

Off-Campus Religion Programs at
American Baptist Theological Center
And
Ecumenical Center for Black Church
Studies

Program Review

2008

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Executive Summary

The Off-Campus Religion Program is administered at ULV by a director, and functions under its own budget. The Ecumenical Center for Black Church Studies currently offers courses on the campus of the First African Methodist Episcopal Church (FAME) in Los Angeles. Coursework in this program includes only upper division courses leading to a bachelor's degree in Religion. Seven faculty members are currently active in the program. The American Baptist Theological Center (ABTC) has an office on the campus of Fuller Theological Seminary in Pasadena. The ABTC has its own director, associate director, and secretary. The associate director works with the ULV component of the ABTC's programs. Courses are offered through this program leading to a bachelor's degree in either Religion/Philosophy or Psychology. Some lower-division general education courses are offered in this program as well. Learning outcomes include: (a) basic knowledge of the historical development of ideas within their major field, (b) basic knowledge of current scholarship and developments in their major field of study, (c) make use of the methodologies of their major field of study, (d) apply their skills in their job setting, (e) perform well in graduate schools, and (f) Practice habits of continuing their own education whether formally or not. Assessment methods include student and alumni surveys, syllabus analysis and enrollment trends. Action recommendations include the following:

1. Budget

- A. Work with ABTC to examine dip in enrollment pattern over the past year.
- B. Work with ABTC to develop plan to improve enrollments.
- C. Work with African Methodist Episcopal churches to support the ULV program systematically from the denominational level.

2. Academics

- A. Work with both programs to lower the number of courses offered by Directed Study and increase the number of courses offered as full classes.

3. Data gathering

- A. Increase syllabi collection from both programs.
- B. Create system for automatically updating Alumni contact information.
- C. Obtain samples of Senior Projects in each program to use as performance measures of learning outcomes

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History:

The Off-Campus Religion Programs at the University of La Verne are community service programs whose aim is to raise the educational level of church leadership in minority communities in and around the Los Angeles area. The programs began in 1977 when a coalition of African-American pastors in Los Angeles collaborated with the University of La Verne's School of Continuing Education to form the Ecumenical Center for Black Church Studies. The purpose of the Center is to make education available to those providing leadership in the churches and community, but have limited resources. It was agreed that the university would provide courses of instruction leading to a bachelor's degree in Religion. The courses would be offered in the inner city, in the evenings and on weekends, and the instructors would be sought amongst the leaders in the community and approved through ULV's quality assurance system as all other instructors. The cost for the courses would be limited to the direct costs of running the program and the university would provide the administrative support necessary to process students from admissions through graduation. The twenty-six member board would recruit students from their churches and community, and provide classroom space in the city. The Ecumenical Center for Black Church Studies is in its thirtieth year of service to the black community of Los Angeles. In that time, more than 25 students have graduated with bachelor's degrees in Religion (See Appendix A). ECBCS graduates serve, or have served in leadership roles in churches ranging in size from the smallest to the largest in Los Angeles. In addition to the graduates of this program is a list of students who did not graduate from the University of La Verne but whose lives were enriched by participating in coursework in the program. Some were enabled to go on to finish in other accredited institutions. Los Angeles Councilman Mark Ridley-Thomas is one such case and Hilly Hicks (of "Roots" fame) is another.

In 1983, the American Baptist Conference approached ULV with the request to duplicate the program in the Hispanic community in and around Los Angeles. The ABC had already formed the American Baptist Theological Center to support Hispanic ministries on several levels, however, the Center had no accredited degree program to equip leaders in the churches and prepare them for seminary. ULV agreed to offer the same program, on the same terms through the ABTC. This program has now served the Hispanic community for twenty-four years and graduated more than 60 students (See Appendix A). As with the ECBCS program, each student in the ABTC program also provides an inspiring story of overcoming odds. Just one example comes from a young man who appeared from Central America with no family and literally no belongings. He was unable to speak English and began sitting in on courses. He worked very hard and eventually graduated from this program. Today he has completed his Masters degree at Princeton and is a very successful Pastor of his own Presbyterian Church in New Jersey.

Mission:

The mission of the Off-Campus Religion Program at the University of La Verne is to make contextualized university education available in minority communities to those in church and community leadership who have limited financial resources.

