

Andrews University

Pastoral Ministry in Spanish, MAPM

2012-2013 Program Review

Program Review # 1. How does the program contribute to the mission of Andrews University and the Seventh-day Adventist Church?

The mission of the MAPMin is to strengthen NAD pastors in the theory and practice of pastoral ministry. This program constantly recruits new students for Andrews University (28 new students in 2012) and contributes to the mission of the Seventh-day Adventist Church by preparing local NAD pastors in the effective dissemination of the Adventist faith.

Program Review # 2. How does the history of the program define the contributions of the program to Andrews University?

The MAPMin--Hispanic Track was founded by Elías Gómez in 1986 with the sponsorship of three NAD Unions (Atlantic, Lake, and Pacific) to provide graduate education for Hispanic pastors, working in their fields, whose English proficiency was not adequate to enroll in the programs taught in English by the Seventh-day Adventist Seminary. By adapting to specific Hispanic needs in the field, the university has contributed to the education of students who seek contextualized knowledge to change the world. Since its foundation, the MAPMin--Hispanic Track has recruited and educated Hispanic pastors who are currently doing an outstanding work as administrators and local pastors in the NAD. A list of some of the graduates who have served as administrators is presented below:

Graduates who have served as leaders in the NAD

- | | |
|---|---|
| 1 | Served as president for GNYC |
| 3 | Served as a vice president of a union |
| 6 | Served as a director of Hispanic Ministries |
| 1 | Served as publishing director of GNYC |
| 1 | Served as director of Latin American Ministries |

N=9

Program Review # 3. How does the program contribute to the academic success of Andrews University?

The program is taught by qualified professors who lead and motivate participants in the achievement of high quality learning outcomes that prepares them to pursue higher education--doctoral degrees. Satisfied graduates recommend the program to other potential students contributing to the growth of the university. In addition, the administrative and ministerial success of our graduates is a positive living testimony to the academic success of Andrews University. A list of some MAPMin Hispanic Track graduates who have pursued post-graduate education is presented below:

4 graduates have completed post-graduate studies in the DMin Program.

3 graduates are currently enrolled in the DMin Program.

Program Review # 4. What is the state of demand for graduates of and enrollment in the program? See Governmental Occupational Outlook Handbook 2010-2011 http://www.bls.gov/oco/ooch_index.htm <http://www.occsupplydemand.org/>

The rapid growth of Hispanic immigration in the U.S. during the past few decades and their receptivity to the SDA message has demanded the hiring and academic preparation of fluent Hispanic pastors who are in tune with the needs and challenges of Hispanic immigrants. The U.S. is the second country in the world with more Hispanics--54 million by July 2013, not including about 6 million undocumented Hispanics. About one third of all baptisms in the NAD are generated by Hispanic pastors who do not possess academic English and many of whom are eager to pursue graduate and post graduate education. The MAPMin--Hispanic Track has successfully marketed the program among these pastors, as indicated by the increase in delivery sites and students. Our program's enrollment has steadily increased in the past few years from 32 and 3 sites in 2007 to 133 and 5 sites in 2012. The student body of the program is projected to increase to 150 by the end of 2013 with the addition of a new site.

Program Review # 5. Describe how the available human and physical resources relate to what is necessary to have a strong program of high quality that mentors students to succeed? What are the research and scholarly productivity of faculty and students in your program?

The program is in desperate need of full time staff and bilingual professors to sustain growth and to provide quality graduate education. Currently, the program director receives only one fourth of his workload to direct the program with the help of a half-time office assistant. The MAPMin English Track, with a similar number of students, have a full time office assistant and a full time program director. Lack of proper staffing and work overload has affected the program director's ability to schedule regular time to write and has curtailed his scholarly productivity.

