A Vision of Potential Outputs and Outcomes

The following chart is here as an envisioning tool, rather than as an assessment tool. It is expected that each school develop appropriate assessment procedures for its context. Some collective assessment may be useful. It is more feasible to assess outcomes two years after a program than five, yet the nature of the materials in this degree requires long-term frameworks to see full implementation of skills learned.

- Outputs are in-program such as number of students, number of courses delivered. Outcomes are the fruit of these.
- Expected Student Outcomes
- Community Impact Outcomes
- Organisational Outcomes

Type of Incoming Students	Graduates	Graduate Roles after 5 yrs	Graduate Impacts After 5 years	
	The graduates will be:	The program lays a basis for graduates 5-10 years after graduating to enter	**Community Impact** of graduates after five years:	**Impacts on their Partnering Organisations**
Overall Outcomes	Progressing towards leadership roles of catalysing and initiating new churches, holistic ministries, other redemptive structures for the poor.	Leadership roles in a movement leadership team, networking, pioneering, new churches and holistic ministries.	Expansion of holistic multiplying urban church movements in the slums across a city. Converts, cells, churches affecting individual and small group socio-economic needs	Breadth of Knowledge affects holism and skills in leadership and decionmaking within leadership of their organisations.
◆ **Churchplanters**:The majority will be urban poor churchplanters moving to wider leadership levels.	Embryonic religious movement leaders, progressing to planting several new ministries	Experienced movement pioneers/leaders of multiple organisational units	Leadership in Expansion of # of holistic multiplying urban church movements in the slums across a city	Expanding holistic view of the nature of the church, and understanding of revival movement dynamics
◆ **Business Entrepreneurs** who want to extend their skills into wider economic development of movement leadership among the urban poor.	Embryonic entrepreneurs of new organisations and structures for social change among the poor	Skilled entrepreneurs of new organisations and structures for social change among the poor	Microenterprise organisations, and other organisational development among the poor.	Multiplication of small businesses among the poor and liberation of many from poverty
◆ **Urban Poor Missionaries** preparing to be pioneers of new movements in cross-cultural settings among the urban poor in the poorest cities of the world.	Progressing into a cross cultural team leadership role in another city among the urban poor	Proven team leader and pioneer of initial slum churches and holistic ministries in another city	New missions teams and initial churches in other cities	Breadth of knowledge enables wisdom in leading and pioneering teams in both churchplanting and holism.

♦ **Local NGO' workers** involved in church-based advocacy, community development or community organisation processes within urban poor movements.	Role: church-based advocacy, community development or community organisation processes within urban poor movements.	Role: Leadership of city-wide processes in CO, CD, or advocacy serving an urban poor movement	Expanding community development, community organising and community economic processes in the slums	Breadth of Understanding enables wisdom in decision-making as to effectiveness of organisation in urban poor context.
♦ **Workers with International NGO's** with experience in non-governmental organizations (e.g. World Vision, Oxfam, Tear Fund) or foundations, multilateral development agencies (e.g., the United Nations, World Bank Group, OECD, WTO), refugee and immigration services.	Role in NGO: Refocus on urban poor community-level approaches in non-governmental organizations	Role: Lead multiple grassroots processes among the urban poor from within an NGO or effective at leadership levels of an NGO among the urban poor.		Effective leadership in orienting NGO's to grassroots urban poor styles of development
♦ **Professionals** involved in government ministries, and business enterprises, or through professions such as teaching, journalism, development planning, and administration wishing to be involved in justice roles or wanting to use business or professional experience to socially, politically, economically and spiritually liberate the poor.	Refocus of their working roles to serve the urban poor in government ministries, business enterprises, or through professions.	Leadership roles in generating extensive programs from middle class governmental, business, professional contexts.	Have catalysed multiple processes to serve the urban poor from within their middle class and upper class advocacy roles	Transformation of some governmental programs and departments, and of some of the culture of businesses, , enactment of laws that uplift the poor etc.
♦ **Emergent Leaders**: Those sensing a call to the urban poor but without extensive experience	Clarified vision, call and commitments to the urban poor in whatever of the above roles.	Enter into business, NGO or churchplanting roles with clear sense of using these roles for the urban poor	As above	As above

Quantifying Outputs and Outcomes

Based on the above, the following is a rough envisioning of quantifiable outcomes, based on 25 in each cohort, and minimal figures for outcomes (reasonable for first 4 years, clearly after 10 years estimates are speculative but still conservatively based). Each school should seek a process to document these kinds of outcomes numerically, and the commission integrate such figures yearly:

Year	2008-09	2009-10	2010-11	2011-12	Probable after 10 years, based on expansion to 20 partnering schools
Outputs					
Programs	2	3	4	5	20
Courses	18	50	73	81	360
Outcomes					
Workers Living in the Slums	50	125	200	300	1000 in training + 1150 national graduates (US grads generally return home so not included)
Movement Leaders Produced			25	37	562
Western Grads in Policy Roles			25	50	562
Developm't projects launched		25	87	137	15,000
Schools Initiated		12	43	68	3,700
Advocacy Programs		5	9	14	1,500
Churches Planted		25	87	137	15,000
Etc.					

Program Learning Outcomes
Rev. 01/11 RS/Rev 05/11 VG

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.

Upon completion of the MATUL program, students will be able to:

1. **Synthesize knowledge** from relevant disciplines primarily a. urban missiology (integrates theology, leadership theory, social anthropology, urban studies), and 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.

2. **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.**

3. Lead processes of **multiplying community groups** with these concepts and skills so as to develop or strengthen transformative urban poor **religious and social movements**.

4. Demonstrate sustained spirituality, habits, **values and character** needed for leadership of other leaders.

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:

- *Religious movement leaders:* Graduates are serving as embryonic urban religious movement leaders. [After 5 yrs: Experienced movement pioneers/leaders of multiple organizational units.]

- *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.]

- *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.]

- *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.]

- *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.

- *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.]

- *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.]

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).