



A GUIDE TO ASSESSING UNITED METHODIST-RELATED COLLEGIATE MINISTRIES



HIGHER EDUCATION & MINISTRY
General Board of Higher Education and Ministry
THE UNITED METHODIST CHURCH

COLLEGIATE MINISTRY

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INTRODUCTION



Introduction

DESCRIPTION AND MISSION

Collegiate ministries are intentional efforts by the Church to minister to those connected to college and university campuses. These ministries might be: congregation-based; part of an independent, stand-alone, denominationally-specific campus ministry; an ecumenical ministry in partnership with other Christian denominations; an interfaith ministry where the Christian witness is honored and encouraged; or the chaplaincy and ministry office at a United Methodist-related college or university.

While often very distinct in their structure and character, these ministries share a common mission. That mission is (1) to support the witness of a positive Christian faith that creates space for establishing and deepening discipleship and intentional spiritual growth; (2) to create an inclusive and celebrative atmosphere that nurtures and supports the faith journeys of those involved in the ministry; (3) to emphasize through teachings and example the divine worth and dignity of each person; (4) to prepare its participants for lives of intellectual vigor, moral integrity, and spiritual fulfillment; and (5) to serve as an affirming and nurturing link between the Church and the academy.

These templates are meant to help assess how well a collegiate ministry functions relative to these missional priorities.

PURPOSE OF ASSESSMENT

Collegiate ministry is a ministry setting different than a local congregation or other extension ministries, so measuring collegiate ministry requires assessing and evaluating the effectiveness of the ministry using criteria and metrics that may differ from those used to evaluate local church ministries and other extension ministries. More akin to a missional context than a parish setting, assessing a collegiate ministry requires designing specific metrics that assist in measuring a collegiate ministry's effectiveness and fruitfulness and pairing those measurements with descriptive accounts of that particular context for ministry. This joining of quantitative and qualitative assessments helps provide a robust and detailed accounting of a particular ministry in its particular place.

By drawing upon existing models for evaluating collegiate ministries, adapting tools created for describing and critiquing other ministry contexts, and generating new resources for evaluations, the accompanying documents offer templates for describing and assessing United Methodist-related collegiate ministries. These templates intend to accomplish several tasks. Relying upon qualitative reports and quantitative metrics, first, these templates seek to describe both (1) the distinct setting of a particular ministry and (2) the character of that particular ministry. Second, having established the distinct setting and character of the ministry being considered, these templates may be vital in helping a ministry establish its goals, identify its strengths, and attend to its weaknesses. Third, these templates are flexible, affording a particular ministry the latitude to select those templates that seem most appropriate to offer a clear depiction and fair assessment. Fourth, these templates provide a mechanism for helping collegiate ministers establish their own strong gifts and growing edges for ministry on the campus. These templates are intended to fuel conversation surrounding the creation, improvement, and continuation of vital collegiate ministries. While neither definitive nor exhaustive, these templates are meant to provide a starting place for collegiate ministries and their leadership, oversight bodies, and others to begin and continue conversations around faithful vitality.

METHODOLOGY

It may be argued that collegiate ministries that are healthy and vital typically excel in three areas: (1) ministry with the campus, i.e., work with students; (2) ministry across the campus, i.e., work with other elements of the campus

¹ *The University Senate of The United Methodist Church: Organization, Policies, and Guidelines 2013-2016*, 27. Taken from the University Senate document, these five missional priorities condense and capture the essence of the General Board of Higher Education and Ministry's efforts to codify the relationship between the life of faith and the mind. These missional priorities are meant to be broad, allowing for latitude in interpretation and expression. For example, while not mentioned specifically, concepts such as community service, global mission, vocational discernment, etc. naturally subsume within these five areas.

community; (3) ministry beyond the campus, i.e., work with off-campus partners. Framed by the five missional characteristics named above and working to measure engagement and effectiveness in these three areas, collegiate ministries may begin to recognize areas of vitality and areas needing improvement. The templates offered below use these missional characteristics as a focal lens to measure these three areas both quantitatively and qualitatively. Moreover, to assess these areas better, first, it is helpful to depict the context in which a specific collegiate ministry occurs. By casting the quantitative and qualitative information against this contextual background, the picture of that collegiate ministry more accurately comes into view. Keeping in mind these three areas of excellence and five missional priorities, templates are supplied to help evaluate the ministers and oversight boards themselves, particularly allowing collegiate ministers and those who know those ministers' work the best the opportunity to supply creative and constructive feedback.

PROCEDURE

These templates are designed to offer assessment of different aspects of a ministry, and it is not assumed that any one collegiate ministry would complete all the templates in a given academic year. Collectively, they are long. Individually, they are manageable. Some of the templates require tracking numbers over time. Further, the templates are indented to capture data and draw a portrait of a ministry over the course of a term. This means that a collegiate ministry might choose to employ one template to assess a particular aspect of the ministry one term and a different aspect of the ministry another term. Importantly, it is helpful to use the same template to assess the same term of the year over consecutive years to help track trends. Also, in the quantitative assessment portion of the templates, there are suggested formulae. These formulae are intended to aid in calculating a particular characteristic of the ministry and are not the only calculations the data provide. The formulae supplied are simply suggestions of an area of ministry that might want to be measured. Creating additional formulae useful for evaluating a given ministry is encouraged. Finally, there is a description template included. That template is important to be completed each time an assessment is attempted, as the depiction template helps to establish the background context against which a ministry's portrait is cast.

SCORING AND INTERPRETING THE RESULTS

In making assessments of ministry, often one of the most difficult aspects of the process includes scoring and interpreting the data. This task may be difficult because of the volume of information collected, tabulated, and analyzed. It may be difficult because a rationale for judging success or failure, progress or stagnation may be arbitrary or capricious. The following tool attempts to find a balance between, on the one hand, simply collecting information on a collegiate ministry without critically assessing that information and, on the other, supplying a ridged metric that extracts ministry from contexts and converts persons into percentages. The questions asked below and the areas assessed are derived from conversations across the connection with ministers and those overseeing those ministers in significantly different forms of collegiate ministry. The result is a distillation of their collective experience and wisdom about what is important and what should be assessed. For the assessment to be most helpful, the same area of ministry should be evaluated or particular tool used at the same term on consecutive years to generate comparative data, to establish local baselines and goals, and to identify trends towards those goals or away from them. The tool offered here deliberately resists supplying specific baselines or benchmarks because of the highly contextualized nature of a given ministry context. However, the data collected from each site through this tool should offer the basis for assessing a given ministry within its own context and on its own terms using standardized questions found most useful by others across the church. Over time, the information collected by a particular ministry and aggregated by the denomination for those who share local assessments with our office will help build a comprehensive image for others to use in their local efforts to assess their particular work. In the end, assessment proves to be an art as much as a science. We hope that what we created and offer here captures faithfulness more than simply conveying collegiate ministry factoids.

