

**School of Theology and Christian Ministry**  
**Program Learning Outcomes Data for Christian Studies, Fa2021 - Sp2022**

**Learning Outcome: PLO1**

Interpret scripture evidencing biblical literacy.

**Outcome Measure:**

FA21 BIB2040 Reading Scripture Faithfully (Offered Fall Annually)

Signature Assignment: Final In Class Concentric Discussion Exam

**Criteria for Success (how do you judge if the students have met your standards):**

80% of the students will achieve distinguished or commendable.

**Aligned with DQP Learning Areas (circle one or more but not all five):**

**Specialized Knowledge**

Broad Integrative Knowledge

Intellectual Skills/Core Competencies

Applied and Collaborative Learning, and

Civic and Global Learning

**Longitudinal Data:**

|       | Percentage of Students Distinguished or Commendable |             |             |             |
|-------|---|-------------|-------------|-------------|
|       | 18-19   | 19-20       | 20-21       | 21-22       |
| PLO 1 | 92%<br>N=12   | 94%<br>N=17 | 88%<br>N=17 | 93%<br>N=14 |

**Conclusions Drawn from Data:**

Students continue to score strongly on the Exam.

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

Retain changes made from previous year. The addition of an alternative format for the third essay was beneficial for students' demonstrating mastery of PLO.

**Rubric Used**

**Rubric:**

0-15 = Failed

16-23 = Below Expectations

24-27 = Met expectations

28-30 = Exceeded Expectations

**Rubric (oral synthesis):**

0-5 = Failed

6-7 = Below Expectations

8 = Met expectations

9-10 = Exceeded Expectations

**Learning Outcome: PLO2**

Articulate clear theological doctrines relevant to Christian life and ministry.

**Outcome Measure:**

SP22 THE2050 Intro to Christian Theology (Offered Spring Annually)

Signature Assignment: Term paper

**Criteria for Success (how do you judge if the students have met your standards):**

80% of the students will achieve distinguished or commendable (80% or above).

**Aligned with DQP Learning Areas (circle one or more but not all five):**

Specialized Knowledge

Broad Integrative Knowledge

Intellectual Skills/Core Competencies

Applied and Collaborative Learning, and

Civic and Global Learning

**Longitudinal Data:**

|       | Percentage of Students Distinguished or Commendable |                 |             |             |
|-------|---|-----------------|-------------|-------------|
|       | 18-19   | 19-20           | 20-21       | 21-22       |
| PLO 2 | 73%<br>N=11   | Not<br>assessed | 79%<br>N=14 | 62%<br>N=13 |

**Conclusions Drawn from Data:**

Students continue to score below 80% on this assignment.

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

Maybe the criteria for success should be reduced to 75% next year since students continually score below 80% on the paper.

**Rubric Used**

|                      | Distinguished (5)<br>(90-100%)  | Commendable (4)<br>(80-89%)  | Adequate/Sufficient (3)<br>(70-79%)   | Minimal (2)<br>(60-69%)   | Unacceptable (1)<br>(50-59%)  |
|----------------------|---|--|---|---|---|
| Organization         | The paper has 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 paper has 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 don't seem to be clearly related to the overall thesis. | The paper's theme or argument is 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 paper's theme or argument is somewhat apparent but is presented in unclear or confusing ways. 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 in the paper. Sentences and/or paragraphs drift from idea to idea. The essay lacks transitions between paragraphs. |
| Content              | The paper is very clear and concepts are articulated. The student limited the scope of the paper, enabling him or her to add depth to the argument.   | The paper is clear and concepts are articulated relatively effectively.  | The paper tends toward vagueness and its ideas or arguments are difficult to identify. The paper lacks depth and insight.   | The paper is significantly vague and its ideas significantly lacking in substance, depth, and insight.  | The paper is not clear and lacking in real content.   |
| Sources and Citation | The paper uses an appropriate number of substantive sources and consistently utilizes an accepted academic citation style (e.g., APA, MLA, Chicago, etc.).  | The paper uses an appropriate number of substantive sources but is inconsistent in its usage of an academic citation style.  | Few of the sources are substantive. Most are used peripherally. For the most part, the paper consistently and accurately uses an academic citation style.   | Few if any of the sources are substantive. Most are used peripherally. The paper demonstrates no serious awareness of academic citation style.  | No sources or citation page., or if present, is entirely lacking in proper utilization or documentation of sources.                                   |
| Writing and Grammar  | Sentences are clear and concise, with college-level diction. There is variation in sentence structure. There are no more than a few errors in spelling, grammar, or format.   | Sentences not always clear and with some informal or inappropriate diction. Sentence structure is generally varied. There are some errors in spelling, grammar, or format, but not so many as to be distracting.                       | 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.   |

**Learning Outcome: PLO3**

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

**Outcome Measure:**

SP22 PHL2050 God and Philosophy (Offered Spring Annually)

Signature Assignment: Exam on speaking meaningfully about God

**Criteria for Success (how do you judge if the students have met your standards):**

75% of the students will achieve proficient or above.