The Off-Campus Religion Program embodies the four core values articulated in the University of La Verne Mission Statement: values orientation, community and diversity, lifelong learning, and community service.

This mission of the Off-Campus Religion Program is accomplished through the following goals:

Curricular Goals:

1. Offer a range of courses with sufficient scope and depth to equip students for graduate schools/seminaries.
2. Offer a range of courses of instruction that provide students the opportunity to explore a representative sample of the scholarship and history of ideas relevant to their major field.
3. Offer courses that hone the skills necessary for students' success in continued learning and service to their community

Program Goals:

1. Provide sufficient administrative resources for students to progress from the admissions process through the graduation process at ULV.
2. Maintain a budget balance so that expenses for direct costs do not exceed income.
3. Maintain sufficient enrollment levels.

Personnel Goals

1. Hire faculty who are both academically qualified and members of the minority communities in which they are teaching.
2. Hire faculty who exemplify a commitment to their field and to the mission of the program.

Description:

The Off-Campus Religion Program is administered at ULV by a director, and functions under its own budget. Income for the program's direct costs is generated by tuition and gifts from members of the American Baptist churches. Annual expenses include salaries for part-time instructors, the director, and a stipend for another faculty member who helps with ECBCS program, as well as \$1,200 allotted to each center to subsidize rental costs for classroom space. Because this budget has often brought in more income than its expenses, a line item was created in this budget for scholarships. The reasoning behind this was that the program is intended to be a community service program; if profit is accrued above expenses, then the money should be used within the program to better serve the students.

The Ecumenical Center for Black Church Studies currently offers courses on the campus of the First African Methodist Episcopal Church (FAME) in Los Angeles. Coursework in this program includes only upper division courses leading to a bachelor's degree in Religion. Seven faculty are currently active in the program. Over the past five years, an average of four courses have been offered by directed study each semester. There are currently 5 students pursuing their degrees. In the past six years 4 students have graduated from the program, and one is a possible graduate for this year.

The American Baptist Theological Center has an office on the campus of Fuller Theological Seminary in Pasadena. The ABTC has its own director, associate director, and secretary. The associate director works with the ULV component of the ABTC's programs. Courses are offered through this program leading to a bachelor's degree in either Religion/Philosophy or Psychology. Some lower-division general education courses are offered in this program as well. There are currently twelve faculty active in this program. Over the past five years, an average of five courses and several courses taught by directed study have been offered each semester. There are currently sixty-nine students pursuing their degrees. In the past six years 21 students have graduated from the program, and seventeen are possible graduates for this year.

Learning Outcomes Related to Curricular Goals:

1. Offer a range of courses with sufficient scope and depth to equip students for graduate schools/seminaries.

Learning Outcomes:

> Students will obtain admission to quality graduate schools.

2. Offer a range of courses of instruction that provide students the opportunity to explore a representative sample of the scholarship and history of ideas relevant to their major field.

Learning Outcomes:

> Students will acquire a basic knowledge of the historical development of ideas within their major field.

> Students will acquire a basic knowledge of current scholarship and developments in their major field of study.

> Students will understand and make use of the methodologies of their major field of study.

3. Offer courses that hone the skills necessary for success in continued learning and service to their community.

Learning Outcomes:

<Students will perform well in graduate schools.

<Students will practice habits of continuing their own education whether formally or not.

<Students will use their skills in their job setting.

Where Specific Learning Outcomes Are Being Addressed And How Outcomes Are Assessed:

Learning Outcomes related to Curricular Goals 1&3:

- > *Students will obtain admission to quality graduate schools.*
- < *Students will perform well in graduate schools.*
- > *Students will practice habits of continuing their own education whether formally or not.*
- > *Students will use their skills in their job setting.*

Assessed:

- > Records of Alumni. See Appendix B
- > By Alumni Survey. See Appendix C for relevant Alumni Survey results.

Learning Outcomes related to Curricular Goal 2:

- > *Students will acquire a basic knowledge of the historical development of ideas within their major field.*
- > *Students will acquire a basic knowledge of current scholarship and developments in their major field of study.*
- > *Students will understand and make use of the methodologies of their major field of study.*

Addressed:

- > In course material. See Appendix D for Course Syllabi.

