



Student Learning Assessment Report (SLAR)

Instructions: This template is a running document of each annual Academic Program Assessment Report due to the department chairs and Provost the last Friday in October. The final report in the document should be the official report of the year of the full Program Review. All reports below use the same report template. If the report is the Program Review year, please indicate it next to "Program Review Year" and also submit the Academic Program Review (APR).

Department: CBC Center for Vocational Ministry

Academic Program Evaluated: Youth Ministry

Program Review Year: 2021-22

	Year 1 Academic Year: 18-19	Year 2 Academic Year: 19-20	Year 3 Academic Year: 20-21	Year 4 Academic Year: 21-22
Faculty members involved in this assessment process: (List all faculty members who participated: program coordinator, reviewers, committee members, etc.)	Christopher M. McGough			
Number of students in sample: (If known, supply the number of	Freshmen: Sophomores: Juniors:	Freshmen: Sophomores: Juniors:	Freshmen: Sophomores: Juniors:	Freshmen: Sophomores: Juniors:

students in each class/year who were used in the assessment report.)	Seniors: 3 Graduate:	Seniors: Graduate:	Seniors: Graduate:	Seniors: Graduate:
Instrument(s) used in assessment: (List the exams, standardized tests, portfolios, etc. that were used in the assessment process.)	Capstone Project Portfolio			
<i>Additional Data:</i> (List any additional information/data that informed this report.)	<p>A. Resume'</p> <p>B. Thesis comprised of:</p> <ul style="list-style-type: none"> i. An exposition of three Biblical mandates for a comprehensive ministry to young people ii. A comparison of various philosophies of evangelism, discipleship, and involvement in ministry mobilization iii. A personal philosophy of evangelism, discipleship and involvement in ministry mobilization iv. A treatise detailing a systematic strategy for: <ul style="list-style-type: none"> 1. Evangelizing teenagers and equipping them to evangelize 2. Making disciples through the holistic design of the youth ministry 3. Helping teenagers recognize their gifts, refine them through mentoring and training, and then mobilizing them into ministry and the mission of God <p>C. An assessment tool for helping their ministry to determine the quality and effectiveness of the three ministry strategies presented</p>			

<p>Methodology: (Explain the method of data collection and the data analysis process.)</p>	<p>The Youth Ministries program objectives will be assessed through the CHMN 412 Youth Ministry Capstone course and the subsequent construction of a comprehensive youth ministry portfolio project. The assessment of the project will be completed using an analytic grading rubric and assessed by the program coordinator. Results will be shared with the student and kept in electronic records.</p> <p>Each student will submit their portfolio to the professor by creating an electronic e-portfolio that they will use for both demonstrating their mastery of the program objectives and using to procure a ministry position. The youth ministries professor will evaluate the portfolio.</p>			
<p>Results of Assessment: (List the findings in summary format as narrative.)</p>	<p>The overall average for the Capstone Assessment Project for the class was: 3.0825/4 with a 3 being the desired outcome.</p> <p>For PLO #1 “Strategy” which evaluates the strategy the student has for Evangelism (3.33/4), Discipleship (3.66/4) and Ministry Mobilization (2.33/4), the overall average for Ministry Strategy was 3.14/4 with 3 being the desired outcome.</p> <p>For PLO #2 “Assessment” which evaluates the assessment instrument the student has created to assess their efforts in Evangelism (3.66/4), Discipleship (3.66/4) and Ministry Mobilization (3/4), the overall class average was 3.44/4 with 3 being the desired outcome.</p> <p>For PLO #3 “Mandates” which is a Biblical Foundation for Evangelism (3/4), Discipleship (3/4), and Ministry Mobilization (3/4), the overall average was 3/4 with 3 being the desired outcome.</p>			

For PLO #4 “Implementation” which compares and contrasts different philosophies of implementing concepts into ministry in Evangelism (3/4), Discipleship (2.66/4), and Ministry Mobilization (2.66/4), the overall class average was 2.77/4 with 3 being the desired outcome.

Data: (Provide the graphs, charts, etc. that were used to show data results. Do not include the actual data.)

[CHMN412LEC1](#) > Grades

Course average	3/3	3.33/3	3/3	3/3
Learning Outcome	Strategy	Progress	Mandates	Implementation
Braden Atchley	3/3	3/3	2/3	4/3
Daniel Hubler	3/3	3/3	3/3	2/3
Joshua Seaton	3/3	4/3	4/3	3/3

*These numbers somewhat differ from the *actual* calculations made by hand using the grading rubric (as used in the “Results of Assessment” above); but they are what were produced by the Course Commons instrument we are instructed to use.

Strengths: (From the findings, list the areas of strengths that currently exist in the academic program.)

