

### 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:** Show evidence of Reading a passage of Scripture Faithfully

**Outcome Measure (assignment and schedule):**

Signature Assignment: BIB240 *Reading Scripture Faithfully Project*. (1) Students are to read and reflect on a given passage (Galatians 4:1-7) three times throughout the semester – determining the *meaning* of the passage. (2) Students are to demonstrate how the passage (Galatians 4:1-7) fits into the broader context (Galatians 3:1 – 4:20). (3) Students are to read three commentaries (chosen by the professor) on the passage – comparing their reading of the passage with the commentaries. (4) Students are to present their work in a paper that demonstrates their engagement with the passage and with the commentaries.

**Criteria for Success (if applicable):**

Students are to score 80% or higher on distinguished or commendable

**Longitudinal Data Table:** Second time assessed in the new curriculum revision.

#### USE OF EVIDENCE OF STUDENT LEARNING

**Conclusions Drawn from Data:**

There were 12 students in the class and 10 / 12 scored 80% (distinguished or commendable)

The results are:

Distinguished (90 – 100) – 6 students

Commendable (80 – 89) – 4 students

Adequate (70 – 79) – 2 students

Minimal (60 – 69) – 0 students

Failure (59 – 0) – 0 students

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

The scores indicate that students understand the process of Reading Scripture Faithfully when asked to discuss (1) the *meaning* of a specific passage, and to demonstrate (2) how the passage fits into the broader *structure* of the document.

**Rubric Used:**

See below

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

#### Grading Rubric:

	Distinguished (5) (90 – 100%)	Commendable (4) (80 – 89%)	Adequate (3) (70 – 79%)	Minimal (2) (60 – 69%)	Unacceptable (1) (50 – 59%)
Organization	The reflections have a clear structure. Each paragraph is concise and talks about only one idea. There are transitions between paragraphs that create a logical progression. The progression builds from premise(s) to conclusion in a way that supports the thesis.	The reflections have a clear recognizable structure but is not always easy to follow due to some disordered paragraphs or weak transitions. Some paragraphs attempt too much. Others do not seem to be clearly related to the overall thesis.	The reflections are apparent but can be a bit confusing, with jumps or missing logic. Transitions tend to be weak or illogical. Topic sentences don't clearly declare the subject of the paragraph, or the paragraphs drift from their topics.	The reflections are apparent but is very confusing. Transitions are often weak or illogical. Topic sentences don't clearly declare the subject of the paragraph, or the paragraphs drift from their topics.	There is no recognizable structure. Sentences and / or paragraphs drift from idea to idea. The essay lacks transitions between paragraphs.
Content	The reflections are very clear and concepts are articulated. The student limited the scope of the paper enabling them to add depth to the argument.	The reflections are clear and concepts are articulated. The student paper lacks depth and insight.	The reflections are vague and the concepts are lacking. The student's paper lacks depth and insight.	The reflections are significantly vague and the concepts are significantly lacking in depth and insight.	The reflections are not clear and concepts are not present. The paper's content is very poor.
Sources and Citation	The paper uses the appropriate number of substantive sources and used a professional citation style (e.g., APA, MLA, Chicago, etc.)	The paper uses the appropriate number of substantive sources but only uses some of the professional citation style (e.g., APA, MLA, Chicago, etc.)	Few of the sources are substantive. Most are used peripherally. For the most part, the paper consistently and accurately uses a professional citation style (e.g., APA, MLA, Chicago, etc.)	Few of the sources are substantive. Most are used peripherally. The paper does not use a professional citation style (e.g., APA, MLA, Chicago, etc.)	No sources or citation page.

