

EMMAUS BIBLE COLLEGE
Academic Program Review (APR) Template

Department: Educational Ministries

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Date Submitted: 1/31/2018

Program alignment with college mission, vision, strategic plan:

(Please include one or more paragraphs.)

The Educational Ministries Department continues to prioritize and focus on equipping students to minister to adolescents and their families in the contexts of youth ministry and camping ministry for the sake of Christ and His gospel. As a result of this primary focus, we focus on training students to handle the Word of God properly, passing that Word onto others in a pastoral manner as well as leading others by multiplying the discipleship process in equipping others to serve Christ.

Program distinctive or recognitions of quality:

(Please provide several examples either in narrative or bulleted form. Include links to external websites as appropriate.)

The EM programs continue to commit to prioritizing taking *theory* and exercising it in *practice*. We are proud to offer a strong bible and theology core coupled with a comprehensive ministry core in our curriculum along with a robust internship experience in each of our programs. Furthermore, the EM faculty continue to cultivate an environment in walking with each EM student personally in a discipleship capacity. We are committed to “pastoring the pastors”. Additionally, we have a good balance of female and male students whom the Lord has brought to us to study with. We continue to see students commit to serving the Lord in youth and camp work in churches, camps, schools, on the mission field and in Para-church ministries.

Program alignment with “Emmaus Experience”:

(Please include one or more paragraphs highlighting biblical integration, meaningful relationships, and spiritual growth.)

As mentioned above, we are committed to discipling our students, mentoring them into God’s call in ministry. We meet regularly with each of our students outside the classroom and beyond academic advising through lunches, activities in our homes, ministry related trips as well as walking with them through areas of personal life such as preparing for marriage, etc. We continue to partner and encourage our students once they graduate and enter into ministry as well. Additionally, I think it is worth noting that EM students rated our department higher than our student body as a whole (on average) in our 2017 SSI results. Notably, they expressed a higher satisfaction rating in the areas of 1) Student Centeredness 2) Instructional Effectiveness and 3) Academic Advising Effectiveness.

Program mission statement: (current Mission) To prepare graduates for productive, innovative and Christ-centered ministry to adolescents and their families in a variety of professional and ministry contexts.

Accomplishment of program mission:

(Please include a brief description of the degree to which or ways in which the department has achieved its stated mission.)

The EM Department has achieved its stated mission through the following:

- Through hands-on practical ministry experience in our required internship, field studies, ministry trips as well as integrative curriculum assignments that connect theory and practice.
- Ministry curriculum that is diverse and comprehensive in the discipline of Educational Ministries
- Understanding the needs, challenges and thinking patterns of a modern world in order to successfully practice a relational apologetic in reaching and equipping individuals in a contemporary culture.
- Students being prepared to serve in a variety of diverse ministry settings through a pastoral based ministry philosophy opposed to a programmatic centered model of ministry.
- A high percentage of our graduates who continue serving in various areas of ministry whether it is vocational or volunteer they are serving in their field of study.

Program Learning Outcomes:

(Copy and paste from Weave.)

EM: Youth Ministry

Personal Christian Character: Demonstrate servant leadership by consistent modeling of Christ-like behavior through personal devotion, obedience and life style.

Intentional Christian Integration: Effectively integrate the Bible and systematic theology with ministry to youth and their families.

Philosophy of Christian Education: Design a ministry plan based on a Christian worldview through the redemptive theme in the biblical and the historical development of the Church

Components of Youth Ministry: Interact with the key pieces of the youth ministry environment in the areas of church, family and community for spiritual growth in adolescents.

Methodology of Youth Ministry: Demonstrate skill in the various teaching techniques and methodologies of youth ministry.

Culture of Modern Youth: Explore the impact of technology, adolescent sociology and secular worldviews in relation to the spiritual development of youth.

Pastoral Orientation to Youth Ministry: Promote faith ownership and leadership in adolescents through evangelism and discipleship through intentional guidance and informed counseling.

Leadership and Administration: Synthesize a comprehensive plan for youth ministry through the major organizational management components.

Professional Development: Recognize the ethical, ministerial, and professional challenges of working with minors and the value of ongoing training.

Ministry and Vocational Opportunities: Engage in full time ministry or volunteer leadership roles in a variety of youth ministry contexts with teaching, pastoral and leadership qualities.

EM: Christian Camping

Personal Christian Character: Demonstrate servant leadership by consistent modeling of Christ-like behavior through personal devotion, obedience and life style.

Intentional Christian Education: Acquire the necessary skills to effectively integrate the Bible and Systematic Theology with ministry in Christian Education and Christian Camping.

Philosophy of Christian Education: Design a Camping ministry plan based on a Christian worldview through the redemptive theme in the biblical and historical development of the Church.

Christian Camping and the Church: Value the centrality of the Church in relation to the complimentary role of Christian Camping in global missions and local church contexts.

Methodology of Camp Ministry: Demonstrate competence in the various teaching techniques and methodologies for intentional ministry to all camp participants.

Foundations of Spiritual Leadership: a) Implement the Great Commission of evangelism and discipleship to promote Christian faith ownership and leadership in camp participants. b) Balance the demands of ministry with the responsibility of personal growth and family well-being.

Foundations of a Spiritual Environment: Provide a ministry environment that promotes the personal safety, dignity and enrichment of each individual through Christ-like qualities.

Administrative Components of Christian Camping: a) Implement ministry Vision, Mission, goals and outcomes in support of the overall intentions of the organization. b) Recognize the ethical, ministerial, and professional tasks in management in the key areas

of Christian Camping (for example, facility maintenance, general organization, finances, food services and staffing).

Promotion and Public Relations: Demonstrate an understanding of non-profit ministry planning appropriate organizational marketing, promotion and public relations.

Ministry and Vocational Opportunities: Be prepared for full-time Christian Camping leadership roles that require effective administrative, teaching, pastoral and leadership qualities.

Summary of Learning Outcomes Assessment findings over the past five years:
(Information taken from Weave Achievement Summary)

# Targets:	2013	2014	2015	2016	2017
Met	6	15		6	6
Partially Met	18	12	27	18	18
Not Met	3				

Changes to Learning Outcomes, Assessment Plans, or Curriculum over the last five years:
(Based on the findings above, describe changes that were made to curriculum and instruction or to the LOA plan over the past five years.)

In 2010-2011 the Youth Ministry Department underwent a full review and the following changes were made:

- The department’s name was changed to Educational Ministries to better reflect the changes that were made in the current YM Program as well as the edition of a Christian Camping major. A mission, outcomes and curriculum were created for each track under the new department.
- The internship for the YM Program was changed from 6 to 12 academic credit hours to reflect a renewed commitment to bolster quality training for our students in an internship experience that included a diverse exposure of comprehensive, organized and intentional ministry as well as pastoral supervision and training during the internship. This also included the addition of a comprehensive evaluation process as well as a specific plan for learning goals unique to each student.
- In conjunction with the inception of the Christian Camping program we began our formal partnership with Camp Forest Springs and their reputable and comprehensive LTD program for our interns in this program.
- The Youth Ministry program received the following course adjustments and additions to reflect the new program changes: AV/Technology in Ministry, Ethics and Issues in Youth Ministry and Educational Program of the Church. Adjustments were made in Youth Culture and Challenges, Educational Ministries, Foundations of Youth Ministry and Principles and Methods of Youth Ministry to better prepare students to fulfill the new

outcomes in the areas of worldview, pastoral counseling, discipleship as well as organizational management as they are currently listed.

To-date (Spring 2018), the EM Department is currently undergoing a full review to explore adjustments to the mission and outcomes as well as expansion to two potentially new concentrations in Children's Ministry and Ministry Leadership. This is pending!

Benchmarking:

(Please include one or more paragraphs that demonstrate a curricular review that makes comparison to programs at other institutions OR demonstrate achievement of external credentialing by an appropriate accrediting body.)

