

PLNU School of Theology and Christian Ministry
Compilation of Learning Outcomes, Multi-Year Assessment Plan, Signature Assignments and Rubrics
May 2012

Program Learning Outcomes

Biblical Studies Major

1. Students will identify the major content and contexts of the Bible.
2. Students will translate the biblical texts from Greek or Hebrew.
3. Students will apply the interpretation of Christian biblical literature to ministry in the local church congregations.

Christian Ministries Major

1. Students will apply the interpretation of biblical literature to ministry in local Christian congregations.
2. Students will apply philosophy and Christian theology to issues bearing on the church and human society.
3. Students will apply core Christian leadership practices for ministry for the whole church.

For Youth Ministry Concentration only:

4. Students will identify trends in contemporary youth culture and adolescent faith development.

Philosophy/Theology Major

1. Students will apply philosophy and Christian theology to issues bearing on the church and human society.
2. Students will summarize the historical development of the beliefs and practices of Christianity.
3. Students will compose term papers that are well organized, use appropriate citation methods, and exhibit clear and coherent writing.

Philosophy Major

1. Students will engage in the disciplined practice of asking questions about God, the world, and of themselves, including questions for which there may be no easy answers.
2. Students will differentiate among interrelated movements or figures in the history of philosophy.
3. Students will evaluate the strengths and weaknesses of human reasoning or experience to provide an adequate account of significant issues that relates to our human condition, the world, ethics and Christian life.

Multiple-Year Assessment Plan, Signature Assignments and Rubrics

Biblical Studies Major

Program Learning Outcome 1: Students will identify the major content and contexts of the Bible.

Course Targeted for Assessment: BIB 495

Assessment Year: 2012-2013

Signature Assignment: An objective exam of Bible competency. The material to be examined includes content of the Protestant biblical books and historical context relevant to their interpretation.\

Scoring Rubric:

	Old Testament	New Testament	Historical Contexts
Superior (85-100%)	Accurately identifies 85% or more of the Old Testament figures, books, and concepts surveyed in the examination.	Accurately identifies 85% or more of the New Testament figures, books, and concepts surveyed in the examination.	Accurately identifies 85% of the overlapping contexts pertinent to the formation of biblical literature as surveyed in the examination.
Good (70-84%)	Accurately identifies 70-84% of the Old Testament figures,	Accurately identifies 70-84% or more of the New Testament	Accurately identifies 70-84% of the overlapping contexts

	books, and concepts surveyed in the examination.	figures, books, and concepts surveyed in the examination.	pertinent to the formation of biblical literature as surveyed in the examination.
Poor (50-69%)	Accurately identifies only 50-69% of the Old Testament figures, books, and concepts surveyed in the examination.	Accurately identifies only 50-69% of the New Testament figures, books, and concepts surveyed in the examination.	Accurately identifies only 50-69% of the overlapping contexts pertinent to the formation of biblical literature as surveyed in the examination.
Inferior (0-49%)	Accurately identifies less than half of the Old Testament figures, books, and concepts surveyed in the examination.	Accurately identifies less than half of the New Testament figures, books, and concepts surveyed in the examination.	Accurately identifies less than half of the historical contexts surveyed in the examination.

Program Learning Outcome 2 - Students will translate the biblical texts from Greek or Hebrew.

Courses Targeted for Assessment: BIB 301, 302, 305, 314, 378, 403, 404, 413, 477, and/or 495

Assessment Years: 2011-2012, 2012-2013, 2013-2014

Signature Assignment: A term paper in which the student translates a focal text, utilizes the textual apparatus, and produces a grammatical commentary on the original language of the biblical passage.

Scoring Rubric:

	Translation of Greek or Hebrew	Use of textual apparatus and technical tools	Commentary
Superior	Correctly translates the grammar, vocabulary, and syntax of the original language into the target language.	Evidences advanced discernment in assessing textual variants beyond the information available in critical apparatuses.	Thorough engagement with the text; discusses and defends translation on the basis of grammar, diction, and literary context, with particular attention to significant interpretive issues.
Advanced	With fewer than 3 errors in grammar, vocabulary, and syntax in translation from original language into target language.	Evidences advanced discernment in assessing textual variants available in critical apparatuses.	Thorough engagement with the text; discusses and defends translation on the basis of grammar, diction, and literary context.
Adequate	With fewer than 6 errors in grammar, vocabulary, and syntax in translation from original language into target language.	Selective use of critical apparatuses in assessing textual variants.	Engages with the text selectively; discusses and defends translation with little reflection on issues of greatest significance for interpretation.
Inadequate	A translation with 6 or more errors.	Minimal engagement with the question of textual variants.	Superficial engagement; overlooks the complex interpretive issues.

Program Learning Outcome 3: Students will apply the interpretation of Christian biblical literature to ministry in the local church congregations.

