TEMPLATE No. 3: Assessment Data for the Evidence of Student Learning and the Use of Evidence

EVIDENCE OF STUDENT LEARNING

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

Outcome Measure (assignment and schedule):
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.

Criteria for Success (if applicable):
*This is not yet approved by the department, but I would like to see 75% of students averaging as "Good" or "Superior" in 2 of 3 categories (KJLP, 9/18/15)

Longitudinal Data Table:
Unsure of scores at last assessment.

USE OF EVIDENCE OF STUDENT LEARNING

Conclusions Drawn from Data:
Of our six graduating senior Biblical Studies majors, here are the results on our rubric scores from our two professors assessing (i.e., 12 scores per category):

Old Testament
_8_ Superior scores   _4_ Good scores   _0_ Poor scores   _0_ Inferior scores
New Testament
_8_ Superior scores   _2_ Good scores   _2_ Poor scores   _0_ Inferior scores
Historical Contexts
_6_ Superior scores   _4_ Good scores   _2_ Poor scores   _0_ Inferior scores

RESULTS: Old Testament content = 100% of scores "Good" or higher
            New Testament content = 83% of scores "Good" or higher
            Historical contexts = 83% of scores "Good" or higher
We have exceeded the criterion for success I have proposed above, with 83% of students (5 of 6) achieving an average of "Good" or "Superior."

Changes to be Made Based on Data:
The scores are generally high and meet the proposed criterion above. While this means that our students' knowledge of the content and contexts of the Bible is solid, we should cautiously monitor the assessment instrument. This particular version emphasized New Testament concepts, because it was part of a New Testament focused class. As is clear, students scored slightly *lower* on the more detailed New Testament section than on the briefer Old Testament one. This means that a different focus could adjust the data in another direction. Perhaps as we work toward a collectively designed exam (drawing widely from all of our Biblical Studies faculty), we will see the students' results vary.

Rubric Used:
See below

Biblical Studies Major

	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, books, and concepts surveyed in the examination.	Accurately identifies 70-84% or more of the New Testament figures, books, and concepts surveyed in the examination.	Accurately identifies 70-84% of the overlapping contexts 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.