In comparing our YM degree with [Moody Bible Institute](#) we found that each program is centered on a discipleship based approach to ministering to youth that takes into account a strong emphasis on bible integration and sociological and cultural realities. Moody's [program](#) has a strong emphasis on personal health and wellness in effective preparation for ministry. This is an area that we are considering in our program. Furthermore, their program has multiple "internship" requirements for field experience in ministry that is placed in three different separate times throughout the four-year program. Our program simply has a single internship requirement at the end of the student's academic requirements in their senior year. However, our program seems to provide a more robust biblical and theological base in our ministry approach as well as a more in-depth emphasis on pastoral counseling. Concerning their multi-tiered internship experience, our program offers field studies training in experiential learning and outdoor educational training three of the four years of the YM program. We continue to look for opportunities to integrate the exercising of theory with practice through classroom assignments, internships, field studies and various other means.

Moody did not seem to offer a program that was focused on Christian Camping Ministry.

In comparing our Camping Ministry program with a similar school in [Oak Hills Christian College](#) we found that each program centered on a discipleship centered approach to retreat based camping ministry as well as a general Bible core. Additionally, appears that the Oak Hills program has the following strengths: an emphasis on cross-cultural ministry, academic flexibility in offering up to 9 credits in ministry related course work as well as offering a Teaching in Ministry course. However, it seems that their program offers a less robust Educational Ministries core in Christian Education, Outdoor Education/Experiential Learning, Small Group Ministry, Organizational Management, intentional Youth Ministry integration and ministry integration with theology. These are strengths of our program that has served us well. Both programs offer an 11-month internship at Forest Spring for their students in the LTD program.

Enrollment and Graduate History:

(Please choose one or both of these methods for tracking graduation rates within your program.)

	Fall 2011	Fall 2012	Fall 2013	Fall 2014	Fall 2015	Fall 2016
Total Program Enrollment	23	22	24	24	22	23
	2011	2012	2013	2014	2015	2016
Graduates <i>(Include May, September and December Conferrals)</i>	4	5	5	1	3	9

Graduate Placement Data:

(Departments may determine how best to report this data, including details on career and ministry placement and/or graduate school placement. Information should be provided by alumni survey.)

The following data has been arranged in terms of which graduates are in full-time ministry, part time/volunteer ministry in an EM field with youth, as well as secular employment. These are graduates from 2010-2017. The total number of graduates reported is 28.

Graduates in full-time ministry = 13
 Graduates in part-time or volunteer ministry = 10
 Graduates who are in secular employment = 11
 Unknown ministry involvement = 3

Faculty Demographics

	2011	2012	2013	2014	2015	2016
Full	1	1	1	1	1	1
Adjunct	2	1	1	1	1	1
Faculty FTE						

Student/faculty Ratio:

	2011	2012	2013	2014	2015	2016
Student FTE/ Faculty FTE				12/1.5?	12/1.5?	*13/1

* = 2 full-time faculty opposed to just 1 + adjunct

Student Satisfaction with Program:

(Departments may determine how best to report this data, which may include alumni and employer survey data, SSI data, and/or information collected from program exit interviews.)

SSI Internal Comparison Results: EM students rated our department higher than our student body as a whole (on average) in our 2017 SSI results. Notably, they expressed a higher satisfaction rating in the areas of 1) Student Centeredness 2) Instructional Effectiveness 3) Registration Effectiveness and 4) Academic Advising Effectiveness.

Course Evaluations: Our faculty continue to receive strong marks in student satisfaction pertaining to teaching and course effectiveness in our course evaluations. It is common for EM students to take time to give detailed comments in the surveys in regards to their experience and perception of learning achievement within the courses they take in the department. Most are positive and encouraging.

Enrollment: The EM Department has maintained a steady enrollment of 22-26 students over the past few years and have experience a steady balance of female students joining the department as well, which is an encouragement. Furthermore, we have seen steady graduation rates of 4-6 students a year for the past few years. However, there is about a 25% (estimate) attrition rate of students starting in the program and rolling out of it within the first two years. We are talking about efforts to address this, but do not have a definitive action at this time.

Personal Relationships: It is clear that many of our students regularly initiate additional interaction beyond the classroom and other required programmatic activities. Many students pursue and initiate discipleship relationships with the EM faculty and readily engage in their lives. Furthermore, numerous couples pursue pre-marital counseling with our faculty as well. To us, this indicates a high student satisfaction rate.

Future Recommendations:

As a result of our departmental report and assessment we would like to make the following recommendations:

- 1) Departmental Assessment:** We are currently going through the process of doing an overall assessment of the EM Department. A draft is almost complete that we plan to submit to the VP of Academic Affairs in the spring of 2018. Our assessment is based off of the following criteria: 1) to better prepare our students to meet the needs of modern youth and to equip them with the proper skills to more effectively serve in the field of Educational Ministries, 2) expand the focus and reach of Educational Ministries to prepare a more diverse graduate to serve in other areas of EM other than Youth and Camping based ministries. 3) to make the necessary program adjustments that allows the gifts and expertise of the current EM faculty to be utilized in a maximum capacity for our students.
- 2) Course Evaluation:** In the process outlined in point (1) we anticipate the necessity to refocus the EM course offering to better fit our revised departmental mission and outcomes. This will include an evaluation of our EM Core course offering as well as the courses that are program specific.
- 3) Curriculum Mapping and Signature Assessment Review:** In light of our evaluation process we are recommending that a full curriculum review be conducted to design and adjust course material and assignments that reflect revised outcomes. Along with such changes we recommend that the signature assessments be reevaluated that will then be used in our WEAVE data reporting and review.

Emmaus Bible College

Detailed Assessment Report 2017-2018 BS Camp Ministries

As of: 6/06/2018 07:47 AM CDT

(Includes those Action Plans with Budget Amounts marked *One-Time, Recurring, No Request*.)

Mission / Purpose

The Emmaus Camping Ministries program is designed to combine Emmaus' excellent Bible and theological training with dynamic Christian Camping ministries in conjunction with CFS's experiential and hands-on classroom instruction. Students will work toward developing a personal philosophy and implementation of Christian camp ministry as they live out real-life camping ministry.

Student Learning Outcomes/Objectives, with Any Associations and Related Measures, Targets, Findings, and Action Plans

SLO 1: Personal Christian Character

Demonstrate servant leadership by consistent modeling of Christ-like behavior through personal devotions, obedience and life-style.

Relevant Associations:

General Education/Core Curriculum Associations

2.5 Evidence growth in Christian character and lifestyle.

Related Measures

M 3: Camp Ministries Field Studies

Each student in the Camping Ministries major will be required to attend at least three fields studies practicums (currently facilitated by Living Waters Bible Camp) during the spring of their freshman, sophomore and junior years of their program. Each practicum will be focused on experiential learning in an outdoor education setting. Students will be evaluated in the following areas: following instruction, problem solving and stress testing while working with others under pressure.

Source of Evidence: Climate / Environment

Target:

The evaluation will be graded upon a pass/fail scale with each student achieving a "pass" grade for each practicum evaluation

Finding (2016-2017) - Target: Met

3/3 student reached the desired target of this measure.

Finding (2015-2016) - Target: Met

3/3 students reach the target measurement goal.

M 6: Forest Springs (LTD) Internship

Students will spend their entire senior year immersed in a professional Christian Camping environment while earning academic credit to fulfill their degree requirements. The Emmaus Camping Ministries program is designed to combine Emmaus' excellent Bible and theological training with dynamic Christian Camping ministries in conjunction with CFS's experiential and hands-on classroom instruction. Students get the benefit of direct on-site training by CFS vocational staff. Students will work toward developing a personal philosophy and implementation of Christian camp ministry as they live out real-life camping ministry. Each student will be required to propose a comprehensive "dream project" camping ministry plan.

Source of Evidence: Academic direct measure of learning - other

Target:

The measurable score desired is that the student would achieve a mark of "above average" or higher for 85% of the character qualifications listed on the evaluation form in Section 3

Finding (2016-2017) - Target: Met

1/1 student reached the desired target of this measure.

Finding (2015-2016) - Target: Met

2/2 student reached the desired target of this measure.

