**Measuring MATUL Program Outcomes**

**VG, June 4, 2011**

(The following is a first draft. Anyone who would like to improve or develop this most welcome to submit back to the Base Camp site).

The first column are the agreed on outcomes in the *Common Understandings* document. The second column are some suggested questions that need exploring to evaluate these. However I have put no thought has been applied here as to the practicality of gathering such information. Clearly a plan for one day with faculty would be essential, plus a plan as to outcomes from personal interviews with faculty (reflecting on pedagogy, course outlines and course manual development) and all graduates (gathering stories and data).

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| **Program Outcomes** | **Process of Measurement** |
| The MA in Transformational Urban Leadership (MATUL) trains emergent leaders in the skills, knowledge, values and character needed to give leadership to transformational movements among the urban poor. | At the end of the evaluation, come back and answer, what has this degree trained students in? |
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| Upon completion of the MATUL program, students will be able to: |  |
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| 1. **Synthesize knowledge** from relevant disciplines primarily a. urban missiology (integrates theology, leadership theory, social anthropology, church growth, urban studies), b. development studies (issues such as community organization, advocacy, public health, urban education, etc) so as to understand the complexities of leadership in transformation of urban poor communities. | How well has this been demonstrated in the final thesis? In course papers? Get a sampling from graduate students of papers. Does the results of the comprehensive or final exams demonstrate this integration? |
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| 1. **Facilitate groups of leaders** (at community or citywide levels) in **experiential and technical understandings and skills** so they can formulate and bring **transformation to specific urban poor issues.** | Students have formed a small group in the first year, and more than one in the second, and these groups are bring ing about various forms of transformation. |
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| 1. Lead processes of **multiplying community groups** with these concepts and skills so as to develop or strengthen transformative urban poor **religious and social movements**. | Students have multiplied at least one community group each. |
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| 1. Demonstrate sustained spirituality, habits, **values and character** needed for leadership of other leaders. | A written one page summary by the spiritual mentor for eah students throughout the program indicating growth. Students personal evaluation from their journaling of their spiritual growth. |
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| **Roles:** These four outcomes support student progress towards **roles** of pioneering, networking, or leading redemptive structures (e.g. new faith communities, businesses, service agencies, advocacy groups) among the urban poor. This goal varies depending upon the type of incoming student: |  |
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| * *Religious movement leaders:* Graduates are serving as embryonic urban religious movement leaders. [After 5 yrs: Experienced movement pioneers/leaders of multiple organizational units.] | *Identify placement of graduates. How does this mark a progression from their entrance roles? In what ways has their leadership skill, and capacity changed? Was there effetive mentoring in churchplanting across the whole degree? Was there effective mentoring in spirituality?* |
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| * *Business entrepreneurs:* Graduates are applying their business skills within slum communities. [After 5 yrs: Skilled entrepreneurs of new business organizations and structures linked to wider movements among the urban poor.] | *Was an effective mentoring process set up across the degree in business sckills? Were business skills specifically developed in the internships? Did the final project include an application of knowledge that included a business plan for the next three years, and a fundraising plan? Was the degree effectively marketed as a business training process?* |
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| * *Urban poor missionaries:* International graduates continue to live in the poorest cities of the world, serving within or creating new redemptive structures among the urban poor. [After 5 yrs: Workers progress into roles of cross-cultural team leadership and pioneers of slum churches and holistic ministries.] | *# of international grads that continue in incarnational ministry. Document reasons for attrition.* |
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| * *Local NGO workers:* National workers are involved in advocacy-, business-, and environmental-oriented grassroots organizations among the urban poor. [After 5 yrs: Workers progress into leadership roles in community development or community organizing within urban poor movements.] | *Identify roles of graduates. Document stoies of contribution MATUL has made to their ministry. Identify pre-MATUL roles and post-MATUL roles* |
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| * *International NGO workers:* National and international graduates are involved in community-based projects serving the urban poor within international relief- and development-oriented organizations (e.g. World Vision, Oxfam, Tear Fund), refugee and immigration services, foundations, and multilateral development agencies (e.g., the United Nations, World Bank Group, OECD,  WTO). [After 5 yrs: Workers lead grassroots processes among the urban poor from within an NGO or effective at leadership levels of an NGO among the urban poor. | *# of grads in international NGO’s. Identify why they moved away from living by faith into becoming paid employees. Identify why they turned away form apostolic foci to diaconal foci. Was this transition an affirmation of gifting or purely economic?* |