Assessed:

- >By strategies particular to each course. See Appendix D for Course Syllabi.

Assessment of Program Goals:

1. Provide sufficient administrative resources for students to progress from the admissions process through the graduation process at ULV.

This goal is assessed by surveying current students and alumni. See Appendix E and Appendix F for survey instruments.

For results, see the Summary of Program Review Results (p9)

2. Maintain a budget balance so that expenses for direct costs do not exceed income.

Analysis of budget from 1994 – 2007.

For results, see the Summary of Program Review Results (p9)

3. Maintain sufficient enrollment levels.

Analysis of enrollment patterns from 1994 – 2007.

For results, see the Summary of Program Review Results (p9)

Assessment of Personnel Goals:

1. Hire faculty who are both academically qualified and members of the minority communities in which they are teaching.

Analysis of faculty Resumes. See Appendix G for profile of faculty.
For results, see the Summary of Program Review Results (p10)

2. Hire faculty who exemplify a commitment to their field and to the mission of the program.

Analysis of faculty Resumes (see Appendix D). See Appendix G for profile of faculty.
For results, see the Summary of Program Review Results (p10)

Surveys of current students and alumni. See Appendix E and Appendix F for survey instruments.
For results, see the Summary of Program Review Results (p10)

Summary of Program Review Results

Introduction

The Program Review for the Off-Campus Religion Programs has provided an opportunity to gather the information necessary to assess the effectiveness of the program since its inception, as well as to construct processes for on-going evaluation. In this latter sense, the Program Review is a living document providing direction to future assessment of the program's effectiveness.

Current Status of the Program: Curricular Goals 1 & 3

1. Offer a range of courses with sufficient scope and depth to equip students for graduate schools/seminaries.

3. Offer courses that hone the skills necessary for success in continued learning and service to their community.

Analysis of data available on Alumni from the ABTC (See Appendix B) indicates that students are very successful in gaining access to graduate schools from this program. Of 28 students about whom information was available, 23 attended accredited post-baccalaureate graduate schools, 17 have completed Masters Degrees and the other 6 are in process. Beyond this, 1 has completed a Doctoral Degree and 2 are currently involved in that process.

The data also indicates that students are moving successfully from the Program into their professional fields. Of 28 students in the ABTC Program, 21 are in positions as Pastors of local churches or working on the denominational or para-church level.

Analysis of data available on Alumni from the ECBCS (See Appendix B) indicates that students are very successful in gaining access to graduate schools from this program. Of 12 students about whom information is available, 10 attended accredited post-baccalaureate graduate schools, 5 have completed Masters Degrees and the other 5 are in process. Beyond this, 1 is in the process of completing a Doctoral Degree.

The data also indicates that students are moving successfully from the Program into their professional fields. Of 12 students in the ECBCS Program, 11 are in positions as Pastors of local churches or working on the denominational or para-church level.

Data further indicates that a large number of courses at both the ABTC and ECBCS locations are taught as Directed Studies. (See Appendices G,H,I,J) This could be taken as a strength of the program in the sense that first generation college students who in many cases are newly immigrated into this country and its systems benefit from individualized instruction, or it could be seen as a weakness in the program because of the lack of experience it offers with larger classes.

Student perceptions of the Programs in these areas seem to corroborate these findings.

See survey results of current students (See Appendix K,L).

Analysis of Alumni Surveys (See Appendix M,N) is not yet complete.

Curricular Goal 2

2. *Offer a range of courses of instruction that provide students the opportunity to explore a representative sample of the scholarship and history of ideas relevant to their major field.*

Courses offered in the Program are similar in scope and content to those offered in the on-campus program, however, the curriculum in general is tailored more specifically to the needs of these students. For example, in the ABTC program, where students are often learning English as a second language while serving in Spanish-speaking communities, the Preaching Lab courses include preaching in both English and Spanish; in the ECBCS Preaching Lab courses, style of preaching is taught within the context of preaching in the Black Church. This customizing of the curriculum is also evident with courses like 'Organization and Administration in the Local Church', and 'Topics in Urban Studies' courses. The Psychology degree available in the ABTC program also offers core courses similar in scope and content to those offered on campus, but again the curriculum is tailored for students whose primary concerns will be peer and pastoral counseling. Courses like 'Substance Abuse', 'Stress Management', and Adolescent Psychology' are popular electives.