SLO 2: Christian Education in Camping Ministry

1) Integrate a distinctly Christian worldview philosophy with the Bible, major doctrinal categories and into a camp ministry plan. 2) Philosophy of Christian Education: Design a Camping ministry plan based on a Christian worldview through the redemptive theme in the biblical and historical development of the Church. 3) Demonstrate competence in the various teaching techniques and methodologies for intentional ministry to all camp participants.

Relevant Associations:

General Education/Core Curriculum Associations

- 1.1 Write effectively with precision and detail to communicate the intended message.
- 1.5 Demonstrate critical thinking skills through integration of Christian theology and worldview with other academic disciplines.
- 2.1 Evidence a comprehensive knowledge of the content of the Bible.
- 2.2 Evidence a comprehensive understanding of Christian Theology and the Christian worldview that results.
- 2.3 Evidence an ability to interpret the Bible accurately.

Related Measures

M 1: Philosophy of Christian Education

The freshman student will write an eight page response paper integrating a theological perspective into a personal philosophy of Christian Education, using the class content and textbooks. The student will summarize the church's mission and Biblical foundation for Christian Education and identify and interact with five examples of how Perry Downs integrates theology and education in his book Teaching for Spiritual Growth. Integration is defined in the context of the course as the process of determining how our "theology" impacts areas of our everyday life and the implications on ministry to others. What does it look like when our theology is practiced and integrated in to what we value and do?

Source of Evidence: Written assignment(s), usually scored by a rubric

Target:

A measurable score of at least 85% is desired for each student.

Finding (2016-2017) - Target: Met

2/2 students reached the desired measurable.

Finding (2015-2016) - Target: Not Met

There was only one camping student this academic school year who did this assignment and he did not reach the bench mark.

M 2: Personal Ministry Plan

Create a proposal for your ideal Christian Camping ministry that doesn't exist yet. There are no restrictions to what you can "dream" up. However, it must be a "camp" oriented ministry, meaning that it involves things similar to: camping ministry, outdoor education, adventure training, retreats, TAC, etc. Proposals must include the following components in your camp ministry proposal: Vision Statement, Biblical Principles/Core Values (at least 5), Mission Statement, Outcomes & Goals (at least 5) Ministry Methods (at least 5), Camp Programs (at least 3) and the proposal of a detailed Camp Theme (at least 1).

Source of Evidence: Academic direct measure of learning - other

Target:

A measurable score of at least 85% is desired for each student.

Finding (2016-2017) - Target: Met

3/3 student reached the desired target of this measure.

Finding (2015-2016) - Target: Partially Met

2 out of 3 students reached the target measurement.

Related Action Plans (by Established cycle, then alpha):

For full information, see the *Details of Action Plans* section of this report.

Components of Ministry Project Plan

Established in Cycle: 2016-2017

Identified Challenge: Students typically struggle with this assignment due to the nature of the assignment generally being unfam...

M 3: Camp Ministries Field Studies

Each student in the Camping Ministries major will be required to attend at least three fields studies practicums (currently facilitated by Living Waters Bible Camp) during the spring of their freshman, sophomore and junior years of their program. Each practicum will be focused on experiential learning in an outdoor education setting. Students will be evaluated in the following areas: following instruction, problem solving and stress testing while working with others under pressure.

Source of Evidence: Climate / Environment

Target:

The evaluation will be graded upon a pass/fail scale with each student achieving a "pass" grade for each practicum evaluation

Finding (2016-2017) - Target: Met

3/3 student reached the desired target of this measure.

Finding (2015-2016) - Target: Met

3/3 students reach the target measurement goal.

M 4: Christian Camping Practicum

Students in the Camp Ministries major will be required to serve a minimum of three consecutive weeks at a Christian camp of their choosing during the summer following their sophomore year. The purpose of this practicum is to allow the student to discover and reflect upon their desire to pursue vocational Camp ministry. The student's exposure should be comprehensive in nature in the varied components of the Christian camping environment. The goal is to help the student solidify a firm commitment to pursue professional Camping ministry. The student will be required to reflect upon their experience through a daily journal/blog and will follow up with Educational Ministries faculty.

Source of Evidence: Academic direct measure of learning - other

Target:

The target goal is for each student to receive a "passing" grade on a pass/fail scale.

Finding (2016-2017) - Target: Not Reported This Cycle

There were no students who participated in this particular data assessment review for this academic school year.

Finding (2015-2016) - Target: Not Reported This Cycle

There were no students who participated in this assessment measurement for this academic school year.

M 5: Comprehensive Ministry Plan

This assignment will be the bulk of the senior capstone course (EM410) Education Program of the Church. The format for this course will be based on a "seminar" model where students will submit signature assessment assignments done in previous courses for peer review and refinement. This assignment has two parts: (a) creating a ministry portfolio that includes a personal resume as well as a ministry portfolio made up of signature assessment assignments and (b) preparing for and undergoing a mock interview where students will be required to defend their ministry portfolio.

Source of Evidence: Academic direct measure of learning - other

Target:

A measurable score of at least 85% is desired for each student.

Finding (2016-2017) - Target: Met

1/1 students reached the desired target.

Finding (2015-2016) - Target: Met

1/1 student reached the desired target of this measure.

M 6: Forest Springs (LTD) Internship

Students will spend their entire senior year immersed in a professional Christian Camping environment while earning academic credit to fulfill their degree requirements. The Emmaus Camping Ministries program is designed to combine Emmaus' excellent Bible and theological training with dynamic Christian Camping ministries in conjunction with CFS's experiential and hands-on classroom instruction. Students get the benefit of direct on-site training by CFS vocational staff. Students will work toward developing a personal philosophy and implementation of Christian camp ministry as they live out real-life camping ministry. Each student will be required to propose a comprehensive "dream project" camping ministry plan.

Source of Evidence: Academic direct measure of learning - other

Target:

The measurable score desired is that the student would achieve a mark of "above average" or above for 85% of the ministry skills listed on the evaluation form in Section 2.

Finding (2016-2017) - Target: Met

1/1 student reached the desired target of this measure.

Finding (2015-2016) - Target: Met

2/2 student reached the desired target of this measure.

SLO 3: Administrative Components of Christian Camping

Implement ministry Vision, Mission, goals and outcomes in support of the overall intentions of the organization as well as recognize the ethical, ministerial, and professional tasks in management in the key areas of Christian Camping (for example, facility maintenance, general organization, finances, food services and staffing).

Relevant Associations:**General Education/Core Curriculum Associations**

- 1.1 Write effectively with precision and detail to communicate the intended message.
- 2.1 Evidence a comprehensive knowledge of the content of the Bible.
- 2.2 Evidence a comprehensive understanding of Christian Theology and the Christian worldview that results.
- 2.3 Evidence an ability to interpret the Bible accurately.

Related Measures**M 2: Personal Ministry Plan**

Create a proposal for your ideal Christian Camping ministry that doesn't exist yet. There are no restrictions to what you can "dream" up. However, it must be a "camp" oriented ministry, meaning that it involves things similar to: camping ministry, outdoor education, adventure training, retreats, TAC, etc. Proposals must include the following components in your camp ministry proposal: Vision Statement, Biblical Principles/Core Values (at least 5), Mission Statement, Outcomes & Goals (at least 5) Ministry Methods (at least 5), Camp Programs (at least 3) and the proposal of a detailed Camp Theme (at least 1).

Source of Evidence: Academic direct measure of learning - other

Target:

A measurable score of at least 85% is desired for each student.

Finding (2016-2017) - Target: Met

3/3 student reached the desired target of this measure.

Finding (2015-2016) - Target: Partially Met

2 out of 3 students reached the target measurement.

M 5: Comprehensive Ministry Plan

This assignment will be the bulk of the senior capstone course (EM410) Education Program of the Church. The format for this course will be based on a "seminar" model where students will submit signature assessment assignments done in previous courses for peer review and refinement. This assignment has two parts: (a) creating a ministry portfolio that includes a personal resume as well as a ministry portfolio made up of signature assessment assignments and (b) preparing for and undergoing a mock interview where students will be required to defend their ministry portfolio.

Source of Evidence: Academic direct measure of learning - other

Target:

A measurable score of at least 85% is desired for each student.

Finding (2016-2017) - Target: Met

1/1 students met the desired measurement.