<p>Writing and Grammar</p>	<p>Sentences are clear and concise, with college-level diction. There is variation in sentence structure. There are no significant errors in spelling, grammar, or formatting.</p>	<p>Sentences not always clear and with some informal diction. Sentence structure is generally varied. There are very few errors in spelling, grammar, or formatting</p>	<p>Some sentences lack clarity. Little sentence variety. Diction is informal or simplistic. Spelling, grammar, and / or format errors occasionally become distracting.</p>	<p>Sentence structure is repetitive or simple. Diction is inappropriate for college writing. Spelling, grammar, or format errors overwhelm the reader</p>	<p>The writing made the paper very difficult to read and to follow. Significant improvement is needed.</p>
----------------------------	--	---	--	---	--

**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: Articulate clear theological doctrines relevant to Christian life and ministry**

**Outcome Measure (assignment and schedule):**

**Signature Assignment: THE 250: 10-12-page research paper addressing a particular doctrine, theologian, or theological controversy that is relevant to the course materials.**

**Criteria for Success (if applicable):**

**Students are to score 80% or higher on distinguished or commendable.**

**Longitudinal Data Table: First time assessed in the new curriculum revision.**

**USE OF EVIDENCE OF STUDENT LEARNING**

**Conclusions Drawn from Data:**

**The results are:**

**Distinguished (90-100) – six students**

**Commendable (80-89) – eight students**

**Adequate (70-79) – six students**

**Minimal (60-69) – two students**

**Failure (59-0) –**

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

Adoption of the textbook on actual writing of theological / religious term papers was very helpful to this class; however, I clear need to give further attention to organization and communication of ideas through writing. I do feel that some of this (if not much of this) should have been learned by these students in other college-level courses.

**Rubric Used:**

See below

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

Grading Rubric:

	Distinguished (5) (90 – 100%)	Commendable (4) (80 – 89%)	Adequate (3) (70 – 79%)	Minimal (2) (60 – 69%)	Unacceptable (1) (50 – 59%)
Organization	The reflections have a clear structure. Each paragraph is concise and talks about only one idea. There are transitions between paragraphs that create a logical progression. The progression builds from premise(s) to conclusion in a way that supports the thesis.	The reflections have a clear recognizable structure but is not always easy to follow due to some disordered paragraphs or weak transitions. Some paragraphs attempt too much. Others do not seem to be clearly related to the overall thesis.	The reflections are apparent but can be a bit confusing, with jumps or missing logic. Transitions tend to be weak or illogical. Topic sentences don't clearly declare the subject of the paragraph, or the paragraphs drift from their topics.	The reflections are apparent but is very confusing. Transitions are often weak or illogical. Topic sentences don't clearly declare the subject of the paragraph, or the paragraph, or the paragraphs drift from their topics.	There is no recognizable structure. Sentences and / or paragraphs drift from idea to idea. The essay lacks transitions between paragraphs.
Content	The reflections are very clear and concepts are articulated. The student limited the scope of the paper enabling them to add depth to the argument.	The reflections are clear and concepts are articulated. The student paper lacks depth and insight.	The reflections are vague and the concepts are lacking. The student's paper lacks depth and insight.	The reflections are significantly vague and the concepts are significantly lacking in depth and insight.	The reflections are not clear and concepts are not present. The paper's content is very poor.
Sources and Citation	The paper uses the appropriate number of substantive sources and used a professional citation style (e.g., APA, MLA, Chicago, etc.)	The paper uses the appropriate number of substantive sources but only uses some of the professional citation style (e.g., APA, MLA, Chicago, etc.)	Few of the sources are substantive. Most are used peripherally. For the most part, the paper consistently and accurately uses a professional citation style (e.g., APA, MLA, Chicago, etc.)	Few of the sources are substantive. Most are used peripherally. The paper does not use a professional citation style (e.g., APA, MLA, Chicago, etc.)	No sources or citation page.

Writing and Grammar	Sentences are clear and concise, with college-level diction. There is variation in sentence structure. There are no significant errors in spelling, grammar, or formatting.	Sentences not always clear and with some informal diction. Sentence structure is generally varied. There are very few errors in spelling, grammar, or formatting	Some sentences lack clarity. Little sentence variety. Diction is informal or simplistic. Spelling, grammar, and / or format errors occasionally become distracting.	Sentence structure is repetitive or simple. Diction is inappropriate for college writing. Spelling, grammar, or format errors overwhelm the reader	The writing made the paper very difficult to read and to follow. Significant improvement is needed.
---------------------	---	--	---	--	---

## 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 4:** Apply principles of Christian formation for the practice of ministry.