Current Status of the Program: Program Goals

1. *Provide sufficient administrative resources for students to progress from the admissions process through the graduation process at ULV.*

Analysis of Student Survey in the ABTC program (See Appendix L) and ECBCS program (See Appendix M) indicate a high degree of satisfaction in the breadth of courses offered and availability of courses. Responses to questions regarding ease of the Registration process (Questions #7 & 9) were contradictory, and some concern was raised regarding the Financial Aid process at ULV (Question #7).

2. *Maintain a budget balance so that expenses for direct costs do not exceed income.*

3. *Maintain sufficient enrollment levels.*

The budget for this program is designed under the agreement that overall expenses for direct costs should not exceed overall income generated by the program. Since 1994, the program has generated \$120,563.00 in income over expenses (Appendices O,P).

Analysis of the budget and enrollment patterns for this program indicates that three factors are in concomitant variation: part-time salary increases (See Appendices Q,R), enrollment numbers (See Appendices S,T,U,V), and budget balance (See Appendix P). When part-time salaries increase, and/or when enrollment numbers decrease, the budget balance drops.

These factors have combined in the 2006-2007 year in which part-time salaries were increased at three times the normal rate of increase, and enrollment numbers dropped significantly in the ABTC program. The result was a drop in income below the cost of running the program.

Current Status of the Program: Personnel Goals

1. Hire faculty who are both academically qualified and members of the minority communities in which they are teaching.

A central aspect of the mission of this program is “to make contextualized university education available in minority communities”. In order to accomplish this, it is essential that Instructors in the program are competent to deliver university-level courses, and that they represent the context in which that delivery takes place. All Instructors in the program fulfill the same academic requirements dictated by the on-campus department and the QMS process at ULV. Of the 12 Instructors currently active in the ABTC program, 5 have a Ph.D., and 7 have Masters Degrees. Of the 7 Instructors currently active in the ECBCS program, 4 have Doctoral degrees, and 3 have Masters Degrees. In the ABTC, 8 of the 12 Instructors are Hispanic and 4 are Caucasian; 4 are female and 8 are male. In the ECBCS, all Instructors are African-American; 3 are female, and 4 are male. (See Appendix W)

2. Hire faculty who exemplify a commitment to their field and to the mission of the program.

The professional and personal lives of the Instructors in the program indicate a great deal of involvement in the community and/or in their academic fields. (See Appendix W) In the ABTC program, 5 are in leadership positions in both local Church, and denominational levels; 3 are involved in other colleges or universities; 2 are involved in community and academic organizations outside of church affiliations; and 2 are retired from ULV. In the ECBCS program, 5 are in leadership positions in both local Church, and denominational levels; 2 are involved in community and academic organizations outside of church affiliations. In addition, 3 are actively involved in academic organizations.

Action Plan

1. Budget

- A. Work with ABTC to examine dip in enrollment pattern over the past year.
- B. Work with ABTC to develop plan to improve enrollments.
- C. Work with African Methodist Episcopal churches to support the ULV program systematically from the denominational level.

2. Academics

- A. Work with both programs to lower the number of courses offered by Directed Study and increase the number of courses offered as full classes.

3. Data gathering

- A. Increase Syllabi collection for both programs.
- B. Create system for automatically updating Alumni contact information.
- C. Obtain samples of Senior Projects in each program.