Finding (2015-2016) - Target: Met

1/1 student reached the desired target of this measure.

M 6: Forest Springs (LTD) Internship

Students will spend their entire senior year immersed in a professional Christian Camping environment while earning academic credit to fulfill their degree requirements. The Emmaus Camping Ministries program is designed to combine Emmaus' excellent Bible and theological training with dynamic Christian Camping ministries in conjunction with CFS's experiential and hands-on classroom instruction. Students get the benefit of direct on-site training by CFS vocational staff. Students will work toward developing a personal philosophy and implementation of Christian camp ministry as they live out real-life camping ministry. Each student will be required to propose a comprehensive "dream project" camping ministry plan.

Source of Evidence: Academic direct measure of learning - other

Target:

The measurable score desired is that the student would score an 85% or better in the following course work areas of study in Camping Ministry: Camp Management (CMP 300) Camp Maintenance (CMP 310) Promotion and Public Relations (CMP 320) Food Service Management (CMP 330) Camp Counseling (CMP 340) Camp Organization (CMP 341) Camp Administration (CMP 342) Camp Programming (CMP 350) Camp Teaching (CMP 360) Camp Safety/Risk Management (CMP 370)

Finding (2015-2016) - Target: Met

2/2 student reached the desired target of this measure.

M 7: Forest Springs (LTD) Camping Plan "Dream Project"

The LTD "Dream Project" is a comprehensive Camping Ministry plan an model that reflects the philosophical, administrative and programmatic ideas and goals of the student.

Source of Evidence: Academic direct measure of learning - other

Target:

A measurable score of at least 85% is desired for each student.

Finding (2016-2017) - Target: Met

1/1 student reached the desired target of this measure.

Finding (2015-2016) - Target: Met

2/2 student reached the desired target of this measure.

SLO 4: Ministry and Vocational Opportunities

Be prepared for full-time Christian Camping leadership roles that require effective administrative, teaching, pastoral and leadership qualities.

Relevant Associations:

General Education/Core Curriculum Associations

- 1.1 Write effectively with precision and detail to communicate the intended message.
- 1.5 Demonstrate critical thinking skills through integration of Christian theology and worldview with other academic disciplines.
- 2.2 Evidence a comprehensive understanding of Christian Theology and the Christian worldview that results.
- 2.5 Evidence growth in Christian character and lifestyle.

Related Measures

M 7: Forest Springs (LTD) Camping Plan "Dream Project"

The LTD "Dream Project" is a comprehensive Camping Ministry plan an model that reflects the philosophical, administrative and programmatic ideas and goals of the student.

Source of Evidence: Academic direct measure of learning - other

Target:

A measurable score of at least 85% is desired for each student.

Finding (2016-2017) - Target: Met

1/1 student reached the desired target of this measure.

Finding (2015-2016) - Target: Met

2/2 student reached the desired target of this measure.

Details of Action Plans for This Cycle (by Established cycle, then alpha)

Components of Ministry Project Plan

Identified Challenge: Students typically struggle with this assignment due to the nature of the assignment generally being unfamiliar because of their lack of experience in ministry philosophy and organizational planning. The assignment requires students to have a general understanding of a ministry philosophy in the area of camping and outdoor ministry, to take that philosophy and integrate it into a plausible organizational form through Vision and Mission that inform the programming and methodology.

Established in Cycle: 2016-2017

Implementation Status: Planned

Priority: High

Relationships (Measure | Outcome/Objective):

Measure: Personal Ministry Plan | **Outcome/Objective:** Christian Education in Camping Ministry

Implementation Description: Proposed Solutions: Option A: Consider lowering the assessment target score to accommodate the natural challenges of this assignment due to students general inexperience. Option B: Consider allowing students to do the assignment in "draft stages" and give comprehensive feedback per each section before the final draft so students have a better and more thorough understanding of the components.

Responsible Person/Group: EM Faculty for general discussion and input. Implemented by course instructor.

Additional Resources: n/a

Detailed Assessment Report

2017-2018 BS Youth Ministries

As of: 6/06/2018 07:47 AM CDT

(Includes those Action Plans with Budget Amounts marked One-Time, Recurring, No Request.)

Mission / Purpose

To equip and prepare students for productive, innovative, and Christ-centered ministry to adolescents and their families in a variety of professional and ministry contexts.

Student Learning Outcomes/Objectives, with Any Associations and Related Measures, Targets, Findings, and Action Plans

SLO 1: Personal Christian Character

Demonstrate servant leadership by consistent modeling of Christ-like behavior through personal devotion, obedience and life-style.

Relevant Associations:

General Education/Core Curriculum Associations

2.5 Evidence growth in Christian character and lifestyle.

Related Measures

M 3: Ministry Job Description

Students will write their own job description that they would expect to have in starting a new position as a Youth Director or Spiritual Leader of Youth. This job description must include a list of carefully articulated qualifications and responsibilities for students as a youth leader. It is a guide to give them intended purpose and accountability in their ministry. This assignment requires at least five character/gifting qualifications and twelve distinct job descriptions that are appropriate to ministering to adolescents in a church context. Adequate detail must be supplied for each distinction describing a rationale/summary of each particular job description. The intention for these qualifications and descriptions should reflect the student's personal philosophy of ministering to youth.

Source of Evidence: Written assignment(s), usually scored by a rubric

Connected Document

[Ministry Job Description Grading Rubric](#)

Target:

A measurable score of at least 85% is desired for each student.

Finding (2016-2017) - Target: Partially Met

2/5 students met the desired target.

Finding (2015-2016) - Target: Partially Met

Number of Students who completed Assignment: 5 Number of Students who scored 85% or higher: 1

Finding (2014-2015) - Target: Partially Met

Number of Students who completed Assignment: 5 Number of Students who scored 85% or higher: 4

Finding (2013-2014) - Target: Partially Met

6 out of 7 students reach the assessment target for this particular assignment.

Finding (2012-2013) - Target: Partially Met

Fall/2013 Number of students who completed assignment: 5 Number who met measure: 4

M 4: Field Studies Practicum Evaluation

Each student in the Youth Ministries major will be required to attend at least two fields studies practicums (currently facilitated by Living Waters Bible Camp) during the spring of the sophomore and junior years of their program. Each practicum will be focused on experiential learning in an outdoor education setting. Students will be evaluated in the following areas: following instruction, problem solving and stress testing while working with others under pressure.

Source of Evidence: Academic direct measure of learning - other

Target:

The evaluation will be graded upon a pass/fail scale with each student achieving a "pass" grade for each practicum evaluation

Finding (2016-2017) - Target: Met

16/16 students met the desired target.

Finding (2015-2016) - Target: Met

Number of Students who completed Assignment: 16 Number of Students who scored 85% or higher: 16

Finding (2014-2015) - Target: Partially Met

One student did not achieve the target "pass" in this particular assessment.

Finding (2013-2014) - Target: Met

Every student achieved the target for this particular signature assessment.

Finding (2012-2013) - Target: Not Met

Implementation not yet initiated!

M 5: Field Studies Internship (Section 3: Intern Character Evaluation)

Each Youth Ministries student will be required to do a semester long Field Studies Internship in a Church or Para-Church ministry organization approved by the program director. The internship is designed to measure the student's skills and disposition in a youth ministry context through a variety of settings. Each intern will work alongside and be mentored by a supervising staff member significantly involved in the host organization's ministry. The intern supervisor will conduct an evaluation of the intern at the conclusion of the internship. The particular area this evaluation will measure is the student's disposition and character.

Source of Evidence: Field work, internship, or teaching evaluation

Connected Document

[Internship Evaluation Form](#)

Target:

The measurable score desired is that the student would achieve a mark of "above average" or higher for 85% of the character qualifications listed on the evaluation form in Section 3.

Finding (2016-2017) - Target: Partially Met

3/5 students met the desired target.

Finding (2015-2016) - Target: Partially Met

Number of Students who completed Assignment: 4 Number of Students who scored 85% or higher: 3

Finding (2014-2015) - Target: Partially Met

1/4 students achieved the target for this signature assesment

Finding (2013-2014) - Target: Met

2/2 students achieved the target for this signature assessment

Finding (2012-2013) - Target: Met

Fall/2013 Number of students who completed internship: 2 Number who met measure: 2

SLO 2: Intentional Christian Education

Integrate a distinctly Christian worldview philosophy with the Bible and major doctrinal categories into a ministry plan for youth and their families.

