

SoTCM Program Learning Outcomes Assessment Plan 4/16B

B. A. Christian Studies: all concentrations

PLO 1. Interpret scripture evidencing biblical literacy

Introduction of PLO 1: BIB 240 Reading Scripture Faithfully

Signature assignment: Students will write an introductory essay on how one might approach Scriptural passage from different methodological perspectives.

Assessment Timetable: FA 2016, FA 2018, FA 2020

Scoring Rubric			

Mastery of PLO 1 tested in THE 495 Capstone oral exam: How do the knowledge and skills gained in your coursework prepare you to serve within the church as it witnesses to the world?

Assessment Timetable:

Scoring Rubric			

PLO 2. Articulate clear theological doctrines relevant to Christian life and ministry.

Introduction of PLO 2 in THE 250--Signature Assignment: Students write a research paper on a particular doctrine, theologian or theological controversy.

Assessment Timetable:

Scoring Rubric			

Mastery of PLO 2 tested in THE 495 Capstone oral exam: How do the knowledge and skills gained in your coursework prepare you to serve within the church as it witnesses to the world?

Assessment Timetable:

Scoring Rubric			

PLO 3. Engage the perennial questions of the human condition using resources from philosophy.

Introduction of PLO 3 in PHL 250--Signature Assignment: Students will write an essay on the relationship between God, Being, and Beings.

Assessment Timetable:

Scoring Rubric			

Mastery of PLO 3 assessed in THE 495 Capstone oral exam: How do the knowledge and skills gained in your coursework prepare you to serve within church as it witnesses to the world?

Assessment Timetable:

Scoring Rubric			

PLO 4. Apply principles of Christian formation for the practice of ministry.

Introduction of PLO 4 in CMI 155--Signature assignment. Students design a retreat or month of lessons for a children's, youth or adult group teaching core spiritual disciplines.

Assessment Timetable:

Scoring Rubric			

Mastery of PLO 4 assessed in THE 495 Capstone oral exam: How do the knowledge and skills gained in your coursework prepare you to serve within church as it witnesses to the world?

B. A. Philosophy Major Outcomes and Assessment Plan

PLO 1. Students will engage in the disciplined practice of asking questions about God, the world, and of themselves, including questions for which there may be no easy answers. (Learning, Growing)

Mastery of PLO #1: Signature Assignment in PHL 401 and PHL 411

Timetable: Annually in PHL 401/411 with our graduating seniors.

There will be a final paper. The paper will be a summative project. It will make use of the research and reading you have done all semester. In partial preparation for your final paper, you will need to read Jean-Luc Marion’s “The Crossing of Being.” This reading will provide for you an example of a way to approach the question we will be asking this semester “How does one speak of God?” This question will always be asked from an unavoidable position within the world. Your paper must address this question with this concern in mind. You will make use of the research accomplished with your library/bibliographical work assignments. You will need to present a thesis statement/paper proposal to us as a part of your bibliographic assignment. The papers are formal and will need to include formal citation.

Scoring Rubric	Student’s position (perspective, thesis/hypothesis)		
Excellent 4	Specific position (perspective, thesis/hypothesis) is imaginative, taking into account the complexities of an issue. Limits of position (perspective, thesis/hypothesis) are acknowledged. Others' points of view are synthesized within position (perspective, thesis/hypothesis)		
Proficient 3	Specific position (perspective, thesis/hypothesis) takes		

	into account the complexities of an issue. Others' points of view are acknowledged within position (perspective, thesis/hypothesis).		
Basic 2	Specific position (perspective, thesis/hypothesis) acknowledges different sides of an issue.		
Failure 1	Specific position (perspective, thesis/hypothesis) is stated, but is simplistic and obvious.		

PLO 2. Students will differentiate among interrelated movements or figures in the history of philosophy.

Development of PLO #2: Signature Assignment for PHL 302: There will be a matching exam given at the end of the semester. Students will be asked to match philosophers with quotations from primary source readings. the quotations themselves are statements central to the philosopher and relevant to the historical period covered by the course.

Failure (below 40%) Basic (40-59%) Proficient (60-70%) Excellent (80-100%)

PLO 3. Students will evaluate the strengths and weaknesses of human reasoning or experience to provide an adequate account of significant issues that relates to our human condition, the world, ethics and Christian life.

Mastery of PLO #3: Signature Assignment in PHL 401 and PHL 411: This assignment will be given each year in either of our two capstone courses to our graduating seniors.

There will be a final paper. The paper will be a summative project. It will make use of the research and reading you have done all semester. In partial preparation for your final paper, you will need to read Jean-Luc Marion’s “The Crossing of Being.” This reading will provide for you an example of a way to approach the question we will be asking this semester “How does one speak of God?” This question will always be asked from an unavoidable position

within the world. Your paper must address this question with this concern in mind. You will make use of the research accomplished with your library/bibliographical work assignments. You will need to present a thesis statement/paper proposal to us as a part of your bibliographic assignment. The papers are formal and will need to include formal citation.

Scoring Rubric	Influence of context and assumptions	Thesis statement	Bibliographic sources and citations
Excellent 4	Thoroughly (systematically and methodically) analyzes own and others' assumptions and carefully evaluates the relevance of contexts when presenting a position.	Thesis statement from bibliographic assignment is argued with excellence.	Sources are relevant, well-utilized and accurately cited .
Proficient 3	Identifies own and others' assumptions and several relevant contexts when presenting a position.	Thesis statement from bibliographic assignment is argued proficiently	Sources are adequate and accurately cited.
Basic 2	Questions some assumptions. Identifies several relevant contexts when presenting a position.	Thesis statement from bibliographic assignment is not central to the arguement. .	Sources are general and not fully or accurately cited.
Failure 1	Merely shows an emerging awareness of present assumptions (sometimes labels assertions as assumptions). Begins to identify some contexts when presenting a position.	Thesis statement from bibliographic assignment is tangential.	Sources are tangential and not fully or accurately cited.