All Degrees Earned From Ecumenical Center Campus by Year and Part of Term*

	MAJOR	Total
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		Grad Year	Philosophy	Psychology	Religion	Religion & Philosophy		
Part of Term	ABTC (4)	1994			0	0	4	4
		1995			1	0	4	5
		1996			0	0	1	1
		1997			1	1	3	5
		1998			1	1	2	4
		1999			1	0	1	2
		2000			2	1	0	3
		2001			2	1	3	6
		2002			1	0	3	4
		2003			0	0	1	1
		2004			2	1	1	4
		2005			2	1	0	3
		2006			4	0	1	5
		2007			3	0	1	4
		Total			20	6	25	51
	ECBCS (H)	1993				1	2	3
		1994				1	1	2
		1995				1	1	2
		1996				1	0	1
		1998				5	0	5
		1999				1	0	1
		2002				2	0	2
		2003				1	0	1
		2004				1	0	1
		Total				14	4	18
	Not Specified (blank)	1985		0		1	0	1
		1987		1		0	0	1
		1990		0		0	1	1
		1996		0		1	0	1
		Total		1		2	1	4
	Session 2 (O)	1980				1		1
		Total				1		1

* Data pulled from Banner on October 31, 2007. Includes all degrees earned from Campus 'Y' Ecumenical Centers. According to the Registrar, Data in Banner is not reliable prior to 1998.

Student Name	Pastoral Position in Local Church	Active on Denominational Level or in Para-Church	Attended Graduate School	Completed Grad. School at Masters Degree level	Attended Grad. School beyond Masters Degree	Completed Second Masters Degree	Completed Doctoral Degree
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		Agency								
Anabalon	XX		XX	XX						
Arandia		XX	XX	XX						
Arvelo	XX		XX	XX						
Bermudez	XX									
Deras	XX		XX in process							
Diazceba			XX	XX						
Escobar	XX		XX	XX	XX	XX in process				
Garcia,F.	XX		XX in process							
Garcia,K.	XX									
Garcia,O.		XX	XX	XX	XX				XX	
Guevara			XX in process							
Gutierrz,J			XX	XX						
Hernandez	XX		XX	XX						
Ivens,T			XX	XX						
Ivens,Y			XX in process							
Jefferson	XX									
Maldonado		XX	XX	XX	XX in process					
Matos			XX	XX						
Minto			XX	XX						
Monroy	XX		XX	XX						
Pedraza	XX									
Proctor	XX		XX	XX						
Reza		XX	XX	XX						
Roque	XX		XX in process							
Schettini	XX		XX in process							
Uelze										
Valenzuela	XX									
Valiente	XX		XX	XX						
Vindel	XX		XX	XX						
Totals: 28	17	4	23	17	3	1	1			

Student Name	Pastoral Position in Local Church	Active on Denominational Level or in Para-Church Agency	Attended Graduate School	Completed Grad. School at Masters Degree level	Attended Grad. School beyond Masters Degree	Completed Second Masters Degree	Completed Doctoral Degree
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La Fleur-Prince, Sharon			XX					
Whitlock, Mark	XX	XX	XX					
Johnson, Frederick	XX		XX	XX				
Phillips, William	XX		XX					
Luckey, Clarence	XX		XX	XX				
Taylor, Henry*								
Inge, Arnetha			XX	XX	XX			InProcess
Jackson, Delores*								
Cooper, Coyal	XX		XX					
Peete, Kieth	XX		XX	XX				
Cockery, Anthony	XX							
Thomas, George	XX		XX	XX				
Carroll, Fred	XX							
Minor, Mary	XX	XX	XX	XX				
Woods, Ronald	XX	XX						
St Julian, Edward*								
Gentry, Earline*								
Rector, Gwen*								
Mayho, Thomas*								
*Missing Information								

Appendix C

Of 45 Alumni Surveys sent ,only 3 were returned. Since statistical results would be of dubious value, the 3 returned Surveys are included in this Appendix in their entirety.

Address information on ECBCS Alumni has as yet been insufficient.

Course Content 1 = Low 2 = Moderate 3 = High						
Name of Course	Academic Level of Readings	Relevance of Course Material	Assessment Types			
			Tests	SmPapers	ReschPapr	OralPres
Hist. Ancient & Medieval	1	2	2	2	2	1

Please help us to get a sense of your experience as a student in the Ecumenical Center for Black Church Studies program by answering the following questions.

1. In what ways have your courses been helpful or not helpful as you prepare for your future goals?

2. What have you learned that has been most helpful to you as you prepare for your future goals?

3. In what ways have your courses not been helpful as you prepare for your future goals?

4. What do you wish was included in your coursework that would better prepare you for your future goals?

5. How would you describe your experiences with Instructors in your courses?

6. Have you been able to get into the courses you wanted? Has there been a broad range of courses available? Please explain.