Relevant Associations:

General Education/Core Curriculum Associations

- 1.5 Demonstrate critical thinking skills through integration of Christian theology and worldview with other academic disciplines.
- 2.1 Evidence a comprehensive knowledge of the content of the Bible.
- 2.2 Evidence a comprehensive understanding of Christian Theology and the Christian worldview that results.
- 2.3 Evidence an ability to interpret the Bible accurately.

Related Measures

M 1: Philosophy of Christian Education

The freshman student will write an eight page response paper integrating a theological perspective into a personal philosophy of Christian Education, using the class content and textbooks. The student will summarize the church's mission and Biblical foundation for Christian Education and identify and interact with five examples of how Perry Downs integrates theology and education in his book Teaching for Spiritual Growth. Integration is defined in the context of the course as the process of determining how our "theology" impacts areas of our everyday life and the implications on ministry to others. What does it look like when our theology is practiced and integrated in to what we value and do?

Source of Evidence: Written assignment(s), usually scored by a rubric

Connected Document

[Philosophy of Christian Education Paper Grading Rubric](#)

Target:

A measurable score of at least 85% is desired for each student.

Finding (2016-2017) - Target: Partially Met

2/6 students met the desired outcome.

Finding (2015-2016) - Target: Partially Met

Number of Students who completed Assignment: 10 Number of Students who scored 85% or higher: 5

Finding (2014-2015) - Target: Partially Met

Number of Students who completed Assignment: 6 Number of Students who scored 85% or higher: 4

Finding (2013-2014) - Target: Partially Met

6 students out of 9 reached the target measurement in this assignment. One student did not turn in the assignment therefore a measurement was not possible

Finding (2012-2013) - Target: Partially Met

Number of students: 12 Number who achieved measure: 11

Finding (2012-2013) - Target: Partially Met

Number of students: 12 Number who achieved measure: 11

M 2: Youth Ministry Curriculum Plan Proposal

For this assignment, students will design a (4) year curriculum plan proposal for a high school ministry for grades 9-12. They must consider what topics, Bible teaching and areas of theology should students in their ministry be taught as freshman, sophomore, junior and senior? This curriculum plan must be comprehensive and demonstrate cohesion (unity/order). Students are required to be intentional by integrating the course content that addresses the particular spiritual needs and emotional development of adolescents. A typical faith maturation process that occurs over four years of high school is also to be evident in their proposal. One of the primary ways that they will articulate this is by supplying a rationale for each year as to why they chose these areas as being important.

Source of Evidence: Project, either individual or group

Connected Document

[Youth Ministry Curriculum Plan Proposal Grading Rubric](#)

Target:

A measurable score of at least 85% is desired for each student.

Finding (2016-2017) - Target: Partially Met

3/5 students met the desired target.

Finding (2015-2016) - Target: Partially Met

Number of Students who completed Assignment: 5 Number of Students who scored 85% or higher: 3

Finding (2014-2015) - Target: Partially Met

Number of Students who completed Assignment: 4 Number of Students who scored 85% or higher: 3

Finding (2013-2014) - Target: Partially Met

5 out of 7 students achieved the target measurement for this assignment.

Finding (2012-2013) - Target: Partially Met

Fall/2013 Number of students who completed assignment: 5 Number who met measure: 4

SLO 3: Components of Youth Ministry

Know the key pieces of the youth ministry environment in the areas of church, family and the community to achieve intentional spiritual growth in adolescents.

Relevant Associations:

General Education/Core Curriculum Associations

- 1.5 Demonstrate critical thinking skills through integration of Christian theology and worldview with other

academic disciplines.

Related Measures

M 1: Philosophy of Christian Education

The freshman student will write an eight page response paper integrating a theological perspective into a personal philosophy of Christian Education, using the class content and textbooks. The student will summarize the church's mission and Biblical foundation for Christian Education and identify and interact with five examples of how Perry Downs integrates theology and education in his book Teaching for Spiritual Growth. Integration is defined in the context of the course as the process of determining how our "theology" impacts areas of our everyday life and the implications on ministry to others. What does it look like when our theology is practiced and integrated in to what we value and do?

Source of Evidence: Written assignment(s), usually scored by a rubric

Connected Document

[Philosophy of Christian Education Paper Grading Rubric](#)

Target:

A measurable score of at least 85% is desired for each student.

Finding (2016-2017) - Target: Partially Met

2/6 students met the desired outcome.

Finding (2015-2016) - Target: Partially Met

Number of Students who completed Assignment: 10 Number of Students who scored 85% or higher: 5

Finding (2014-2015) - Target: Partially Met

Number of Students who completed Assignment: 6 Number of Students who scored 85% or higher: 4

Finding (2013-2014) - Target: Partially Met

6 students out of 9 reached the target measurement in this assignment. One student did not turn in the assignment therefore a measurement was not possible

Finding (2012-2013) - Target: Partially Met

Number of students who completed assignment: 12 Number who met measure: 11

M 2: Youth Ministry Curriculum Plan Proposal

For this assignment, students will design a (4) year curriculum plan proposal for a high school ministry for grades 9-12. They must consider what topics, Bible teaching and areas of theology should students in their ministry be taught as freshman, sophomore, junior and senior? This curriculum plan must be comprehensive and demonstrate cohesion (unity/order). Students are required to be intentional by integrating the course content that addresses the particular spiritual needs and emotional development of adolescents. A typical faith maturation process that occurs over four years of high school is also to be evident in their proposal. One of the primary ways that they will articulate this is by supplying a rationale for each year as to why they chose these areas as being important.

Source of Evidence: Project, either individual or group

Connected Document

[Youth Ministry Curriculum Plan Proposal Grading Rubric](#)

Target:

A measurable score of at least 85% is desired for each student.

Finding (2016-2017) - Target: Partially Met

3/5 students met the desired outcome.

Finding (2015-2016) - Target: Partially Met

Number of Students who completed Assignment: 5 Number of Students who scored 85% or higher: 3

Finding (2014-2015) - Target: Partially Met

Number of Students who completed Assignment: 4 Number of Students who scored 85% or higher: 3

Finding (2013-2014) - Target: Partially Met

5 out of 7 students achieved the target measurement for this assignment.

Finding (2012-2013) - Target: Partially Met

Fall/2013 Number of students who completed assignment: 5 Number who met measure: 4

SLO 4: Methodology of Youth Ministry

Demonstrate a competence in the various teaching techniques and methodologies for effective youth ministry.

Relevant Associations:

General Education/Core Curriculum Associations

- 1.1 Write effectively with precision and detail to communicate the intended message.
- 1.4 Compose and deliver speeches which clearly and effectively communicate the intended message.
- 2.3 Evidence an ability to interpret the Bible accurately.
- 2.4 Evidence an ability to defend biblical truth and the Christian faith.

Related Measures

M 1: Philosophy of Christian Education

The freshman student will write an eight page response paper integrating a theological perspective into a personal philosophy of Christian Education, using the class content and textbooks. The student will summarize the church's mission and Biblical foundation for Christian Education and identify and interact with five examples of how Perry Downs integrates theology and education in his book Teaching for Spiritual Growth. Integration is defined in the context of the course as the process of determining how our "theology" impacts areas of our everyday life and the implications on ministry to others. What does it look like when our theology is practiced and integrated in to what we value and do?

Source of Evidence: Written assignment(s), usually scored by a rubric

Connected Document

[Philosophy of Christian Education Paper Grading Rubric](#)

Target:

A measurable score of at least 85% is desired for each student.

Finding (2016-2017) - Target: Partially Met

2/6 students met the desired outcome.

