

SCHOOL OF THEOLOGY & CHRISTIAN MINISTRY
Core Competencies

Learning Outcome:

Critical Thinking: Students will be able to examine, critique and synthesize information in order to arrive at reasoned conclusions.

Outcome Measure:

ETS Proficiency Profile Exam

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

70% of the students will be marginal or proficient at Level 2 Reading/Critical Thinking.

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 Marginal or Proficient				
	2012-13	2013-14	2014-15	2015-16	2016-17
ETS Proficiency Profile Level 2 Critical Thinking	100.0%	85.7%	75.0%	71.4%	91.7%

Conclusions Drawn from Data: The criteria of student success are significantly higher than the standard which indicates that students are achieving a high level of critical thinking proficiency.

Changes to be Made Based on Data: No changes to be made.

Rubric Used

No rubric. We use the ETS Proficiency Profile test results.

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Learning Outcome:

Written: Students will be able to effectively express ideas and information to others through written communication.

Outcome Measure:

ETS Proficiency Profile Exam

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

70% of the students will be marginal or proficient at Level 2 Writing.

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 Marginal or Proficient				
	2012-13	2013-14	2014-15	2015-16	2016-17
ETS Proficiency Profile Level 2 Writing	100.0%	85.7%	75.0%	85.7%	83.3%

Conclusions Drawn from Data: The criteria of student success are significantly higher than the standard which indicates that students are achieving a high level of writing proficiency.

Changes to be Made Based on Data: No changes needed.

Rubric Used

No rubric. We use the ETS Proficiency Profile test results.

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Learning Outcome:

Quantitative Reasoning: Students will be able to solve problems that are quantitative in nature.

Outcome Measure:

ETS Proficiency Profile Exam

Outcome Measure:

ETS Proficiency Profile Exam

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

70% of the students will be marginal or proficient at Level 2 Math.

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 Marginal or Proficient				
	2012-13	2013-14	2014-15	2015-16	2016-17
ETS Proficiency Profile Level 2 Math	75.0%	71.4%	75.0%	85.7%	75.0%

Conclusions Drawn from Data: The criteria of student success are higher than the standard which indicates that students are achieving a math proficiency.

Changes to be Made Based on Data: Given that the percentages were lower than last year, we need to monitor this proficiency to ensure we are not continuing this decline.

Rubric Used

No rubric. We use the ETS Proficiency Profile test results.

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CMI 400 The Christian Gathering

Course Description: The most fundamental practice of the Christian Tradition, from Jesus and the Twelve, involves gathering in a particular special location. This course will examine two traditions of gathering: The Ministry of the Word and the Ministry of the Table. This course will examine varied worship traditions arising out of different understandings and historic periods of the church. The course will emphasize the different manifestations of historical Christian practices like the church year, baptism, funerals, and the Lord's Supper and how to oversee these practices in alternative traditions. Offered alternate years.

Learning Outcome:

Oral Communication: Students will be able to effectively express ideas and information to others through oral communication.

Outcome Measure:

75% or more of students will receive a competent or higher score.

In pairs students will create and lead the class in morning prayer following a liturgical form.

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

- 1. Students will understand the form of morning prayer as it fits within the daily office.**
- 2. Students will lead with clarity, confidence and creativity.**
- 3. Students will use worship resources from reliable sources and adapt or rewrite them for the context of young adults in a classroom setting.**
- 4. Peers will evaluate each other as well as the professor for full feedback.**

	Excellent 20 19 18	Competent 17 16 15	Needs Work 14 13 12
General Content	The morning prayer service demonstrates accurate understanding of the form and purposes of the daily office.	The morning prayer service shows basic understanding of the form and purposes of the daily office.	The morning prayer service was not coherent or in keeping with the forms and purposes of the daily office.
	20 19 18	17 16 15	14 13 12
Creativity and Communication	The service was well led, flowed easily and was appropriately crafted for the context of worship. The pair showed mutual participation and creativity.	The service was adequately led, generally flowed well and was generally applicable for the context of worship. One student was more prepared than another.	The service was not well led, it did not flow easily, or was not appropriately crafted for the context of worship. The students did not lead as a team.
	5 4	3	2 1

Resources	Research sources are clearly identified and referenced when appropriate	Unclear sources and few references to where content was found.	Sources were not identified nor referenced in the presentation.
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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, and
- 10. Civic and Global Learning

Longitudinal Data:

	Percentage of Students Meeting or Exceeding Success Criteria				
	2016-17	2017-18	2018-19	2019-20	2020-21
Assessment Tool	N/A Course not offered	7 out of 8 or 87.5% of Students were competent or higher in leading in morning prayer	N/A Course not offered		

Conclusions Drawn from Data:

Changes to be Made Based on Data: No changes to be made. The assignment adequately challenged students to learn to lead others in an oral form of worship with competence.

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Learning Outcome:

Information Literacy: Students will be able to access and cite information as well as evaluate the logic, validity, and relevance of information from a variety of sources.

Outcome Measure:

[Please describe.]

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

[Please describe.]

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 Meeting or Exceeding Success Criteria				
	2016-17	2017-18	2018-19	2019-20	2020-21
Assessment Tool					

Conclusions Drawn from Data:

[Please add.]

Changes to be Made Based on Data: No changes to be made.

Rubric Used

[Please describe.]