7. Describe your experiences with admissions, financial aid, advising, and registering for classes.

8. What would you say is the greatest strength of the ULV program at the Ecumenical Center for Black Church Studies?

9. What would you say is the greatest weakness of the ULV program at the Ecumenical Center for Black Church Studies?

**Ecumenical Center for Black Church Studies and
American Baptist Theological Center**

1. Which of ULV's Off-Campus Religion Programs did you attend?
 - a. Ecumenical Center for Black Church Studies
 - b. American Baptist Theological Center

2. If you attended the American Baptist Theological Center what was your Major?
 - a. Religion/Philosophy
 - b. Psychology
 - c. Both

3. For how many years were you a student in the program?

4. Please circle *all* of the following that apply to you.
After graduation, I:
 - a. attended graduate school/seminary at _____
 - b. graduated from graduate school/seminary at _____
 - c. worked in a staff position in a Church
 - d. worked in a staff position in a community service organization other than a Church
 - e. served in a volunteer position in a Church
 - f. served in a volunteer position in a community service organization other than a Church
 - g. other _____

5. In what ways did your experiences in the program prepare you for your personal and career goals after graduation?

6. In what ways could your experiences in the program have *better* prepared you for your personal and career goals after graduation?

7. What were the greatest strengths of the program?

8. What were the greatest weaknesses of the program?

9. What is your overall satisfaction level with the program?

**Combinerd ABTC/ECBCS Enrollment Spring
2004 -Spring 2007**

Semester	Overall	Full	AvgFu	# of	Students
r	l	Dir Std	Class	llCI	s
2004 Sp	113	25	6	10	45
2004 F	96	28	4	10	43
2005 Sp	130	22	9	9	51
2005 F	129	28	7	10	49
2006 Sp	115	25	6	10	49
2006 F	79	25	3	8	37
2007 Sp	78	27	3	9	38
Avg #	105.71	25.71	5.43	9.43	44.57

AppGcombinedEnroll

AppHECBCSEnroll

ECBCS Enrollment Spring 2004 -Spring 2007

Semester	Overall	Full	#ofStu	
1	Dir	Std	Class	
			dents	
2004 Sp	12	4	0	6
2004 F	11	6	0	4
2005 Sp	10	5	0	3
2005 F	9	4	0	5
2006 Sp	10	3	0	5
2006 F	6	2	0	3
2007 Sp	15	4	0	10
Avg #	10.43	4		5.14

ABTC Enrollment Spring 2004 -Spring 2007

Semester	Overall	Full	AvgFu	# of	
l	Dir	Std	llCl	studs	
	l	Class			
2004 Sp	101	21	6	10	39
2004 F	85	22	4	10	39
2005 Sp	120	17	9	9	48
2005 F	120	24	7	10	44
2006 Sp	105	22	6	10	44
2006 F	73	23	3	8	34
2007 Sp	63	23	3	9	28
Avg #	95.29	21.71	5.43	9.43	39.43

Nothing in document when opened.

University of La Verne
American Baptist Theological Center
Main Themes in Survey Responses
(N=24)

Note: The survey was administered in the fall of 2007. Complete set of responses can be found in the appendix.

Main Themes for Question 1:

Question 1: In what ways have your courses been helpful as you prepare for your future goals?

1. Gained Knowledge
2. Insight for Life
3. Useful in helping others

Main Themes for Question 2:

Question 2: What have you learned that has been most helpful to you as you prepare for your future goals?

1. Openness to other beliefs
2. Self-enrichment
3. How to help others

Main themes for Question 3:

Question 3: In what ways have your courses not been helpful as you prepare for your future goals?

1. More Theology
2. No Complaints
3. Class lengths

Main themes for Question 4:

Question 4: What do you wish was included in your coursework that would better prepare you for your future goals?

1. More hands on
2. No Complaints
3. Orientation of the courses

Main Themes for Question 5:

Question 5: How would you describe your experiences with Instructors in your courses?
Responses:

1. Excellent
2. Comprehensive

3. Wonderful

Main Themes for Question 6:

Question 6: Have you been able to get into the course you wanted? Has there been a broad range of course available? Please explain.