Course Targeted for Assessment: CMI 300

Assessment Years: 2011-2012, 2013-2014

Signature Assignment: One complete sermon in which the student reads Scripture for a local church setting.

Scoring Rubric:

	Biblical Reading	Local Church Setting	Coherence
Superior	The sermon demonstrates thorough engagement with the biblical text.	The sermon communicates effectively with the local church and is easy to follow.	Sermon flows smoothly. Sermon seamlessly connects biblical text to local setting.
Good	The sermon engages relatively comprehensively with the biblical text.	The sermon communicates well with the local church and demonstrates a logical order in expression.	Sermon flows smoothly. The connections between the biblical text and local setting vary in appropriateness.
Poor	The sermon engages the biblical text selectively.	The sermon is abstracted from the local church context, yet communicates a message understandably.	Sermon demonstrates a disjunction in flow. Connections between biblical text and local setting are artificial; or one is privileged at the expense of the other.
Inferior	The sermon is disconnected from the biblical text.	The sermon is abstracted from the local context and fails to communicate clearly.	Sermon is incoherent. There is no connection between biblical text and local setting.

Christian Ministry Major

Program Learning Outcome 1: Students will apply the interpretation of biblical literature to ministry in local Christian congregations.

Course Targeted for Assessment: CMI 300

Assessment Years: 2011-2012, 2013-2014

Signature Assignment: One complete sermon in which the student reads Scripture for a local church setting.

Scoring Rubric:

	Biblical Reading	Local Church Setting	Coherence
Superior	The sermon demonstrates thorough engagement with the biblical text.	The sermon communicates effectively with the local church and is easy to follow.	Sermon flows smoothly. Sermon seamlessly connects biblical text to local setting.
Good	The sermon engages relatively comprehensively with the biblical text.	The sermon communicates well with the local church and demonstrates a logical order in expression.	Sermon flows smoothly. The connections between the biblical text and local setting vary in appropriateness.
Poor	The sermon engages the biblical text selectively.	The sermon is abstracted from the local church context, yet communicates a message understandably.	Sermon demonstrates a disjunction in flow. Connections between biblical text and local setting are artificial; or one is privileged at the expense of the other.
Inferior	The sermon is disconnected from the biblical text.	The sermon is abstracted from the local context and fails to communicate clearly.	Sermon is incoherent. There is no connection between biblical text and local setting.

Program Learning Outcome 2: Students will apply philosophy and Christian theology to issues bearing on the church and human society.

Course Targeted for Assessment: THE 450

Assessment Years: 2012-2013

Assignment: (Question on the Final Exam) Write an essay in which you describe the doctrine of holiness for the church and its life today. Be sure to make specific reference to the teachings of the Bible and historical figures that we have discussed this semester.

Scoring Rubric:

- 3 The student's application of philosophy and/or Christian theology to the assigned issue(s) was outstanding
 2 The student's application of philosophy and/or Christian theology to the assigned issue(s) was adequate
 1 The student's application of philosophy and/or Christian theology to the assigned issue(s) was weak
 0 The student was not able to apply philosophy and/or Christian theology to the assigned issue(s)

Program Learning Outcome 3: Students will apply core Christian leadership practices for ministry for the whole church.

Courses Targeted for Assessment: CMI 160 and CMI 350.

Assessment years: 2011-2012, 2012-2013, 2013-2014

Signature Assignment : Analyze the current educational and formational ministries of a local church in light of course readings. Develop a weekly intergenerational plan for Lent that is organized around a formational theme. Describe the age-appropriate teaching strategies, leadership cultivation plan, week-by-week lesson outline and resources you will utilize.

Scoring Rubric:

	Excellent	Competent	Needs Improvement	Unsatisfactory	
<u>Knowledge/Understanding</u> The project shows understanding of the scope and function of educational and formational ministries in a local church and this knowledge is applied to the teaching plan.	__The project demonstrates a depth of understanding by using relevant and accurate research for course reading s to support the teaching plan .	__The project uses knowledge that is generally accurate and research from course reading is generally relevant to the teaching plan	___The project uses little relevant or accurate information Little or no research is apparent to support the teaching plan.	__The project does not show an understanding of educational and formational ministries. There is no research to support the teaching plan.	
<u>Thinking and Inquiry</u> The project shows a clear sense of developmental theory and utilizes this awareness in the teaching plan.	__The project demonstrates clear awareness of developmental theory and integrates this awareness into the student's teaching plan.	__The project uses general knowledge about developmental theory and applies these general ideas in the student teaching plan.	___The project uses little relevant or accurate information on developmental theory and does not apply this information to the student teaching plan.	__The project does not show an understanding of developmental theory and	
<u>Teaching Strategies</u> The project is teachable and the teaching strategies are appropriate and can be implemented by volunteers trained according to the leadership development plan.	__The project is teachable and highly appropriate for an intergenerational educational program in the local church.	__The project is mostly teachable and generally appropriate for an intergenerational educational program.	___The project has teachable parts but it does not hang together well or is unrelated to the volunteer development plan.	__The project does not seem teachable or appropriate for an international education program.	

