

School of Theology and Christian Ministry  
2013-2014 Assessment

**Christian Ministry Major**

**PLO #1** Students will apply the interpretation of biblical literature to ministry in local Christian congregations.

Course Designated for Assessment: Preaching (CMI 300)

Signature Assignment: One complete sermon in which the student reads Scripture for a local church setting.

	<b>Biblical Reading</b>	<b>Local Church Setting</b>	<b>Coherence</b>
<b>Superior</b>	The sermon demonstrates thorough engagement with the biblical text.	The sermon communicates effectively with the local church and is easy to follow.	Sermon flows smoothly. Sermon seamlessly connects biblical text to local setting.
<b>Good</b>	The sermon engages relatively comprehensively with the biblical text.	The sermon communicates well with the local church and demonstrates a logical order in expression.	Sermon flows smoothly. The connections between the biblical text and local setting vary in appropriateness.
<b>Poor</b>	The sermon engages the biblical text selectively.	The sermon is abstracted from the local church context, yet communicates a message understandably.	Sermon demonstrates a disjunction in flow. Connections between biblical text and local setting are artificial; or one is privileged at the expense of the other.
<b>Inferior</b>	The sermon is disconnected from the biblical text.	The sermon is abstracted from the local context and fails to communicate clearly.	Sermon is incoherent. There is no connection between biblical text and local setting.

Reviewer #1/#2

Student	BIB Reading	Setting	Coherence	Total
1	3/3	3/2.5	3/3	9/8.5
2	2.5/3	3/2.5	2.5/2.5	8/8
3	2/2.5	3/3	2.5/2.5	7.5/8
4	2.5/2.5	2/2.5	2/2	6.5/7
5	3/3	3/3	2.5/2	8.5/8
6	2.5/2.5	3/2.5	3/2.5	8.5/7.5
7	3/2.5	2.5/3	2.5/2	8/7.5
8	2.5/3	2/2	2.5/2.5	7/7.5
9	3/3	3/3	3/2.5	9/8.5
10	2.5/2.5	2.5/3	3/3	8/8.5
11	3/2.5	3/3	2.5/3	8.5/8.5
12	2.5/2.5	3/2.5	2.5/2	8/7
13	2.5/2.5	2.5/3	2/1.5	7/7
14	2.5/2.5	2.5/2	2/2	7/6.5
15	3/3	3/3	2.5/2.5	8.5/8.5
16	2.5/2.5	3/2.5	3/3	8.5/8

Total Number with Each Score

3-12	3-18	3-9	18-0
2.5-19	2.5-10	2.5-14	17.5-2
2-1	2-4	2-8	17-2
1.5-0	1.5-0	1.5-1	16.5-3

16-2  
 15.5-2  
 15-1  
 14.5-1  
 14-1  
 13.5-2

Minimum Standard of Success for Each Measure = 2

Bib Reading 32/32 = 100%  
 Setting 32/32 = 100%  
 Coherence 31/32 = 97%

Minimum Standard of Success for Individual Student Total = 6

32/32 = 100%

**PLO #3** Students will apply core Christian leadership practices for ministry for the whole church.

Course Designated for Assessment: Introduction to Christian Education (CMI 160)

Signature assignment :The Assignment: Group Final Project. You will work in “multi-staff teams” of four with one person focusing on family/children ministries, another student ministries, and one adult ed ministries. Together you will develop an intergenerational educational program for Lent 2014 in a local. You will need to 1) describe your theological approach and educational goals 2) plan a volunteer cultivation and recruitment plan, 2)design a marketing/communication plan, 3) describe the age-appropriate strategies you will take for each group, and 4) provide one lesson plan for each age group and one intergenerational lesson plan and 5) determine how you will assess learning.

	<b>Excellent</b>	<b>Competent</b>	<b>Needs Improvement</b>	<b>Unsatisfactory</b>
<u>Knowledge/Understanding</u> The project shows understanding of the mission of the local church, and the scope and function of educational and formational ministries and this knowledge is applied to the teaching plan.	__The project demonstrates a depth of understanding by using relevant and accurate research for course reading s to support the teaching plan.	__The project uses knowledge that is generally accurate and research from course reading is generally relevant to the teaching plan	___The project uses little relevant or accurate information  Little or no research is apparent to support the teaching plan.	__The project does not show an understanding of educational and formational ministries. There is no research to support the teaching plan.
<u>Thinking and Inquiry</u> The project shows a clear sense of developmental theory and utilizes this awareness in the teaching plan.	__The project demonstrates clear awareness of developmental theory and integrates this awareness into the student’s teaching plan.	__The project uses general knowledge about developmental theory and applies these general ideas in the student teaching plan.	___The project uses little relevant or accurate information on developmental theory and does not apply this information to the student teaching plan.	__The project does not show an understanding of developmental theory and
<u>Communication and</u>	___The project	___The project	___The project	__The project

