

## EDUCATIONAL EVENT FEEDBACK SURVEY

### INSTRUCTIONS TO THE STUDENT TAKING THE IB/LF COMPETENCY EXERCISE.

- Getting congregational feedback is an important part of competency exercises given that the MDiv curriculum at LTS is skills-based. You will note in the questions asked in the survey that not all areas covered by the competency receive attention in the survey. This focus keeps the survey manageable for volunteers completing it. The faculty seeks congregational input about some ministerial skills taught in courses. You should recognize the substance of the questions asked from course content even if the language used in the survey is different. This approach to the survey is not meant to signal in any way that other areas of the exercise or your technical knowledge are unimportant for either your grade or your work in the church.
- At least two weeks in advance of the educational event you will lead as part of your competency exercise, recruit someone in the church who will attend the event to administer the survey. Make sure the person is responsible and will follow through.
- You should provide this person with the following (*read carefully*):
  - 1) Enough copies of the surveys for all participants in the educational event to complete following the educational event
    - \* Copies of the survey proper (the final two pages of this document) should be made on one page, double-sided.
    - \* Copies of the instructions for the respondents (the third page of this document) should be stapled to the front of the survey proper. This will allow professors to remove this sheet with respondents' personal information before sharing the results with you. (So make sure you do not copy part of the survey on the back side of the instructions.)
  - 2) An envelope large enough to hold all of the completed surveys, with postage paid and addressed to Dean Martell using the seminary address (LTS, ATTN: Dr. Martell, 230 Lexington Green Circle, STE 300, Lexington, KY 40503).
  - 3) The instructions for the survey administrator on page 2 of this document.
- Once you have assembled these materials and given them to the volunteer administering the survey, you should have no more role in the survey. This helps guarantee that the survey remains anonymous and free of influence. Your faculty will use the results of the survey not to determine your grade but to shape the feedback they provide and to help you analyze how congregations receive and reflect on the ministry you offer in church behavior interpretation and formation.

## **EDUCATION EVENT FEEDBACK SURVEY**

### **INSTRUCTIONS TO THE VOLUNTEER ADMINISTERING THE EDUCATIONAL EVENT FEEDBACK SURVEY.**

- At least two weeks in advance of the educational event the Lexington Theological Seminary student is leading, she or he has asked you to administer a survey seeking feedback to that educational event. You should have been provided with:
  - 1) enough copies of the surveys for those who will participate in the educational event to complete following the educational event; and
  - 2) an envelope large enough to hold all of the completed surveys, addressed and with postage paid.
  
- Once the student has given you these materials, he or she should no longer be involved in the process of administering the surveys. This helps guarantee that the survey remains anonymous and free of influence. Seminary faculty will use the results of the survey in shaping the feedback they provide to the student. The data of the surveys (excluding all personal information provided) will be shared with the student to help him or her analyze how congregations receive and reflect on the ministry offered in church behavior interpretation and formation.
  
- For the day of the educational event the student will lead:
  - Have pens/pencils available.
  - Once the educational event is complete, distribute the survey. People can fill them out individually. But do not pass out the survey prior to the educational event. To do so would lead respondents to listen to the educational event with our questions in mind instead of listening and participating as they would do so normally.
  - Once everyone has completed the survey, place them in the envelope provided and drop them in the mail as soon as possible so that the student can get timely feedback from the faculty. Do not share them with the student; the faculty will discuss the results as part of their conversation with her or him.

## EDUCATIONAL EVENT FEEDBACK SURVEY

*Thank you for taking time to complete the attached anonymous survey.*

*Getting honest, helpful feedback is the best way for pastors to improve their knowledge and skills in serving a congregation. Exaggerated praise or critique do not offer ministers a true picture of their strengths and growing edges.*

*The survey's sections ask about two different areas of pastoral leadership in worship:*

- 1. How this event informed or engaged the participants in ethical issues*
- 2. The educational event itself*

*There are two types of questions in the survey:*

*1. Rating Questions*

*Some questions ask you to rate an issue related to ethics or an element of the educational event on a scale of 1 to 10 (with 1 being the lowest and 10 being the highest score). Two descriptions of what the lowest and highest numbers mean are offered for each question as guides.*

*2. Comment Questions*

*Following each rating question is one or more open-ended questions related to the same category. There is no right or wrong answer to these. Please respond as your memory and experience of the educational event lead you.*

*Please provide the following personal information to help faculty analyze the results of the surveys. This information will be removed before students see the data from the surveys.*

Age (Mark one)

- 10-19
- 20-29
- 30-39
- 40-49
- 50-59
- 60-69
- 70-above

Gender (Mark one)

- Female
- Male

Church Role (Mark all that apply)

- Lay person
- Clergy
- Church Staff
- Congregational leader/officer

*Lexington Theological Seminary is grateful to you and your congregation for all the ways you contribute to the preparation of this student for a successful ministry in service to God and the church.*

# EDUCATIONAL EVENT FEEDBACK

Student's Name \_\_\_\_\_

## ELEMENTS OF THE EDUCATIONAL EVENT

Had no clear learning objective.											Intended learning objective was clear to all.
1	2	3	4	5	6	7	8	9	10		

In one sentence, name what you heard to be the central message of the educational event.

I did not feel at all engaged in the educational event.											I was completely engaged in the educational event.
1	2	3	4	5	6	7	8	9	10		

Name the time at which you felt most engaged in the educational event.

Lacked unity and the flow was difficult to follow.											Was strongly unified and easy to follow from beginning to end.
1	2	3	4	5	6	7	8	9	10		

What activity, idea, or comment will you most remember from the educational event?

Poorly delivered.											Delivered very well.
1	2	3	4	5	6	7	8	9	10		

Comment on the strengths and areas needing improvement concerning the leader's use of voice, eye contact, body language, and overall confidence with the material and educational activities.

Failed to relate to contemporary world/life.											Related to contemporary world/life in a profoundly significant way.
1	2	3	4	5	6	7	8	9	10		

In one sentence, name the greatest strength of this educational event.

If you were to suggest changing any one thing about the educational event, what advice would you give the leader?

**ETHICS IN THE EDUCATIONAL EVENT**

Provided no background or context for understanding ethical tradition.	Provided significant background or context for understanding ethical tradition.
1      2      3      4      5      6      7      8	9      10

In one sentence, name the information about the background/context the leader offered that was most helpful for understanding the ethical issue.

Did not identify the primary norm.	<b>The Main Idea/Primary Norm of Ethical Tradition</b>	Named primary norm clearly.
1      2      3      4      5      6      7      8		9      10

In one sentence, name what you understand to be the primary norm of the ethical tradition(s) discussed.

Did not use the educational event to relate to action.	<b>Relationship of the Ethics to Action</b>	Educational activities used expertly related ethics to action.
1      2      3      4      5      6      7      8		9      10

In one sentence, name your understanding of how the teacher relates ethics to action.

Failed to show the relevance of ethics and action for today's world/life.	<b>Relevance of Ethics and Action for the Church Today</b>	Significantly showed the relevance of ethics and action for today's world/life.
1      2      3      4      5      6      7      8		9      10

In one sentence, name the relevance/significance the leader claimed for ethics and action for the Church today.

**COMMENTS**

In the space provided below, add any comments you would like to make about the educational event.