DESCRIPTION OF CONTEXT



COLLEGIATE MINISTRY

- In general, where do students connected to your ministry call home?
- What is the rough geographical distribution of your student population?
- From what denominational backgrounds or faith traditions are your students?
- What is the rough denominational/faith distribution of your students within these backgrounds?
- What denominations/faith traditions financially or administratively support your ministry?
- Approximately, what are those various amounts of support?
- Does your ministry have a building?
- If so, what is that building's proximity to campus?
- Is there a clear title to the building?
- Is the collegiate ministry in direct relationship with one or more local congregation(s)/faith community(s)?
- Does your ministry have a space on campus that it uses regularly, other than a building owned by the ministry?
- How many staff, part-time or fulltime, work for your ministry?
- What are their job descriptions, pay, benefits, training, and certifications?
- What is the monetary distribution of your ministry's funding, i.e., what are the funding sources and approximate percentage breakdown within the budget of those sources?
- How many cumulative hours a week does the whole staff work?
- Estimate the percentages of time spent on these primary tasks for the ministry:
 - o administration: _____ %
 - o worship planning and participation: _____ %
 - o small group ministries: _____ %
 - o teaching: _____ %
 - o fundraising: _____ %
 - o pastoral care: _____ %
 - o community outreach: _____ %
 - o other: _____ %

Description of Context

- Can the ministry verify the numbers of program participants?
- How is this done?
- Does the ministry have an endowment program? If so, please describe.
- Please describe your strategic planning process” or something along those lines?
- Are there fiscal accountability safeguards in place and followed? If so, please describe.
- Is there insurance coverage on staff, facilities, and users? If so, please describe.
- Are there regular and deferred maintenance expenses that are unfunded? If so, please describe.
- Does the ministry have a tax exempt status? Please attach document.
- If applicable, does the ministry include the “Trust Clause” in its financial, legal, and physical property paperwork?
- Does the ministry have a strategic plan for fundraising? Please describe.
- What ways does the ministry raise funds?
- What are the ways in which the ministry encourages student giving?

CAMPUS AND COMMUNITY

- How many undergraduate students attend your college or university?
- How many students live on campus at your college or university?
- What is the school’s fall to fall retention rate?
- What is the number of traditional students attending your college or university?
- What is the number of non-traditional students attending your college or university?
- What is the racial composition of your college or university?
- What is the religious composition of your college or university?
- What is the breakdown of degree classifications of your college’s or university’s student population, i.e., how many are pursuing associate degrees, baccalaureate degrees, graduate degrees, etc.?
- What is the setting for your campus, e.g., urban, rural, suburban?
- What is the economic profile of the students attending your college or university?
- What is the economic state of your immediate community?
- How many other collegiate ministries work on your campus?
- How do these ministries relate to each other?

COMPARISONS

- What colleges or universities are similar to yours in size, location, institutional type, etc.?
- What makes them similar?
- What collegiate ministries are similar to yours in size, composition, character, etc.?
- What makes them similar?

MISSION

Collegiate Ministry

- What is the stated mission of your collegiate ministry?

College/University

- What is the stated mission of your college or university?

Annual Conference

- What is the stated mission of the annual conference(s) connected to your ministry?

Church

- What is the stated mission of the general church?

Critical Reflection

- What are the points of convergence and/or divergence between these mission statements?

MEASURING STUDENT SPIRITUAL MATURATION



Measuring Student Spiritual Maturation

MOTIVATION

When assessing our work on campuses, we are interested in evaluating not just the number of persons participating in our programming but seek ways to quantify the positive impact and quality of our ministry. Participation numbers only help outline what a ministry does. The quality of a ministry's work fills in the details, revealing depth, nuance, and substance.

One way to provide this quantified assessment of a ministry's vitality and essence is by measuring equanimity. Equanimity is a sense of centeredness and meaning in the midst of stress and uncertainty. Recently, researchers in higher education have begun to identify a connection between persons reporting high levels of equanimity and those engaged in religious and spiritual practices on the campus. Helpfully, there are ways to measure equanimity, allowing a collegiate ministry to assess not just the number of persons participating in programming and events but to measure the extent of impact on the spiritual life of those participants. Equanimity provides a glimpse at that desired depth, nuance, and substance we strive for our ministries to achieve.

Below is a tool to allow for measuring equanimity. It is adapted from the work of Alexander W. Astin and James P. Keen and their research at UCLA's Higher Education Research Institute (HERI).

RATIONALE

Equanimity plays an important role in the quality of persons' lives because it helps to shape how they respond to their experiences, especially experiences that are potentially stressful.

Practices such as meditation and self-reflection can contribute to growth in equanimity. Astin and Keen report that equanimity has positive effects on a wide range of other behaviors, abilities, and feelings. Increased equanimity positively impacts grade point average, leadership skills, sense of psychological well-being, ability to get along with other races and cultures, and satisfaction with their educational experience.

TOOL

Directions

On the page that follows, consider these questions on equanimity and those practices meant to increase equanimity. Be sure to administer this assessment tool at the beginning of an academic term and at the end of the same academic term. The assessment must be anonymous. The questions asked and the tool used should be identical and given roughly to the same group of participants, enabling the administrator to calculate any increases or decreases in equanimity over the course of the academic term and the degree to which religious practices might contribute to those increases or decreases.

Ask participants to make a rating by circling the desired number on the 1-7 bar that accompanies each question. Using this scale, one is a low sense of contentment or engagement while seven represents a high sense of contentment or engagement. Circling Not Applicable (N/A) option is valid and encouraged if applicable.

² Alexander W. Astin and James P. Keen, "Equanimity and Spirituality," in *Religion & Education*, Vol. 33, No.2 (Spring 2006).

³ Astin and Keen's article on the importance of equanimity in spiritual maturation may be found at http://spirituality.ucla.edu/docs/academic-articles/Astin_Keen.pdf.

