

**School of Theology and Christian Ministry**  
**Theology and Christian Ministry General Education (GELO) Assessment**  
**Fa2024 – Sp2025**

**GE Learning Outcome 3:**

Students will demonstrate an understanding of Christian Scripture, Tradition, and Ethics, including engagement in acts of devotion and works of mercy.

CLO: Articulate and appreciate the ways in which the Bible, understood as given by divine inspiration, functions as the church's central norm for Christian discipleship, faith and practice

**Outcome Measures:**

**BIB1001 Old Testament and BIB1002 New Testament:** Focusing on the understanding of Christian Scripture portion of this learning outcome, students will respond in writing to a question in a way that applies a reading of Old Testament/New Testament texts to an issue of theological importance, citing Scripture responsibly.

**Criteria for Success:**

The total score of the assignments in each section of SoTCM General Education will average at least a 3.00 in all categories.

**Longitudinal Data:**

In Summer 2024, the School of Theology and Christian revised General Education (GE) assessment assignments and created assessment rubrics for each GE course. The following scores reflect data gathered by taking a random sample of the students in each section of each course.

**BIB1001 and BIB1002: Old and New Testament Assessment Rubric:**

Course	Semester	N	Application	Knowledge of Book Content	Exegetical Responsibility	Accuracy of Citation
BIB1001	Spring 2025	118	3.49	3.16	3.22	3.19
BIB1002	Spring 2025	70	3.14	3.17	3.04	3.21

**Conclusions Drawn from Data:**

Students met the assessment criteria in all categories.

**Changes to be Made Based on Data:**

No changes at this time.

**Rubric Used:**

BIB1001 and BIB1002\_Old and New Testament History and Religion\_GE Rubric

**Rubrics Used:****BIB1001 and BIB1002\_ Old and New Testament History and Religion\_GE Rubric**

	<b>Excellent (4)</b>	<b>Above Average (3)</b>	<b>Below Satisfactory (2)</b>	<b>Poor (1)</b>
<b>Application</b>	Responded to the prompt in ways that reflect the information related in this course.	Responded to the prompt in ways that show aspects of this course's teaching.	Responded to the prompt without much indication of this course's learning.	Failed to respond to the prompt.
<b>Knowledge of Book Content</b>	Within the range of options, the student utilized biblical texts relevant to the issue at hand. Or students brought up issues directly pertinent to the selected biblical text(s).	Two-thirds of the biblical passages in reference demonstrated relevance to the issue at hand. Or, two-thirds of the time, students brought up issues pertinent to the selected biblical text(s).	Less than half the biblical texts in reference were relevant to the issue at hand. Or, half of the time, students brought up issues pertinent to the selected biblical text(s).	The biblical texts in reference—if any—seem chosen at random. Or the issues discussed have no obvious connection to the biblical text(s) in reference.
<b>Exegetical Responsibility</b>	Demonstrated attention to the language of the text and accuracy in explanation.	In either language or description, the student's work shows less care with the biblical text than the "Excellent" rank.	The student imposed her/his own ideas onto major aspects of the biblical text in ways that skewed its description.	The ideas conveyed seem entirely disconnected from the contours of the language of the text.
<b>Accuracy of Citation</b>	Cited Scripture responsibly in keeping with the standards of the discipline.	Cited Scripture in ways that were clear, but not always acceptable to the standards of the discipline.	Attempted to cite Scripture, but it was not always clear.	Did not effectively cite Scripture at all.

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**GE Learning Outcome 3:**

Students will demonstrate an understanding of Christian Scripture, Tradition, and Ethics, including engagement in acts of devotion and works of mercy.

CLO: Research an individual woman or group of women's contribution to the Christian church through a combination of academic and contextual research.

**Outcome Measures:**

**CHU3040 Women in the Christian Tradition:** Pilgrimage Project Students will research a woman in the Christian tradition

**Assignment Prompt:**

Choose a woman rooted in the Christian tradition and research her life, struggles, contributions and faith. Your initial research will be from academic research, when available, or oral history interviews. Then, you need to plan to go somewhere (i.e. to Tijuana or Baja in search of the Virgin of Guadalupe) or Santa Barbara, Santa Clara, Santa Ysabel, Santa Catalina, St. Helena to add a layer of experiential research done by exploring a place with your senses and curiosity. If your person can only be "visited" digitally, there are many ways to "travel" virtually. See the resources section for help.

You may alternatively walk across your church to conduct an oral history with someone you don't know but admire (e.g. the only woman on the church board, or a lay matriarch of the church). If you take this option, your research will be on the local church, community, denomination, spiritual heritage that influenced the person you are interviewing.

