

OHIO NORTHERN UNIVERSITY
2006 ANNUAL REPORT ON THE ASSESSMENT OF STUDENT LEARNING

Academic Program: Youth Ministry
Department: Philosophy and Religion
College: Arts and Sciences
Submitted by/Date: Ray Person, December 2006

The Annual Report on the Assessment of Student Learning consists of three parts.

Part I provides the learning objectives and measures as previously identified.

Part II requests information about assessment activities for the previous academic year.

Part III requests information about programmatic or operational changes occurring or being proposed as a result of assessment activities.

Reports must be submitted by department chairs to the Office of Institutional Research by ***December 1, 2006***. Each annual report will be evaluated by the University Assessment Committee and returned to the department chair and the respective Dean by ***March 1, 2007***.

I. ASSESSMENT PROGRAM COMPONENTS

Instructions: Please review the following and make changes as needed.

A. Learning Objectives

1. Knowledge of traditional religious and theological views.
2. Knowledge of contemporary religious and theological views.
3. Knowledge of the historical development of religious and theological ideas.
4. The ability to assess evidence for competing views
5. The ability to discern the value bases and biases involved in social issues.
6. The ability to examine the sacred texts in human existence.
7. The ability to clarify and develop his/her own understanding of religious and theological views.
8. Knowledge of contemporary psychological and sociological views, including educational psychology.
9. The ability to assess the validity of various approaches to Christian education, including youth ministry in camp settings and mission trips.
10. The application of principles and methods of Christian education in supervised internships.

B. Measurements

- Evaluation of senior capstone experience
- Sophomore Reviews
- Junior Reviews

- Exit Interviews

II. ASSESSMENT ACTIVITIES FOR 2005-06 (ACADEMIC YEAR)

Instructions: Please complete the following sections.

A. Describe the *measures* used to collect the data?

(Which measures did you use during the past year? Which learning objectives does each measure address? How and when did you administer the measures?)

Evaluation of senior essay: In the quarter in which a student is enrolled in PHIL 480 or PHIL 483, the student's project is evaluated as follows: Two faculty members, including the advisor of the project, complete the standard evaluation form for senior essays, which evaluates the student's accomplishment in relationship to some of the objectives for the major.

Sophomore reviews: Every spring quarter the faculty will meet to discuss the appropriateness of each student's continuing as a major in the department. The main basis for evaluation will be a review of writing samples in the student's portfolio as well as the student's record of making progress towards completion of course requirements in the major. As a committee of the whole, the faculty will complete the standard evaluation form for sophomore reviews.

Junior reviews: Every spring quarter the faculty will meet to discuss the appropriateness of each student's continuing as a major in the department. The main basis for evaluation will be a review of writing samples in the student's portfolio as well as the student's record of making progress towards completion of course requirements in the major. Discussion is to include how prepared the student is for completing the senior essay. As a committee of the whole, the faculty will complete the standard evaluation form for sophomore reviews.

Exit interviews: At the end of the quarter in which a student will graduate, the department chair will conduct an exit interview. The student will be a form to evaluate him/herself in relationship to the learning objectives of the major. Then on the basis of the student's self-evaluation, the department chair will ask the following questions:

- (1) What has contributed to your meeting some objectives better than others (e.g., personal interests, program design)?
- (2) Evaluate the faculty.
- (3) What changes would you propose to improve the program?

B. Present the *results* of the data collection and analysis for each measure listed above.

(Present the data resulting from 2005-06 assessment activities. What are the standards and expectations for performance? Did the students meet the standards? What gaps were found between the standards for student learning and the actual results?)

Evaluation of senior essays: There were no graduating seniors among the youth ministry majors.

Sophomore reviews: The following quotes are taken from the department minutes of 5/9/06.
[Note: the standard rubric will be used for the first time in spring 2007.]

Student 1: Satisfactory progress. Ready for internship. No problems foreseen.

Student 2: Poor progress. Not ready for internship. Concern about her ability and maturity.

Student 3: Good progress. Ready for internship. No problems foreseen.

Student 4: Good progress. Ready for internship. No problems foreseen.

Student 5: good progress. Ready for internship. No problems foreseen.

Junior reviews: The following quotes are taken from the department minutes of 5/9/06. [Note: the standard rubric will be used for the first time in spring 2007.]

Student 6: Satisfactory progress. Some concern about his/her discipline and work ethic to complete a satisfactory senior essay.

Student 7: Good progress. We expect a good senior essay.

Student 8: Satisfactory progress. We expect a satisfactory senior essay, though some concern about his/her completing the problem.

Student 9: Satisfactory progress. Some concern about his/her sustained work ethic and his/her completing all of the requirements next year. We expect a satisfactory senior essay.

Student 10: Good progress. We expect a good senior essay.

Exit interviews: There were no graduating seniors among the youth ministry majors.

III. PROGRAMMATIC /OPERATIONAL ADJUSTMENTS

Instructions: Please complete the following sections.

A. Describe the *adjustments*, if any, to the program or the program's operations (including budgetary) which are either being proposed or have already been made in order to narrow the gaps identified between learning objectives and actual outcomes.

(What changes in curriculum, instructional strategies, course content, personnel, facilities, equipment, resource allocation, etc. are recommended to address the gaps between expected performance and actual results?)

Due to student input and confirmation from instructors for the affected courses, the department has changed the requirements for the youth ministry major relating to the learning objective 8 (contemporary psychological and sociological views). The major no longer requires both EDUC 223 and EDUC 224, rather EDUC 224 or PSYC 215 will be required. The theoretical basis for all three of these courses is the same, drawing from the developmental theories of Piaget, Kohlberg, and others. Therefore, the earlier requirement of EDUC 223 and EDUC 224 included too much repetition. The new requirement (EDUC 224 or PSYC 215) will allow students some additional flexibility (especially for students who are doublemajoring in psychology), but still insure that students have encountered the developmental theories.

Over the last 5-6 years, exit interviews often include the students' desire to have additional choices for upper-division classes, especially in religions other than Christianity. The proposed new position in world religions would help address the concern by adding upper-division courses in world religions that are currently not offered.

B. Describe the *changes* that need to be made to the assessment plan and practices for the future?

(Have questions been raised about the effectiveness of the assessment plan? If so, what changes are needed? Are different objectives, measures, analysis, etc. needed?)

The department has developed standard forms for sophomore/junior reviews and exit interviews and will gather data using these rubrics this year.

The department under the direction of the assessment officer is preparing an assessment program for courses that meet general education requirements.