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: Summative Writing Assignment on the Nature, Authority, and Use of Scripture

Program Learning Outcome 2: Interpret Scripture especially as related to preaching and teaching in the local church

Outcome Measure (assignment and schedule):

Signature Assignment: The final, summative, "signature" assignment for CMI 635 is a 5-7 page paper reviewing the nature and authority of Scripture and how it can be effectively incorporated into the worship of a local congregation or in your place of ministry service.

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:

Paper is clearly written and employs conventions of writing for an academic setting.	Reflects learning outcomes, readings, and discussions of course	Articulates the nature and authority of Scripture, with special attention to the unity of the canon and its witness to Christ	Applies theological reflection and practice of interpretation of Scripture into the life of a local church or place of ministry
Distinguished 7	Distinguished 9	Distinguished 5	Distinguished 5
Commendable 6	Commendable 4	Commendable 5	Commendable 4
Adequate 2	Adequate 2	Adequate 5	Adequate 7
Minimal 1	Minimal 1	Minimal 1	Minimal 0

Assignment Details (from Course's Canvas Site):
The final, summative, "signature" assignment for CMI 635 is a 5-7 page paper reviewing the nature and authority of Scripture and how it can be effectively incorporated into the worship of a local congregation or in your place of ministry service.
This should utilize and develop the theological and exegetical rationale for at least one, if not more, of your videos made in the last several weeks of class. Those videos should represent the implementation of the theology and theory of Scripture you articulate here. Make sure to incorporate and appropriately cite our course textbooks and reading materials.

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Here are topics to consider including:

How has your view, understanding, and use of Scripture changed or been shaped through your readings, writing, dialogue with peers, and learning in this course? (Be specific.)

What is Scripture? How can we clarify the distinctions between the Scriptural texts and the One to whom they point? How do we use inspired Scripture to inspire worship of the living God? (Be specific.)

What is the significance of canon? How does its history and nature impact our use today? (Give examples.)

What is the importance of the literary genres of Scripture? How might these genres impact or shape our reading and application of the Bible into our lives and practices? (Be specific.)

What does a Christocentric reading of Scripture look like (and not look like)? (Provide examples.)

* In what aspect of Scripture's nature does your local church (or place of ministry) most need education and formation? How do you plan to undertake this? (Be specific.)

Conclude by rewriting your one-sentence theology of Scripture that you submitted for the first week of our class. Make sure any alterations (or things you retain) fit with your reflections on the nature, authority, and use of Scripture above.

Changes to be Made Based on Data:

Based on data, no changes seem necessary at this time.

Rubric Used:

See below

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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.

EVIDENCE OF STUDENT LEARNING

Learning Outcome to be assessed:

Program Learning Outcome 4: Analyze theology, ethics, and Church history, especially as related to the Wesleyan tradition and contemporary ministry.

Outcome Measure (assignment and schedule):

Signature Assignment: Using the assigned reading and lectures as resources, write a three-page essay in which you expound your understanding of ecclesiology in conversation with Augustine, particularly in the areas of the sacraments and religious authority.

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) – seven students
Commendable (80-89) – five students
Adequate (70-79) – one student
Minimal (60-69) –
Failure (59-0) –

Changes to be Made Based on Data:

Based on data, no changes seem necessary at this time.

Rubric Used:

See below

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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.
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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.