**Outcome Measure (assignment and schedule):**

Signature Assignment: CMI155 Spiritual Formation Project. Students are to design a retreat or monthly series of lessons for a particular age group (children, youth, adults) on spiritual practices. The project includes a 1000-1250-word summary of materials.

**Criteria for Success (if applicable):**

Students are to score 80% or higher on distinguished or commendable.

**Longitudinal Data Table:** First time assessed in the new curriculum revision.

### USE OF EVIDENCE OF STUDENT LEARNING

**Conclusions Drawn from Data:**

There were 25 students in the class and 23/25 scored 80% (distinguished or commendable).

The results are:

Distinguished (90-100)—8 students

Commendable (80-89)—15 students

Adequate (70-79)-2 student

Minimal (60-69)-0 students

Failure (59-0)-0 student

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

The scores indicate that students understand the content of Spiritual formational practices and know how to contextualize them in a teaching context. Students provided strong evidence of the formational practices learned in the class.

**Rubric Used:**

See below

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

#### Grading Rubric:

	Distinguished (5) (90 – 100%)	Commendable (4) (80 – 89%)	Adequate (3) (70 – 79%)	Minimal (2) (60 – 69%)	Unacceptable (1) (50 – 59%)
Organization	The reflections have a clear structure. Each paragraph is concise and talks about only one idea. There are transitions between paragraphs that create a logical progression. The progression builds from premise(s) to conclusion in a way that supports the thesis.	The reflections have a clear recognizable structure but is not always easy to follow due to some disordered paragraphs or weak transitions. Some paragraphs attempt too much. Others do not seem to be clearly related to the overall thesis.	The reflections are apparent but can be a bit confusing, with jumps or missing logic. Transitions tend to be weak or illogical. Topic sentences don't clearly declare the subject of the paragraph, or the paragraphs drift from their topics.	The reflections are apparent but is very confusing. Transitions are often weak or illogical. Topic sentences don't clearly declare the subject of the paragraph, or the paragraph, or the paragraphs drift from their topics.	There is no recognizable structure. Sentences and / or paragraphs drift from idea to idea. The essay lacks transitions between paragraphs.
Content	The reflections are very clear and concepts are articulated. The student limited the scope of the paper enabling them to add depth to the argument.	The reflections are clear and concepts are articulated. The student paper lacks depth and insight.	The reflections are vague and the concepts are lacking. The student's paper lacks depth and insight.	The reflections are significantly vague and the concepts are significantly lacking in depth and insight.	The reflections are not clear and concepts are not present. The paper's content is very poor.
Sources and Citation	The paper uses the appropriate number of substantive sources and used a professional citation style (e.g., APA, MLA, Chicago, etc.)	The paper uses the appropriate number of substantive sources but only uses some of the professional citation style (e.g., APA, MLA, Chicago, etc.)	Few of the sources are substantive. Most are used peripherally. For the most part, the paper consistently and accurately uses a professional citation style (e.g., APA, MLA, Chicago, etc.)	Few of the sources are substantive. Most are used peripherally. The paper does not use a professional citation style (e.g., APA, MLA, Chicago, etc.)	No sources or citation page.