QUESTIONS

1. Since beginning to participate in this ministry, how often have you been able to find meaning in times of hardship?

Infrequently

Frequently

1 2 3 4 5 6 7 N/A

Comments:

2. Since beginning to participate in this ministry, how often have you felt at peace/centered?

Infrequently

Frequently

1 2 3 4 5 6 7 N/A

Comments:

3. Indicate how you feel about the direction in which your life is headed.

Infrequently

Frequently

1 2 3 4 5 6 7 N/A

Comments:

4. Indicate the extent to which you see each day, good or bad, as a gift

Infrequently

Frequently

1 2 3 4 5 6 7 N/A

Comments:

5. Indicate how thankful you are for all that has happened to you.

Infrequently

Frequently

1 2 3 4 5 6 7 N/A

Comments:

6. Indicate the extent to which you feel a strong connection with all humanity

Infrequently

Frequently

1 2 3 4 5 6 7 N/A

Comments:

7. How often do you participate in moments of private prayer, mediation, or devotion?

Infrequently

Frequently

1 2 3 4 5 6 7 N/A

Comments:

8. How often do you participate in moments of public prayer, mediation, or devotion?

Infrequently

Frequently

1 2 3 4 5 6 7 N/A

Comments:

9. How often do you participate in moments of public worship?

Infrequently

Frequently

1 2 3 4 5 6 7 N/A

Comments:

10. How often do you participate in community service or volunteering?

Infrequently

Frequently

1 2 3 4 5 6 7 N/A

Comments:

COLLEGIATE MINISTER'S SELF-EVALUATION



Collegiate Minister's Self-evaluation

DIRECTIONS

On the pages that follow, consider the five missional priorities of collegiate ministry and various missional-related tasks associated with collegiate ministry. Those missional priorities are:

1. to establish and deepen discipleship and intentional spiritual growth;
2. to create an inclusive atmosphere that nurtures all the faith journeys of those involved in the ministry;
3. to emphasize divine worth and dignity of each person;
4. to prepare its constituencies for lives of intellectual vigor, moral integrity, and spiritual fulfillment; and
5. to serve as an affirming and nurturing link between the Church and the academy.

Make a rating by circling the desired number on the 1-7 bar that accompanies each question.

If you are not engaged in a certain task area because it falls under the responsibility of another person, please circle the "Not Applicable" (N/A) option in that task area.

The following assessment is meant to be introspective and rigorous. No collegiate minister is assumed to always engage in each of these practices or exhibit each characteristic. This tool is meant to help provide a target and to evaluate ministry over time to determine if a collegiate minister is growing, improving, deepening, etc.

CREATING SPACE FOR DISCIPLESHIP AND SPIRITUAL GROWTH

I show evidence of a consistent devotional life.

1	2	3	4	5	6	7	N/A
Never			Occasionally			Always	

Comments:

I demonstrate integrity, i.e., beliefs drive actions and actions reflect beliefs.

1	2	3	4	5	6	7	N/A
Never			Occasionally			Always	

Comments:

Collegiate Minister's Self-evaluation

I am open to God's call and leading in my life and ministry.

1	2	3	4	5	6	7	N/A
Never			Occasionally			Always	

Comments:

I maintain a balance between personal/family time and ministry demands.

1	2	3	4	5	6	7	N/A
Never			Occasionally			Always	

Comments:

I am involved in a peer group for reflection, mentoring, and accountability.

1	2	3	4	5	6	7	N/A
Never			Occasionally			Always	

Comments:

I attend to personal health (e.g., physical, spiritual, mental, emotional).

1	2	3	4	5	6	7	N/A
Never			Occasionally			Always	

Comments:

I regularly study worship attendance compared to previous years.

1	2	3	4	5	6	7	N/A
Never			Occasionally			Always	

Comments:

Collegiate Minister's Self-evaluation

I share this data with student leaders.

1	2	3	4	5	6	7	N/A
Never			Occasionally			Always	

Comments:

I share this data with those with oversight for our ministry.

1	2	3	4	5	6	7	N/A
Never			Occasionally			Always	

Comments:

I evaluate and plan worship with student leaders and/or staff planning team.

1	2	3	4	5	6	7	N/A
Never			Occasionally			Always	

Comments:

I plan for worship on special occasions (e.g., Advent, Lent, Homecoming, etc.).

1	2	3	4	5	6	7	N/A
Never			Occasionally			Always	

Comments:

I lead the student leaders in follow up with students new to our ministry.

1	2	3	4	5	6	7	N/A
Never			Occasionally			Always	

Comments:

Collegiate Minister's Self-evaluation

I lead the students in trying new/different approaches to worship.

1	2	3	4	5	6	7	N/A
Never			Occasionally			Always	

Comments:

I am intentional about deepening my personal theology.

1	2	3	4	5	6	7	N/A
Never			Occasionally			Always	

Comments:

I am intentional about developing practical skills for ministry.

1	2	3	4	5	6	7	N/A
Never			Occasionally			Always	

Comments:

I am intentional about strengthening my leadership skills.

1	2	3	4	5	6	7	N/A
Never			Occasionally			Always	

Comments:

I encourage intentional discipleship as a priority for every student.

1	2	3	4	5	6	7	N/A
Never			Occasionally			Always	

Comments:

Collegiate Minister's Self-evaluation

I work to ensure that the students have an intentional and well-articulated discipleship process (i.e., a method to grow spiritually.)

1	2	3	4	5	6	7	N/A
Never			Occasionally			Always	

Comments:

I ensure that our collegiate ministry offers classes/groups for those new to the Christian faith.

1	2	3	4	5	6	7	N/A
Never			Occasionally			Always	

Comments:

I invite new students to connect with small groups or other discipleship opportunities.

1	2	3	4	5	6	7	N/A
Never			Occasionally			Always	

Comments:

I nurture students' vocational exploration, including exploration of ordained ministry in The United Methodist Church.

1	2	3	4	5	6	7	N/A
Never			Occasionally			Always	

Comments:

Collegiate Minister's Self-evaluation

BUILDING AN INCLUSIVE AND NURTURING COMMUNITY

I intentionally reach out to students on our campus disconnected to a religious community and invite them to our collegiate ministry.

1	2	3	4	5	6	7	N/A
Never			Occasionally			Always	

Comments:

I talk and pray with students making a first-time commitment to Christ.

1	2	3	4	5	6	7	N/A
Never			Occasionally			Always	

Comments:

In worship and teaching, I challenge the students to invite other students to our collegiate ministry.

1	2	3	4	5	6	7	N/A
Never			Occasionally			Always	

Comments:

I lead the collegiate ministry in intentional faith sharing opportunities.

1	2	3	4	5	6	7	N/A
Never			Occasionally			Always	

Comments:

Collegiate Minister's Self-evaluation

I assist the students in providing a welcoming environment for students who are new to campus, new to our ministry, or new to faith.

1	2	3	4	5	6	7	N/A
Never			Occasionally			Always	

Comments:

I develop a shared vision with the student leaders and those with oversight for our ministry

1	2	3	4	5	6	7	N/A
Never			Occasionally			Always	

Comments:

I intentionally help the collegiate ministry stay focused on that vision.

