulate the course THE 802: Ministerial Formation into 3 distinct units that will focus on different areas of formation: Pastoral Care Skills; Critical Skills in Pastoral Ethics; and Ministerial/Personal Integration. Unfortunately, this reorganization proved confusing and unwieldy for students, faculty, and advisors. The Graduate Theology Committee approved the creation of two separate 3-credit courses. The grading of these courses was changed from the previous Pass/Fail grade to a letter grade to help emphasize the importance of the courses. **This revision was accepted by Graduate Council and the Academic Affairs Council in Spring 2015 and was effective as of the 2015-2016 catalog.**

THE 802A: Doctoral Ministerial Formation and Pastoral Skills (3 credits)
One of two required courses in ministerial formation for the Doctor of Ministry student, this course provides theologically discerning accompaniment of students with a focus on the development of pastoral skills and methods of theological reflection required for ministers. Through course readings, class activities, an integrative paper, and one-on-one meetings with the Director of Ministerial

Formation, students engage the human, spiritual, intellectual and ministerial components of theological formation for ministry necessary for ministerial effectiveness. Pre-req: Master of Divinity degree program/equivalence

THE 802B: Doctoral Ministerial Formation and Professional Ethics (3 credits)
One of two required courses in ministerial formation for the Doctor of Ministry student, this course provides theologically discerning accompaniment of students with a focus on the development of professional behavior in accord with ethical standards for pastoral practice. Through course readings, class activities, an integrative paper, and one-on-one meetings with the Director of Ministerial Formation, students engage the components of professional functioning in a pastoral position in the context of moral theology and ethics for ministry and mission. Pre-req: Master of Divinity degree program/equivalence

In addition, on April 26, 2016, the Graduate Theology Committee voted unanimously to require that students complete both courses and ongoing ministerial formation with the Director of Ministerial Formation. Completion must be obtained before the student may defend his/her Thesis Project Proposal. **(Graduate Theology Committee Meeting Minutes, April 26, 2016)**

With the resumption of offering this course in 2022, results indicated that only one student on one obective failed to reach the criterion score. These results will be monitored by the Director of Ministerial Formation as well as the Chair to determine any needed shifts in emphases or remediation.

BARRY UNIVERSITY
DEPARTMENT OF THEOLOGY AND PHILOSOPHY

DOCTOR OF MINISTRY ASSESSMENT TEMPLATE	
DOCTOR OF MINISTRY STUDENT OBJECTIVES	**Designated Courses in the Assessment Map must integrate and assess at least four of the six Student Objectives:** **Objective 1**: DMin students demonstrate an advanced integration of theology and ministry in relation to various disciplines. (F.2.1.1/Intellectual) **Objective 2**: DMin students formulate comprehensive and critical methods of ministry in which theory and practice interactively inform and enhance each other. (F.2.1.2/Ministerial) **Objective 3**: DMin students manifest the skills and competencies, including methods of research in practical theology, required for ministerial leadership at its most mature and effective level. (F.2.1.3/Personal/Ministerial) **Objective 4**: DMin students contribute new knowledge to the understanding and practice of ministry through the completion of a doctoral-level thesis project. (F.2.1.4/Intellectual/Ministerial) **Objective 5**: DMin students exhibit spiritual, professional, and vocational competencies that witness to the development of ethical values in diverse contexts. (F.2.1.5/Spiritual/Pastoral) **Objective 6**: DMin students engage the realities of diverse cultural, religious, and linguistic contexts of ministry. (F.2.1.6/Global)
ASSESSMENT TOOL AND CRITERIA	**Describe the assignment to be used to assess the four objectives, making specific connection to the skills described in the objectives and indicate a criterion score that indicated mastery of the objectives. For example:** ***Satisfactory demonstration of competency will be indicated by a score of 4 or higher on the assignment rubrics.***
RUBRIC	**Indicate where the rubric for scoring the assessment assignment is located.**

