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<th>Residential Life</th>
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<td><strong>Department Name:</strong> Residential Life</td>
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<td><strong>Program or Service:</strong> Graduate Ministry Corps</td>
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<td><strong>Brief description of program or service:</strong></td>
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<td>This Graduate Ministry Corps is a joint partnership between the Office of</td>
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<td>Residential Life and Campus Ministry. The primary responsibility of the Graduate</td>
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<td>Ministry Corps (GMC), as directed by the Jesuit mission of Boston College, is to</td>
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<td>develop future campus ministers who exemplify servant leadership while focusing</td>
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<td>on hospitality, accompaniment, and faith with students and staff in the first-year</td>
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<td>area residence halls.</td>
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<td><strong>Date:</strong> 6/1/2016</td>
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1. State the formal learning and/or operational outcomes for the program, service, or department:

   **Learning Outcomes:**
   1) Students who participate in GMC sponsored programming will develop a broader understanding of their spiritual identity, vocational calling, and/or beliefs.
   2) Residence Life hall staff will demonstrate an advanced understanding and confidence in discussing related topics and facilitating spirituality based programs.

   **Operational Outcomes:**
   1) Provide spiritual and vocational discernment opportunities to residents and residence life staff.
   2) Increase awareness and attendance of first-year residential students to spiritual and faith based programs.

2. Where are these learning outcomes published? Be specific. (Where are the department’s learning expectations accessible to potential students: on the web or in your department’s handouts?):

   Students can access the expectations of the Graduate Ministry Corps (Graduate Ministers) on the Office of Residential Life and Campus Ministry website.

3. What data/evidence is used to determine whether participants have achieved the stated outcomes? (What method did you use? What were you measuring?):

   - During the 2015-2016 academic year, Graduate Ministers submitted weekly reports explicitly outlining successes, challenges, and areas for further development within their role and overall program initiatives.
   - Program evaluations were completed, detailing student attendance and participation.
   - Ignite Retreat (facilitated by the Graduate Ministry Corps) participants completed a post-survey which evaluated learning and satisfaction.
   - In 2016-2017, the GMC is aligning data collection with the overarching departmental assessment plan associated with the community engagement model. This will include a more comprehensive and targeted evaluation of specific GMC programs.

4. Who collects and interprets the evidence? When

   Data is collected and interpreted by the Assistant Director for Residential Ministry and the Associate Director of Assessment. The data collection is ongoing through the academic year with specific data collection efforts concentrated on reoccurring
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<th>and how often does this occur?</th>
<th>programs and student interactions.</th>
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| 5. Individuals with whom the data is shared (list primary and secondary stakeholders and narrative as to why): | The data is shared with the Director of Campus Ministry and several Residential Life Representative: Associate Director for Hiring, Selection, and Formation, Associate Director of Assessment, and the Director of Residential Education.  
The Director of Campus Ministry serves as a liaison, supporter, and invested stakeholder.  
The Associate Director for Hiring, Selection, and Formation supervises the Assistant Director of Residential Ministry and provides guidance for the Graduate Ministry Corps.  
The Associate Director for Living Learning Programs and Assessment oversees departmental assessment efforts and the Director of Residential Education coordinates reporting. |

| 6. What changes have been made as a result of using the data/evidence? (What was the change? What data led you to make that change?) If no change, indicate why.: | Change: A different supervisory structure has been employed. Starting in spring 2016, the transition was made from a dual supervisor model to a single supervisory model. A campus minister serves as their pastoral mentor and they all have a spiritual director.  
Data: Wanting to capitalize on the partnership with Campus Ministry, the onset of this program had the Graduate Ministers supervised by a staff member from Campus Ministry (Resident Minister) and Residential Life (Associate Director of Residential Ministry). Through observations and feedback, this co-supervision model was deemed to be challenging for the growth of the program and the professional development of the Graduate Ministers. The change to one supervisor allows for better integration of campus ministers within campus ministry, as fostered by the Associate Director of Residential Ministry.  
Change: Graduate Ministers are now included in the same training and evaluation structure as other Graduate Assistants in our office.  
Data: Through general observations feedback from previous Graduate Ministers, the previous structure was determined to be siloed and served as a hindrance to fully integrating the Graduate Ministers into residence life staff and operations.  
Change: Similarly to the above change, the Graduate Ministers program planning has been changed to align with the method used by other Residential Life staff. Instead of working independently with their supervisor to plan and propose programs, they will be using OrgSync to submit their program proposals.  
Data: In order to increase accountability of the Graduate Ministers, this requirement has been standardized and is congruent with the process other staff members are completing.  
Change: The Graduate Ministers are now sponsoring a 5pm liturgy and serving as a facilitator for InC (In Conversation) dialogue group.  
Data: Through feedback collected from staff and the RA/RD Feedback Survey, it was determined that the Graduate Ministers presence in the residence halls needed to be bolstered and services better promoted. |

| 7. How do you know that the changes have resulted in improved learning outcomes? (continuous improvement evidence): | 1) Graduate Ministers have increased their visibility in our office and in the residence halls, which further supports all outcomes by increasing their interactions with residence life staff and students.  
2) Residence Life staff have a clearer understanding of the Graduate Minster role which allows for better utilization of this position and promoting of events. Through attendance at weekly staff meetings, Graduate Ministers lead staff reflection and spiritual based activities that the RA staff members can introduce to their residents/community.  
3) Attendance at Hospitality hours has increased in the first 3 weeks of the 2016- |
2017 academic year.
5) Scope of student interaction has been increased through the addition of a 5pm liturgy and "In Conversation" dialogue groups. Data is currently being collected to identify outcomes and student impact made from participating in these programs.