

**School of Theology & Christian Ministry**  
**Biblical Studies Assessment**  
**2015-2016**

**Learning Outcomes:**

Program Learning Outcome (PLO)	Description of Learning Outcome
Biblical Studies PLO #1	Students will identify the major content and contexts of the Bible.

**Outcome Measures:**

Program Learning Outcome (PLO)	Description of Outcome Measure
Biblical Studies PLO #1	Signature Assignment: An <b>objective exam</b> 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:**

Program Learning Outcome (PLO)	Statement of Criteria for Success
Biblical Studies PLO #1	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)

**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
5. Civic and Global Learning

**Longitudinal Data:**

*Note: Term paper is assessed during \*even\* spring semesters.*

**BIB 495 Signature Assignment: Term Paper**

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 for PLO #1 during \*even\* spring semesters.

AY	N	Translation of Greek or Hebrew	Use of Textual Apparatus and Technical Tools	Commentary	Comments
15-16	N/A	N/A	N/A	N/A	Evidence not assessed or reported.
13-14	8	100%	88%	100%	Percentage of students meeting minimum standard of success for each measure for BIB 495's signature assignment.*
11-12	N/A	N/A	N/A	N/A	Percentage of students meeting minimum standard of success for each measure for BIB 495's signature assignment.*

Note: Objective Exam is administered during \*odd\* spring semesters.

### BIB 495 Objective Exam of Bible Competency

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. Administered during \*odd\* spring semesters.

AY	N	Old Testament	New Testament	Historical Contexts	Comments
14-15	6	100% scores Good or higher	83% scores "Good" or higher	83% scores "Good or higher"	Objective Exam. Two professors assessed this year.
12-13	4	N/A	75%	100%	Objective Exam.
10-11	N/A	N/A	N/A	N/A	Evidence not assessed or reported.

#### Conclusions Drawn from Data:

Program Learning Outcome (PLO)	Conclusions Drawn from Data
Biblical Studies PLO #1	<p>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."</p> <p>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 <i>lower</i> 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.</p> <p>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.</p>

#### Changes to be Made Based on Data:

Program Learning Outcome (PLO)	Description of Changes to be Made Based on Data
Biblical Studies PLO #1	<p>As mentioned above, we'll cautiously monitor the assessment instrument. Additionally, a different focus could adjust the data in another direction. As we work toward a collectively designed exam (drawing widely from all of our Biblical Studies faculty), we will see the students' results vary.</p>

Rubric Used:

**Rubric used for the Term Paper**

*Note: Term paper is assessed during \*even\* spring semesters.*

	<b>Translation of Greek or Hebrew</b>	<b>Use of textual apparatus and technical tools</b>	<b>Commentary</b>
<b>Superior</b>	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.
<b>Advanced</b>	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.
<b>Adequate</b>	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.
<b>Inadequate</b>	A translation with 6 or more errors.	Minimal engagement with the question of textual variants	Superficial engagement; overlooks the complex interpretive issues.

**Rubric used for the Objective Exam of Bible Competency**

*Note: Objective Exam is administered during \*odd\* spring semesters.*

	<b>Old Testament</b>	<b>New Testament</b>	<b>Historical Contexts</b>
<b>Superior (85-100%)</b>	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.
<b>Good (70-84%)</b>	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.
<b>Poor (50-69%)</b>	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.
<b>Inferior (0-49%)</b>	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.

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**Learning Outcomes:**

Program Learning Outcome (PLO)	Description of Learning Outcome
Biblical Studies PLO #2	Students will translate the biblical texts from Greek or Hebrew.

**Outcome Measures:**

Program Learning Outcome (PLO)	Description of Outcome Measure
Biblical Studies PLO #2	Signature Assignment: <b>A term paper</b> 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. <i>Assessed every other year in BIB 495.</i>

**Criteria for Success:**

Program Learning Outcome (PLO)	Statement of Criteria for Success
Biblical Studies PLO #2	*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 <i>either</i> 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.

**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
5. Civic and Global Learning

**Longitudinal Data:**

**BIB 495 Signature Assignment: Term Paper**

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 for PLO #2 during \*odd\* spring semesters.

AY	N	Translation of Greek or Hebrew	Use of Textual Apparatus and Technical Tools	Commentary	Comments
14-15	6	83% Advanced or higher	58% Advanced or higher	100% Advanced or higher	Percentage of students meeting minimum standard of success for each measure for BIB 495's signature assignment.*
12-13	N/A	N/A	N/A	N/A	No evidence assessed or reported.
10-11	N/A	3.5/4	3/4	3.3/4	This year, averages were calculated instead of percentage of students meeting the minimum standard of success. 4-point scale was used for the scoring rubric.

### Conclusions Drawn from Data:

Program Learning Outcome (PLO)	Conclusions Drawn from Data
Biblical Studies PLO #2	Taken student by student, 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) evaluated as “Advanced or higher” in at least 2 categories.

### Changes to be Made Based on Data:

Program Learning Outcome (PLO)	Description of Changes to be Made Based on Data
Biblical Studies PLO #2	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:

	Translation of Greek or Hebrew	Use of textual apparatus and	Commentary
<b>Superior</b>	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.
<b>Advanced</b>	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.
<b>Adequate</b>	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.
<b>Inadequate</b>	A translation with 6 or more errors.	Minimal engagement with the question of textual variants.	Superficial engagement; overlooks the complex interpretive issues.

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**Learning Outcomes:**

Program Learning Outcome (PLO)	Description of Learning Outcome
Biblical Studies PLO #3	Students will apply the interpretation of Christian Biblical literature to ministry in the local church congregations.

**Outcome Measures:**

Program Learning Outcome (PLO)	Description of Outcome Measure
Biblical Studies PLO #3	Course Designated for Assessment: CMI300 Preaching Signature Assignment: One complete sermon in which the student reads Scripture for a local church setting.

**Criteria for Success:**

Program Learning Outcome (PLO)	Statement of Criteria for Success
Biblical Studies PLO #3	Minimum Standard of Success for Each Measure = 2 Minimum Standard of Success for Individual Student Total = 6

**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
5. Civic and Global Learning

**Longitudinal Data:**

AY	N	Biblical Reading	Local Church Setting	Coherence	Comments
15-16	N/A	N/A	N/A	N/A	No evidence assessed or reported.
14-15	N/A	N/A	N/A	N/A	No evidence assessed or reported.
13-14	16	100% (32/32)	100% (32/32)	97% (31/32)	Minimum Standard of Success for Each Measure = 2 Two assessors.  Note: Used 13-14 data for CMI PLO #1 Students will apply the interpretation of biblical literature to ministry in local Christian congregations.
		100% (32/32)			Minimum Standard of Success for Individual Student Total = 6 Two assessors.  Note: Used 13-14 data for CMI PLO #1 Students will apply the interpretation of biblical literature to ministry in local Christian congregations.

**Conclusions Drawn from Data:**

Program Learning Outcome (PLO)	Conclusions Drawn from Data
Biblical Studies PLO #3	The vast majority of students exceeded the minimum standard of success for each of 3 measures (2 on a scale of 4), and all the students exceeded the minimum standard of success for each individual student's total (6 out of 12).

**Changes to be Made Based on Data:**

Program Learning Outcome (PLO)	Description of Changes to be Made Based on Data
Biblical Studies PLO #3	No changes to be made at this time.

**Rubric Used:**

	Biblical Reading	Local Church Setting	Coherence
<b>Superior (4)</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 (3)</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 (2)</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 (1)</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.