*Consult the section under Modules/Course Resources for digital and local ideas and instructions on conducting oral histories.*

Your final pilgrimage project will include:

- A. Your knowledge of and perception of this woman and her place in the Christian tradition before embarking on your research and pilgrimage
- B. Biography of person and history of place
- C. Her contribution to the Christian Church
- D. Cultural challenges, political situations, personal struggles, theological controversies, spiritual practices of this person and her times.
- E. What stepping into the location where this woman lived out her faith or left some artifact or trace taught you that the books couldn't teach.
- F. What questions remain for you that will require further research, faith, inquiry?
- G. Creative Engagement: video, photo collage with detailed captions, blog, vlog or summary of your learning to share with your classmates.
- H. Annotated bibliography 5-7 academic sources.

PROJECT OPTIONS:

SOTCM: GELO3 data\_ 2024-25

1. Write an 8 page research paper - or
2. Offer a creative project: 5 minute video. Length of poems, poetry, posters, songs will vary but should show 8-10 hours of work. - or
3. Conduct an oral history with annotated bibliography. Turn in your zoom recording and a summary of learnings for each of the points on the prompt. Here is how to do an oral history interview: [oral history links](#)

**Criteria for Success:**

The total score of the assignments in each section of SoTCM General Education will average at least a 3.00 in all categories.

**Longitudinal Data:**

In Summer 2024, the School of Theology and Christian revised General Education (GE) assessment assignments and created assessment rubrics for each GE course. The following scores reflect data gathered by taking a random sample of the students in each section **of each course.**

**CHU 3040: Women in the Christian Tradition Assessment Rubric:**

Course	Semester	N	Introduces person and her context	Project shows both academic understanding and contextual learning	Project places the woman in the Christian tradition, explores theological challenges and spiritual practices	Identifies remaining question
CHU3040	Spring 2025	20	3.65	3.65	3.45	3.00

**Conclusions Drawn from Data:**

Students met the assessment criteria in all categories.

**Changes to be Made Based on Data:**

No changes at this time.

**Rubric Used:**

CHU3040\_Women in the Christian Tradition\_GE Rubric

**Rubrics Used:**

**CHU3040\_Women in the Christian Tradition\_GE Rubric**

	<b>Excellent (4)</b>	<b>Above Average (3)</b>	<b>Below Satisfactory (2)</b>	<b>Poor (1)</b>
<b>Introduces the person and her context</b>	Vivid contextual observations made and described	Clear contextual observations made and described	Basic contextual observations made and described	Few or no observations made or described
<b>Project shows both academic understanding and contextual learning</b>	Excellent research and integration of academic and observational learning	Good research and integration of academic and contextual learning	Evidence of academic and contextual research apparent	Little to no evidence of academic or contextual research apparent
<b>Project places the woman in the Christian tradition, explores theological challenges and spiritual practices</b>	Vivid and insightful description of similarities and dissimilarities of Christian practices	Clear description of similarities and dissimilarities of Christian practices	Minimal attention or description of similarities and dissimilarities of Christian practices	Little or no attention to similarities or dissimilarities of Christian practices
<b>Identifies remaining question</b>	Insightful questions articulated to guide future learning	A clear question was articulated to guide future learning	Some awareness of a need for future learning evident	Little or no awareness of future learning evident

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**GE Learning Outcome 3:**

Students will demonstrate an understanding of Christian Scripture, Tradition, and Ethics, including engagement in acts of devotion and works of mercy.

CLO: Explain the intellectual integrity, rich diversity, and coherence of the Christian tradition in its historical and global development.

**Outcome Measures:** Reflection on participation in a corporate religious practice in a tradition different from their own, with shared prompt options. For complete assignment directions and prompts, see the following link:  
<https://docs.google.com/document/d/1FUBQvPfVzikpq2mT1NAH2u4Z0d5WD8glzICJYLXowc/edit?usp=sharing>

**CHU 3095 Christian Tradition:** Participation in a Religious Experience Different from One's Own Tradition

1. Students will choose a group activity to attend with a community from a different religious tradition than their own. This may be a worship service, prayer meeting, meal, fasting service, vigil, demonstration, special religious observance (like a wedding or funeral) or any other similar activity approved by the instructor.
2. Students will complete an assigned reading, watch a video or listen to a podcast related to their chosen activity as assigned by the instructor.
3. Students will write a 3-4 page reflection essay about their experience that both engages the assigned reading/video/podcast and addresses the following prompts:
  - A. Give a general description of the event, including the gathering space, the community, and the activity in which you participated;
  - B. Describe your feelings about participating in the activity. What emotions did you feel? What do they tell you about the community in which you participated? What do they tell you about yourself?
  - C. Identify similarities with what you experienced and the practices in your own religious community. What do these similarities tell you about the central purpose of Christian gatherings like the one you attended? About what it means to be faithfully Christian?
  - D. Identify differences with what you experienced and those of your own religious community.
  - E. What is the chief function or purpose of the practices distinct to your own religious community?
  - F. Describe how the practices distinct to the community you visited (might) fulfill the same purposes, although in different ways, of those practiced in your community?
  - G. How did you perceive and/or experience God's presence in the meeting you attended?
  - H. What questions do you still have about your experience?