Finding (2015-2016) - Target: Partially Met

Number of Students who completed Assignment: 10 Number of Students who scored 85% or higher: 5

Finding (2014-2015) - Target: Partially Met

Number of Students who completed Assignment: 6 Number of Students who scored 85% or higher: 4

Finding (2013-2014) - Target: Partially Met

6 students out of 9 reached the target measurement in this assignment. One student did not turn in the assignment therefore a measurement was not possible

Finding (2012-2013) - Target: Partially Met

Fall/2013 Number of students who completed assignment: 12 Number who met measure: 11

M 2: Youth Ministry Curriculum Plan Proposal

For this assignment, students will design a (4) year curriculum plan proposal for a high school ministry for grades 9-12. They must consider what topics, Bible teaching and areas of theology should students in their ministry be taught as freshman, sophomore, junior and senior? This curriculum plan must be comprehensive and demonstrate cohesion (unity/order). Students are required to be intentional by integrating the course content that addresses the particular spiritual needs and emotional development of adolescents. A typical faith maturation process that occurs over four years of high school is also to be evident in their proposal. One of the primary ways that they will articulate this is by supplying a rationale for each year as to why they chose these areas as being important.

Source of Evidence: Project, either individual or group

Connected Document

[Youth Ministry Curriculum Plan Proposal Grading Rubric](#)

M 6: Personal Ministry Model Proposal

Students will create a ministry model of their own Youth Ministry that reflects their personal philosophy. This can either be a made up ministry or an existing ministry they are involved in. Their philosophy must include the following components: Vision Statement, Biblical Principles (at least 5), Mission Statement, Outcomes & Goals (at least 5) and Ministry Methods (at least 5). The purpose for this assignment is not to write an essay paper. Rather, students will write a well thought out and organized proposal for a healthy and productive ministry that is easily understood by others. Students will be required to follow the same format provided for them in the course handout EBC's Educational Ministries Vision and Mission, for their assignment, showing all work in accordance to this layout.

Source of Evidence: Project, either individual or group

Connected Document

[Personal Ministry Model Proposal Grading Rubric](#)

Target:

A measurable score of at least 85% is desired for each student.

Finding (2016-2017) - Target: Partially Met

5/6 students met the desired target.

Finding (2015-2016) - Target: Partially Met

Number of Students who completed Assignment: 6 Number of Students who scored 85% or higher: 5

Finding (2014-2015) - Target: Partially Met

Number of Students who completed Assignment: 5 Number of Students who scored 85% or higher: 4

Finding (2013-2014) - Target: Met

Every student (total 3) achieved the target for this particular signature assessment.

Finding (2012-2013) - Target: Met

Fall/2013 Number of students who completed assignment: 7 Number who met measure: 7

M 7: Field Studies Internship (Section 2: Intern Competence Evaluation)

Each Youth Ministries student will be required to do a semester long Field Studies Internship in a Church or Para-Church ministry organization approved by the program director. The internship is designed to measure the student's skills and disposition in a youth ministry context through a variety of settings. Each intern will work alongside and be mentored by a supervising staff member significantly involved in the host organization's ministry. The intern supervisor will conduct an evaluation of the intern at the conclusion of the internship. The particular area this evaluation will measure is the student's competence and skills in leading Youth Ministries.

Source of Evidence: Field work, internship, or teaching evaluation

Connected Document

[Internship Evaluation Form](#)

Target:

The measurable score desired is that the student would achieve a mark of "above average" or above for 85% of the ministry skills listed on the evaluation form in Section 2.

Finding (2016-2017) - Target: Partially Met

3/5 students met the desired target.

Finding (2015-2016) - Target: Partially Met

Number of Students who completed Assignment: 4 Number of Students who scored 85% or higher: 2

Finding (2014-2015) - Target: Partially Met

2/4 students achieved the target for this signature assessment

Finding (2013-2014) - Target: Met

2/2 students achieved the target for this signature assessment

Finding (2012-2013) - Target: Partially Met

Fall/2013 Number of students who completed internship: 2 Number who met measure: 1

M 8: Comprehensive Ministry Portfolio

This assignment will be the bulk of the senior capstone course (EM410) Education Program of the Church. The format for this course will be based on a "seminar" model where students will submit signature assessment assignments done in previous courses for peer review and refinement. This assignment has two parts: (a) creating a ministry portfolio that includes a personal resume as well as a ministry portfolio made up of signature assessment assignments and (b) preparing for and undergoing a mock interview where students will be required to defend their ministry portfolio.

Source of Evidence: Capstone course assignments measuring mastery

Target:

A measurable score of at least 85% is desired for each student.

Finding (2016-2017) - Target: Met

5/5 students met the desired target.

Finding (2015-2016) - Target: Met

Number of Students who completed Assignment: 5 Number of Students who scored 85% or higher: 5

Finding (2014-2015) - Target: Partially Met

Number of Students who completed Assignment: 4 Number of Students who scored 85% or higher: 2

Finding (2013-2014) - Target: Partially Met

5/7 students achieved the target for this signature assessment.

Finding (2012-2013) - Target: Partially Met

Fall/2013 Number of students who completed assignment: 4 Number who met measure: 3

SLO 5: The Culture of Modern Youth

Know the implications of technology, adolescent sociology and secular worldviews in relation to the spiritual development of youth.

Relevant Associations:

General Education/Core Curriculum Associations

- 1.3 Use current technology for educational and work-related purposes.
- 1.5 Demonstrate critical thinking skills through integration of Christian theology and worldview with other academic disciplines.
- 2.2 Evidence a comprehensive understanding of Christian Theology and the Christian worldview that results.

Related Measures

M 2: Youth Ministry Curriculum Plan Proposal

For this assignment, students will design a (4) year curriculum plan proposal for a high school ministry for grades 9-12. They must consider what topics, Bible teaching and areas of theology should students in their ministry be taught as freshman, sophomore, junior and senior? This curriculum plan must be comprehensive and demonstrate cohesion (unity/order). Students are required to be intentional by integrating the course content that addresses the particular spiritual needs and emotional development of adolescents. A typical faith maturation process that occurs over four years of high school is also to be evident in their proposal. One of the primary ways that they will articulate this is by supplying a rationale for each year as to why they chose these areas as being important.

Source of Evidence: Project, either individual or group

Connected Document

[Youth Ministry Curriculum Plan Proposal Grading Rubric](#)

Target:

A measurable score of at least 85% is desired for each student.

Finding (2016-2017) - Target: Partially Met

3/5 students met the desired target.

Finding (2015-2016) - Target: Partially Met

Number of Students who completed Assignment: 5 Number of Students who scored 85% or higher: 3

Finding (2014-2015) - Target: Partially Met

Number of Students who completed Assignment: 4 Number of Students who scored 85% or higher: 3

Finding (2013-2014) - Target: Partially Met

5 out of 7 students achieved the target measurement for this assignment.

Finding (2012-2013) - Target: Partially Met

Fall/2013 Number of students who completed assignment: 5 Number who met measure: 4

SLO 6: Pastoral Orientation to Youth Ministry

Promote faith ownership and leadership in adolescents through evangelism and discipleship with intentional care, direct guidance and informed counseling.

Relevant Associations:

General Education/Core Curriculum Associations

- 2.2 Evidence a comprehensive understanding of Christian Theology and the Christian worldview that results.
- 2.4 Evidence an ability to defend biblical truth and the Christian faith.

Related Measures

M 3: Ministry Job Description

Students will write their own job description that they would expect to have in starting a new position as a Youth Director or Spiritual Leader of Youth. This job description must include a list of carefully articulated qualifications and responsibilities for students as a youth leader. It is a guide to give them intended purpose and accountability in their ministry. This assignment requires at least five character/gifting qualifications and twelve distinct job descriptions that are appropriate to ministering to adolescents in a church context. Adequate detail must be supplied for each distinction describing a rationale/summary of each particular job description. The intention for these qualifications and descriptions should reflect the student's personal philosophy of ministering to youth.

Source of Evidence: Written assignment(s), usually scored by a rubric

Connected Document

[Ministry Job Description Grading Rubric](#)

Target:

A measurable score of at least 85% is desired for each student.

Finding (2016-2017) - Target: Partially Met

2/5 students met the desired target.

