

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

PLO 1 - Learning Outcome:

Interpret scripture evidencing biblical literacy.

Outcome Measure:

BIB2040, Reading Scripture Faithfully (Offered Fall Annually)

Signature Assignment: Each student will prepare a presentation of their Contextual Bible interpretation, to be posted online and viewable to their classmates. Students may prepare either:

- a professional report presenting to the class the most helpful findings from each of the three sub-sections of the essay (textual analysis, scholarship, contextual application),

OR

- a creative application of the CBI (Bible study, devotional, ministry application, artwork, etc.)

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

80% of the students will achieve distinguished or commendable.

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

Specialized Knowledge

Broad Integrative Knowledge

Intellectual Skills/Core Competencies

Applied and Collaborative Learning

Civic and Global Learning

Longitudinal Data:

PLO1	19-20	20-21	21-22	22-23	23-24	24-25
Percent Distinguished or Commendable	94% N=17	88% N=17	93% N=14	100% N=14	94% N=16	100% N=16

Conclusions Drawn from Data:

The assignment is scaffolded well throughout the semester and students excel and show excellent growth. This assessment is to be maintained.

Changes to be Made Based on Data:

No changes are needed.

Rubric Used

Student	Textual Analysis (0-30)	Summary of Scholarship (0-30)	Contextual Analysis (0-30)	Oral Synthesis (0-10)	Total Score (0-100)
#1	24	25	30	9.83	88.83
#2	30	0	30	10	93.5
#3	30	28	30	0	88
#4	30	21	30	9.66	90.66
#5	30	30	30	9.83	90
#6	30	25	30	10	95
#7	30	25	30	9.5	94.5
#8	30	30	30	9.83	99.83
#9	30	30	30	10	100
#10	29	30	30	9.83	98.83
#11	30	27.5	30	10	97.5
#12	30	30	30	9.66	99.66
#13	30	30	30	9.83	99.83
#14	30	30	30	10	100

BIB 2040 Contextual Bible Interpretation

Rubric:

0-15 = Failed

16-23 = Below Expectations

24-27 = Met expectations

28-30 = Exceeded Expectations

Rubric (oral synthesis):

0-5 = Failed

6-7 = Below Expectations

8 = Met expectations

9-10 = Exceeded Expectations

Detailed rubrics for each scaffolded assignment

BIB 2040 Summary of Scholarship Essay – Rubric

Heavily adapted from Dr. Sophia McClennen’s general evaluation rubric (Penn State)

Superior Paper (A/A-)

Content: Clearly and succinctly summarizes scholarly opinions on these key issues:

- Issues of cultural context (multiple issues considered)
- Relevant themes in the passage
- Applications for a contemporary audience

A superior paper will cite **more than one** scholarly source for each of the above...

...and will cite scholarly research on *some* of these additional points:

- Intertextuality
- Relevant literary forms
- Subgenre of passage
- Literary context
- Characterization

Style:

- Easily discernible, plausible thesis
- Paragraphs support thesis statement.

- Excellent transitions between paragraphs
- Conclusion summarizes how the body of the essay supported the thesis

Mechanics:

- Excellent sentence structure and grammar
- Little to no spelling errors, run-on sentences, or incomplete sentences
- All biblical citations properly cited

Good Paper (B+/B)

Content:

- Cites the minimum required number of scholars
- Identifies all aspects listed above, but some elements incomplete or unclear
- OR Includes all “key” issues (first list), but no “additional” points

Style:

- Slightly unclear thesis
- Paragraphs mostly support thesis statement, but may wander occasionally
- Some paragraphs lack strong topic sentences or clear transitions
- Conclusion summarizes some but not all main points

Mechanics:

- Strong sentence structure and grammar, with occasional errors
- Minor spelling errors,
- 1 or 2 run-on sentences, or incomplete sentences
- Most citations properly formatted

Borderline Paper (B-/C+)

Content:

- Insufficiently summarizes one key issue
- Cites only 5 scholars

Style:

- Weak or no thesis
- Paragraphs often wander, are unorganized, and/or do not clearly support a thesis
- Paragraphs often lack topic sentences or clear transitions
- Conclusion lacks a sufficient summary of arguments made

Mechanics:

- Many errors in sentence structure and grammar (usually not major)
- Several spelling errors
- Some run-on sentences, or incomplete sentences
- Many improper citations

The "Needs Help" Paper (C/C-)

Content:

- Insufficiently summarizes two key issues listed above
- OR lists but fails to sufficiently explain most

Style:

- Non-existent, or barely discernible thesis which may restate an obvious point
- Paragraphs wander, are unorganized, and/or do not clearly support a thesis
- Paragraphs lack topic sentences or clear transitions
- No concluding summary of arguments made

Mechanics:

- Major errors in sentence structure and grammar
- Several spelling errors

- Several run-on sentences, or incomplete sentences
- Many improper citations

The "Really Needs Help" Paper (D+/D)

Is like the "Needs Help" Paper but the problems are more serious or more frequent.