1	2	3	4	5	6	7	N/A
Never			Occasionally			Always	

Comments:

I am effective in team building with student leaders.

1	2	3	4	5	6	7	N/A
Never			Occasionally			Always	

Comments:

I am effective in training student leaders.

1	2	3	4	5	6	7	N/A
Never			Occasionally			Always	

Comments:

Collegiate Minister's Self-evaluation

I help the students evaluate ministries and assess the need for new ones.

1	2	3	4	5	6	7	N/A
Never			Occasionally			Always	

Comments:

I help student leaders, and specifically ministry teams, achieve goals.

1	2	3	4	5	6	7	N/A
Never			Occasionally			Always	

Comments:

I clearly state expectations of each staff member and/or student leader and encourage them.

1	2	3	4	5	6	7	N/A
Never			Occasionally			Always	

Comments:

I promptly deal with conflict within the staff, student leadership, and/or over areas of the ministry.

1	2	3	4	5	6	7	N/A
Never			Occasionally			Always	

Comments:

I am available to meet with the staff, student leaders, and others.

1	2	3	4	5	6	7	N/A
Never			Occasionally			Always	

Comments:

Collegiate Minister's Self-evaluation

I am effective in managing our facilities.

1	2	3	4	5	6	7	N/A
Never			Occasionally			Always	

Comments:

I am effective in managing finances in coordination with the staff, student leadership, and others with oversight for the ministry.

1	2	3	4	5	6	7	N/A
Never			Occasionally			Always	

Comments:

I lead in helping develop and implement effective fundraising strategies for the collegiate ministry.

1	2	3	4	5	6	7	N/A
Never			Occasionally			Always	

Comments:

My relationships with students are caring and compassionate

1	2	3	4	5	6	7	N/A
Never			Occasionally			Always	

Comments:

I relate well on a one-to-one basis.

1	2	3	4	5	6	7	N/A
Never			Occasionally			Always	

Comments:

Collegiate Minister's Self-evaluation

I relate effectively in a group.

1	2	3	4	5	6	7	N/A
Never			Occasionally			Always	

Comments:

I am willing to listen to different points of view.

1	2	3	4	5	6	7	N/A
Never			Occasionally			Always	

Comments:

I use grace and good judgment in working with students.

1	2	3	4	5	6	7	N/A
Never			Occasionally			Always	

Comments:

I care for the pastoral needs of students through calls, shared meals, counseling, or the delegation of those duties to trained/equipped staff/volunteers.

1	2	3	4	5	6	7	N/A
Never			Occasionally			Always	

Comments:

Collegiate Minister's Self-evaluation

TEACHING AND EXEMPLIFICATION EFFORTS

My sermons/messages make Christian teaching relevant to student's daily lives.

1	2	3	4	5	6	7	N/A
Never			Occasionally			Always	

Comments:

My sermons/messages reflect thorough preparation.

1	2	3	4	5	6	7	N/A
Never			Occasionally			Always	

Comments:

I seek to organize creative worship that focuses on God.

1	2	3	4	5	6	7	N/A
Never			Occasionally			Always	

Comments:

I demonstrate commitment to the Wesleyan tradition in worship.

1	2	3	4	5	6	7	N/A
Never			Occasionally			Always	

Comments:

I provide active leadership in the teaching ministry of my collegiate ministry.

1	2	3	4	5	6	7	N/A
Never			Occasionally			Always	

Comments:

Collegiate Minister's Self-evaluation

I communicate effectively, both verbally and in writing.

1	2	3	4	5	6	7	N/A
Never			Occasionally			Always	

Comments:

My sermons/messages are prophetic and challenging.

1	2	3	4	5	6	7	N/A
Never			Occasionally			Always	

Comments:

PREPARING ENGAGED AND AUTHENTIC LIVES

I share leadership, decision making, responsibility, and accountability for the ministry with the student leaders.

1	2	3	4	5	6	7	N/A
Never			Occasionally			Always	

Comments:

I assist students in discovering their spiritual gifts and how to integrate them into their daily living.

1	2	3	4	5	6	7	N/A
Never			Occasionally			Always	

Comments:

Collegiate Minister's Self-evaluation

I encourage service and outreach in the local community.

1	2	3	4	5	6	7	N/A
Never			Occasionally			Always	

Comments:

I encourage service and outreach in the global community.

1	2	3	4	5	6	7	N/A
Never			Occasionally			Always	

Comments:

I am intentional about finding ways to involve students in mission and ministry.

1	2	3	4	5	6	7	N/A
Never			Occasionally			Always	

Comments:

I encourage and support connectional United Methodist outreach (e.g., UMVIM, GBGM, Imagine What's Next, Exploration, etc.).

1	2	3	4	5	6	7	N/A
Never			Occasionally			Always	

Comments:

Collegiate Minister's Self-evaluation

AFFIRMING THE LINK BETWEEN CHURCH AND ACADEMY

I maintain a collegial spirit with other clergy and collegiate ministers.

1	2	3	4	5	6	7	N/A
Never			Occasionally			Always	

Comments:

I am involved in ecumenical or interfaith work on campus.

1	2	3	4	5	6	7	N/A
Never			Occasionally			Always	

Comments:

I support and participate in work and activities with local churches.

1	2	3	4	5	6	7	N/A
Never			Occasionally			Always	

Comments:

I support and participate in work and activities with the district.

1	2	3	4	5	6	7	N/A
Never			Occasionally			Always	

Comments:

Collegiate Minister's Self-evaluation

I support and participate in work and activities with the conference.

1	2	3	4	5	6	7	N/A
Never			Occasionally			Always	

Comments:

I connect and communicate with United Methodist churches near the campus or connected to our ministry.

1	2	3	4	5	6	7	N/A
Never			Occasionally			Always	

Comments:

REFLECTIONS

Since you last reported, what have you found particularly meaningful and satisfying in your work?

Thinking strategically about your ministry, what do you see that needs to happen in the next year?

Thinking strategically about your ministry, what do you see that needs to happen in the next three years?

Looking ahead, how might those with ministry oversight be most helpful in your accomplishing your strategic vision for the collegiate ministry?

What are you celebrating in your ministry this past term, and what goals did you achieve?

Comparing this report with previous reports, what trends have you noticed in your ministry?

What have been your struggles this past term?

If you could hire a personal consultant in one or two areas that would increase your own effectiveness in the coming year, what would those one or two areas be?

For what are you willing to be held accountable professionally during the coming semester?

How do you get feedback/evaluation from others on your work as a collegiate minister each year?