ASSESSMENT RUBRIC FOR DMIN STUDENT OBJECTIVES		
5	**3**	**1**
Objective 1: F.2.1.1/Intellectual		
Integrates theological and cognate research into the formulation and analysis of ministerial methods, issues, and praxes; demonstrates depth of reflection on the interplay between theory and praxis in this project.	Demonstrates awareness of the implications of theological and cognate research in relation to ministerial issues/praxes; gives some evidence of reflection on the relation between theory and praxis for this project.	Exhibits minimal evidence of relating theological or cognate research to ministerial issues/ praxes; reflects little awareness of the relation between theory and praxis.
Objective 2: F.2.1.2/Ministerial		
Identifies, assesses, and applies theory and methods of research in theology as resources in ministry with accuracy, intentionality, and effectiveness.	Identifies connections between theological theory and methods and ministerial life and praxis.	Deems theological theory and method as of little or no value in his/her ministerial life and praxis.
Objective 3: F.2.1.3/Personal/Ministerial		
Demonstrates commitment to and develops skills for sound theological reflection and research leading to personal, communal, and ecclesial transformation	Exhibits a willingness to engage in theological reflection and research; recognizes the capacity of such engagement to promote personal, communal, and ecclesial transformation	Resists opportunities/invitations to theological reflection or research; demonstrates lack of movement toward personal, communal, or ecclesial transformation
Discerns and applies wisdom and insights derived from theological reflection and research in ways that enhance ministerial effectiveness	Recognizes that insights derived from theological reflection and research can enhance ministerial effectiveness	Dismisses the value of theological reflection or research for ministerial effectiveness
Affirms and espouses the integrity and legitimacy of diverse theological methods, symbols, and rituals to articulate and stimulate personal, communal, and ecclesial faith	Acknowledges that diverse theological methods, symbols, and rituals have the capacity to articulate personal, communal, and ecclesial faith	Denies the validity of theological methods, symbols, and rituals beyond one's religious tradition to articulate personal, communal, and ecclesial faith

Objective 4: F.2.1.4/Intellectual/Ministerial		
The thesis clearly describes the ministerial issue/praxis that stimulated interest in the research topic. Explicitly defines the parameters of the project and the research goals. Demonstrates keen awareness of underlying theological issues.	The thesis presents general information concerning the issue/praxis to be addressed in the paper. Sets basic pattern for the unfolding of the project. Expresses the fundamental theological issues explored in the research.	The thesis contains minimal exposition of the issue/praxis guiding the paper. Boundaries of project ill-defined. Uncertain of theological issues involved.
The thesis project explores, conducts, and integrates effective empirical research in ministry that both affirms and challenges claims made regarding the ministerial issue/praxis in question	The thesis project includes empirical research in ministry that relates to the ministerial issue/praxis in question.	The thesis project includes empirical research in ministry that is tangential or unrelated to the ministerial issue/praxis in question.
Research selection represents breadth of recent theological scholarship on topic. Research selections clearly address issue at hand. Research clearly incorporates diverse theological viewpoints/ approaches. Referenced consistently formatted in Turabian style. Minimal unsubstantiated rhetoric.	Research selection shows an awareness of recent theological scholarship on the topic. Research choices are generally on point. Research includes some evidence of diverse theological views/approaches. References inconsistently and/or incorrectly formatted. Noticeable unsubstantiated rhetoric.	Research selection shows lack of engagement with recent theological scholarship. Choices minimally address topic of paper. Research gives one-sided perspective. No recognizable format for research reference. Significant unsubstantiated rhetoric.
Research applied clearly and insightfully to the ministerial issue/praxis in question. Implications of the research explored in relation to ministerial situation. Conclusions demonstrate depth of reflection on the interplay between theory and praxis in this project. Shows creative thought and expression.	Research accurately applied to the ministerial issue/praxis in question. Implications of research noted in relation to project. Conclusions give some evidence of reflection on the relation between theory and praxis for this project.	Research minimally or inaccurately applied to the issue/praxis in question. Minimal evidence of how the research relates to the issue/ praxis in question. Little evidence of reflection on relation between theory and praxis.
Objective 5: F.2.1.5/Spiritual/Pastoral		
Demonstrates reflective and attentive communication with others in a consistent manner	Maintains attention to the communication of others and generally responds in a reflective manner	Formulates his/her opinion or argument rather than hearing or responding to that of others

Exhibits a moral conscience and social responsibility based on the teachings of the Gospel and tradition	Brings moral and Gospel considerations to bear on most issues and practices	Lacks moral sensibilities that cohere with scripture or tradition
Sets appropriate boundaries for ministerial and personal interactions and demonstrates respect for those of others	Exhibits some interactions which transgress one's own personal or ministerial boundaries of or those of another	Exhibits considerable confusion about personal and ministerial boundaries and fails to recognize or respect those of others
Listens reflectively, suspends judgment, and speaks intentionally with respect for the equality and dignity of all persons	Exhibits some tendency to judge or misconstrue the contributions of others; displays an inclination to value particular perspectives over others	Responds inappropriately and/or judgmentally to the insights of others; display clear biases against particular perspectives
Objective 6: F.2.1.6/Global		
Demonstrates capacity for sound theological engagement with diverse cultural and religious traditions through the effective and insightful application of critical and constructive theological and ministerial knowledge in discussion, research, and reflection.	Engages diverse cultural and religious traditions with theological interest; satisfactorily applies insights to theological and ministerial issues.	Exhibits reluctance to engage diverse cultural and religious traditions; fails to discern connection between such diversity and theological or ministerial issues.