Our seminary does not count with proper bilingual professors to teach for our program. As a result, the majority of the 18 classes, annually offered by the MAPMin Hispanic Track program are taught by contract teachers and students enroll in our PhD programs. This reality diminishes the image of the program--students prefer classes from regular seminary professors. The program director has pointed out, for years, the necessity of bilingual professors, however, his requests have not been attended. The seminary has lost in the last decade six bilingual professors (English-Spanish) who have been replaced by professors who do not speak Spanish.

Program Review # 6. What library resources are necessary for the program(s) and to what extent are they available and utilized?

Library resources are excellent, the problem is that off campus students have difficulty getting access to JeWel resources because of how the system is set up. The MAPMin is entirely offered off campus to students who need to write papers and are not able to have access to our resources. I constantly receive complains from students about their inability to access our library resources. This is an urgent issue that needs solution for program effectiveness.

Program Review # 7. How appropriate is the curriculum for the preparation of graduates with skills necessary to adapt to changing environments within their field? How adaptable is the program to anticipated changes in technology and in other areas? If your program includes swing and/or cross-listed courses, how is academic rigor maintained at the graduate level?

The academic rigor for the program is excellent, however, the current curriculum is too theological for the professional nature of the program. The MAPMin HispanicTrack students are ministers with specialized professional needs that because of currents curricular restrictions can only take a few practical classes that can help them in the practice of ministry. ATS has pointed out to this weakness. Our curriculum is not appropriate for the preparation of graduates and needs revisions.

Program Review # 8. How do trends in productivity and enrollment demonstrate the continued viability of the program(s)?

2012 was a great year for our MAPMin Hispanic Track. Registration, new enrollments, and number of program graduates reached historic records. The program has grown steadily from 32 students in 2007 to 133 in 2012. The following bullets succinctly describe productivity and enrollment for 2012:

- **28**—Number of new students accepted into the program in 2012
- **133**—Number of students formally accepted into the program at all sites—currently we are processing over 20 new applications

- **5**—Number of students that graduated in 2012
- **227**—Number of students registered for classes at all sites (See table below)
- **New site**—North Pacific Union—Dr. Ramón Canals, Vice President for Hispanic Ministries

The student body of the MAPMin Hispanic Track is projected to add a new delivery site in 2013 (Pacific Union) and add over 20 more students.

M.A. in Pastoral Ministry

Hispanic Track

SCHEDULE

NORTH AMERICAN DIVISION

ANDREWS UNIVERSITY THEOLOGICAL SEMINARY

INSTITUTE OF HISPANIC MINISTRY

ATLANTIC UNION

2012			Total students taking classes: 63) Total students accepted: 39) (New Students accepted in 2012: 8) (Number of students graduated: 2)
January 8-12, 2012	May 13-17, 2012	May 20-24, 2012	
THST627 Roman Catholic Life and Thought	NTST567 Theology of the English NT NTST667	CHMN630 Leadership Development	
Atilio Dupertuis <i>(Students Registered:27)</i>	Roberto Badenas <i>(Students Registered:22)</i>	Efrain Velázquez <i>(Students Registered: 14)</i>	

LAKE UNION

2012			(Total students taking classes: 76) (Total students accepted: 36) (New Students Accepted 2012: 6) (Number of students graduated: 3)
June 3-7, 2012	June 10-14, 2012	Dec. 2-6, 2012	
OTST570 Isaiah	CHIS674 Development of SDA Theology	THST600 Christian Personal Ethics	
Enrique Baez <i>(Students Registered: 38)</i>	Abraham Guerrero <i>(Students Registered: 22)</i>	Atilio Dupertuis <i>(Students Registered: 16)</i>	

SOUTHERN UNION

2012			(Total students taking classes: 45) (Students accepted: 37) (New Students Accepted 2012: 5) (Number of students graduated: 0)
January 8-12, 2012	August 12-16, 2012	August 19-23, 2012	
Seminar in NT Issues: <i>Salvation in John</i>	DSRE635 Professional Ethics in Fam Life Education	DSRE659 Human Sexuality	
Rubén Muñoz <i>(Students Registered: 8)</i>	Eric del Valle <i>(Students Registered: 20)</i>	Alfonso Valenzuela <i>(Students Registered: 17)</i>	