The Failing Paper

Shows obviously minimal lack of effort or comprehension of the assignment. Very difficult to understand owing to major problems with mechanics, structure, and analysis. Has no identifiable thesis, or utterly incompetent thesis. Does not follow paper guidelines for length and format. No citations. Plagiarizes.

BIB 2040 Contextual Analysis Essay or Presentation (video, etc.) – Rubric¹

Superior Paper (A/A-)

Content: Clearly and carefully describes these key issues:

- Demonstrating your use of Gottwald's categories, describe your context and how that has led you to choose the themes you are focusing on
- Your audience
 - o Be specific! (again, make use of Gottwald's categories)
 - o The theme(s) and/or application that your audience needs to hear as a Word from God
- The manner of communication that will most effectively communicate this Word of God to your community

Style:

- Easily discernible, plausible thesis
- Paragraphs support thesis statement. [For non-written work: Subpoints support thesis]
- Excellent transitions
- Conclusion summarizes how the body of the essay/presentation supported the thesis

Mechanics:

- All citations properly cited (may be necessary to support your analysis of your imagined audience)

Good Paper (B+/B)

Content:

- Includes the required elements listed above, but some are incomplete or unclear

Style:

- Slightly unclear thesis
- Paragraphs/subpoints mostly support thesis statement, but may wander occasionally
- Lacking some strong topic sentences or clear transitions
- Conclusion summarizes some but not all main points

Mechanics:

- Most citations properly formatted

Borderline Paper (B-/C+)

Content:

- Insufficiently summarizes one key issue

Style:

- Weak or no thesis
- Paragraphs/subpoints often wander, are unorganized, and/or do not clearly support a thesis
- Often lacking in topic sentences or clear transitions
- Conclusion lacks a sufficient summary of arguments made

Mechanics:

- Many improper citations

¹ Heavily adapted from Dr. Sophia McClennen's general evaluation rubric (Penn State).

The "Needs Help" Paper (C/C-)

Content:

- Insufficiently summarizes two key issues listed above
- OR lists but fails to sufficiently explain all

Style:

- Non-existent, or barely discernible thesis which may restate an obvious point
- Paragraphs/subpoints wander, are unorganized, and/or do not clearly support a thesis
- Lacks topic sentences or clear transitions
- No concluding summary of arguments made

Mechanics:

- Many improper citations

The "Really Needs Help" Paper (D+/D)

Is like the "Needs Help" Paper but the problems are more serious or more frequent. Fails to address all three necessary elements.

The Failing Paper

Shows obviously minimal lack of effort or comprehension of the assignment. Very difficult to understand owing to major problems with mechanics, structure, and analysis. Has no identifiable thesis, or utterly incompetent thesis. Does not follow paper guidelines for length and format. No citations. Plagiarizes

BIB2040 Oral Presentation of Contextual Bible Interpretation

Student: _____ Scripture passage: _____

Content	<u>Poor</u>	<u>Acceptable</u>	<u>Excellent</u>		
	Topic is poorly developed. Supporting details absent or vague. Trite ideas and/or unclear wording reflect lack of understanding of topic and audience.	Topic is evident with some supporting details; generally meets requirements of assignment.	Topic is well developed, effectively supported and appropriate for the assignment. Effective thinking is clearly and creatively expressed.		
	1	2	3	4	5

Organization	<u>Poor</u>	<u>Acceptable</u>	<u>Excellent</u>		
	Presentation is rambling and unfocused, with main theme and supporting details presented in a disorganized, unrelated way.	Presentation demonstrates some grasp of organization, with a discernible theme and supporting details	Presentation is clearly organized with effective introduction and conclusion. Each segment relates to the others according to a carefully planned framework.		
	1	2	3	4	5

Delivery	<u>Poor</u>	<u>Acceptable</u>	<u>Excellent</u>		
	Unnecessary pauses, filler words. Problems with voice control, eye contact, or posture. Incorrect or inappropriate language.	Presenter appears proficient with language, vocal and physical expression. Notes and visuals used as needed.	Smooth, effective delivery. Good voice control, eye contact, and confident physical demeanor.		
	1	2	3	4	5

Timing	<u>Poor</u>	<u>Acceptable</u>	<u>Excellent</u>		
	Presenter appears unpracticed. Struggles to fill time, or must be cut off well before concluding.	Presentation is given in the required 8-10 minutes, without either rushing or stretching time to finish.	Presentation is tailored to an effective use of the 8-10 minutes allotted.		
	1	2	3	4	5