Provide a list of books you have read for personal or professional development in the past year.

Provide a list of personal and professional opportunities for learning and growth that you have attended in the past year.

Provide a description of plans for ongoing personal professional development for the upcoming year.

COLLEGIATE MINISTRY BOARD EVALUATION



Collegiate Ministry Board Evaluation

FAMILIARITY

Rate, in general, your familiarity with the collegiate ministry board's work.

1	2	3	4	5	6	7	8	9	10	N/A
Not Familiar=1			Moderately Familiar=5			Extremely Familiar=10				

DIRECTIONS

On the pages that follow, consider the five missional priorities of collegiate ministry and various missional-related tasks associated with the collegiate ministry. Those missional priorities are:

1. to support the witness of a positive Christian faith that creates space for establishing and deepening discipleship and intentional spiritual growth;
2. to create an inclusive and celebrative atmosphere that nurtures and supports all the faith journeys of those involved in the ministry;
3. to emphasize through teachings and example the divine worth and dignity of each person;
4. to prepare its constituencies for lives of intellectual vigor, moral integrity, and spiritual fulfillment; and
5. to serve as an affirming and nurturing link between the Church and the academy.

Make a rating by circling the desired number on the bar that accompanies each question.

If the collegiate ministry board does not engage in a certain task area because it falls under the responsibility of another board or agency, circle the Not Applicable (N/A) option in that task area.

The following assessment is meant to be provocative. No collegiate ministry board is assumed to exceed expectations on every section. This format is meant to help provide a target and to evaluate the board's work over time to determine if the board is supportive, improving, etc.

CREATING SPACE FOR DISCIPLESHIP AND SPIRITUAL GROWTH

Collegiate Minister's Development: Helping create an environment for the collegiate minister's spiritual, mental, and physical development that contributes to the delivery of more effective ministry

1	2	3
Does not meet expectations	Meets expectations	Exceeds Expectations

Comments:

Ministry Growth: Performing activities that improve the status and well-being of the ministry

1	2	3
Does not meet expectations	Meets expectations	Exceeds Expectations

Comments:

Collegiate Ministry Board Evaluation

BUILDING AN INCLUSIVE AND NURTURING COMMUNITY

Communication: Performing activities that transmit information to others in a comprehensible form

1	2	3
Does not meet expectations	Meets expectations	Exceeds Expectations

Comments:

Relationship Building: Performing activities that create, maintain, and strengthen personal and professional relationships with students, campus leaders, community members, church leaders, and members of other denominations and faiths

1	2	3
Does not meet expectations	Meets expectations	Exceeds Expectations

Comments:

Management: Helping the collegiate ministry achieve organizational goals

1	2	3
Does not meet expectations	Meets expectations	Exceeds Expectations

Comments:

Development: Identifying ministry priorities, funding sources, and raising revenue for the maintenance and expansion of the ministry.

1	2	3
Does not meet expectations	Meets expectations	Exceeds Expectations

Comments:

Collegiate Ministry Board Evaluation

Oversight: Performing activities that support the efficient functioning of the ministry

1	2	3
Does not meet expectations	Meets expectations	Exceeds Expectations

Comments:

TEACHING AND EXEMPLIFICATION EFFORTS

Teaching: The board encourages the collegiate minister to engage in rigorous study, challenging teaching, and discipleship development

1	2	3
Does not meet expectations	Meets expectations	Exceeds Expectations

Comments:

Exemplification: The board encourages the collegiate minister to demonstrate and facilitate how the life of faith assumes and shapes engagement with social and cultural issues

1	2	3
Does not meet expectations	Meets expectations	Exceeds Expectations

Comments:

PREPARING ENGAGED AND AUTHENTIC LIVES

Adaptability: The board exhibits the capability to adjust actions in relation to new situations, others actions, or changes in the environment

1	2	3
Does not meet expectations	Meets expectations	Exceeds Expectations

Comments:

Collegiate Ministry Board Evaluation

Innovativeness: The ability to generate new or unique ideas for or approaches to a given topic, situation or problem

1	2	3
Does not meet expectations	Meets expectations	Exceeds Expectations

Comments:

Dependability: The tendency to be reliable, responsible, and fulfilling obligations

1	2	3
Does not meet expectations	Meets expectations	Exceeds Expectations

Comments:

AFFIRMING THE LINK BETWEEN CHURCH AND ACADEMY

Connectional Service: Performing activities that contribute to the goals of The United Methodist Church that extend beyond the scope of the collegiate ministry

1	2	3
Does not meet expectations	Meets expectations	Exceeds Expectations

Comments:

Collegiate Ministry Context: Performing activities that link the goals of The United Methodist Church and the collegiate ministry to the work of the larger campus community and that institution's mission

1	2	3
Does not meet expectations	Meets expectations	Exceeds Expectations

Comments:

ADDITIONAL REFLECTIONS

Please describe instances in which the collegiate ministry board demonstrated effective performance:

Please provide ways in which you think the collegiate ministry board may improve its work:

If you have any additional comments, please provide those here:

COLLEGIATE MINISTER EVALUATION BY BOARD OR SUPERVISOR



Collegiate Minister Evaluation by Board or Supervisor

FAMILIARITY

Rate, in general, your familiarity with the collegiate ministry board's work.

1	2	3	4	5	6	7	8	9	10	N/A
Not Familiar=1			Moderately Familiar=5			Extremely Familiar=10				

DIRECTIONS

On the pages that follow, consider the five missional priorities of collegiate ministry and various missional-related tasks associated with the collegiate ministry. Those missional priorities are:

1. to support the witness of a positive Christian faith that creates space for establishing and deepening discipleship and intentional spiritual growth;
2. to create an inclusive and celebrative atmosphere that nurtures and supports all the faith journeys of those involved in the ministry;
3. to emphasize through teachings and example the divine worth and dignity of each person;
4. to prepare its constituencies for lives of intellectual vigor, moral integrity, and spiritual fulfillment; and
5. to serve as an affirming and nurturing link between the Church and the academy.

Make a rating by circling the desired number on the bar that accompanies each question.

If the collegiate minister does not engage in a certain task area because it falls under the responsibility of another person, circle the Not Applicable (N/A) option in that task area.

The following assessment is meant to be provocative. No collegiate minister is assumed to exceed expectations on every section. This format is meant to help provide a target and to evaluate the collegiate minister's work over time to determine if the collegiate minister is growing, improving, deepening, etc.