Finding (2015-2016) - Target: Partially Met

Number of Students who completed Assignment: 5 Number of Students who scored 85% or higher: 1

Finding (2014-2015) - Target: Partially Met

Number of Students who completed Assignment: 5 Number of Students who scored 85% or higher: 4

Finding (2013-2014) - Target: Partially Met

6 out of 7 students reach the assessment target for this particular assignment.

Finding (2012-2013) - Target: Partially Met

Fall/2013 Number of students who completed assignment: 5 Number who met measure: 4

M 4: Field Studies Practicum Evaluation

Each student in the Youth Ministries major will be required to attend at least two fields studies practicums (currently facilitated by Living Waters Bible Camp) during the spring of the sophomore and junior years of their program. Each practicum will be focused on experiential learning in an outdoor education setting. Students will be evaluated in the following areas: following instruction, problem solving and stress testing while working with others under pressure.

Source of Evidence: Academic direct measure of learning - other

Target:

The evaluation will be graded upon a pass/fail scale with each student achieving a "pass" grade for each practicum evaluation

Finding (2016-2017) - Target: Met

16/16 students met the desired target.

Finding (2015-2016) - Target: Met

Number of Students who completed Assignment: 16 Number of Students who scored 85% or higher: 16

Finding (2014-2015) - Target: Partially Met

One student did not achieve the target "pass" in this particular assessment.

Finding (2014-2015) - Target: Partially Met

One student did not achieve the target "pass" in this particular assessment.

Finding (2013-2014) - Target: Met

Every student achieved the target for this particular signature assessment.

Finding (2012-2013) - Target: Not Met

Implementation not yet initiated!

M 5: Field Studies Internship (Section 3: Intern Character Evaluation)

Each Youth Ministries student will be required to do a semester long Field Studies Internship in a Church or Para-Church ministry organization approved by the program director. The internship is designed to measure the student's skills and disposition in a youth ministry context through a variety of settings. Each intern will work alongside and be mentored by a supervising staff member significantly involved in the host organization's ministry. The intern supervisor will conduct an evaluation of the intern at the conclusion of the internship. The particular area this evaluation will measure is the student's disposition and character.

Source of Evidence: Field work, internship, or teaching evaluation

Connected Document

[Internship Evaluation Form](#)

Target:

The measurable score desired is that the student would achieve a mark of "above average" or higher for 85% of the character qualifications listed on the evaluation form in Section 3.

Finding (2016-2017) - Target: Partially Met

3/5 students met the desired target.

Finding (2015-2016) - Target: Partially Met

Number of Students who completed Assignment: 4 Number of Students who scored 85% or higher: 3

Finding (2014-2015) - Target: Partially Met

1/4 students achieved the target for this signature assessment

Finding (2013-2014) - Target: Met

2/2 students achieved the target for this signature assessment

Finding (2012-2013) - Target: Met

Fall/2013 Number of students who completed internship: 2 Number who met measure: 2

SLO 7: Leadership and Administration

Synthesize a comprehensive plan for youth ministry through the major organizational management components.

Relevant Associations:

General Education/Core Curriculum Associations

- 1.1 Write effectively with precision and detail to communicate the intended message.
- 1.5 Demonstrate critical thinking skills through integration of Christian theology and worldview with other academic disciplines.
- 2.2 Evidence a comprehensive understanding of Christian Theology and the Christian worldview that results.

Related Measures

M 2: Youth Ministry Curriculum Plan Proposal

For this assignment, students will design a (4) year curriculum plan proposal for a high school ministry for grades 9-12. They must consider what topics, Bible teaching and areas of theology should students in their ministry be taught as freshman, sophomore, junior and senior? This curriculum plan must be comprehensive and demonstrate cohesion (unity/order). Students are required to be intentional by integrating the course content that addresses the particular spiritual needs and emotional development of adolescents. A typical faith maturation process that occurs over four years of high school is also to be evident in their proposal. One of the primary ways that they will articulate this is by supplying a rationale for each year as to why they chose these areas as being important.

Source of Evidence: Project, either individual or group

Connected Document

[Youth Ministry Curriculum Plan Proposal Grading Rubric](#)

M 6: Personal Ministry Model Proposal

Students will create a ministry model of their own Youth Ministry that reflects their personal philosophy. This can either be a made up ministry or an existing ministry they are involved in. Their philosophy must include the following components: Vision Statement, Biblical Principles (at least 5), Mission Statement, Outcomes & Goals (at least 5) and Ministry Methods (at least 5). The purpose for this assignment is not to write an essay paper. Rather, students will write a well thought out and organized proposal for a healthy and productive ministry that is easily understood by others. Students will be required to follow the same format provided for them in the course handout EBC's Educational Ministries Vision and Mission, for their assignment, showing all work in accordance to this layout.

Source of Evidence: Project, either individual or group

Connected Document

[Personal Ministry Model Proposal Grading Rubric](#)

Target:

A measurable score of at least 85% is desired for each student.

Finding (2016-2017) - Target: Partially Met

5/6 students met the desired target.

Finding (2015-2016) - Target: Partially Met

Number of Students who completed Assignment: 6 Number of Students who scored 85% or higher: 5

Finding (2014-2015) - Target: Partially Met

Number of Students who completed Assignment: 5 Number of Students who scored 85% or higher: 4

Finding (2013-2014) - Target: Met

Every student (total 3) achieved the target for this particular signature assessment.

Finding (2012-2013) - Target: Met

Fall/2013 Number of students who completed assignment: 7 Number who met measure: 7

M 7: Field Studies Internship (Section 2: Intern Competence Evaluation)

Each Youth Ministries student will be required to do a semester long Field Studies Internship in a Church or Para-Church ministry organization approved by the program director. The internship is designed to measure the student's skills and disposition in a youth ministry context through a variety of settings. Each intern will work alongside and be mentored by a supervising staff member significantly involved in the host organization's ministry. The intern supervisor will conduct an evaluation of the intern at the conclusion of the internship. The particular area this evaluation will measure is the student's competence and skills in leading Youth Ministries.

Source of Evidence: Field work, internship, or teaching evaluation

Connected Document

[Internship Evaluation Form](#)

Target:

The measurable score desired is that the student would achieve a mark of "above average" or above for 85% of the ministry skills listed on the evaluation form in Section 2.

Finding (2016-2017) - Target: Partially Met

3/5 students met the desired target.

Finding (2015-2016) - Target: Partially Met

Number of Students who completed Assignment: 4 Number of Students who scored 85% or higher: 2

Finding (2014-2015) - Target: Partially Met

2/4 students achieved the target for this signature assessment

Finding (2013-2014) - Target: Met

2/2 students achieved the target for this signature assessment

Finding (2012-2013) - Target: Partially Met

Fall/2013 Number of students who completed internship: 2 Number who met measure: 1

M 8: Comprehensive Ministry Portfolio

This assignment will be the bulk of the senior capstone course (EM410) Education Program of the Church. The format for this course will be based on a "seminar" model where students will submit signature assessment assignments done in previous courses for peer review and refinement. This assignment has two parts: (a) creating a ministry portfolio that includes a personal resume as well as a ministry portfolio made up of signature assessment assignments and (b) preparing for and undergoing a mock interview where students will be required to defend their ministry portfolio.

Source of Evidence: Capstone course assignments measuring mastery

Target:

A measurable score of at least 85% is desired for each student.

Finding (2016-2017) - Target: Met

5/5 students met the desired target.

Finding (2015-2016) - Target: Met

Number of Students who completed Assignment: 5 Number of Students who scored 85% or higher: 5

Finding (2014-2015) - Target: Partially Met

Number of Students who completed Assignment: 4 Number of Students who scored 85% or higher: 2

Finding (2013-2014) - Target: Partially Met

5/7 students achieved the target for this signature assessment.

Finding (2012-2013) - Target: Partially Met

Fall/2013 Number of students who completed assignment: 4 Number who met measure: 3

SLO 8: Professional Development

Recognize the ethical, ministerial, and professional challenges of working with minors as well as the value of ongoing training and education.