1. Yes, no problems getting the classes.

Main Themes for Question 7:

Question 7: Describe your experiences with admission, financial aid, advising, and registering for classes.

1. Easy Process
2. Problems with Financial Aid processing information on time
3. No Problems registering

Main Themes for Question 8:

Question 8: What would you say is the greatest strength of the ULV program at the American Baptist Theological Center?

1. Great Professors
2. Great program
3. Convenient Program

Main Themes for Question 9:

Question 9: What would you say is the greatest weakness of the ULV program at the American Baptist Theological Center?

1. Lack of advertisement
2. Registration process
3. Having things processed on time

University of La Verne
Ecumenical Center for Black Church Studies

Main Themes in Survey Responses
Spring 2008

Note: Six current students completed the survey in the Spring of 2008. Complete list of student responses may be found in the Appendix.

Main Themes for Question 1

Question 1: In what ways have your courses been helpful as you prepare for your future goals?

- Confidence
- Effective Preaching
- Internal Development

Main Themes for Question 2

Question 2: What have you learned that has been most helpful to you as you prepare for your future goals?

- Learn Different Views
- Preparation for sermon
- Discipline

Main Themes for Question 3

Question 3: In what ways have your courses not been helpful as you prepare for your future goals?

- Students responded that classes have been helpful

Main Themes for Question 4

Question 4: What do you wish was included in your coursework that would better prepare you for your future goals?

- Field Trip
- Exposure/ Hands on
- Ancient Languages

Main Themes for Question 5

Question 5: How would you describe your experiences with instructors in your courses?

- Excellent
- Professional
- Insightful

Main Themes for Question 6

Question 6: Have you been able to get into the course you wanted? Has there been a broad range of course available? Please Explain.

- No problems
- All classes available
- Not sure about range of classes

Main Themes for Question 7

Question 7: Describe your experiences with admission, financial aid, advising, and registering for classes.

- Simple
- Easy
- Staff always willing to help

Main Themes for Question 8

Question 8: What would you say is the greatest strength of the ULV program at the Ecumenical Center for Black Church Studies?

- Professors
- Full Student Service
- Program itself

Main Themes for Question 9

Question 9: What would you say is the greatest weakness of the ULV program at the Ecumenical Center for Black Church Studies?

- Not enough PR
- Not marketed well
- Not knowing where classes will be held

Appendix

Complete set of student responses to the survey questions

Comments from Question 1:

- Each course has been helpful. Especially in applying my knowledge in application in life for church work and for myself. The skills passed on from the instructors are invaluable. It has been helpful in the development of my responsibility as a minister and person, in service to God.
- This course has been extremely helpful to me as a preacher. I have learned what kind of preacher I am. I know now that preparation is critical to effective preaching.
- These courses have been helpful because they continue to enhance my ministry as well my knowledge about the bible.
- The classes and the instructors in the ECBC program have been extremely helpful. The classes provide top notch information from highly educated instructors. The instructors also pushed me beyond what I thought was my potential. The classes have helped me to become a more effective minister and person as a whole.
- Very Helpful
- The preaching lab taught by DRC. D. Williams has been a God Send. I love preaching but not had any formal training. I have more confidence. As I have been taught about saturation, organization, memorizing, doing, an outline, one I have settles on a text the order in which to write a sermon.

Comments from Question 2:

what I have to be open to learn and acceptance of different values and views, that are outside of my own or my church's

- I have learned that prayer precedes preparation. My goal is to preach, and to preach with power. To obtain my goals I will become more disciplined.
- I have learned how to write more in depth papers.
- I have a plan now. I am better prepared to know my future academically. The classes and the lessons have been exciting. The instructors help bring the lessons alive.
- I've learned the real essence to great preaching is preparation.
- 5 areas of sermon preparation: intro, preposition, exegesis, exposition, conclusion. 4 areas of sermon: inductive, deductive, narrative, and exposition. .
- Developing me into a stronger preacher

Comments from Question 3:

- I am taking one class and as a preacher this class has taken me to another level in my understanding of preaching. This class has been extremely helpful.
- I find them very helpful because I feel better prepared to deal with a variety of topics.
- My classes have been helpful in preparing for my future.