Writing and Grammar	Sentences are clear and concise, with college-level diction. There is variation in sentence structure. There are no significant errors in spelling, grammar, or formatting.	Sentences not always clear and with some informal diction. Sentence structure is generally varied. There are very few errors in spelling, grammar, or formatting	Some sentences lack clarity. Little sentence variety. Diction is informal or simplistic. Spelling, grammar, and / or format errors occasionally become distracting.	Sentence structure is repetitive or simple. Diction is inappropriate for college writing. Spelling, grammar, or format errors overwhelm the reader	The writing made the paper very difficult to read and to follow. Significant improvement is needed.
---------------------	---	--	---	--	---

**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:** Interpret scripture evidencing biblical literacy

**Program Learning Outcome 2:** Articulate clear theological doctrines relevant to Christian life and ministry

**Program Learning Outcome 3:** Engage the perennial questions of the human condition using resources from philosophy

**Program Learning Outcomes 4:** Apply principles of Christian formation for the practice of ministry

**Outcome Measure (assignment and schedule):**

- 1) **Signature Assignment:** [from syllabus]: THE 495: A 10-12 page paper that will draw from course readings and discussions to explore implications for the vocation for which the student is preparing. This paper should include both theoretical and practical considerations . . .

**Criteria for Success (if applicable):**

Students are to score 80% or higher on distinguished or commendable.

**Longitudinal Data Table:** First time assessed in the new curriculum revision.

**USE OF EVIDENCE OF STUDENT LEARNING**

**Conclusions Drawn from Data:**

The results are:

Distinguished (90-100): two students

Commendable (80-89): five students

Adequate (70-79): one student

Minimal (60-69): one student

Failure (59-0)

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

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

#### Grading Rubric:

	Distinguished (5) (90 – 100%)	Commendable (4) (80 – 89%)	Adequate (3) (70 – 79%)	Minimal (2) (60 – 69%)	Unacceptable (1) (50 – 59%)
Organization	The reflections have a clear structure. Each paragraph is concise and talks about only one idea. There are transitions between paragraphs that create a logical progression. The progression builds from premise(s) to conclusion in a way that supports the thesis.	The reflections have a clear recognizable structure but is not always easy to follow due to some disordered paragraphs or weak transitions. Some paragraphs attempt too much. Others do not seem to be clearly related to the overall thesis.	The reflections are apparent but can be a bit confusing, with jumps or missing logic. Transitions tend to be weak or illogical. Topic sentences don't clearly declare the subject of the paragraph, or the paragraphs drift from their topics.	The reflections are apparent but is very confusing. Transitions are often weak or illogical. Topic sentences don't clearly declare the subject of the paragraph, or the paragraph, or the paragraphs drift from their topics.	There is no recognizable structure. Sentences and / or paragraphs drift from idea to idea. The essay lacks transitions between paragraphs.
Content	The reflections are very clear and concepts are articulated. The student limited the scope of the paper enabling them to add depth to the argument.	The reflections are clear and concepts are articulated. The student paper lacks depth and insight.	The reflections are vague and the concepts are lacking. The student's paper lacks depth and insight.	The reflections are significantly vague and the concepts are significantly lacking in depth and insight.	The reflections are not clear and concepts are not present. The paper's content is very poor.
Sources and Citation	The paper uses the appropriate number of substantive sources and used a professional citation style (e.g., APA, MLA, Chicago, etc.)	The paper uses the appropriate number of substantive sources but only uses some of the professional citation style (e.g., APA, MLA, Chicago, etc.)	Few of the sources are substantive. Most are used peripherally. For the most part, the paper consistently and accurately uses a professional citation style (e.g., APA, MLA, Chicago, etc.)	Few of the sources are substantive. Most are used peripherally. The paper does not use a professional citation style (e.g., APA, MLA, Chicago, etc.)	No sources or citation page.

Writing and Grammar	Sentences are clear and concise, with college-level diction. There is variation in sentence structure. There are no significant errors in spelling, grammar, or formatting.	Sentences not always clear and with some informal diction. Sentence structure is generally varied. There are very few errors in spelling, grammar, or formatting	Some sentences lack clarity. Little sentence variety. Diction is informal or simplistic. Spelling, grammar, and / or format errors occasionally become distracting.	Sentence structure is repetitive or simple. Diction is inappropriate for college writing. Spelling, grammar, or format errors overwhelm the reader	The writing made the paper very difficult to read and to follow. Significant improvement is needed.
---------------------	---	--	---	--	---