All other areas of the program were satisfactory as their scores all reflect the target score of “3” being met or exceeded.

Areas in need of improvement: (From the findings, list the areas of weakness(s) that currently exist in the

The area of weakness this year was in the “Implementation” or comparison and contrasting of the strengths/weaknesses of different philosophies of ministry (PLO #4). While students had to propose their own ministry philosophy which was an area of

academic program.)	assessment in years past which subsequently was addressed by inserting an assignment in Strategic Youth Ministry that had them evaluate and write their own philosophy of youth ministry as well as in CHMN 323 Youth In Ministry which had them address the weak area of Ministry Mobilization philosophy and create their own, a critical analysis of various ministry perspectives seems to be lacking. While a personal ministry philosophy deficit has been addressed, the need for comparative analysis of philosophies in Discipleship and Ministry Mobilization is needed. Evangelism has a part of the scope and sequence of instruction and assignment a comparison of the strengths and weaknesses of various philosophies regarding evangelism which is effective as seen in the Evangelism Implementation score of “3.”			
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Year 1:

Plans for improvement: (Provide the improvement plan, when it will be implemented, and person who will administer the improvement plan.)

*If an A.A. degree is part of this program, describe how the changes to this program affect the A.A. degree, if any.

Plan for Improvement	Timeline	Responsible Person
1. Students may benefit more from enrolling in PHIL 110 Intro to Critical Thinking over PHIL 111 Intro to Deductive Logic. In this cohort of students, one had enrolled in PHIL 115 Intro to Philosophy while the other two had enrolled in PHIL 116 Intro to	1. Identify current students who will be taking CHMN 412 Youth Ministry Capstone in the Spring of 2020, 2021, and 2022 and create the two sampling groups.	Chris McGough

<p>Deductive Logic. None had enrolled in PHIL 110 Intro to Critical Thinking which may have assisted them by giving them instruction in critical analysis skills. My macro view of the Philosophy component of the Youth Ministries curriculum sees an immense value of students taking the Introduction to Philosophy course as it is best suited to give a well-rounded view of Philosophy; but my micro view of the Philosophy component sees the need to address the deficit in students' critical thinking skills which is an epidemic in students entering the university today. I will identify a small sample of students who enroll in PHIL 110 Intro to Critical Thinking over the next four years and evaluate their scores in this area as compared to a sample that does not enroll in PHIL 110 to see if there is a difference between the scores in this area of the</p>		
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two sample groups.		
2. Before creating an assignment in both Youth Discipleship and Youth In Ministry courses as I have in Youth Evangelism, I will first craft a lecture in each of these courses that has students interact with the subject of differing philosophies of discipling and mobilizing students for ministry. This will allow the Intro to Critical Reasoning sampling evaluation to be assessed as to whether this overarching skillset addresses the issue as seen in the capstone project.	2. Create and teach a lecture in CHMN 333 Youth Discipleship Spring 2020, 2021, and 2022, as well as CHMN 323 Youth In Ministry Spring 2020, 2021, and 2022.	Chris McGough

Year 1:

Improvements made: (List completed improvement plans and dates of actual implementation.)

If an A.A. degree is part of this program, describe how the changes to this program affect the A.A. degree, if any.

Improvement Plan	Implementation Date

Year 2:

Plans for improvement: (Provide the improvement plan, when it will be implemented, and person who will administer the improvement plan.)

*If an A.A. degree is part of this program, describe how the changes to this program affect the A.A. degree, if any.

Plan for Improvement	Timeline	Responsible Person

Year 2:

Improvements made: (List completed improvement plans and dates of actual implementation.)

*If an A.A. degree is part of this program, describe how the changes to this program affect the A.A. degree, if any.

Improvement Plan	Implementation Date

Year 3:

Plans for improvement: (Provide the improvement plan, when it will be implemented, and person who will administer the improvement plan.)

*If an A.A. degree is part of this program, describe how the changes to this program affect the A.A. degree, if any.

Plan for Improvement	Timeline	Responsible Person

Year 3:

Improvements made: (List completed improvement plans and dates of actual implementation.)

*If an A.A. degree is part of this program, describe how the changes to this program affect the A.A. degree, if any.

Improvement Plan	Implementation Date

Year 4:

Plans for improvement: (Provide the improvement plan, when it will be implemented, and person who will administer the improvement plan.)

*If an A.A. degree is part of this program, describe how the changes to this program affect the A.A. degree, if any.

Plan for Improvement	Timeline	Responsible Person

Year 4:

Improvements made: (List completed improvement plans and dates of actual implementation.)

*If an A.A. degree is part of this program, describe how the changes to this program affect the A.A. degree, if any.

Improvement Plan	Implementation Date

