

Date Received _____

Annual Assessment Report Form: Fall 2008 Update

Directions: Please complete a form for each of the programs within your Division. Each box that is attached to each of the sections is designed to adjust to varying lengths. **Send the report form via email to dcoleman@chaminade.edu.**

1. Program Information:

Division	Humanities and Fine Arts
Program	Master of Pastoral Leadership
Academic Year	Fall 2008 (AY 2008-09)
Report Submitted by	David Coleman, Dean, Humanities and Fine Arts and Director of MPT
Phone/email	X4826
Date Submitted	February 1, 2009

2. According to the Assessment Plan for this program, what were the planned assessment activities for this Assessment Cycle?

Outcomes assessed for this academic year	How was the assessment performed	Where are these results stored
Three outcomes were directly assessed and four outcomes were indirectly assessed.	The assessment was performed in RE 790, the capstone of the program.	The summary of the data is available online at the University's WASC site. The raw data is available in the office of the Dean of Humanities and Fine Arts.

3. Summary of aggregate data collected: Include a summary table or statement of the data collected during the assessment process. (x% of students achieved the outcome(s) assessed) Attach a copy of the assessment tool you used to collect the data.

Direct Assessment of demonstration of Program Learning Outcomes (PLOs)				
PLOs	The student will demonstrate:		raw score	course percent
1	1. an understanding of Catholic theology, its contemporary expression with a Vatican II framework, its historical development, and its context within the broader Christian tradition.	PLO 1	39	88.64%

2	2. an ability to apply theological reflection to issues, needs and concerns of various pastoral contexts within and for communities of Hawai'i, Asia and the Pacific.	not directly assessed this course		
3	3. an ability to compare and contrast theological positions and values within the Christian community.	PLO 3	27	96.43%
4	4. an understanding of the Marianist tradition of education for service, peace and justice that responds and leads to active participation within changing local and global environments.	PLO 4	2	50.00%

Indirect Assessment Summary:

Part Two: Student Perception of MPT/MAPL PLOs		PLO	Mean Exit Survey	Std. dev
8	I can demonstrate my understanding of Catholic theology, its contemporary expression within a Vatican II framework, its historical development, and its context within the broader Christian tradition.	MPT/MAPL 1	3.25	0.50
9	I can demonstrate my ability to apply theological reflection to issues, needs and concerns of various pastoral contexts within and for communities of Hawai'i, Asia and the Pacific.	MPT/MAPL 2	3.00	1.41
10	I can demonstrate my ability to compare and contrast theological positions and values within the Christian community.	MPT/MAPL 3	4.00	0.00
11	I can demonstrate my understanding of the Marianist tradition of education for service, peace and justice that responds and leads to active participation within changing local and global environments.	MPT/MAPL 4	3.50	0.58
		mean	3.44	0.62
		std.dev.	0.43	0.59
	Key: Strongly Disagree (1); Disagree (2); Agree (3); Strongly Agree (4)			

The full data report is available in the Dean of Humanities Office. The summary report of

the data is available online at the CUH WASC site.

4. **Results, conclusions, and discoveries.** What are the results of the planned activities listed above? What conclusions or discoveries were made from these results?

Results, conclusions, and discoveries

The small sample number (four out of the five students enrolled completed the exit survey/test) makes all the numbers suggestive but not definitive. With that in mind, the demonstrated outstanding knowledge sets associated with PLO 1 and 3.

They are weak in PLO 4 associated with the understanding of the Marianist tradition of education for service, peace and justice. The results on this outcome may suggest more a review of the question itself that is linked to this outcome. The question is structured as a negative and would likely be clearer if it simply asked what teaching is **consistent with** rather than **contrary to** Catholic teaching in regard to Mary, the Mother of Jesus.

However, in the opening essays of this capstone course, the level of comfort of the students with their knowledge of the Characteristics of Marianist Universities and the Marianist educational tradition was low. In the indirect assessment, students went from a mean of 2.75 to 3.75 out of a possible 4, in the pre- and post-test measures on “I would characterize my understanding of the Characteristics of Marianist Universities as...” In the exit survey, three of four responded that they analyze the Characteristics and synthesize them with their own theological style (the highest level of achievement for the PLO), and the other student believed that she could apply and analyze the Characteristics in her essays and apply them to contemporary issues and problems. In the other question about Marianist educational traditions, the student rating went from 3.25 to 3.5 out of 4 in the pre- and post surveys, with all agreeing or strongly agreeing that they could demonstrate their understanding of the Marianist tradition of education for service, justice and peace that responds and leads to active participation within changing local and global environments. The first two weeks of the capstone worked with the students on the Marianist educational tradition and charism.

One area in the indirect assessment results that suggests a need for more attention in the curriculum are the survey questions associated with PLO 2. The students were acceptable on items Part 1: 4 (dealing with “theological reflection”) and Part 2: 9 (dealing with the entire PLO that combines “theological reflection” with contextual understanding of issues, needs, and concerns) with mean scores of 3.5 and 3.0 respectively. However, Part 1:5, which highlights understanding the needs and concerns of various pastoral contexts within and for communities of Hawai’i, Asia and the Pacific region was below the acceptable mean at 2.50 (standard deviation of 1.91). In their essays and journal entries, students did argue that these alternative contexts had not been well visited in the curriculum.

5. Use of Results. Did the results lead to program changes? If so, describe the changes made. If not, describe why changes were not needed.

The program was suspended after this final capstone while we awaited a new cohort of applicants.

From the results, the tool should be modified to include more direct assessment questions on the Characteristics of Marianist Universities and the Marianist educational tradition as it applies to pastoral ministries. The faculty is considering that change.

The tool also points to a weakness in the curriculum itself. The indirect assessments do indicate that the students are at least uncomfortable with their understanding of the various issues and problems in ministries to a multicultural communities and how these needs and concerns change as one moves from Hawai'i to Asia and the Pacific Island communities. The outcome should be sharpened and the criteria for its completion should be more carefully articulated so that the outcome can be intentionally integrated within the community.

Finally, the faculty is working on a rubric based assessment tool to apply to the essay work done in the capstone and will pilot that with the next cohort when that happens.

Addendum (March 3, 2010): The changes suggested above will be incorporated into the Diaconate Education Track which began a cohort in March 2010. The cohort will be given an updated version of the exit survey and tool as they begin the program, so that a comparison can be made with the results at the end of the program.

6. Dissemination of results, conclusions, and discoveries. How and with whom were the results shared?

The results of this assessment were shared with the MPT/MAPL faculty with ongoing discussion continuing as the faculty prepares the curriculum for the new Diaconate Formation Program.