

Ministry Leadership Assessment Plan

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Program Profile

Full-time Faculty in the Department:

Lisa Hoozeboom, Dan Kroeze, Richelle White

Recent and Current Adjunct Faculty:

Brian Telzerow, Joyce Borger

Program Graduate Portrait

Ministry Leadership graduates are spiritually healthy leaders whose passion for people and love for God and the church propels them to use their gifts and strengths to further Christ's kingdom by intentionally serving others and faithfully communicating God's Word.

Program Learning Outcomes (PLOs)

1. Understand the nature and scope of God's global mission and our faithful participation.
2. Serve others in and through the church by using God-given gifts and strengths.
3. Communicate scripture and theological truths in a variety of ministry settings.
4. Demonstrate leadership skills to equip, disciple, and care for oneself and others.

Program Curriculum Map

Learning Outcome #1: Nature and Scope of Mission and Participation

↑ **Course:** MI121 – Introduction to Missions

↑ **Objective:** ~~To demonstrate knowledge of how the church has, from the first century onward, continued the mission story to various people groups around the world~~ Demonstrate how evangelism, discipleship, service, and social concerns work together for holistic, word and deed, incarnational ministry. (1., 4.)

↑ **Signature Assignments:** ~~Biography Poster Presentation, Quiz~~ Biblical Theology of Mission for the church, set of 3

↑ **Rubric Category:** Mission

↑ **Course:** MI 421 - Islamics

↑ **Objective:** To interact respectfully and meaningfully with Muslim people

↑ **Signature Assignment:** Blog Reflection

↑ **Rubric Category:** Mission

↑ **Course:** HI 361 – History of World Christianity

↑ **Objective:** To grow in awareness and understanding of God's work to accomplish his mission throughout the history of the church

↑ **Signature Assignment:** Exam Question on Mission of the Church

↑ **Rubric Category:** Mission

↑ **Course:** TH450 – Theology of Worship

↑ **Objectives:** To identify the missional nature of corporate worship in a variety of settings

↑ **Signature Assignment:** Final Exam Essay Question

↑ **Rubric Category:** Mission

Learning Outcome #2: Serve using Gifts

↑ **Course:** ED/YM336 - Relational Ministry

↑ **Objectives:** To apply practices to current ministry setting.

↑ **Signature Assignments:** Relational Project & Small Groups

↑ **Rubric Category:** Service

↑ **Course:** ML201, 202, 203 – Ministry Leadership Practicum

↑ **Objectives:** To develop one's gifts by applying them in a current ministry setting.

↑ **Signature Assignments:** Field Supervisor Evaluation, Student Reflections

↑ **Rubric Category:** Service

↑ **Course:** ML/TH200 – Foundations of Ministry

↑ **Objectives:** To explore one's spiritual gifts and strengths, including further investigation into ways to be equipped to utilize these gifts for leadership in ministry settings

↑ **Signature Assignment:** Strengths and Gifts Reflection Worksheet

↑ **Rubric Category:** Service

Learning Outcome #3: Communicate Effectively

↑ **Course:** ML110 – Teaching the Bible

↑ **Course Objectives:** To prepare a Christ-centered sermon or meditation; To prepare and deliver speech presentations that address varied purposes including persuading, storytelling, interpretive reading and meditations

↑ **Signature Assignment:** HBLT Presentations

↑ **Rubric Category:** Communication

↑ **Course:** TH450 – Theology of Worship

↑ **Objectives:** To articulate the theological reasons for worship practices in a variety of historical/cultural situations

↑ **Signature Assignment:** Lead Worshiper Presentation

↑ **Rubric Category:** Communication

↑ **Course:** ML413 - Advanced Teaching & Communication Skill for Ministry

↑ **Objectives:** To formulate a process for designing creative Bible study lessons/activities. To prepare and deliver youth sermons/messages and bible teaching.