Course Targeted for Assessment: CMI 350

Assessment Years: 2011-2012, 2013-2014

Assignment : The student will write a five page research paper on the nature and mission of the Church, especially as it relates to the Wesleyan theological heritage and the Missional Church literature.

Scoring Rubric:

Ecclesiology

- 0 The student does not have a theological understanding of ecclesiology.
- 1 The student exhibits a basic understanding of ecclesiology.
- 2 The student exhibits an understanding of ecclesiology that is adequate with regard to historical and/or current theological dialogue.
- 3 The student exhibits an understanding of ecclesiology that is well-informed with regard to historical and current theological dialogue and is able to engage key theological thinkers with regard to ecclesiology.

Wesleyan Perspective

- 0 The student does not have a Wesleyan understanding of ecclesiology.
- 1 The student exhibits a basic Wesleyan understanding of ecclesiology.
- 2 The student exhibits a Wesleyan understanding of ecclesiology that is adequate with regard to historical and/or current theological dialogue.
- 3 The student exhibits a Wesleyan understanding of ecclesiology that is well-informed with regard to historical and current theological dialogue and is able to engage key Wesleyan thinkers with regard to ecclesiology.

Missional Church Literature

- 0 The student does not have a Missional understanding of ecclesiology.
- 1 The student exhibits a basic Missional understanding of ecclesiology.
- 2 The student exhibits a Missional understanding of ecclesiology that is adequate with regard to historical and/or current theological dialogue.
- 3 The student exhibits a Missional understanding of ecclesiology that is well-informed with regard to historical and current theological dialogue and is able to engage key Missional thinkers with regard to ecclesiology.

For Youth Ministry Youth Concentration only:

Program Learning Outcome 4: Students will identify trends in contemporary youth culture and adolescent faith development.

Course Targeted for Assessment: CMI 210

Assessment Year: 2012-2013

Assignment: Students will write a paper articulating their theology of ministry (rooted in Scripture, based in the church, engaged with the world) as well as plan a weekend youth retreat that is coherent with their theology of ministry.

Scoring Rubric:

	Rooted in Scripture	Ecclesial & Contextual	Expressed in Program
Superior	Demonstrates a strong Biblical-Theological foundation for doing ministry	Demonstrates a strong emphasis on ecclesial belonging and contextual outreach	Demonstrates strong coherence between theology and program

Good	Demonstrates an adequate Biblical-Theological foundation for doing ministry	Demonstrates an adequate emphasis on ecclesial belonging and contextual outreach	Demonstrates adequate coherence between theology and program
Poor	Demonstrates a limited Biblical-Theological foundation for doing ministry	Demonstrates a limited emphasis on ecclesial belonging and contextual outreach	Demonstrates limited coherence between theology and program
Inferior	Demonstrates the lack of a Biblical-Theological foundation for doing ministry	Demonstrates the lack of emphasis on ecclesial belonging and contextual outreach	Demonstrates no coherence between theology and program

Philosophy Theology Major

Program Learning Outcome 1: Students will apply philosophy and Christian theology to issues bearing on the church and human society.

Course Targeted for Assessment: THE 450

Assessment Years: 2011-2012, 2013-2014

Assignment: (Final exam question) Write an essay in which you describe the doctrine of holiness for the church and its life today. Be sure to make specific reference to the teachings of the Bible and historical figures that we have discussed this semester.

Scoring Rubric:

- 3 The student's application of philosophy and/or Christian theology to the assigned issue(s) was outstanding
- 2 The student's application of philosophy and/or Christian theology to the assigned issue(s) was adequate
- 1 The student's application of philosophy and/or Christian theology to the assigned issue(s) was weak
- 0 The student was not able to apply philosophy and/or Christian theology to the assigned issue(s)

Program Learning Outcome 2: Students will summarize the historical development of the beliefs and practices of Christianity.

Course Targeted for Assessment: The 450

Assessment Year: 2012-2013

Assignment: (Final Exam Question) "Summarize the historical development of the beliefs and practices related to holiness."

Scoring Rubric:

- 3 The student's summary of the historical development of the topic was organized and explained in an outstanding way.
- 2 The student's summary of the historical development of the topic was adequately organized and explained.
- 1 The student's summary of the historical development of the topic was poorly organized and explained.
- 0 The student was not able to summarize the historical development of the topic.

Program Learning Outcome 3: Students will compose term papers that are well organized, use appropriate citation methods, and exhibit clear and coherent writing.