<u>Writing</u> The project is written clearly and concisely and is structured in an effective way to convey complex themes and would be easily explained and promoted to a local congregation.	is effective in conveying complex ideas and teaching materials clearly and concisely	is adequate in conveying main ideas but lacks clarity at points or is not always concise.	identifies some important ideas but the project is unfocused and is not clear or concise	is not effective in conveying main ideas and is not clear or concise
<u>Teaching Strategies</u> The project shows knowledge of volunteer recruitment and is teachable and the teaching strategies are appropriate and can be implemented by volunteers trained according to the leadership development plan.	__The project is teachable and highly appropriate for an intergenerational educational program in the local church.	__The project is mostly teachable and generally appropriate for an intergenerational educational program.	__The project has teachable parts but it does not hang together well or is unrelated to the volunteer development plan.	__The project does not seem teachable or appropriate for an international education program.
<u>Individual Contribution and Team Work</u> Each team member shows how each individual contributed time, talents and gifts to the group project.	__The individual contribution and team work was considerable and is highly evident in the overall project	__The individual contribution and team work was average and contributed to the overall project.	__The individual contribution and team work was less than average and is hard to gauge in the overall project	__The individual contribution and team work was not obvious and little or no contribution to the project is apparent

Reviewer #1/#2

Student Group	Knowledge	Thinking	Comm/Writing	Teaching Strat	Ind / Teamwork	Total
1	2/2	2/2	2/2	3/3	3/3	12/12
2	3/3	3/3	3/3	3/3	3/3	15/15
3	3/3	3/3	3/3	3/3	3/3	15/15
4	3/3	3/3	3/3	3/3	3/3	15/15
5	3/3	3/3	3/3	3/3	3/3	15/15
6	3/3	3/3	3/3	3/3	3/3	15/15

Total Number with Each Score

3-10	3-10	3-10	3-12	3-12	15-10
2-2	2-2	2-0	2-0	2-0	12-2

Minimum Standard of Success for Each Measure = 2

Knowledge	12/12=100%
Thinking	12/12=100%
Comm/Writing	12/12=100%
Teaching Strat	12/12=100%
Ind/Teamwork	12/12=100%

Minimum Standard of Success for Groups Total = 6

12/12=100%

Course Designated for Assessment: Evangelism and Cross Cultural Ministry (CMI 350)

Assignment : The student will write a five page research paper on the nature and mission of the Church, especially as it relates to the Wesleyan theological heritage and the Missional Church literature.

Scoring Rubric:

Ecclesiology

0 The student does not have a theological understanding of ecclesiology.

1 The student exhibits a basic understanding of ecclesiology.

2 The student exhibits an understanding of ecclesiology that is adequate with regard to historical and/or current theological dialogue.

3 The student exhibits an understanding of ecclesiology that is well-informed with regard to historical and current theological dialogue and is able to engage key theological thinkers with regard to ecclesiology.

Wesleyan Perspective

0 The student does not have a Wesleyan understanding of ecclesiology.

1 The student exhibits a basic Wesleyan understanding of ecclesiology.

2 The student exhibits a Wesleyan understanding of ecclesiology that is adequate with regard to historical and/or current theological dialogue.

3 The student exhibits a Wesleyan understanding of ecclesiology that is well-informed with regard to historical and current theological dialogue and is able to engage key Wesleyan thinkers with regard to ecclesiology.

Missional Church Literature

0 The student does not have a Missional understanding of ecclesiology.

1 The student exhibits a basic Missional understanding of ecclesiology.

2 The student exhibits a Missional understanding of ecclesiology that is adequate with regard to historical and/or current theological dialogue.

3 The student exhibits a Missional understanding of ecclesiology that is well-informed with regard to historical and current theological dialogue and is able to engage key Missional thinkers with regard to ecclesiology.

Reviewer #1/#2

Student	Ecclesiology	Wesleyan Perspective	Missional Church Lit	Total
1	2/2	2/2	3/3	7/7
2	2/3	2/2	1/2	5/7
3	3/3	2/1	3/2	8/6
4	2/1	2/2	3/1	7/4
5	2/3	2/3	3/3	7/9
6	1/1	1/1	1/0	3/2
7	3/3	1/1	2/3	6/7
8	1/2	2/1	2/2	5/5
9	3/3	2/2	3/2	8/7
10	3/3	3/2	3/3	9/8
11	3/3	3/2	3/3	9/8
12	1/0	2/0	2/1	5/1
13	3/3	3/1	3/3	9/7

Total Number with Each Measure (#1 + #2)

3-13	3-4	3-14	9-3
2-6	2-14	2-7	8-4
1-5	1-7	1-4	7-8
0-1	0-1	0-1	6-2
			5-4
			4-1
			3-1
			2-1
			1-1

Minimum Standard of Success for Each Measure = 2

Ecclesiology	19/26 = 73%
Wesleyan	18/26 = 69%
Missional	21/26 = 81%

Minimum Standard of Success for Individual Student Total = 6

17/26 = 65%