

SCHOOL OF THEOLOGY & CHRISTIAN MINISTRY
Core Competencies

Learning Outcome:

Critical Thinking: Students will be able to examine, critique and synthesize information in order to arrive at reasoned conclusions.

Outcome Measure:

ETS Proficiency Profile Exam

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

70% of the students will be marginal or proficient at Level 2 Reading/Critical Thinking.

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, and
5. Civic and Global Learning

Longitudinal Data:

	Percentage of Students Marginal or Proficient					
	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19
# of Results	7	4	7	12	10	12
ETS Proficiency Profile Level 2 Reading	85.70%	75.00%	71.40%	91.70%	80.00%	41.70%

Conclusions Drawn from Data: The criteria of student success are significantly higher than the standard which indicates that students are achieving a high level of critical thinking proficiency.

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

Rubric Used

No rubric. We use the ETS Proficiency Profile test results.

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Learning Outcome:

Written: Students will be able to effectively express ideas and information to others through written communication.

Outcome Measure:

ETS Proficiency Profile Exam

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

70% of the students will be marginal or proficient at Level 2 Writing.

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, and
5. Civic and Global Learning

Longitudinal Data:

	Percentage of Students Marginal or Proficient					
	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19
# of Results	7	4	7	12	10	12
ETS Proficiency Profile Level 2 Writing	85.70%	75.00%	71.40%	91.70%	80.00%	66.70%

Conclusions Drawn from Data: The criteria of student success are significantly higher than the standard which indicates that students are achieving a high level of writing proficiency.

Changes to be Made Based on Data: No changes needed.

Rubric Used

No rubric. We use the ETS Proficiency Profile test results.

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Learning Outcome:

Quantitative Reasoning: Students will be able to solve problems that are quantitative in nature.

Outcome Measure:

ETS Proficiency Profile Exam

Outcome Measure:

ETS Proficiency Profile Exam

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

70% of the students will be marginal or proficient at Level 2 Math.

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, and
5. Civic and Global Learning

Longitudinal Data:

	Percentage of Students Marginal or Proficient					
	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19
# of Results	7	4	7	12	10	12
ETS Proficiency Profile Level 2 Math	85.70%	75.00%	71.40%	91.70%	80.00%	50.00%

Conclusions Drawn from Data: The criteria of student success are higher than the standard which indicates that students are achieving a math proficiency.

Changes to be Made Based on Data: Given that the percentages were lower than last year, we need to monitor this proficiency to ensure we are not continuing this decline.

Rubric Used

No rubric. We use the ETS Proficiency Profile test results.

SCHOOL OF THEOLOGY & CHRISTIAN MINISTRY
Core Competencies

CMI 300 Teaching and Preaching the Bible

Course Description: Students will examine the teaching and preaching offices of the Church. Students will learn how the essentials of biblical interpretation (hermeneutics and exegetical method) theology and an understanding of the “social location” of the local congregation are essential for effective preaching and teaching.

Learning Outcome:

Oral Communication: Students will be able to effectively express ideas and information to others through oral communication.

Outcome Measure:

75% or more of students will receive a competent or higher score.

Students will preach a sermon before their peers, receive feedback from peers and professors and resubmit the sermon for final evaluation.

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

1. Sermons will be faithful to the themes and doctrines of biblical text
2. Sermons will follow a particular form of preaching
3. Sermons will be delivered with appealing vocal qualities
4. Sermons will include a call to deeper discipleship

	Excellent 20 19 18	Competent 17 16 15	Needs Work 14 13 12
General Content	The sermon demonstrates accurate understanding of the sermon form and biblical faithfulness	The sermon shows basic understanding of the sermon form and biblical faithfulness	The sermon was not coherent or faithful to the biblical text.
	20 19 18	17 16 15	14 13 12
Creativity and Communication	The sermon was well delivered, flowed easily and was appropriately crafted for the context of worship.	The sermon was adequately led, generally flowed well and was generally applicable for the context of worship.	The sermon was not well delivered, it did not flow easily, or was not appropriately crafted for the context of worship.
	5 4	3	2 1
Call to Action	The sermon called the listeners to deeper discipleship and action.	The sermon gave some suggestions for deeper discipleship and action.	The sermon did not include a call to deeper discipleship or action.

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, and
5. Civic and Global Learning

Longitudinal Data:

	Percentage of Students Meeting or Exceeding Success Criteria				
	2015-16	2016-17	2017-8	2018-19	2019-20
Lead Class in Morning Prayers or Sermons	N/A Course not offered	CMI 400 was offered 7 out of 8 or 87.5% of Students were competent or higher in leading in morning prayer	CMI 300 was offered. 17 of 20 or 85% of students were competent or higher in delivering their sermons	CMI 300 was offered. 7 of 8 students or 87.5% were competent or higher in delivering their sermons	

Conclusions Drawn from Data:

Changes to be Made Based on Data: No changes to be made. The assignment adequately challenged students to learn how to preach in front of their peers with skill and competence.

SCHOOL OF THEOLOGY & CHRISTIAN MINISTRY
Core Competencies

THE 495 Justice in the Church: Gender, Households, and Unity in the Body of Christ

Course Description: The course will give special attention to the thought and practices of Christian righteousness in light of dynamics in inequity that have long faced Christian communities. Students will engage Christian tradition and contemporary life on the issues of the subjugation of women, economic alienation, slavery, racism and other structures of power. Approaches to these issues will be multi-disciplinary - underscoring the integration of biblical, theological, historical and philosophical perspectives and culminate in concrete practices of ministry.

Learning Outcome:

Information Literacy: Students will be able to access and cite information as well as evaluate the logic, validity, and relevance of information from a variety of sources.

Outcome Measure:

Signature Assignment: Oral Exam, including presentation and discussion of semester term paper in seminar setting

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

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

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,
and
5. Civic and Global Learning

Longitudinal Data:

First time assessed in the new curriculum revision

Conclusions Drawn from Data:

Distinguished (90-100): 7 students

Commendable (80-89): 5 students

Adequate (70-79):

Minimal (60-69):

Failure (59-0):

Changes to be Made Based on Data: This was a remarkable graduating class

Rubric Used

see below

	Distinguished (5) (90-100%)	Commendable (4) (80-89%)	Adequate/Sufficient (3) (70-79%)	Minimal (2) (60-69%)	Unacceptable (1) (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.