

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

Outcome Measure (assignment and schedule):
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.
Assessed every other year in BIB 495

Criteria for Success (if applicable):
*This is not yet approved by the department, but I would like to see 75% of students averaging as Advanced or higher in 2 of 3 categories (KJLP, 9/18/15); This goal is set with the understanding that students may take *either* Hebrew or Greek, but each year the translation required may be in the language they have not studied, which impacts Translation and “textual apparatus” scores.

Longitudinal Data Table:
Unsure of scores at last assessment.

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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):

Translation of Greek or Hebrew	_6_ Superior scores	_4_ Advanced scores	_2_ Adequate scores	_0_ Inadequate scores
Use of textual apparatus and technical tools	_4_ Superior scores	_3_ Advanced scores	_2_ Adequate scores	_3_ Inadequate scores
Commentary	_5_ Superior scores	_2_ Advanced scores	_3_ Adequate scores	_2_ Inadequate scores

RESULTS: Translation = 83% of scores Advanced or higher
Use of technical tools = 58% of scores Advanced or higher
Commentary = 58% of scores Advanced or higher

Taken student by student, however, we are close to the criterion for success I have proposed above, with nearly 66% (4 of 6) of students who are averaging (between the two assessors) Advanced or higher in at least 2 categories.

Changes to be Made Based on Data:
Students who transfer into Biblical Studies and have 2 (or occasionally fewer) years in the department have a hard time catching up. Some do, but as several of the low scores in the above categories indicate, there are a cluster of low scores among transfer students (and a double-major). My suggestion is greater training in the technical skills of translation and exegesis, or a staged process in working toward the term paper, which would catch gaps before they become severe.

Rubric Used:
See below

Biblical Studies Major

	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.