Relevant Associations:

General Education/Core Curriculum Associations

2.2 Evidence a comprehensive understanding of Christian Theology and the Christian worldview that results.

Related Measures

M 3: Ministry Job Description

Students will write their own job description that they would expect to have in starting a new position as a Youth Director or Spiritual Leader of Youth. This job description must include a list of carefully articulated qualifications and responsibilities for students as a youth leader. It is a guide to give them intended purpose and accountability in their ministry. This assignment requires at least five character/gifting qualifications and twelve distinct job descriptions that are appropriate to ministering to adolescents in a church context. Adequate detail must be supplied for each distinction describing a rationale/summary of each particular job description. The intention for these qualifications and descriptions should reflect the student's personal philosophy of ministering to youth.

Source of Evidence: Written assignment(s), usually scored by a rubric

Connected Document

[Ministry Job Description Grading Rubric](#)

Target:

A measurable score of at least 85% is desired for each student.

Finding (2016-2017) - Target: Partially Met

2/5 students met the desired target.

Finding (2015-2016) - Target: Partially Met

Number of Students who completed Assignment: 5 Number of Students who scored 85% or higher: 1

Finding (2014-2015) - Target: Partially Met

Number of Students who completed Assignment: 5 Number of Students who scored 85% or higher: 4

Finding (2013-2014) - Target: Partially Met

6 out of 7 students reach the assessment target for this particular assignment.

Finding (2012-2013) - Target: Partially Met

Fall/2013 Number of students who completed assignment: 5 Number who met measure: 4

M 4: Field Studies Practicum Evaluation

Each student in the Youth Ministries major will be required to attend at least two fields studies practicums (currently facilitated by Living Waters Bible Camp) during the spring of the sophomore and junior years of their program. Each practicum will be focused on experiential learning in an outdoor education setting. Students will be evaluated in the following areas: following instruction, problem solving and stress testing while working with others under pressure.

Source of Evidence: Academic direct measure of learning - other

Target:

The evaluation will be graded upon a pass/fail scale with each student achieving a "pass" grade for each practicum evaluation

Finding (2016-2017) - Target: Met

16/16 students met the desired target.

Finding (2015-2016) - Target: Met

Number of Students who completed Assignment: 16 Number of Students who scored 85% or higher: 16

Finding (2014-2015) - Target: Partially Met

One student did not achieve the target "pass" in this particular assessment.

Finding (2013-2014) - Target: Met

Every student achieved the target for this particular signature assessment.

Finding (2012-2013) - Target: Not Met

Implementation not yet initiated!

M 5: Field Studies Internship (Section 3: Intern Character Evaluation)

Each Youth Ministries student will be required to do a semester long Field Studies Internship in a Church or Para-Church ministry organization approved by the program director. The internship is designed to measure the student's skills and disposition in a youth ministry context through a variety of settings. Each intern will work alongside and be mentored by a supervising staff member significantly involved in the host organization's ministry. The intern supervisor will conduct an evaluation of the intern at the conclusion of the internship. The particular area this evaluation will measure is the student's disposition and character.

Source of Evidence: Field work, internship, or teaching evaluation

Connected Document

[Internship Evaluation Form](#)

Target:

The measurable score desired is that the student would achieve a mark of "above average" or higher for 85% of the character qualifications listed on the evaluation form in Section 3.

Finding (2016-2017) - Target: Partially Met

3/5 students met the desired target.

Finding (2015-2016) - Target: Partially Met

Number of Students who completed Assignment: 4 Number of Students who scored 85% or higher: 3

Finding (2014-2015) - Target: Partially Met

1/4 students achieved the target for this signature assesment

Finding (2013-2014) - Target: Met

2/2 students achieved the target for this signature assesment

Finding (2012-2013) - Target: Met

Fall/2013 Number of students who completed internship: 2 Number who met measure: 2

SLO 9: Ministry and Vocational Opportunities

Engage in full time ministry or volunteer leadership roles within a variety of youth ministry contexts that require effective teaching, pastoral, and leadership qualities.

Relevant Associations:

General Education/Core Curriculum Associations

2.5 Evidence growth in Christian character and lifestyle.

Related Measures

M 6: Personal Ministry Model Proposal

Students will create a ministry model of their own Youth Ministry that reflects their personal philosophy. This can either be a made up ministry or an existing ministry they are involved in. Their philosophy must include the following components: Vision Statement, Biblical Principles (at least 5), Mission Statement, Outcomes & Goals (at least 5) and Ministry Methods (at least 5). The purpose for this assignment is not to write an essay paper. Rather, students will write a well thought out and organized proposal for a healthy and productive ministry that is easily understood by others. Students will be required to follow the same format provided for them in the course handout EBC's Educational Ministries Vision and Mission, for their assignment, showing all work in accordance to this layout.

Source of Evidence: Project, either individual or group

Connected Document

[Personal Ministry Model Proposal Grading Rubric](#)

Target:

A measurable score of at least 85% is desired for each student.

Finding (2016-2017) - Target: Partially Met

5/6 students met the desired target.

Finding (2015-2016) - Target: Partially Met

Number of Students who completed Assignment: 6 Number of Students who scored 85% or higher: 5

Finding (2014-2015) - Target: Partially Met

Number of Students who completed Assignment: 5 Number of Students who scored 85% or higher: 4

Finding (2013-2014) - Target: Met

Every student (total 3) achieved the target for this particular signature assessment.

Finding (2013-2014) - Target: Met

Every student (total 3) achieved the target for this particular signature assessment.

Finding (2012-2013) - Target: Met

Fall/2013 Number of students who completed assignment: 7 Number who met measure: 7

M 7: Field Studies Internship (Section 2: Intern Competence Evaluation)

Each Youth Ministries student will be required to do a semester long Field Studies Internship in a Church or Para-Church ministry organization approved by the program director. The internship is designed to measure the student's skills and disposition in a youth ministry context through a variety of settings. Each intern will work alongside and be mentored by a supervising staff member significantly involved in the host organization's ministry. The intern supervisor will conduct an evaluation of the intern at the conclusion of the internship. The particular area this evaluation will measure is the student's competence and skills in leading Youth Ministries.

Source of Evidence: Field work, internship, or teaching evaluation

Connected Document

[Internship Evaluation Form](#)

Target:

The measurable score desired is that the student would achieve a mark of "above average" or above for 85% of the ministry skills listed on the evaluation form in Section 2.

Finding (2016-2017) - Target: Partially Met

3/5 students met the desired target.

Finding (2015-2016) - Target: Partially Met

Number of Students who completed Assignment: 4 Number of Students who scored 85% or higher: 2

Finding (2014-2015) - Target: Partially Met

2/4 students achieved the target for this signature assesment

Finding (2013-2014) - Target: Met

2/2 students achieved the target for this signature assesment

Finding (2012-2013) - Target: Partially Met

Fall/2013 Number of students who completed internship: 2 Number who met measure: 1

M 8: Comprehensive Ministry Portfolio

This assignment will be the bulk of the senior capstone course (EM410) Education Program of the Church. The format for this course will be based on a "seminar" model where students will submit signature assessment assignments done in previous courses for peer review and refinement. This assignment has two parts: (a) creating a ministry portfolio that includes a personal resume as well as a ministry portfolio made up of signature assessment

assignments and (b) preparing for and undergoing a mock interview where students will be required to defend their ministry portfolio.

Source of Evidence: Capstone course assignments measuring mastery

Target:

A measurable score of at least 85% is desired for each student.

Finding (2016-2017) - Target: Met

5/5 students met the desired target.

Finding (2015-2016) - Target: Met

Number of Students who completed Assignment: 5 Number of Students who scored 85% or higher: 5

Finding (2014-2015) - Target: Partially Met

Number of Students who completed Assignment: 4 Number of Students who scored 85% or higher: 2

Finding (2013-2014) - Target: Partially Met

5/7 students achieved the target for this signature assessment.

Finding (2012-2013) - Target: Partially Met

Fall/2013 Number of students who completed assignment: 4 Number who met measure: 3

Details of Action Plans for This Cycle (by Established cycle, then alpha)

Creating a ministry context

Help students build/create a ministry context/scenario to attach their teaching philosophy and curriculum plan to in order to be more effective in the executing the assignment.

Established in Cycle: 2013-2014

Implementation Status: Planned

Priority: High