↑ **Signature Assignments:** Teaching the Bible Practicum, Sermon

↑ **Rubric Categories:** Planning, Communication

- ↑ **Course:** YM423 - Issues in Ministry
- ↑ **Objectives:** To teach a lesson on an issue related to youth & families
- ↑ **Signature Assignment:** Issues Presentation
- ↑ **Rubric Category:** Communication

Learning Outcome #4: Leadership Skills - Equip, Disciple, Care

- ↑ **Course:** ED/YM 341 – Leadership & Administration
- ↑ **Objectives:** To articulate a biblical basis for leadership in the church and in the world. To apply basic principles of leadership for leading self and others
- ↑ **Signature Assignment:** Reflective Interface Paragraphs on Spiritual Leaders
- ↑ **Rubric Category:** Leadership

- ↑ **Course:** ML/TH200 – Foundations for Ministry
- ↑ **Objectives:** To focus on spiritual vitality and attitudes consistent with the expectations of Christian ministry leaders.
- ↑ **Signature Assignment:** Theological Rocks Project
- ↑ **Rubric Category:** Leadership, Formation

- ↑ **Course:** ML/TH200 – Foundations for Ministry
- ↑ **Objectives:** To further develop emotional intelligence, self-care, and relationships that aim to integrate healthy life choices and the expectations of Christian ministry.
- ↑ **Signature Assignment:**
- ↑ **Rubric Category:** Leadership

- ↑ **Course:** ED/YM336 - Relational Ministry
- ↑ **Objectives:** To demonstrate the knowledge necessary for the practice of discipling
- ↑ **Signature Assignment:** Relational Project
- ↑ **Rubric Category:** Discipleship

- ↑ **Course:** ED/YM336 - Relational Ministry
- ↑ **Objectives:** To articulate the concepts of pacing & leading.
- ↑ **Signature Assignment:** Shaping the Spiritual Life of Students
- ↑ **Rubric Categories:** Care, Leadership

↑ **Course:** ED/YM341 - Leadership & Administration

↑ **Objective:** To demonstrate knowledge of leadership practices

↑ **Signature Assignment:** Sander's Paper & Quizzes

↑ **Rubric Category:** Leadership Knowledge

↑ **Course:** ED/YM411 - Christian Camping & Retreats

↑ **Objectives:** To lead other members of their group hiking

↑ **Signature Assignment:** Camping Class Trip

↑ **Rubric Category(s):** Leadership

↑ **Course:** ML450 – Ministry Leadership Internship

↑ **Objectives:** To lead, preach, teach, develop ministry programming and build relationships

↑ **Signature Assignments:** Internship Evaluation & Theological Reflections

↑ **Rubric Categories:** Leadership, Planning

Analysis Report for 2016-2017

General Observations:

- Since this program was being created during this academic year based on previously existing programs, these observations are collated from those programs and the courses which are now included in the new Ministry Leadership program
- The Music & Worship program observed that there is a difference between being able to articulate something and being able to do it. Our signature assignments should assess both. Case studies (used in internships) can be helpful for this. Also, students should be aware of this by watching worship leaders pastor (or not pastor), involve the congregation members (or not involve the congregation members), and allowing/praying for worship to be Spirit-filled (rather than man/accomplishment filled.)
- All of the ministry-related programs acknowledged that one key area for growth is in the area of helping others to discover and deploy the gifts of the people, and not just their own.

Improvements for Student Learning:

- **YM413** (Advanced Teaching & Communication Skills) smaller class size (4 students) provided for more individualized instruction as well as a firmer grasp on class content. Storify method of sermon preparation was effective, will use again. Students prepared two lesson plans—inductive, creative. Criteria for effective lesson planning was required. Students were given room to be creative.
- **YM433** Using the ALEA process throughout the research process in multiple courses assisted students in answering their research questions. Students submitted each component of the project as a separate assignment to correspond to each benchmark. This helped students to see how each component is linked to the research process as a whole.(YM specialization--Contemporary Youth Culture)

Improvements for Assessment Process:

- Prior to this year, we had been isolating the student data based on the specific programs (Pre-Seminary, Youth Ministry, Intercultural Studies, Music & Worship) and entering that information into the corresponding data sheets. Primarily because of the small data sets from this procedure, we did not have sufficient information to make major changes.
- Recognizing that many of these distinct academic majors had very similar learning outcomes, we decided to integrate them all into one major program with a few specializations.
- With the overall curriculum revision at the institutional level, this program was created to incorporate all the viable academic programs with significantly more overlap in the courses required for students. We anticipate that one of the positive results from this change will be our ability to gather more meaningful data on larger numbers of students.
- The primary goal in preparation for 2017-2018 is to create the Assessment Plan for the new Ministry Leadership Program by integrating the elements from Pre-Seminary, Intercultural Studies, and Youth Ministry that are now required for all Ministry Leadership students and separating the more specific courses that correspond to the Specialization learning outcomes for those Assessment Plans.
- A significant improvement for the future will be larger sample sizes of data that include students interested in a variety of ministry fields.

Analysis Report for 2017-2018

General Observations:

- We achieved the primary goal for 2017-2018 by creating the Assessment Plan for the new Ministry Leadership Program, which included generating new Program Learning Outcomes (PLOs) and aligning Course Objectives and signature assignments for each outcome.
- We also worked to develop Assessment Plans for the Specializations that were based on former majors by editing their respective Program Assessment Plans.
- Our Curriculum Map reveals that we have several courses that address the Leadership PLO, but still have a good distribution of courses addressing the other PLOs, too.
- Increasing the population of students for most classes will provide more statistically-relevant data for our assessment purposes.
- In the streamlining of the new ML major, Islamics (MI421) became a required course. Students have responded well to the course. It not only prepares students for interacting with people who represent the second largest religion in the world, but lays the theological foundation for interaction with people from any non-Christian group.

Areas to Address (specify PLOs):

- PLO#1: Perhaps revise one or more of the MI 421: Islamics course objectives to better fit PLO #1, and adjust the signature assignment (a blog reflection), also. (This note is RE Fall 2017)
- With only having one year of data so far, we cannot draw too many conclusions about the impact of integrating all our ministry-related majors into one academic program.
- An area of improvement for us to focus is on PLO#2 (service and use of gifts). Because of the transitions across the institution, we did not offer the Foundations of Ministry course, where this outcome is a particular focus. We anticipate an increase in the percentage of students achieving the benchmark as students take this course again.

Steps toward Improved Student Learning:

- In order to effectively achieve and assess PLO #3, we decided to include YM413 Advanced Teaching and Communication Skills for Ministry as a required course for the Ministry Leadership major. This continues a requirement from the former Youth Ministry major and replaces the Methods of Public Speaking course from the former Pre-Seminary major
- PLO#1: I changed course objective #1 for MI421: Islamics in order to better fit PLO#1. In fact, it also better fits the content of my lectures and discussions that I already have in place. 05/2018
- Discuss Intro to Missions-MI 121 content with the Academic Dean to figure out if a better assignment can be utilized for the signature assignment, since it does not seem to be substantial enough to be considered a signature assignment.

Improvements for Assessment Process:

- When multiple professors attempted to enter their assessment data while grading or during Assessment Week, they were unable to access the Excel spreadsheet. A recommendation was made to move all the Data Sheets to Google Sheets so that multiple people could be updating the information simultaneously.

Analysis Report for 2018-2019

General Observations:

- In the second year after the major curriculum revision that combined our ministry-specific majors into one large major, we are at the stage that we need to add a macro-level look at the required courses and sequencing to our regular assessment of student learning outcomes.
- The more prescribed curriculum of courses has made it difficult to schedule classes and for students to take courses that seem to conflict too frequently. We need to revisit the structure, requirements, and sequencing of the courses to be sure they are enabling students to achieve our PLOs.
- Increasing the population of students for most classes has provided more statistically-relevant data for our assessment purposes, but we still have to look more closely at class sizes.
- We also need to look at how we utilize our Specializations, since our current structure has made it very difficult for transfer students to do both the Ministry Leadership major and one or more Specializations. What in the past would have been comparable to a Youth Ministry, Pre-Seminary, or Intercultural Studies major now requires 48 total credits (36 Major + 12 Specialization) rather than the previous 41, 35, or 32 credits. The result has been that fewer students have chosen a Specialization and therefore are not taking the field-specific courses that would enable them to meet SLO #5 more fully and effectively.