CREATING SPACE FOR DISCIPLESHIP AND SPIRITUAL GROWTH

Preaching and Public Worship: Performing activities to support and lead public worship services and convey spiritual and moral messages through public speaking

1	2	3
Does not meet expectations	Meets expectations	Exceeds Expectations

Comments:

Collegiate Minister Evaluation by Board or Supervisor

Rituals and Sacraments: Leading or participating in ceremonies such as baptism, communion, funerals, and weddings

1
Does not meet expectations

2
Meets expectations

3
Exceeds Expectations

Comments:

Self-development: Improving spiritual, mental, and physical development that contribute to the delivery of more effective ministry

1
Does not meet expectations

2
Meets expectations

3
Exceeds Expectations

Comments:

Ministry Growth: Performing activities that improve the status and well-being of the ministry

1
Does not meet expectations

2
Meets expectations

3
Exceeds Expectations

Comments:

BUILDING AN INCLUSIVE AND NURTURING COMMUNITY

Caregiving: Performing activities that serve the spiritual, mental, or physical needs of students and others members of the campus community.

1
Does not meet expectations

2
Meets expectations

3
Exceeds Expectations

Comments:

Collegiate Minister Evaluation by Board or Supervisor

Communication: Performing activities that transmit information to others in a comprehensible form

1	2	3
Does not meet expectations	Meets expectations	Exceeds Expectations

Comments:

Relationship Building: Performing activities that create, maintain, and strengthen personal and professional relationships with students, campus leaders, community members, church leaders, and members of other denominations and faiths

1	2	3
Does not meet expectations	Meets expectations	Exceeds Expectations

Comments:

Community: Leading or participating in activities that support the sharing of common interests, desires, and motivations among collegiate ministry participants

1	2	3
Does not meet expectations	Meets expectations	Exceeds Expectations

Comments:

Management: Performing activities that mobilize and coordinate staff, volunteers, and collegiate ministry participants to achieve organizational goals

1	2	3
Does not meet expectations	Meets expectations	Exceeds Expectations

Comments:

Development: Identifying ministry priorities, funding sources, and raising revenue for the maintenance and expansion of the ministry.

1	2	3
Does not meet expectations	Meets expectations	Exceeds Expectations

Comments:

Collegiate Minister Evaluation by Board or Supervisor

Administration: Performing activities that support the efficient functioning of the ministry

1	2	3
Does not meet expectations	Meets expectations	Exceeds Expectations

Comments:

Cooperation: The tendency to be pleasant with others and display a good-natured, cooperative attitude

1	2	3
Does not meet expectations	Meets expectations	Exceeds Expectations

Comments::

TEACHING AND EXEMPLIFICATION EFFORTS

Theology and Scripture: Knowledge of theology about the existence and nature of God, religion, and biblical text

1	2	3
Does not meet expectations	Meets expectations	Exceeds Expectations

Comments:

Exegetical Skill: Communicating the meaning of Scripture and other religious documents in a manner that is comprehensible to others

1	2	3
Does not meet expectations	Meets expectations	Exceeds Expectations

Comments:

Collegiate Minister Evaluation by Board or Supervisor

PREPARING ENGAGED AND AUTHENTIC LIVES

Evangelism: Performing activities that introduce people to Christ, his life, and witness

1	2	3
Does not meet expectations	Meets expectations	Exceeds Expectations

Comments:

Time Management: Managing one's own time and the time of others to accomplish goals efficiently

1	2	3
Does not meet expectations	Meets expectations	Exceeds Expectations

Comments:

Leadership: The ability to inspire others, unite them, and help them achieve their goals and the goals of the ministry

1	2	3
Does not meet expectations	Meets expectations	Exceeds Expectations

Comments:

Adaptability: The capability to adjust actions in relation to new situations, others actions, or changes in the ministerial environment

1	2	3
Does not meet expectations	Meets expectations	Exceeds Expectations

Comments:

Collegiate Minister Evaluation by Board or Supervisor

Innovativeness: The ability to generate new or unique ideas for or approaches to a given topic, situation or problem

1	2	3
Does not meet expectations	Meets expectations	Exceeds Expectations

Comments:

Dependability: The tendency to be reliable, responsible, dependable, and fulfilling obligations

1	2	3
Does not meet expectations	Meets expectations	Exceeds Expectations

Comments:

Authenticity: The tendency to behave consistently in a fashion that aligns with one's values, principles, and beliefs, and to show vulnerability when appropriate

1	2	3
Does not meet expectations	Meets expectations	Exceeds Expectations

Comments:

AFFIRMING THE LINK BETWEEN CHURCH AND ACADEMY

Connectional Service: Performing activities that contribute to the goals of The United Methodist Church that extend beyond the scope of the collegiate ministry

1	2	3
Does not meet expectations	Meets expectations	Exceeds Expectations

Comments:

Collegiate Minister Evaluation by Board or Supervisor

UMC Doctrine: Knowledge of the written body of teachings of The United Methodist Church

1
Does not meet expectations

2
Meets expectations

3
Exceeds Expectations

Comments:

ADDITIONAL REFLECTIONS

Please describe instances in which the collegiate minister demonstrated effective performance:

Please provide ways in which you think the collegiate minister could develop further:

If you have any additional comments, please provide them here:

ASSESSMENT OF MINISTRY WITH CAMPUS



QUANTITATIVE

Data

- How many unique students has your ministry directly contacted via invitation this past academic term?
- How many students have engaged with your ministry on any level in the last term, i.e., attend one or two events during a term?
- How many students are involved in your ministry, i.e., attend at least once a month?
- How many students are invested in your ministry, i.e., attend at least once weekly?
- How many total students are engaged at least once a term, involved at least once month, and invested at least weekly in your ministry this past academic year?
- How many invested and involved students in your ministry are first year students?
- How many points of connection are available to a student throughout the week?
- What is the nature of these points of connection, e.g., worship, meals, studies, service opportunities, fellowship times, etc.?
- How many students make up your leadership team or internship program?
- How many of your leaders are returning leaders?
- How many students are currently serving in leadership positions in local congregations, e.g., as youth ministers, as worship leaders, on church committees, etc.?
- How many students are currently volunteering with local community agencies, service organizations, or non-profits?
- How many students are engaged in service and ministry opportunities during their fall, winter, spring, and/or summer breaks?
- To the best of your knowledge, how many current students or recent students from your collegiate ministry are enrolled in seminary, in a candidacy process for ordination, or working as a professional in a ministry or other non-profit setting?