COLUMBIA UNION

2012			(Total students taking classes: 54) (Students accepted at this site: 18) (New Students Accepted in 2012: 6) (Number of students graduated: 0)
February 5 -9, 2012	August 5-9, 2012	August 12-16, 2012	
CHIS567 Hispanic American Church History	CHMN575 Principles of Stewardship	MSSN635 Contemporary Issues in Mission	
Antonio Rosario <i>(Students Registered: 18)</i>	Tevni Grajales <i>(Students Registered: 14)</i>	Abraham Guerrero <i>(Students Registered: 22)</i>	

NORTH PACIFIC UNION

2012			(Total students taking classes: 49) (Students accepted at this site: 3—Many applications in process) (New Students Accepted in 2012: 3) (Number of students graduated: 0)
	Sept. 30 - Oct 4, 2012	October 7-11, 2012	
	CHMN575 Principles of Stewardship	CHMN546 Marriage and Family	
	Tevni Grajales <i>(Students Registered: 27)</i>	Alfonso Valenzuela <i>(Students Registered: 22)</i>	

Program Review # 9. How do your program's graduation and retention rates compare with those of the University and benchmark programs and if they are below or exhibit downwards trends, what are your plans for improvement? (Undergraduate programs without a formal admission procedure should calculate the retention rate based on the number of sophomores and graduates.)

We have no knowledge of students dropping out of the program since 2007, when the current director began his duties. Retention rates have been perfect since 2007 when the program counted with only 32 students. Since that time, the program has expanded from three to five sites and has grown threefold, to 133 students. Two new sites were added (one in 2009 and another in 2012). In 2012 we had five students graduating from the MAPMin Hispanic Track. In view that the complete classwork for the program is offered in each site in five years, we expect graduation rates to increase in 2014, with students from the site opened in 2009.

Program Review # 10. How well does the program engage students in collecting, analyzing, and communicating information, and in mastering modes of inquiry or creative work? How do program goals compare with benchmark programs, how well does the program meet its goals, and how has assessment data been used to improve the program and student learning? If your program offers non-professional doctoral degrees, how are students mentored and how many students' dissertations are published and where?

No benchmark studies have been done to compare our students' outcome with other universities. However, program participants are challenged through theoretical and practical assignments to be creative to master modes of inquiry. The MAPMin course requirements are divided in three section: (a) Pre-intensive requirement--Generally collecting, analyzing, and communicating information by the first day of class. (b) Attendance to a one-week intensive--interactive lectures with professors. (c) Post Intensive requirements--these requirements generally involve interventive modes of inquiry. Students are generally required to use the theoretical and practical knowledge in their respective professions and contexts. Data collected from students' assignments are assessed by rubrics designed for specific post-intensive outcomes. So far we have collected and tabulated assessment data from one course--Preaching. We are working on the development of rubrics to assess other program courses and outcomes. This process has been delayed because of the need to change our curriculum and program outcomes--ATS recommendation.

Program Review # 11. How successful are program graduates in seeking graduate and professional admission? What is the level of satisfaction among students, alumni, and employers of alumni with the program and its outcomes?

Our graduates are all currently working professionals and have no problem being accepted when seeking post-graduate education. Focus groups to annually assess current student satisfaction with the program are formed by the program director who visits all sites and evaluates the program with students. Students are satisfied with the program's curriculum and their course evaluations are excellent. Focus groups revolved around the question: How can we improve program delivery? Secondary question deal with curriculum and delivery quality. No formal research has been done with employers of alumni regarding program outcomes; however, personal conversations with employers and officials who individually pay Andrews University over \$36,000 annually to deliver our program in their fields reveal that they are satisfied with students' outcomes. They are very supportive of our program. Some of our graduates occupy administrative positions in the NAD; others, have moved on academically enrolling in postgraduate degrees (See program review question #3). The following list presents the number of graduates who have occupied leadership positions in the NAD:

1	Served as a president of a union
2	Served as a vice president of a union
1	Served as a coordinator of the NEC
8	Served as Hispanic Ministries Director
1	Served as an Evangelist at SECC
1	Served as a publishing director

Program Review # 12. Describe the indicators of the quality of your program(s)? In what innovative ways is the program responding to changes and needs? What curricular changes were made based on assessment data?

