

Theology, Justice & Peace Major
School of Theology and Christian Ministry
Program Learning Outcomes Data for Christian Studies, Fa2024 - Sp2025

PLO 1 - Learning Outcome:

Develop a biblically-informed and theologically informed vision of Christian justice and peace-making

Outcome Measure:

Semester / Course Name: FA24 / BIB 4001

Signature Assignment: Final research project and interpretive paper

Criteria for Success (how do you judge if the students have met your standards):

80% of students will achieve distinguished or commendable results

Aligned with DQP Learning Areas (circle one or more but not all five):

16. Specialized Knowledge

17. Broad Integrative Knowledge

18. Intellectual Skills/Core Competencies

19. Applied and Collaborative Learning, and

20. Civic and Global Learning

Longitudinal Data:

	Percentage of Students Distinguished or Commendable			
	21-22	22-23	23-24	24-25
PLO			No data provided	12/15 = 80%

Conclusions Drawn from Data: The Final Cumulative Essay needs to have more questions or foci that particularly align to the Learning Outcome: "Develop a biblically-informed and theologically informed vision of Christian justice and peace-making." While students had the ability to address matters of justice, particularly arising from the Gospels' presentation of the teaching and ministry of Jesus, most of the sub-questions did not REQUIRE that angle. E.g., (A) What is the most important historical/cultural contextual difference between Jesus's time and now that should shape our reading of the Gospels? Explain. (B) What is the goal of discipleship,

as depicted across the Gospels? (C) What role did women play in Jesus's life and ministry? Why does this matter? (D) Why did Jesus die on the cross?

While the course readings and discussion developed multiple angles that could have shaped answers along justice lines, many students answered well, but in ways that did not directly reflect on God's peace-making / reconciling work (atonement, inclusion) or matters of justice (welcome of women and marginalized, etc.).

Changes to be Made Based on Data: It seems clear that, for this class to serve the Program Learning Outcomes of the Theology, Justice, and Peace (TJP) major, more readings AND questions/sub-questions need to explicitly engage the subject matter. Perhaps a required or directed pathway through optional readings/assignments for TJP majors.

Rubric Used:

In-Class Final Essay Grading Rubric BIB 4001

	Excellent	Good	Below Expected	Poor
Writing / Expression, including answering the prompt and sub questions	Good, incisive, clear answers; well written with appropriate academic formality. 20/20	Answers on topic, often (but not always) clearly expressed according to the expectations of an academic essay. 15/20	Sometimes the answers are clear and direct; Often too informal for an academic essay. 10/20	Unclear; Does not respond well to prompt or sub-questions; Unserious tone and/or disorganized. 0-5/20
Use / Citation of Scripture (or other primary sources) and Secondary sources	Thorough use and citation of scriptural and secondary readings when relevant. 40/40	Demonstrable use of use and citation of scriptural and secondary readings, perhaps not as thoroughly as would be pertinent. 30/40	Limited use and citation of scriptural and secondary readings, even when their input would have been directly relevant. 20/40	No citation or clear reference to our assigned books or articles; May, indeed, contradict significant evidence provided in course

				materials. 0-10/40
Demonstration of learning from course readings and seminar focal topics	Clear evidence of class engagement from across the semester's lectures and class discussion, showing an active interaction with course's readings. 40/40	Some evidence of class engagement from across the semester's lectures and class discussion, showing some interaction with course's readings. 30/40	Limited evidence of class engagement from across the semester's lectures and class discussion, showing only occasional interaction with course's readings. 20/40	Includes statements in direct contradiction to important information, nuance, or context that the course provided, which cannot be attributed to differences of opinion or variation in interpretations 0-10/40
Total:				___ / 100

PLO 2 - Learning Outcome:

Evaluate and apply social scientific research to issues of justice and peace

Outcome Measure:

Semester / Course Name: POL 2070 or SWF 3006

Signature Assignment: Research design paper

****Not assessed this year due to first year of interdisciplinary major and only one enrolled student.****

PLO 3 - Learning Outcome:

Identify and reflect upon current issues of conflict, poverty, racism, and inequity.

Outcome Measure:

Semester / Course Name: FA24 / PHL 3071

Signature Assignment: Critical analysis briefs

Criteria for Success (how do you judge if the students have met your standards):

Ex: 80% of students will achieve distinguished or commendable results

Aligned with DQP Learning Areas (circle one or more but not all five):

21. Specialized Knowledge

22. Broad Integrative Knowledge

23. Intellectual Skills/Core Competencies

24. Applied and Collaborative Learning, and

25. Civic and Global Learning

Longitudinal Data:

	Percentage of Students Distinguished or Commendable			
	21-22	22-23	23-24	24-25
PLO			No data provided	18/18 = 100%

Conclusions Drawn from Data: Students have been very successful on this assignment (Freire paper),

Changes to be Made Based on Data: No changes

Rubric Used

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 dimensions and/or perspectives; offers some insight

Excellent: Demonstrates engagement with the topic, recognizing dimensions and/or perspectives with elaboration and depth, offers considerable insight

*See www.roanoke.edu for source.

PLO 4 - Learning Outcome:

Develop multidisciplinary, community-oriented strategies that promote peace and justice.

Outcome Measure:

Semester / Course Name: SP25 / THE 4095

Signature Assignment: Final paper

Criteria for Success (how do you judge if the students have met your standards):

80% of students will achieve distinguished or commendable results

Aligned with DQP Learning Areas (circle one or more but not all five):

26. Specialized Knowledge

27. Broad Integrative Knowledge

28. Intellectual Skills/Core Competencies

29. Applied and Collaborative Learning, and

30. Civic and Global Learning

Longitudinal Data:

	Percentage of Students Distinguished or Commendable			
	21-22	22-23	23-24	24-25
PLO			No data provided	9/9 = 100% (only 1 TJP major)

Conclusions Drawn from Data: Our first TJ & P major excelled in her final papers.

Changes to be Made Based on Data: No. Next year will offer a better sample of students in the new T, J & P major

Rubric Used:

Rubric for THE 4095 Final Paper

	25-24-23	22-21-20	19-18	17-16	Points given
Organization	Organization (Intro and conclusion, discreet essential points) is obvious and cohesive	Organization is observable	Organization is intermittently observable	Organization is not observable	
Use of theological ideas and terms	Use of theological ideas and terms is precise and supportive of the main point.	Use of theological ideas and terms are generally supportive of the main points	Use of theological ideas and terms partially support some of the main points	Use of theological ideas and terms is minimal or not directly supportive of the main points.	
Writing skills	Writing, grammar, tone, language usage, vocabulary is compelling and commensurate with advance knowledge	Writing, grammar, tone, language, usage, vocabulary shows good capacity and knowledge o	Writing, grammar, tone, language usage, vocabulary show some general capacity and partial knowledge	Writing, grammar, tone, language usage, vocabulary detract from the ability to understand the main points	
Supporting materials	Use of footnotes and sources shows high skill and ability to integrate supporting material in an academic paper	Use of footnotes and sources shows good skill and ability to integrate supporting material in an academic paper	Use of footnotes and supportive material are minimally correct or limited in strengthening the academic paper.	Use of footnotes and supportive material are incorrect or do not enhance the credibility of the academic paper	
Clarity of thesis and argument	The central thesis is clear and compelling	The central thesis is clear and consistent	The central thesis is basically communicated	The central message is not explicit or clearly communicated	
Total					