

Assessing Student Learning

at Ozark Christian College



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The mission of Academic Learning Assessment is to facilitate continuous improvement in student learning and achievement by overseeing the implementation and evaluation of the Student Learning Assessment Plan and by providing regular assessment data and training to the faculty.

Updated Nov 2019

Assessment Glossary and Best Practices

AMP	Assessment of Major Programs. AMP reports are prepared by program coordinators at the end of each year and are used in programmatic review.
Assessment	One or more processes that identify, collect, and prepare data to evaluate the attainment of student outcomes.
Benchmarking	To evaluate by comparison to a standard or norm.
“Close the Loop”	We don’t desire to simply collect assessment data. We also want to use that data to inform decisions, strategies, and improvements we make in our courses and our programs. Using this data constructively is called “closing the loop.”
Co-Curricular Activity	The formal and informal learning opportunities provided or facilitated by the institution, but outside the traditional or online classroom. These opportunities include mandatory weekly Chapel, Christian service expectations, life/mentoring groups, dorm devotions, and on-campus forums and lectureships.
Continuous Improvement	The goal of our assessment program is to make continuous improvements to our instruction so that students are better prepared to successfully serve in the kingdom. We desire to create a culture of continuous improvement at Ozark.
Course Embedded Assessments	Indirect assessments of student learning outcomes embedded in pre-existing assignments within classes.
Direct Assessment	An assessment of student performance in identified learning outcomes, such as mastery of a lifelong skill. They require standards of performance. Examples of direct assessments are: pre/post-test; course-embedded questions; standardized exams; portfolio evaluation; videotape/audiotape of performance; capstone course evaluation.
Evaluation	One or more processes for interpreting the data and evidence accumulated through assessment processes.
Field Council	Three field councils have been identified to correspond to the three parts of the curriculum: general education, biblical education, and professional education. The councils are composed of faculty who teach in those areas and are led by a field representative who serves a two-year term and also sits on the Curriculum Committee. Field Councils are responsible to oversee and evaluate instruction in each area using assessment data.
Formative Assessment	Formative assessment is conducted by teachers during the learning process in order to modify teaching and learning activities to improve student attainment.
Indirect Assessment	An assessment of opinions or thoughts about student knowledge, skills, attitudes, learning experiences, and perceptions. Examples of indirect measures are: student surveys about instruction; focus groups; alumni surveys; employer surveys.
Learning Goal	Our learning goal describes what we want students to be: biblically grounded, spiritually matured, culturally engaged, and vocationally prepared.
Learning Outcome	Statements identifying what the learner will know and be able to do by the end of a course or program.
Modality	The particular mode in which a class is taught. Examples include online, residential, independent study, weekend seminar, readings, intensive, or hybrid.
Performance Indicator	Specific, measurable statements identifying student performances required to meet the outcome; confirmable through evidence.
Program Review	A systematic way to assess the quality of Ozark’s academic programs and determine ways to improve the quality of education, scholarship, and service. Program review of the various majors is led by the program coordinators in collaboration with the Dean’s Office.
Rubric	A scoring guide used to evaluate the quality of students’ constructed responses. Rubrics usually contain evaluative criteria, quality definitions for those criteria at particular levels of achievement, and a scoring strategy.
SLAP	Student Learning Assessment Plan
Summative Assessment	The goal of summative assessment is to evaluate student learning at the end of an instructional unit by comparing it against some standard or benchmark. These often take the form of a final exam or project.

At Ozark, we strive to assess student learning according to what are widely considered to be the **best practices** in higher education. This includes a commitment to the following:

1. Both direct and indirect assessments are desirable for each learning outcome.
2. Assessments that measure student growth (formative) and assessments that measure competency (summative) are desirable.
3. The best assessments take place at multiple levels across the core curriculum in order to measure student achievement over time.
4. Standardized assessments such as rubrics or objective tests are desirable if possible.
5. The best assessments are embedded in assignments so as to fit seamlessly in existing courses and to encourage faculty participation.
6. The use of benchmarks is an effective and helpful way to measure student success and achievement.
7. The assessment plan will be applied to student learning across all different modalities – classroom learning, online learning, and experiential learning.
8. Programmatic and pedagogical evaluation should be informed by assessment data. There is a need to regularly and intentionally “close the loop.”
9. Faculty support, participation, and leadership is essential for an effective and sustainable assessment plan.
10. Assessment works best when it is ongoing, intentional, and consistent with cultural values including collaboration, integrity, and institutional mission.