On campus residence

Formula:

Number of students living on campus/Number of students attending college or university x 100=Percentage of students living on campus

Assessment of Ministry with the Campus, i.e., work with students

On campus recognition

Formula:

(Number of students who have engaged in your ministry at any level over the past term/Number of students living on campus) x100 = Percentage of students who would recognize the collegiate ministry

Results:

Current term's recognition percentage:

Previous term's recognition percentage:

Target recognition percentage for your ministry context:

Observations/Trends:

Responsive actions planned resulting from observations/trends:

Ratio of Participation

Formula:

Number of engaged students (i.e., attended collegiate ministry event at least during a term): Number of involved students (i.e., attended collegiate ministry event at least once a month): Number of invested students, (i.e., attended collegiate ministry event at least weekly)

Results:

Current term's ratio of participation:

Previous term's ratio:

Target ratio for your ministry context:

Observations/Trends:

Responsive actions planned resulting from observations/trends:

Assessment of Ministry with the Campus, i.e., work with students

Ministry Retention Rate

Formula:

$$\frac{((\text{Number of involved students} + \text{Number of invested students}) - \text{Number of involved and invested students who are first year students})}{(\text{Number of involved students} + \text{Number of invested students})} \times 100 = \text{Percentage of students retained}$$

Results:

Current term's retention rate:

Previous term's retention rate:

Target retention rate for your ministry context:

Observations/Trends:

Responsive actions planned resulting from observations/trends:

Leadership

Formula:

$$\frac{\text{Number of students who make up the ministry's leadership team and/or internship program}}{(\text{Number of involved students} + \text{Number of invested students})} \times 100 = \text{Percentage of total student involvement engaged in leadership}$$

Results:

Current term's leadership percentage:

Previous term's leadership percentage:

Target leadership percentage for your ministry context:

Observations/Trends:

Responsive actions planned resulting from observations/trends:

Assessment of Ministry with the Campus, i.e., work with students

Student engagement beyond the campus

Formula:

$$\frac{(\text{Number of students currently serving in any leadership in local congregations} + \text{Number of students engaged in service or ministry during fall or winter or spring or summer breaks})}{(\text{Number of involved students} + \text{Number of invested students})} \times 100 = \text{Percentage of students engaged in mission and ministry}$$

Results:

Current term's engagement percentage:

Previous term's engagement percentage:

Target engagement percentage for your ministry context:

Observations/Trends:

Responsive actions planned resulting from observations/trends:

QUALITATIVE

Creating Space for Discipleship and Spiritual Growth

- In the area of worship, what is one effort or initiative from this past term of which the ministry is proudest, from which it learned the most, or is most eager to share?
- Is there opportunity made for students to share in Holy Communion?
- If so, how often?
- What is the total number of worship services (on average) provided per month?
- Describe a typical worship service?
- If one occurs, when is the regular, primary worship held?
- What is one program goal for next year with respect to worship?
- How many baptisms were conducted this past year related to your collegiate ministry?

Assessment of Ministry with the Campus, i.e., work with students

Building an Inclusive and Nurturing Community

- In the area of evangelism and outreach, what is one effort or initiative from this past term of which the ministry is proudest, from which it learned the most, or is most eager to share?
- How is the collegiate ministry program made known to the campus community?
- How are new students integrated into the ministry?
- Does the ministry use student peer ministers for evangelism and outreach to students on campus?
- What is one program goal for next term with respect to evangelism and outreach?
- In the area of hospitality and community building, what is one effort or initiative from this past term of which the ministry is proudest, from which it learned the most, or is most eager to share?
- What types of programs or activities are offered for community building?
- Describe the ways in which the ministry is an open and inclusive community, extending hospitality to the larger campus community, including marginalized students, international students, non-United Methodists, non-Christians, etc.?
- What is one program goal for next term with respect to hospitality and community building?
- In what ways does the ministry provide for pastoral care to students, faculty and staff, and to the college or university community at large?
- Which of the following pastoral acts related to collegiate ministry did you perform this past term, e.g., marriages, hospital visits, pastoral counseling, memorial services, healing services, etc.?

Teaching and Exemplification Efforts

- In the area of Christian education and faith development, what is one effort or initiative from this past term of which the ministry is proudest, from which it learned the most, or is most eager to share?
- What programs or activities are offered for education and faith development of students?
- What programs or activities are offered for faculty/staff education and faith development?
- What is one program goal for next term with respect to Christian education and faith development?

Preparing Engaged and Authentic Lives

- In the area of leadership development, what is one effort or initiative from this past term of which the ministry is proudest, from which it learned the most, or is most eager to share?
- What opportunities exist for student leadership within the collegiate ministry program?
- What is one program goal for next term with respect to leadership development?
- In the area of community engagement, in what service projects or mission efforts has the ministry participated in the past term?
- What was learned from those engagements?

Assessment of Ministry with the Campus, i.e., work with students

- What challenges were encountered in engagements?
- What impact did those engagements have on your collegiate ministry?
- Are there opportunities for those involved in those engagements to reflect critically?
- Does the ministry engage in an annual goal setting process?
- If yes, who is involved in this process?
- How do past engagements affect that goal setting process?
- How does the ministry assess its effectiveness relative to these goals?

Affirming the Link between Church and Academy

- How has the collegiate ministry assessed its mission relative to the mission of the institution?
- In what ways has the collegiate ministry sought to work directly with/partner in initiatives originating from the (broader) institution?
- How has that work benefited the work of the collegiate ministry?
- How has that work challenged the work of the collegiate ministry?
- In what ways has the collegiate ministry invited persons and programs from the (broader) institution to work directly with/partner in initiatives originating with the collegiate ministry?
- How has that work benefited the work of the collegiate ministry?
- How has that work challenged the work of the collegiate ministry?
- In what ways has the collegiate ministry sought to work directly with/partner in initiatives originating from the broader church?
- How has that work benefited the work of the collegiate ministry?
- How has that work challenged the work of the collegiate ministry?

ASSESSMENT OF MINISTRY ACROSS THE CAMPUS



QUANTITATIVE

Data

- How many service and mission opportunities have been made available to students in the past term?
- How many of these events occurred in partnership with another campus organization?
- How many students took part in at least one service or mission opportunity in the last term?
- How many days were spent in service or mission during the last term?
- Do you have a webpage and social media presence?
- If so, how often is your webpage or social media updated?
- Do you communicate directly and regularly with your on-campus constituencies, i.e., students, faculty, staff, administrators, other campus partners, etc.?
- If so, many times in a term?
- If appropriate, is your ministry a registered student organization (or its equivalent) at your campus?
- How many times has your collegiate ministry directly and intentionally engaged on the campus in some activity in the last term?