Course Targeted for Assessment: THE 450

Assessment Years: 2011-2012, 2013-2014

Assignment: Term paper

Scoring Rubric:

Organization

- 3 The term paper's organization of ideas is outstanding
- 2 The term paper's organization of ideas is adequate
- 1 The term paper's organization of ideas is weak and unclear
- 0 The term paper exhibit no appropriate organization of ideas

Citation

- 3 The use of appropriate citation methods is outstanding
- 2 The use of appropriate citation methods is adequate
- 1 The use of appropriate citation methods is weak and inconsistent
- 0 The term paper exhibit no appropriate citation method

Writing)

- 3 The term paper exhibits clear and coherent writing to an outstanding degree
- 2 The term paper exhibits clear and coherent writing to an adequate degree
- 1 The term paper exhibits little clarity and coherence
- 0 The term paper exhibits no clarity and coherence

Program Learning Outcome 4: Students will analyze primary and secondary sources and construct theologically and philosophically sound arguments.

Course Targeted for Assessment: THE 450

Assessment Years: 2012-2013

Assignment: Term Paper

Scoring Rubric:

Primary Sources

- 3 Use of primary sources is outstanding in quality, in interpretation, and in relation to the purpose of the term paper.
- 2 Use of primary sources is adequate in quality, in interpretation, and in relation to the purpose of the term paper.
- 1 Little use of relevant primary sources
- 0 No use of primary sources

Secondary Sources

- 3 Use of secondary sources is outstanding in quality, in interpretation, and in relation to the purpose of the term paper.
- 2 Use of secondary sources is adequate in quality, in interpretation, and in relation to the purpose of the term paper.
- 1 Little use of relevant secondary sources
- 0 No use of secondary sources

Argument

- 3 The term paper's argument is outstanding
- 2 The term paper's argument is adequate
- 1 The term paper's argument is weak and unsupported
- 0 The term paper exhibits no argument

Philosophy Major

Program Learning Outcome 1: Students will engage in the disciplined practice of asking questions about God, the world, and of themselves, including questions for which there may be no easy answers.

Course Targeted for Assessment: PHL 381

Assessment Years: 2012-2013

Assignment:

William Cavanaugh's text *Torture and Eucharist* references the early Christian martyr, St. Ignatius of Antioch, who in a letter to one of his congregations... "complains about those who 'have no care for love, no thought for the widow and orphan, none at all for the afflicted, the captive, the hungry or the thirsty (231).'"

Question: What does it mean to truly love another human being?

Note: In order to answer this question, be sure to reference two or three relevant and different viewpoints from the history of philosophy. **As you begin, be sure to identify the basic assumptions and questions identified in the Ignatius quotation.** Also, make sure to deal with the capacity of human reason to deal with this question. You may use your note-card. I will provide the paper. I expect you to write for most of the allotted time (2 hours)

Program Learning Outcome 2: Students will differentiate among interrelated movements or figures in the history of philosophy.

Course Targeted for Assessment: PHL 302

Assessment Years: 2011-2012, 2013-2014

Assignment: (final matching exam) The assessment tool is housed in PHL 302 History of Western Philosophy II and is a matching exam at the end of the semester. Students will be asked to match philosophers with quotations from primary source readings. The quotes themselves are statements central to the philosopher and relevant to the movements within the historical period covered by the course.

Scoring Rubric:

Failure (below 40%)/ Basic (40-59%)/ Proficient (60-79%)/ Excellent (80-100%)

Program Learning Outcome 3: Students will evaluate the strengths and weaknesses of human reasoning or experience to provide an adequate account of significant issues that relates to our human condition, the world, ethics and Christian life.

Course Targeted for Assessment: PHL 381

Assessment Years: 2012-2013

Assignment:

William Cavanaugh's text *Torture and Eucharist* references the early Christian martyr, St. Ignatius of Antioch, who in a letter to one of his congregations... "complains about those who 'have no care for love, no thought for the widow and orphan, none at all for the afflicted, the captive, the hungry or the thirsty (231).'"

Question: What does it mean to truly love another human being?

Note: In order to answer this question, be sure to reference two or three relevant and different viewpoints from the history of philosophy. As you begin, be sure to identify the basic assumptions and questions identified in the Ignatius quotation. **Also, make sure to deal with the capacity of human reason to deal with this question.**

Scoring Rubric for Learning Outcomes 1 and 3:

*Failure: Shows minimal engagement with the topic. Failing to recognize multiple dimensions or perspectives; lacking even basic observations
Basic: Shows some engagement with the topic without elaboration; offers basic observations but rarely original insight
Proficient: Demonstrates engagement with the topic, recognizing multiple dimension and/ or perspectives; offers some insight
Excellent: Demonstrates engagement with the topic, recognizing multiple dimensions and/or perspectives with elaboration and depth, offers considerable insight

*see www.roanoke.edu for source