Scripture	<u>Poor</u>	<u>Acceptable</u>	<u>Excellent</u>		
	1	2	3	4	5

Audience

1 2 3 4 5

Total points _____/30

PLO 2 - Learning Outcome:

Articulate clear theological doctrines relevant to Christian life and ministry

Outcome Measure:

Semester / Course Name: SP25 / THE 2050

Signature Assignment: Term Paper

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

- No data collected

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

- No data collected

Longitudinal Data:

	Percentage of Students Distinguished or Commendable			
	21-22	22-23	23-24	24-25
PLO			7/10 = 70%	No data collected

Conclusions Drawn from Data: No data collected

Changes to be Made Based on Data: No data collected

Rubric Used: No data collected

PLO 3 - Learning Outcome:

Engage the perennial questions of the human condition using resources from philosophy

Outcome Measure:

Semester / Course Name: SP25 / PHL 3050

Signature Assignment: Exam on speaking meaningfully about God

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):

1. Specialized Knowledge
2. Broad Integrative Knowledge
3. Intellectual Skills/Core Competencies
4. Applied and Collaborative Learning, and
5. Civic and Global Learning

Longitudinal Data:

		Percentage of Students Distinguished or Commendable			
		21-22	22-23	23-24	24-25
PLO				14/14 = 100%	16/16 = 100%

Conclusions Drawn from Data: Students did very well across the board on the signature assignment.

Changes to be Made Based on Data: No changes recommended

Rubric Used

Failure (0–59%)	Basic (60–69%)	Proficient (70–79%)	Excellent (80–100%)
Shows minimal engagement with the topic. Failing to recognize multiple dimensions or perspectives; lacking even basic observations.	Shows some engagement with the topic without elaboration; offers basic observations but rarely original insight.	Demonstrates engagement with the topic, recognizing multiple dimensions and/or perspectives; offers some insight.	Demonstrates deep engagement with the topic, recognizing dimensions and/or perspectives with elaboration and depth, offers considerable insight.

PLO 4 - Learning Outcome:

Apply principles of Christian formation for the practice of ministry

Outcome Measure:

Semester / Course Name: FA24 / CMI 1065

Signature Assignment: Spiritual Formation Project

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):

- 6. Specialized Knowledge
- 7. Broad Integrative Knowledge
- 8. Intellectual Skills/Core Competencies
- 9. Applied and Collaborative Learning
- 10. Civic and Global Learning

Longitudinal Data:

	Percentage of Students Distinguished or Commendable			
	21-22	22-23	23-24	24-25
PLO			No data provided	16/16 = 100%

Conclusions Drawn from Data: Creating a retreat plan in small groups and presenting it to the class is a very helpful assignment to help students apply class learnings to a specific age group, work in ministry teams, learn presentation skills, and receive peer feedback.

Changes to be Made Based on Data: No, the assignment should be continued.

Rubric Used

Rubric for Retreat Presentation and Plan CMI 1065

Content	Excellent	Adequate	Poor	Missing Element	Points given
Who Specific group identified	10 9	8 7	6 5	0	
What Type of retreat described	10 9	8 7	6 5	0	
Where Location and special logistics identified	10 9	8 7	6 5	0	
When Duration and link to church year or lifespan growth clear	10 9	8 7	6 5	0	
Why Formation goals clearly indicated	10 9	8 7	6 5	0	
*Participation Student self-report on group function and individual contribution	20 19 18	17 16 15	14 13 12	0	
Leadership skills Student led a portion of the presentation with evidence of participation and clarity	20 19 18	17 16 16	14 12 12	0	
Materials Media tools and handouts were clear, professional and interesting.	10 9	8 7	6 5	0	
Total					

* Individual grade

Comments:

PLO 1 through 4 - Learning Outcome:

PLO 1: Interpret scripture evidencing biblical literacy

PLO 2: Articulate clear theological doctrines relevant to Christian life and ministry

PLO 3: Engage the perennial questions of the human condition using resources from philosophy

PLO 4: Apply principles of Christian formation for the practice of ministry

Outcome Measure:

Semester / Course Name: SP25 / THE 4095

Signature Assignment: Oral Exam/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):

- 11. Specialized Knowledge
- 12. Broad Integrative Knowledge
- 13. Intellectual Skills/Core Competencies
- 14. Applied and Collaborative Learning
- 15. Civic and Global Learning

Longitudinal Data:

	Percentage of Students Distinguished or Commendable			
	21-22	22-23	23-24	24-25
PLO	6/6 = 100%	7/7 = 100%	5/6 = 83% 100% received 85% or higher on the case study reports.	9/9 = 100%

Conclusions Drawn from Data: The students were well prepared to write their final paper. The lowest grade in the class was an 86% and better review of citations style would have brought this student up to the level of the other excellent papers. The assignment is assessing competency well.

Changes to be Made Based on Data: Continue with this assignment.

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					