Areas to Address (specify PLOs):

- Ensure that our PLOs include specific reference to and signature assignments for discipline-specific writing skills. Continue to explore how we can more evenly distribute our PLOs throughout the courses required for the program.

Steps toward Improved Student Learning:

- **ML413** (Advanced Teaching and Communication Skills for Ministry) Students consistently demonstrate competence in writing lesson plans (signature assignment) Will broaden assessment to include in-class teaching and preaching assignments as a measure of competence in communicating for ministry. Evaluate in-class teaching and preaching assignments beginning Winter 2020 as the signature assignment for data analysis. The course continues to evolve as I continue to teach and modify the course content, assignments and experiential learning practice. With this evolution a more helpful way of assessing student's competence has emerged as outlined above.
- **ML262** Foundations & Theology - changed Signature Assignment from Strengths and Gifts Reflection Worksheet to Theological Rocks Paper.
- **ML210** Leadership & Administration - changed Signature Assignment from Reflective Interface Paragraphs for Sanders to the Final Exam.

Multi-Year Analysis Report for FA 2016 - WI 2020

- At our next Assessment Week, we will look at the data over the last four years and the changes we have made along the way to not only revise Signature Assignments and Course Objectives, but also the entire curricular structure for this major and its relationship to specific Specializations.

Analysis Report for 2019-2020

General Observations:

- Need to emphasize care for self: “and care for oneself and others in #4.” This is a challenge under normal circumstances and with the advent of the COVID 19 virus even more emphasis on care needs to be addressed given the isolation experience that both students and faculty are under.
- In Mid-March the spread of COVID 19 led to a significant change in how ministry leadership interns were able to complete their internships. As classes moved to on-line platforms and churches/ministries were closing, our interns became faced with a new normal. As emerging leaders they demonstrated solid skills in connecting with church/ministry participants by facilitating Zoom meetings, youth groups, bible studies and children’s sermons with success.
- With the spread of COVID 19 faculty and students moved to a fully online format in order to complete the semester. Remarkable strides were made in a short period of time toward online instruction, conversation and learning. Numerous challenges arose regarding students' capacity to learn in an online format and the sheer volume of content that was uploaded from each of their respective professors. Much was learned and will have a direct effect in online courses moving forward.

Areas to Address (specify PLOs):

- PLO #1 - HI361 - There were many challenges with the assignments and feedback from the adjunct instructor for this course. Several students made complaints during the semester and multiple students filed an appeal for their final grade. The expectations of the instructor seemed to be more toward a historical methods course than the historical survey course it is intended to be. ML faculty need to ensure that any adjunct instructors better understand the nature of this course. We plan to have a F/T faculty teach this course the next time it is offered.

Analysis Report for 2020-2021

General Observations:

The academic schedule was greatly affected by the Covid pandemic. With great wisdom and forethought the academic office went with a Hyflex program that allowed for the institution to have online and in person courses at the same time. Students were able to participate in class even if they were affected by the pandemic, either with a positive test or through contact tracing. Stimulus monies were used to upgrade the technology in the classroom for students and faculty to participate in the classroom setting whether in person or virtually. This provided some unique challenges to this year's learning experience. Based on survey results, students thrived in the hyflex format but also recognized that not all courses are suited for a 7 week format. To allow for topics to marinate and relationships to develop some courses are better suited for the 15 week semester format. Assessment will reveal which courses are conducive to 7 weeks and which are more conducive to a 15 week semester.