- Developing me into a stronger preacher

Comments from Question 4:

- If it were possible to some field-work or something that would give a hands on to some of the subjects were involved in.
- Prepare and preach different types of sermons (funerals, revivals, youth day)
- A course on the Hebrew and Greek so we can understand Biblical text more
- It would be nice if the classes had one field trip a semester to a place that ties into the course.
- to watch videos of other preachers or of ourselves so we can see how we look

Comments from Question 5:

- They have been uplifting, encouraging, and educational extremely informative always helpful in every aspect from class work to finances.
- Dr. Williams is an excellent teacher
- Each instructor has been very professional, well prepared, and given their best to see that we...
- My experience with the instructors has been fabulous. they have been understanding, thoughtful, hard working, intelligent, and again fabulous
- Experience has been great, Dr. Williams is a great teacher

Comments from Question 5:

- They have been uplifting, encouraging, and educational extremely informative always helpful in every aspect from class work to finances.
- Dr. Williams is an excellent teacher
- Each instructor has been very professional, well prepared, and given their best to see that we...
- My experience with the instructors has been fabulous. they have been understanding, thoughtful, hard working, intelligent, and again fabulous
- Experience has been great, Dr. Williams is a great teacher

Comments from Question 7:

- Little if any problems and if there were Dr. Roger was readily available to help
- My admissions experience was an easy process, advising, and registering has been successful. The only problem I have is not being able to access financial aid because of my student loans went into default so if I don't find some way to finance my education I will have to stop the program and I'm doing so well.
- My experiences have exceeded my expectations. The registration process is simple and they are willing to work with you even when you miss the deadline, which has only happened to me once. The advisor is wonderful with laying out what you need to get to where you want to go
- Easy
- Excellent experience

Comments from Question 8:

- That it is available to help students get their undergraduate degree.
- Stress group size
- The greatest strength of the ULV program at the ECBC is the instructors; out of all the schools I have attended I have never met instructors that were caring, concerned, and understanding.
- That it gives inner city preachers or lay leaders an opportunity to reach their educational goals.
- Dedicated instructors.
- To be able to have full student service from ULV gives me the chance to use and receive the benefit of a university. Their resources are a plus.

Comments from Question 9:

- That is isn't marketed well, so not enough students gain from this excellent program.
- Not enough PR to other adults who could benefit from this program
- Communication lapse
- Not knowing where the classes will be held and the word about the center to the rest of the church is limited, so classes could be larger if there were more info about the courses to the other aspiring ministers.

Appendix M & N

Of 45 Alumni Surveys sent, only 3 were returned. Since statistical results would be of dubious value, the 3 returned Surveys are included in Appendix C in their entirety.

Address information on ECBCS Alumni has as yet been insufficient.

Off-Campus Religion Program: Budget Summary

Year	EndBalance	6101	6102	6103	6104	6105	6106 r	TotalSalary	AvgPtSal
1994 End	12000								
1995 End	18000								
1996 End	5000								
1997 End	19000								
1998 End	4000								
1999 End	16000								
2000 End	-5000								
2001 End	-2000								
2002 End	9479	14447	55050					69497	2343
2003 End	11402	14836	68892					83728	2393
2004 End	15135	13541	69131					82672	2443
2005 End	12635	14772	91390					106162	2443
2006 End	29194		35459	2655	19535		4306	61955	2443
2007 End	-24282		21934				63503	85437	2588
Total	120563								

AppPBudgetEndBal

Nothing in document when opened.

AppQPTSIncreases

Nothing in document when opened.

AppRCorellation

Nothing in document when opened.

AppSUnduplHead

Unduplicated Head Count: ABTC and ECBCS

Semester	ABTC	S	ECBC	Total
Spring 2004	39	6		45
Fall 2004	39	4		43
Spring 2005	48	3		51
Fall 2005	44	5		49
Spring 2006	44	5		49
Fall 2006	34	3		37
Spring 2007	28	10		38

* All data from Official
Census files.

Appendix T-Chart-Did not transfer when copied to Word doc.

AppUECBCSOverallEn

Nothing in document when opened.

AppVCombinedUndupl

Nothing in document when opened.

AppWFacProfile

