

## ACADEMIC DEPARTMENTAL END OF YEAR REPORT

Submit by June 30, 2025 to the Office of Institutional Effectiveness.

Program / Department: MA Ministry Leadership

Submitted by: Dr. Clinton Parker III

### ASSESSMENT of PROGRAM STUDENT LEARNING GOALS and OUTCOMES – SPOTLIGHT REPORT

**I. List the Program Goals in the first column and indicate in which year those goals will be assessed.**

*Program Goals* = what the program aims to achieve and what it should offer students who take it.

*[Each goal should be assessed at least once over a 3-year cycle – indicate by X]*

Year	2024-2025	2025-2026	2026-2027
Goals for the <u>MA Ministry Leadership</u> Major/Dept.			
Goal 1. A biblically-based personal foundation for practical ministry leadership	X		
Goal 2. An ability to assess and respond to the needs of a community in collaboration with social service agencies		X	
Goal 3. Competencies required for individual, team, and group leadership	X		
Goal 4. Diagnostic and prescriptive knowledge to engender holistic church health		X	
Goal 5. An ability to apply leadership principles to Christian ministries designed to strengthen communities			X

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### II. Program Goals and Specific Student Learning Outcomes for assessment in 2024-2025

1. *In column 1, identify which goal(s) will be assessed this year. In column 2, list the corresponding specific learning outcomes.*

Specific Learning Outcomes = component parts of program goals which identify in more detail what you want students to know or be able to do by the end of the program.

2. *Attach syllabi of courses where learning outcomes will be assessed and any other relevant assessment tools.*

*[The table below should enable you to provide the relevant information succinctly. This section can be done as a narrative if preferred, but please ensure you include all the information required to complete the table.]*

Program Goal to be assessed this year	Specific Student Learning Outcomes to be assessed (Typically taken from course syllabus)	Which course will these be assessed?	How assessed? (eg. Rubric, survey, focus group)	Does assessment tool already exist? Y / N?	If NO, who will create it?	By when?	When will data be collected & analyzed?
Goal #1 A biblically-based personal foundation for practical ministry leadership	i) In the person phase, students will learn about vision, various diagnostic tools, “rungs of leadership,” and relating discipleship and spiritual gifts to leadership excellence.	MINL 505   Leadership for Church and Mission	Syllabus and Blackboard analysis.	Y	N/A	N/A	2025
	ii)						

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	iii)						
Goal #3  Competencies required for individual, team, and group leadership	i) In the task phase, students will learn how to turn vision into reality by strategic planning, how to process change, how to handle conflicts, what are the relational keys and the functional keys to effective church leadership	MINL 505   Leadership for Church and Mission	Syllabus and Blackboard analysis.	Y	N/A	N/A	2025
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### III. Rationale for decisions

*[Include a brief explanation of the rationale for your decision to assess outcomes for these program goals and specific learning outcomes in the way(s) indicated. Why is this course/essay the best place to assess this goal/outcome? Why is this method (eg. survey, rubric) the best way to assess the goal/outcome?]*

Course content analysis via Blackboard and the syllabus helps determine the effectiveness or opportunities for improvement by showing how well the course content, assignments, and assessments align with program goals. By reviewing the syllabus and Blackboard, any evaluator can see if key learning outcomes are clearly addressed, if assignments align with learning objectives, and if appropriate biblical integration is consistent. This approach also highlights gaps such as misaligned assessments or unclear connections to goals, so instructors can make targeted improvements to strengthen the course's impact on student learning.

### IV. What conclusions can be drawn based on your assessment results?

MINL 505: Leadership for Church and Mission was assessed. Upon evaluation of the course content, the readings and assignments did not explicitly facilitate the achievement of Program Goal #1: A biblically-based personal foundation for practical ministry leadership, and Program Goal #3: Competencies required for individual, team, and group leadership. When the course was previously taught in Fall 2024, there was no evidence of achieving these goals. There are also only three learning outcomes compared to six learning objectives.

### V. Based on your analysis of the assessment results, what curricular or instructional changes will be made to improve student learning outcomes?

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To better align MINL505: Leadership for Church and Mission with Program Goal #1 (a biblically-based personal foundation for practical ministry leadership) and Program Goal #3 (competencies required for individual, team, and group leadership), several syllabus and curriculum changes are necessary.

1. Weekly biblical integration discussion boards will be added to Blackboard (same approach used for BUSMW540: Social Entrepreneurship), requiring students to engage directly with Scripture related to the assigned reading. For example, in Week 1, students could reflect on Philippians 2:3–7 and discuss how Christ’s humility informs their leadership style. These discussions will be assessed using a rubric that evaluates biblical insight, relevance, and clarity.
2. Revise and expand its learning outcomes to match the six learning objectives, including specific outcomes that address biblical application and team leadership competencies. Assignments such as the Leadership Portraits, Personal Leadership Statement, and Final Integration Paper should be updated to require explicit scriptural reflection and application. A revised mid-semester assignment titled “Biblical Leadership Reflection” will be introduced, assigning students to reflect on how their faith is shaping their leadership approach, referencing at least one biblical leader. A collaborative team activity will be added to support team development and group leadership skills. The students will work together on a ministry leadership case study.
3. The grading rubrics for major assignments will be updated to include a 10% category evaluating biblical integration. These enhancements will ensure the course supports transformational student learning, fosters intentional biblical integration, and achieves the program’s desired ministry leadership competencies.

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**VI. Please evaluate the quality of program-level assessment in your area and specify any steps needed for improvement. When, and by whom will these steps be implemented? Do your recommendations apply to the assignment, course, program, evaluated learning outcomes, or another area of student learning? Please indicate which and provide SMART Goal action steps. (SMART: Specific, Measurable, Achievable, Relevant, & Time-bound)**

MINL505 | Leadership for Church and Mission provides a strong foundation in leadership theory and practice within ministry contexts and mission contexts. However, the course lacks explicit alignment with key program goals, specifically the development of a biblically based leadership foundation and competencies in individual, team, and group leadership. The course content, while academically sound, did not consistently require students to engage with Scripture or apply biblical principles in a transformational way. The upcoming revisions listed below will facilitate spiritual formation for leaders. These changes will significantly enhance the course's spiritual impact and ensure better alignment with the goals of the Master of Arts in Ministry Leadership (MAML) program.

1. Add biblical integration discussion boards to Blackboard (same approach used for BUSMW540: Social Entrepreneurship), requiring students to engage directly with Scripture related to the assigned reading by June 2026.
2. Revise and expand its learning outcomes to match the six learning objectives, including specific outcomes that address biblical application and team leadership competencies by June 2026.
3. Revise the grading rubrics for major assignments to include a 10% category evaluating biblical integration by June 2026.
4. The program will benefit from an Advisory Board of pastors and ministry leaders who can advise regarding the curriculum and serve as guest lecturers in their areas of expertise to provide real-life information and applications to strengthen the programming. The advisory board will launch in November 2025.