**THE 3070:** Participation in a Cross-Cultural Communal Practice

1. Students will choose a group activity to attend with a community from a different culture (preferably including a different language). This may be a worship service, prayer meeting, meal, fasting service, vigil, demonstration, special religious observance (like a wedding or funeral), or any other similar activity approved by the instructor.
2. Students will complete an assigned reading, watch a video, or listen to a podcast related to their chosen activity as assigned by the instructor.
3. Students will write a reflection essay about their experience that both engages the assigned reading/video/podcast and addresses the following prompts:

- A. Give a general description of the event, including the gathering space, the community, and the activity in which you participated;
- B. Describe your feelings about participating in the activity. What emotions did you feel? What do they tell you about the community in which you participated? What do they tell you about yourself?
- C. Identify similarities between what you experienced and the practices in your religious community. What do these similarities tell you about the central purpose of Christian gatherings like the one you attended?
- D. Identify differences between what you experienced and those of your religious community.
- E. How did you perceive and/or experience God’s presence in the meeting you attended?
- F. What questions do you still have about your experience?

**Criteria for Success:**

The total score of the assignments in each section of SoTCM General Education will average at least a 3.00 in all categories.

**Longitudinal Data:**

In Summer 2024, the School of Theology and Christian revised General Education (GE) assessment assignments and created assessment rubrics for each GE course. The following scores reflect data gathered by taking a random sample of the students in each section of each course.

**CHU 3095 and THE 3070: Christian Tradition and Global Christianity Assessment Rubric:**

Course	Semester	N	Describes event and context	Articulates personal response to the event and sense of God’s presence	Analyzes similarities and dissimilarities of Christian practices between home community and visited community	Identifies remaining questions
CHU3095	Spring 2025	48	3.33	3.35	3.38	3.02
THE3070	Spring 2025	20	3.60	3.35	3.15	2.85

**Conclusions Drawn from Data:**

Students met the assessment criteria in all categories except Identifies Remaining Questions. We will keep an eye on this.

**Changes to be Made Based on Data:**

No changes at this time.

**Rubric Used:**

CHU3095 and THE 3070\_Christian Tradition and Global Christianity\_GE Rubric

**Rubrics Used:**

**CHU3095 and THE 3070\_Christian Tradition and Global Christianity\_GE Rubric**

	<b>Excellent (4)</b>	<b>Above Average (3)</b>	<b>Below Satisfactory (2)</b>	<b>Poor (1)</b>
<b>Describes event and context</b>	Vivid contextual observations made and described	Clear contextual observations made and described	Basic contextual observations made and described	Few or no observations made or described
<b>Articulates personal response to the event and sense of God's presence</b>	Response shows high self-awareness	Response shows good self-awareness	Response shows some self-awareness	Little or no self-awareness mentioned
<b>Analyzes similarities and dissimilarities of Christian practices between home community and visited community</b>	Vivid and insightful description of similarities and dissimilarities of Christian practices	Clear description of similarities and dissimilarities of Christian practices	Minimal attention or description of similarities and dissimilarities of Christian practices	Little or no attention to similarities or dissimilarities of Christian practices
<b>Identifies remaining questions</b>	Insightful questions articulated to guide future learning	A clear question was articulated to guide future learning	Some awareness of a need for future learning evident	Little or no awareness of future learning evident

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**GE Learning Outcome 3:**

Students will demonstrate an understanding of Christian Scripture, Tradition, and Ethics, including engagement in acts of devotion and works of mercy.

CLO: Students will demonstrate an understanding of the Bible’s teaching about creation.

**Outcome Measures:**

**THE3005 Christian Faith and the Natural Sciences:** Each semester, students will write a 3-4 page essay on selected biblical passages relating to the doctrine of creation. Students must cite at least 3 specific biblical passages and 3 ideas from class resources.

**Criteria for Success:**

The total score of the assignments in each section of SoTCM General Education will average at least a 3.00 in all categories.

**Longitudinal Data:**

In Summer 2024, the School of Theology and Christian revised General Education (GE) assessment assignments and created assessment rubrics for each GE course. The following scores reflect data gathered by taking a random sample of the students in each section **of each course**.