The program curriculum is annually evaluated and is contextualized to students' needs. For instance, as a result of curriculum evaluations, two new courses have been added to the 2013 course schedule. One on bilingual ministry, taught in May. This course was suggested by pastors who are having difficulty reaching and retaining second generation Hispanics. The other course will be taught for the first time in December, this year--Topics in Ministry. Students are having challenges associated with separatists who disseminate divisive ideologies among church members--trinity, music in the church, etc.

Program Review # 13. What is the relationship between the cost of the program and its income and how has that been changing over time?

The MAPMin Hispanic Track received \$180,000 in 2012, from 5 sponsoring Unions, to offer the program in their fields. We spend less than 50% (see attached charts) of this money for program delivery--including salaries, expenses, and honorariums. With the addition of a new site in 2013, the program's finances are projected to improve.

Itemized Report for Other Travel Teacher Expenses (11 - 1872 - 9430 - 70)

Professors and Teaching Dates	Airline Tickets Avrg cost per Prof.	Car Rental Plus Insu. (Avg)	Per Diem (Avg.)	Airport Parking, Tolls, and Mileage (Avg)	Hotel (Avg)	Total Cost Per Professor (Avg)
Ricardo Norton (AU) 05/15-19, 2011 (RLED610)	\$ 526.75	\$ 283.00	\$ 190.00	\$ 96.75	\$ 403.50	\$ 1,500.00
Alfonso Valenzuela (AU)05/22-26/11 (CHIS567)	\$ 526.75	\$ 283.00	\$ 190.00	\$ 96.75	\$ 403.50	\$ 1,500.00
Carlos Camarena (LU)06/5-9/11 (NTST567)	\$ 526.75	\$ 283.00	\$ 190.00	\$ 96.75	\$ 403.50	\$ 1,500.00
Alfonso Valenzuela (LU) 06/12-16/11 (CHMN555)	\$ 526.75	\$ 283.00	\$ 190.00	\$ 96.75	\$ 403.50	\$ 1,500.00
Ileana Freeman G. (SU) Aug. 14-18, 2011(EDPC520)	\$ 526.75	\$ 283.00	\$ 190.00	\$ 96.75	\$ 403.50	\$ 1,500.00
Ricardo Norton (CU)Aug.7-11,2011 (CHMN656)	\$ 526.75	\$ 283.00	\$ 190.00	\$ 96.75	\$ 403.50	\$ 1,500.00
Gluder Quispe (CU) Aug./14-18/11 (CHIS680)	\$ 526.75	\$ 283.00	\$ 190.00	\$ 96.75	\$ 403.50	\$ 1,500.00
Abraham G. Romero (SU) Aug.21-25, 2011 (MSSN685)	\$ 526.75	\$ 283.00	\$ 190.00	\$ 96.75	\$ 403.50	\$ 1,500.00
Atilio Dupertuis (AU) 01/8-12, 2012 (THST627)	\$ 526.75	\$ 283.00	\$ 190.00	\$ 96.75	\$ 403.50	\$ 1,500.00
Ruben Muñoz(SU) 01/8-12, 2012 (NTST677)	\$ 526.75	\$ 283.00	\$ 190.00	\$ 96.75	\$ 403.50	\$ 1,500.00
Antonio Rosario (CU)02/5-9, 2012 (CHIS567)	\$ 526.75	\$ 283.00	\$ 190.00	\$ 96.75	\$ 403.50	\$ 1,500.00
Totals	\$5,794.25	\$ 3,113.00	\$2,090.00	\$1,064.25	\$4,438.50	\$ 16,500.00