Students in Service and Mission

Formula:

Number of students took part in at least one service or mission opportunity in the last term/(Number of involved students + Number of invested students) x 100=Percentage of student participation in mission/service

Results:

Current term's service/mission percentage:

Previous term's service/mission percentage:

Target service/mission percentage for your ministry context:

Observations/Trends:

Responsive actions planned resulting from observations/trends:

Assessment of Ministry across the Campus, i.e., work with other elements of the campus community

Service and Mission Occurrence Rate

Formula:

Number of days spent in service or mission during the last term/(Number of weeks in a term x Number of points of connection with students throughout the week) x 100=Service and Mission Occurrence Rate

Results:

Current term's service/mission rate:

Previous term's service/mission rate:

Target service/mission rate for your ministry context:

Observations/Trends:

Responsive actions planned resulting from observations/trends:

Service and Mission Partnering Rate

Formula:

(Number of service and mission opportunities available this past term/Number of service and mission events that occurred in partnership with another campus organization) x 100=Service and Mission Partnering Rate

Results:

Current term's partnering rate:

Previous term's partnering rate:

Target partnering rate for your ministry context:

Observations/Trends:

Responsive actions planned resulting from observations/trends:

Assessment of Ministry across the Campus, i.e., work with other elements of the campus community

QUALITATIVE

Creating Space for Discipleship and Spiritual Growth

- In what ways has the collegiate ministry encouraged your students to engage in critical reflection on their life of faith and their vocational and avocational choices?
- What were the successes of these critical reflections?
- What were the difficulties in facilitating these critical reflections?

Building an Inclusive and Nurturing Community

- In the area of ecumenical and interfaith cooperation, what is one effort or initiative from this past term that the ministry is proudest of, learned the most from, or is most eager to share?
- Are any staff or student leaders serving as members of an ecumenical or interfaith campus or community organization?
- What is one program goal for next term with respect to ecumenical and interfaith cooperation?

Teaching and Exemplification Efforts

- In the area of justice and advocacy, what is one effort or initiative from this past term of which the ministry is proudest, from which it learned the most, or is most eager to share?
- What are the areas of justice and advocacy ministry in which the collegiate ministry participated?
- What is one program goal for next term with respect to justice and advocacy?

Preparing Engaged and Authentic Lives

- In the area of service and mission, what is one effort or initiative from this past term of which the ministry is proudest, from which it learned the most, or is most eager to share?
- What projects or activities has the collegiate ministry participated in during the past term to provide service and mission?
- What is one program goal for next term with respect to service and mission?

Affirming the Link between Church and Academy

- In the area of faithful civic or public discourse, what is one effort or initiative from this past term of which the ministry is proudest, from which it learned the most, or is most eager to share?
- What projects or activities has the collegiate ministry participated in during the past term to elevate religious rhetoric within faithful civic or public discourse?
- What is one program goal for the next term with respect to civic and public discourse?

ASSESSMENT OF MINISTRY BEYOND THE CAMPUS



Assessment of Ministry beyond the Campus, i.e., work with off-campus partners

QUANTITATIVE

Data

- How often does your ministry connect with local congregations, other faith communities, and religious organizations?
- How does your ministry connect with these groups? (e.g., meals, worship leadership, mission, shared service projects, etc.)
- Approximately how many local congregations/faith communities are connected with your ministry?
- How many volunteers (members of local congregations/faith communities) have served in your ministry setting this term?
- What was your total budget for the past term?
- How many individual donors give to your ministry?
- How many new donors gave to your ministry for the first time this term?
- Do you have a program that facilitates monthly (or other regular) giving to your ministry?
- How many of these donors give once a month or more?
- Do you have an alumni/ae database?
- Do you have a strategic plan for fundraising?
- Do you have a regular newsletter?
- If appropriate, how many individuals comprise your board of directors?
- How many congregations are represented on your board of directors?
- How many of your board members regularly, financially support your ministry?
- How often does your board meet?

Local Faith Community Engagement

Formula:

Number of volunteers (members of local congregations/faith communities) having served in your ministry setting this term/Number of weeks in an academic term=Average number of volunteers per week

Results:

Current term's volunteer engagement rate:

Previous term's rate:

Target rate for your ministry context:

Assessment of Ministry beyond the Campus, i.e., work with off-campus partners

Observations/Trends:

Responsive actions planned resulting from observations/trends:

Donations and Funding

Formula:

$$\frac{(\text{Total budget for last term} - \text{funding received from annual conference})}{\text{Total budget for last term}} \times 100 = \text{Percentage of budget funded beyond the conference}$$

Results:

Current term's extra-conference funding percentage:

Previous term's percentage:

Target rate for your ministry context:

Observations/Trends:

Responsive actions planned resulting from observations/trends:

Board of Directors Distribution Ratio

Formula:

Number of members of board of directors: Number local congregations/faith communities connected with your ministry

Results:

Current term's ratio:

Previous term's ratio:

Target ratio for your ministry context:

Observations/Trends:

Responsive actions planned resulting from observations/trends:

Assessment of Ministry beyond the Campus, i.e., work with off-campus partners

Board of Directors Investment

Formula:

Number of board members regularly, financially supporting your ministry/Number of members of board of directors

Results:

Current percentage of board investment:

Pervious percentage of board investment:

Target ratio for your ministry context:

Observations/Trends:

Responsive actions planned resulting from observations/trends:

QUALITATIVE

Creating Space for Discipleship and Spiritual Growth

- How have you connected with youth and incoming first year students in the last year?
- If so, in what ways did you follow up with those youth and students?
- What are your plans for connecting next year with youth and incoming students?

Building an Inclusive and Nurturing Community

- How does the collegiate ministry work with campus and congregational partners to diversify its membership and/or participants?
- What strategic plans are in place to increase diversity?
- How will the collegiate ministry measure its progress toward those goals?
- How does the ministry measure its constituencies' equanimity?
- What strategic plans are in place to increase equanimity?

Assessment of Ministry beyond the Campus, i.e., work with off-campus partners

Teaching and Exemplification Efforts

- In what ways is the collegiate ministry a resource to the educational institution(s) served, the broader church, or the community?
- How might the collegiate ministry increase its role as a resource?

Preparing Engaged and Authentic Lives

- In what ways is the collegiate ministry a witness to the socially transformative character the Christian faith to the educational institution(s) served, the broader church, or the community?
- How might the collegiate ministry increase its role as a witness to social transformation?

Affirming the Link between Church and Academy

- How does your ministry share its good news with the community, congregations, conference, and other constituencies?
- In what ways does the ministry support the work of the annual conference?
- What is one program goal for next year with respect to building relationships?



HIGHER EDUCATION & MINISTRY

General Board of Higher Education and Ministry

THE UNITED METHODIST CHURCH

COLLEGIATE MINISTRY

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