**THE3005: Christian Faith and Natural Sciences GE Rubric:**

Course	Semester	N	Introduces person and her context Responded to the prompt using material from the course resources	Applied scripture to the understanding of the doctrine of Creation	Shows understanding of scripture and doctrine as a resource for addressing current issues around creation	Citations are complete and consistent with the style
THE3005	Spring 2025	37	3.05	3.08	3.19	3.32

**Conclusions Drawn from Data:**

Students met the assessment criteria in all categories.

**Changes to be Made Based on Data:**

No changes at this time.

**Rubric Used:**

THE3005\_Christian Faith and Natural Sciences\_GE Rubric

**Rubrics Used:****THE3005\_Christian Faith and Natural Sciences\_GE Rubric**

	<b>Excellent (4)</b>	<b>Above Average (3)</b>	<b>Below Satisfactory (2)</b>	<b>Poor (1)</b>
<b>Responded to the prompt using material from the course resources</b>	Use of class resources is evident and insightful	Use of class resources is evident and accurate	Use of class resources is evident	Use of class resources is not evident or shows misunderstanding
<b>Applied scripture to the understanding of the doctrine of Creation</b>	3 relevant biblical passages are applied with excellence	3 relevant biblical passages are applied well	3 relevant biblical passages are apparent	Fewer than 3 relevant biblical passages are apparent
<b>Shows understanding of scripture and doctrine as a resource for addressing current issues around creation care</b>	High level understanding of scripture and doctrine and application apparent	Good understanding of scripture, doctrine and application apparent	Adequate understanding of scripture, doctrine and application apparent	Understanding is limited and simplistic
<b>Citations are complete and consistent with the style assigned</b>	All 6 references are documented accurately	At least 6 references are used and at least 5 are documented accurately	At least 6 references are used and at least 4 are documented accurately	Too few references are used or a majority are documented inaccurately

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CLO: Participate in a variety of Christian practices that help students grow spiritually.

**Outcome Measures:**

**THE3060 Christian Life as Vocation:** Students will complete a rule of life exercise and reflect upon it. Students need to show evidence of engagement with scripture, prayer (acts of devotion) and service (works of mercy.)

**Criteria for Success:**

The total score of the assignments in each section of SoTCM General Education will average at least a 3.00 in all categories.

**Longitudinal Data:**

In Summer 2024, the School of Theology and Christian revised General Education (GE) assessment assignments and created assessment rubrics for each GE course. The following scores reflect data gathered by taking a random sample of the students in each section **of each course**.

**THE3060: Christian Life as Vocation GE Rubric:**

Course	Semester	N	Creation of Rule of Life	Inclusion of acts of devotion and works of mercy	Original insight, analysis, and Self-Awareness	Reflections on the Rule of Life and its impact on Christian life and vocation
THE3060	Spring 2025	4	3.75	3.75	4.00	4.00

**Conclusions Drawn from Data:**

Students met the assessment criteria in all categories.

**Changes to be Made Based on Data:**

No changes at this time.

**Rubric Used:**

THE3060\_Christian Life as Vocation\_GE Rubric

**Rubrics Used:**

**THE3060\_Christian Life as Vocation\_GE Rubric**

	<b>Excellent (4)</b>	<b>Above Average (3)</b>	<b>Below Satisfactory (2)</b>	<b>Poor (1)</b>
<b>Creation of Rule of Life</b>	Shows thoughtful engagement in creating the Rule of Life, including personal, communal, and creation practices.	Shows good engagement in creating the Rule of Life, including personal, communal, and creation practices.	Shows minimal engagement in creating the Rule of Life, including personal, communal, and creation practices.	Does not show engagement of understanding of the Rule of Life.
<b>Inclusion of acts of devotion and works of mercy</b>	Shows clear awareness and inclusion of acts of devotion and works of mercy.	Shows some awareness and inclusion of acts of devotion and works of mercy.	Shows limited awareness and inclusion of acts of devotion and works of mercy.	Does not show awareness and inclusion of acts of devotion and works of mercy.
<b>Original insight, analysis, and Self-awareness</b>	Shows originality, insight, and self-awareness in structuring the Rule of Life.	Shows good originality, insight, and self-awareness in structuring the Rule of Life.	Shows some originality, insight, and self-awareness in structuring the Rule of Life.	Does not show originality, insight, and self-awareness in structuring the Rule of Life.
<b>Reflection on the Rule of Life and its impact on Christian life and vocation</b>	Shows complex engagement and understanding in the reflection.	Shows good engagement and understanding in the reflection.	Shows minimal engagement and understanding in the reflection.	Does not show engagement and understanding in the reflection.