ANDREWS UNIVERSITY
2011-2012 Budget
Expense Accounts Schedule

Dept name and number: ie (Institute of Hispanic Ministry)

9430 Other Travel - Total	\$ 3,600.00
Dr. Ricardo Norton travel to the Atlantic Union in Boston for the NAD Evangelism Meeting in May of 2011	\$ 1,200.00
Dr. Ricardo Norton travel to the Southern Union for the NAD Hispanic Advisory Meeting in Aug. of 2011	\$1,200.00
Dr. Ricardo Norton site visits	\$1,200.00
 9510 Supplies - Total	 \$500.00
General office for dept	
Office Supplies such as: Printing Paper, Envelopes, Staples, File Folders, Hanging folders, Etc...	
9514 Computer Supplies	\$300.00
Computer printer ink	
 9535 Duplicating	 \$ 250.00
Photocopies of professor's materials, class materials, and student applications and forms	
 9560 Postage/Shipping	 \$150.00
Mailing documents to students, acceptance letters, class schedules, contracts to unions, etc...	
 9613 Contract Services	
Institute of Hispanic Ministry Web site Hosting and Domain Name Registration	\$260.00
 9722 Social Activities	 \$120.00
After each intensive, the professor treats students with some refreshments	
 9790 Entertainment Expense	 \$200.00
Take students out to eat	
 9830 Base Phone Service - Total	 \$864.00
 9841 Toll/Fax Calls - Total	 \$ 200.00
Dept toll calls and faxing	
 9993 Transfer from Endowment	 \$ (23,500.00)

Program Review # 14. What is the (financial and other) impact of the program on the University and, based on trends, how is that likely to change in the future? How adequate is University support to maintaining the health of the program?

Our program needs more support from the university in several areas:

- 1) Providing updated equipment in a timely manner, such as an office computer for the program director. Current computer is about 7 years old
- 2) Hiring bilingual professors who can teach for the program in Spanish. In the past 10 years the seminary has lost 6 bilingual professor (English-Spanish) who have been replaced by professor who do not speak Spanish
- 3) Consulting with the program director regarding decisions pertaining course delivery—such as charging full tuition for independent studies—Beginning in 2013
- 4) Providing a fulltime office manager and more academic load to direct the program. Similar programs enjoy those benefits

Program Review # 15. Describe the strengths of the program.

Two main program strengths consist in its adaptability to pastors who work fulltime and cannot leaves their professional responsibilities for long periods of time and its delivery in Spanish. Intensive modules (Sunday to Thursday) allow full time professionals to achieve graduate education without affecting weekend responsibilities in their churches. In addition, the program is delivered in Spanish to pastors who could not pursue graduate education in English and the curriculum is contextualized to meet ministerial challenges pastors face working among immigrants in the U.S.

Program Review # 16. Describe the weaknesses of the program(s) and the plans that are in place to address them.

One of the main weakness the MAPMin has is the lack of bilingual professor from the Seminary to teach classes for the program in Spanish. Students prefer AU professors than the adjunct professors who teach most of the classes. The seminary Dean's office is aware of our need and has the authority to hire bilingual professors that can teach for our program.

Other weaknesses include inability from students to have access to library resources.

Program Review # 17. Describe the opportunities likely to present themselves to the program(s) in the coming years and the changes and resources necessary to take advantage of them.

The Hispanic population is the fastest growing ethnic group in the U.S. and the fastest growing group in the NAD. In 2001 Hispanics became the largest minority in the U.S., growing at an annual rate of 1.4 million a year. Baptisms among Hispanics, since 2010, have accounted for 1/3 of all NAD baptisms (15,000 in 2012). Most Hispanic baptisms in the NAD (85%) are among Hispanic immigrants, who, because of language barriers, separation from relatives overseas, and financial exigencies tend to be more receptive to the SDA message than second and third generation Hispanics. This ethnic growth presents an opportunity for a program that focuses on preparing pastors to reach this receptive immigrant community. The MAPMin Hispanic Track prepares Hispanic pastors to be evangelistically successful among first generation immigrants and has made curricular adjustments to prepare program participants reaching second and third generation immigrants.