**Aligned with DQP Learning Areas (circle one or more but not all five):**

Specialized Knowledge

Broad Integrative Knowledge

Intellectual Skills/Core Competencies

Applied and Collaborative Learning, and

Civic and Global Learning

**Longitudinal Data:**

|       | Percentage of Students Proficient or Higher |              |             |              |
|-------|---|--------------|-------------|--------------|
|       | 18-19                                       | 19-20        | 20-21       | 21-22        |
| PLO 3 | 100%<br>N=9                                 | 100%<br>N=19 | 83%<br>N=12 | 100%<br>N=17 |

**Conclusions Drawn from Data:**

Students thrive in face to face environments. Our only real dip in performance came during the pandemic when we had to go remote.

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

We think the students are doing really well with holding the tension between what can and cannot be known. We want students to realize that this does not diminish the significance of theological inquiry, but heightens it. We believe this class accomplishes that.

## Rubric Used

### Rubric Used:

*\*Philosophy Rubric for PLO #1 and PLO #3*

Failure: Shows minimal engagement with the topic. Failing to recognize multiple dimensions or perspectives; lacking even basic observations

Basic: Shows some engagement with the topic without elaboration; offers basic observations but rarely original insight

Proficient: Demonstrates engagement with the topic, recognizing multiple dimension and/ or perspectives; offers some insight

Excellent: Demonstrates engagement with the topic, recognizing multiple dimensions and/or perspectives with elaboration and depth, offers considerable insight

\*See [www.roanoke.edu](http://www.roanoke.edu) for source.

**Learning Outcome: PLO4**

Apply principles of Christian formation for the practice of ministry.

**Outcome Measure:**

FA21 CMI1055 Christian Formation and Ministry (Offered Fall Annually)

Signature Assignment: Spiritual Formation Project

**Criteria for Success (how do you judge if the students have met your standards):**

80% of the students will achieve distinguished or commendable (80% or above).

**Aligned with DQP Learning Areas (circle one or more but not all five):**

Specialized Knowledge

Broad Integrative Knowledge

Intellectual Skills/Core Competencies

Applied and Collaborative Learning, and

Civic and Global Learning

**Longitudinal Data:**

|       | Percentage of Students Distinguished or Commendable |              |             |              |             |             |
|-------|---|--------------|-------------|--------------|-------------|-------------|
|       | 16-17   | 17-18        | 18-19       | 19-20        | 20-21       | 21-22       |
| PLO 4 | 92%<br>N=12   | 100%<br>N=25 | 89%<br>N=23 | 100%<br>N=28 | 94%<br>N=19 | 93%<br>N=15 |

**Conclusions Drawn from Data:**

The papers were clearly written and structured. The papers’ concepts were clearly articulated and they included bibliographic references. The papers provided clear arguments about spiritual formation.

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

No changes needed

**Rubric Used**

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| Content              | The paper is very clear and concepts are articulated. The student limited the scope of the paper, enabling him or her to add depth to the argument.   | The paper is clear and concepts are articulated relatively effectively.  | The paper tends toward vagueness and its ideas or arguments are difficult to identify. The paper lacks depth and insight.   | The paper is significantly vague and its ideas significantly lacking in substance, depth, and insight.  | The paper is not clear and lacking in real content.   |
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**Learning Outcome: PLO1-4**

Apply principles of Christian formation for the practice of ministry. Articulate clear theological doctrines relevant to Christian life and ministry. Engage the perennial questions of the human condition using resources from philosophy. Apply principles of Christian formation for the practice of ministry.

**Outcome Measure:**

SP22 THE4095 Justice in the Church (Offered Spring Annually)

Signature Assignment: Oral Exam, including presentation and discussion on semester term paper (Oikos Paper) in seminar setting.

**Criteria for Success (how do you judge if the students have met your standards):**

80% of the students will achieve distinguished or commendable (80% or above).

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Specialized Knowledge

Broad Integrative Knowledge

Intellectual Skills/Core Competencies

Applied and Collaborative Learning, and

Civic and Global Learning

**Longitudinal Data:**

|         | Percentage of Students Distinguished or Commendable |            |              |             |
|---------|---|------------|--------------|-------------|
|         | 18-19   | 19-20      | 20-21        | 21-22       |
| PLO 1-4 | 100%<br>N=12  | 67%<br>N=9 | 100%<br>N=11 | 100%<br>N=6 |

**Conclusions Drawn from Data:**

Students reflected weekly on major themes and connected with learning across their college career and disciplines. We received strong feedback on using case studies to integrate their learning over four years. We will add more of this approach in the coming year. The students’ final papers exhibited a strong level of vocational awareness and academic skill. The same approach to the class is recommended going forward.

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

Data from the previous year led us to determine the need to add weekly building blocks to help students recall and reconnect previous learning with new course material for the final cumulative paper. Even with the near/far, hybrid classroom due to Covid-19, the students did exceptionally well. Spring 2020 was the lowest score and this is most likely due to moving to remote learning and stress of Covid-19. Students reflected weekly on major themes and connected with learning across their college career and disciplines. We received strong feedback on using case studies to integrate their learning over four years. We will add more of this approach in the coming year. The students’ final papers exhibited a strong level of vocational awareness and academic skill. The same approach to the class is recommended going forward.

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