Areas to Address (specify PLOs):

- Give adequate time and space for students to accomplish learning objectives under the each semester format. PLO #4. Relational Ministry Course and Issues in Ministry
- Improve communication skills with the use of the ALEA structure in presentation courses, specifically Issues in Ministry. PLO #3

(Ministry Leadership PLOs)

1. *Understand the nature and scope of God's global mission and our faithful participation.*
2. *Serve others in and through the church by using God-given gifts and strengths.*
3. *Communicate scripture and theological truths in a variety of ministry settings.*
4. *Demonstrate leadership skills to equip, disciple, and care for oneself and others.)*

Steps toward Improved Student Learning:

- ML336 Relational Ministry signature assignment needs to be in a 15 week semester vs. the Hyflex format used during the pandemic. The seven week hyflex format did not allow enough time for students to build a relationship using the content covered in the course.
- ML 423 Issues in Ministry also needs the semester format for students to research an issue and present to their peers. Research and preparation requires more time to effectively learn and grow.
 - Additionally, use the ALEA process for the issue presentation format to help students develop further their capability to research and present a topic.
- ML 201,202,203 Practicum needs to have a one on one within the semester with the faculty advisor in addition to the monthly reports to discuss calling, fit and equipping for ministry as they put what they are learning into their field work.
- HI361 History of World Christianity was taught by a different instructor than the previous offering. Most of the students were Ministry Leadership majors and/or double majors in Bible & Theology. A few students (notably two of the Student Success Coaches) were not consistent in completing their assignments. The 7-week schedule made it challenging to address all the course material, but students as a whole were able to connect the dots and understand the big picture of the movements and mission of the church throughout the centuries. I added *Color of Compromise* as the primary textbook for the American Church History element. There certainly were not enough class periods and weeks to engage with this material, but it certainly aided students in gaining a broader understanding of God's global mission.

Closing the Loop

- ML336 Relational Ministry will return to a 15 week semester during the Academic Year 2022-2023. The course will also be revised to incorporate elements of discipleship within the context of ministry.
- ML 201,202,203 Ministry Leadership Practicum incorporated monthly communication (email/conversation) with each student as well as an end of the semester debriefing about the practicum experience.

Analysis Report for 2021-2022

1. General Observations:

- a. Hyflex continued for all ML courses with the same issues as noted from last year--2020-2021.
- b. Decrease in student enrollment in our program. One outcome of that: we need to carefully rotate courses.
- c. Focus group: We gathered formative assessment comments from the ML focus group.
 - i. Struggle with 7 week classes, not getting all/skipping a lot of material, not retaining. Students would love to audit the 15-week version of classes.
 - ii. World religions to learn more about other religions/interfaith interactions & experience. (adding)
 - iii. Discipleship as a more overt theme.
 - iv. More options for practicum, for those without transport, or not already plugged into a ministry.
 - v. Classes on: planting churches, chaplaincy, budgeting/admin, hands on or real life examples
 - vi. Want more bible
- d. HI/TH History and Theology of Worship had a new adjunct--great reviews.
- e. ML201,202,203--Each section needs to engage in completing a different assignment pertaining to church/ministry experience.
- f. MI 121 Intro to Missions had a new curriculum that incorporated a black author (meeting broader goals for diversity) as well as praxis elements (incorporating our commitment to give hands-on, practical assignments.) However, the students did not perform well and seemed unfamiliar with basic missional and outreach themes.

2. Steps toward Improved Student Learning:

- a. We'll be returning to 15-week offerings based on our observations as well as student input which should improve outcomes because it gives more time to process course content.
- b. Numbers: decline in participation in our program has led to our plan to revise the curriculum in ways that students have recommended.
 - i. More Bible--added.
 - ii. combine courses to allow for more topics to be covered, but not add more credit hours which would limit the flexibility for transfer students
- c. ML201--Students will complete a worship/ministry/outreach observation. ML202--Students will observe a team/leadership meeting. ML203--Students will interview a church member or ministry participant.
- d. MI 121 Intro to Missions: Should be revised again to bring back some of the foundational, introductory themes so that students have the background and context for missions.
- e. Islamics: propose changing Islamics to World Religions in order to touch on more religions (based on focus group and course evaluations.)

3. Closing the Loop

- a.

b. Dan

c.