Program Review # 18. Describe the threats that may negatively impact the program(s) in the coming years and the changes and resources necessary to mitigate them.

Lack of bilingual professors (English-Spanish) employed by university to teach for this program is a threat that may negatively impact the program. Students expect university professors delivering the program, instead, most of the classes they receive are taught by seminary students completing a PhD and other contract teachers. About 90% of the program is delivered by contract instructors. The program director is the only university professor that teaches for the MAPMin Hispanic Track. In the past, with half the number of students and sites where the program is delivered, the MAPMin--Hispanic Track had a half time bilingual professor teaching for the program in Spanish (Alfonso Valenzuela). At his departure from the seminary, he was not replaced with a bilingual professor. We need to hire more bilingual professors that can teach for our program.

Program Review # 19. What should be the future direction of your program(s) and what steps and resources are necessary to take your program(s) in that direction? How might changes and trends in technology, student demographics, and enrollment impact this direction?

The future of the MAPMin Hispanic Track is positive. The program continues to grow in numbers and financial resources. As Latinos in the U.S. continue to grow, there will be a continuous demand of Hispanic pastors to reach that segment of the U.S. population and the need of a contextualized graduate program to prepare SDA ministers for that task. Program review question #19 provides several recommendations that will contribute to the sustainability and growth of the program.

Program Review # 20. Give any additional information that should be included in the self-study. Describe program recommendations.

Some recommendations for the self-study and future direction of the program are presented below:

- 1) ***More Spanish speaking professors from the seminary are needed.*** Lack of bilingual professors has confined the program to the use of contract teachers that include PhD students. This has been noticed by students and Union officials who sponsor the program. Because of the ministerial nature of the program and the need to meet pastoral needs in the field, we need more bilingual professors in the CHMN department, with Hispanic background in the NAD, to help Hispanic pastors face ministerial challenges in the Division. Interpreting from English to Spanish is not good solution. It cheats students of important lecture time, and requires the use of interpreters which is more expensive and logistically more difficult. In addition, program participants will know that their assignments would be graded or reviewed by interpreters or graduate assistants who may not have the expertise or qualifications the grade interventive assignments.
- 2) ***More office management time.*** Currently the program is managed by a halftime office assistant and 25% teaching load deduction for the program director. A similar program is operated by a full time program director and a full time office assistant. Our program urgently needs at list a full time office assistant to help an overloaded director who in addition to directing the MAPMin in six different Unions, teaches full time, coordinates three DMin cohorts, directs a Lay training school for the IHM with more than 2000 students.
- 3) ***An egalitarian formula for charging Unions for program delivery.*** The English MAPMin operates each teaching site with an annual budget of \$24,500 (4 classes per site--8 credits total), while MAPMin Hispanic Track Unions are charged \$36,000 annually to operate each MAPMin Hispanic site (3 classes per site--9 credits). Our Unions are charged about twice as much per class. This may have negative repercussions in the future, if our sponsoring Unions learn about this discrepancy.

- 4) ***A more efficient way to provide storage space and equipment for the program.*** Obtaining basic needed equipment is very difficult. Sometimes it takes several months to get a working printer or to update a 7 year old office computer. Currently, we have file cabinets on a hallway, breaking fire and safety regulations regulations.
- 5) ***Consultation with program director regarding changes affecting the program delivery and finances.*** E.g., additional charges for independent studies, making separate program accounts, how honorarium money for contract professors should be distributed, etc.
- 6) ***Formal communication about ATS program assessment.*** Program director learns about ATS changes from unofficial sources.
- 7) ***Marketing funds and personnel to recruit more Hispanic pastors.*** No money or personnel are in place recruit new students or to market the program among Hispanics.