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| * *Professionals:*National and international graduates are using their professional role (as government administrators, business leaders, pastors, teachers, journalists, urban planners, etc.) to promote the social, political, economic, and spiritual liberation of slum dwellers. [After 5 yrs: Workers have increased their practical influence over the lives of slum dwellers through their professional activities.] | *Obtain stories of hwo the MATUL served in this progression. IS this a positive progression for these students or part of attrion from incarnational ministry? How are their profssional roles contributing to the urban poor movement dyanamics.* |
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| * *Undeclared:* National and international graduates, sensing a particular “call” to the urban poor but lacking extensive experience, are acting in any of the above roles. [After 5 yrs: Workers are established in roles having clear applications among the urban poor.] | *#’s. In what ways did the MATUL confirm calling and enable progessions into effectiveness?* |
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| The above program impacts may be evaluated through an analysis at three levels: (1) student learning (2) the impact of student learning in movement or organizational capacity development, (# churches planted, # community organizations formed, extent of movement multiplication etc. and (3) the impact of student learning in slum transformation (# lives transformed, # small businesses initiated, # housing projects, # successes in defense against oppression etc). | *# churches planted, # community organizations formed, extent of movement multiplication*  *# lives transformed, # small businesses initiated, # housing projects, # successes in defense against oppression etc* |
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| * + **Program Administration Outcomes that can be assessed** |  |
| * + Program administration: |  |
| * + - * **Recruitment of** instructors who are already skilled in, or willing to develop skill in, a pedagogy that features (a) *dialogical* *story-telling* (in classroom settings) linked to (b) *structured fieldwork* (in community settings) and (c) *inductive theologizing* as primary modes of learning in each course. | * List faculty and rank (in dialogue with them?) on a ten point scale each of their pedagogical skills * (a) *dialogical* *story-telling* (in classroom settings) linked to * (b) *structured fieldwork* (in community settings) and * (c) *inductive theologizing* as primary modes of learning in each course. |
| * + - * **Supervision** offull- and part-time faculty to ensure that the core values, student outcomes in terms of learning, character formation, and community change are being operationalized in each course. | *Have faculty identify what supervision they need to improve character formation, implementaton of core values in their courses, and improved student outcomes.* |
| * + - **Curriculum Development:** a program of faculty development in areas of course outline, course manual development and trainingof full- and part-time faculty to organize learning so that student competencies to be acquired are embedded in activities that (a) reflect the real uses of those abilities in developing urban poor leaders, and (b) are grounded in direct experience of slum realities (spirituality, land use, education, health, marginalized groups, etc.), and (c) enable students to reflect theologically and theoretically on that experience. | * *Evaluation of course outlines (See doc on web site for this)* * *Evaluation of course manual (Evaluation rubric to be developed)* * *Evaluation of implementation of action components in each course viz a viz the course outline* |
| * + **Sustainable Financial Structure**: clear 3 year fundraising budget (including hidden costs; this may differ from the internal cost-control budget); fundraising plan with milestones. | * *3 year fundraising budget* * *Fundraising milestones* * *Have these milestones been met?* * *Has the institituion been supportive* |
| * + - **Student Growth**: Assessment of individual and classes of student – have they achieved expected levels of growth in areas of formation, information, and capacity for transformation, along with evaluation of recruitment and attrition. | * + *Recruitment plan evalution*   + *#’s per year*   + *Attrition per year* |
| * + - **Creation of New Knowledge:** There are a number of fields of new knowledge within this program design. |  |
| * + - * An Urban Poor Missions e- Journal or occasional papers needs to be launched by the Training Commission to enable publication of papers related to these fields, in academic, non-technical format. This requires a board of reviewers, an editor, and a webmaster, a set of guidelines as to format. This should be part of building a knowledge base and electronic library of best practices on the website and available on CD’s for students of each school. | * *Identify top papers in each course* * *Evaluate quality of these* * *Identify those that culd be published* * *Are final projects/theses up to masters level?* |
| * + - * Library Resources: Adequate books are available for each course. | * *Those books deemed necessary from the master list of 120 core books have been obtained* * *Local books for each subject have been obtained* * *A library of 400 books related to the MATUL has been developed* * *For each course 20-25 chapters have been scanned with copyright and are available on the web and CD’s for students* |
| * + - * Exploration of forming a doctoral cadre from among the adjuncts to extensively research some of these. Regular evaluation of utilisation of institutional resources for development of these fields and development of faculty is required. | * *Plan for Upgrading of faculty in the direction of the program as against all sorts of other directions* * *Provision of resources for this* * *Competition* |

In addition some analysis of institutional support for the program needs to be done with school administrators.