See also [here](#) and [here](#) for more discussion of best assessment practices.

Definition of Co-Curricular Learning

Co-curricular refers to activities, programs, and learning experiences that complement and are connected to the academic curriculum and specifically support college learning outcomes.

	GENERAL ED							BIBLICAL ED				PROFESSIONAL ED			
	1	2	3	4	5	6	7	1	2	3	4	1	2	3	4
<i>Academic Services</i>															
Academic Resource Commons	X	X							X						
Library			X												
Ministry Center				X	X	X							X	X	X
<i>Academic Co-Curricular Activities</i>															
International Focus Week					X								X		
Faith Forum					X	X				X					
Chapel										X	X				
Christian Service						X				X	X	X	X	X	
Life/Mentor Groups										X	X				
All-Campus/Dorm/Floor Devos										X	X				
<i>Other Co-Curricular Programs</i>															
Diversity Department: Mosaic Lunches					X										
Campus/Student Employment				X											X

Co-curricular learning will be assessed utilizing direct and indirect assessment following the Student Learning Assessment Plan schedule for college learning outcomes.

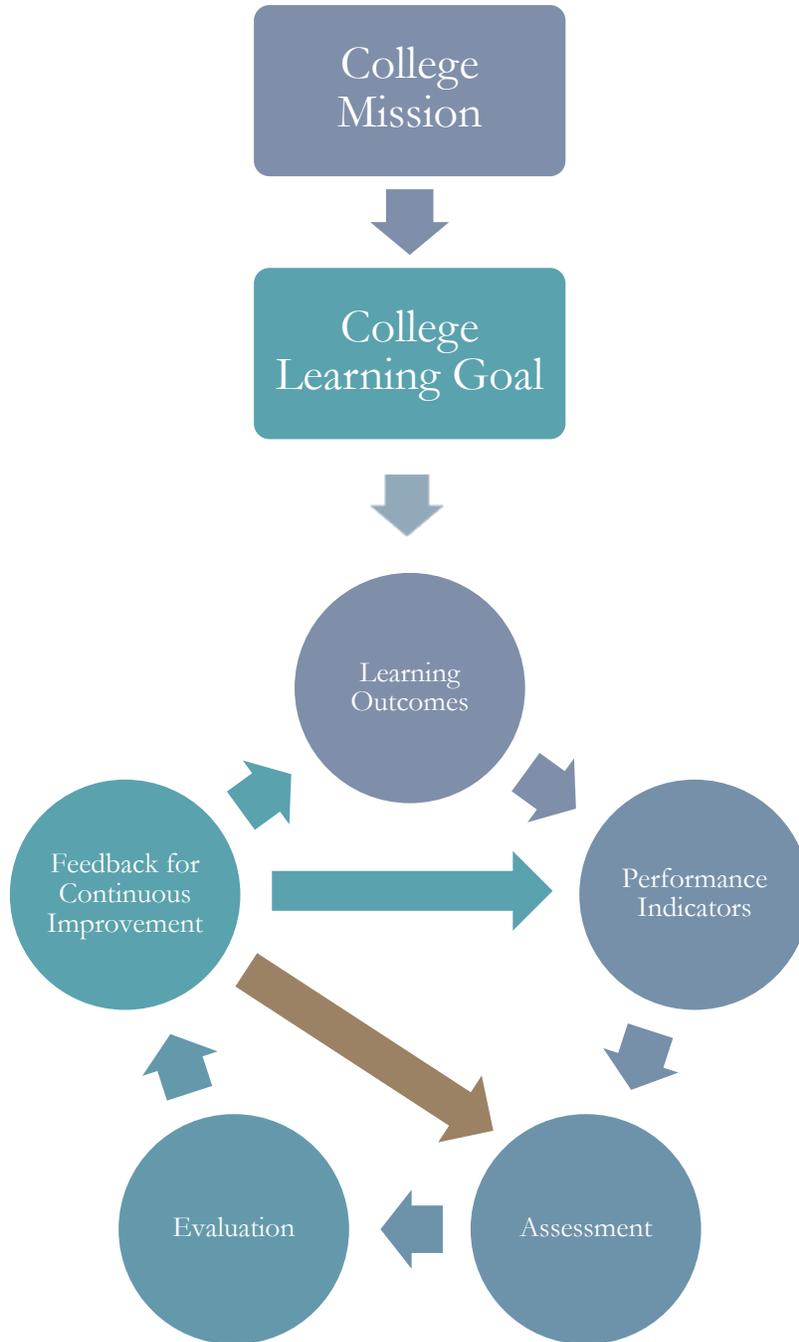
Ongoing Assessments:

1. Student survey (even years) and Student Satisfaction Inventory (odd years)
2. Graduate surveys and exit interviews (annual)
3. Christian Service reports (each semester)
4. Supervisor reports

Co-curricular assessment data will be reviewed by the Assistant Academic Dean and VP of Institutional Research and Effectiveness in conjunction with the appropriate Area Councils and academic/student service departments. Co-curricular plans will be identified in Department Annual Strategic Plans.

NOTE: Extracurricular activities, programs, and learning experiences occur outside the learning environment, and though they may assist students in achieving college learning outcomes, are not designed to support or supplement learning and instruction.

The Continuous Improvement Cycle



Learning Goal, Philosophies, and Outcomes

OUR LEARNING GOAL

The learning goal of Ozark Christian College is to educate and equip students to become like Christ and serve Christ in leadership ministry. Graduates will be biblically grounded, spiritually matured, culturally engaged, and vocationally prepared.

OUR LEARNING PHILOSOPHIES AND OUTCOMES

The **general education** curriculum contributes to this goal by equipping students with the foundational skills, knowledge, and disposition necessary to be productive, well-informed, and ethical members of society. More specifically, our general education curriculum both (a) prepares students for the more specialized learning of our biblical and professional curriculum, and (b) provides the skills necessary to apply this learning to the settings and problems they will engage in the world we are sending them out to serve. To this end, general education will prepare students to...

- GE 1: Communicate effectively in written and oral forms.
- GE 2: Think critically from a Christian worldview.
- GE 3: Identify informational needs for lifelong learning.
- GE 4: Work collaboratively to accomplish shared goals.
- GE 5: Appreciate and responsibly engage the physical world and diverse cultures, both past and present.
- GE 6: Integrate learning and experiences to new settings and complex problems.
- GE 7: Solve quantitative problems from everyday life situations.

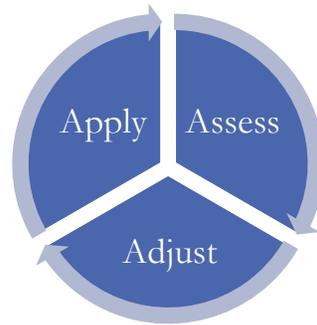
The **biblical education** curriculum contributes to this goal by equipping students to know and affirm the content of the Bible and interpret it to discern the author's intended meaning. It will also contribute to the spiritual formation of students so that they can effectively serve in the church and the world. This biblical foundation will guide students in forming a Christian worldview and philosophy of ministry to be developed in the general and professional curricula. To this end, biblical education will prepare students to...

- BE 1: Know the historical and theological content of the Bible.
- BE 2: Employ sound historical-grammatical principles for biblical interpretation.
- BE 3: Affirm one's personal belief in the lordship of Jesus and in the authority of the Scriptures.
- BE 4: Grow in spiritual formation and develop plans for continued growth.

The **professional education** curriculum contributes to this goal by preparing students with practical instruction for effective ministry inside the church vocationally or in the larger marketplace. Through classroom instruction and field experience, as well as an emphasis on Christian service, students will be equipped with a framework that is designed to shape their motives, strategies, applications and practices of various ministry skills. To this end, professional education will prepare students to:

- PE 1: Articulate a philosophy of Christian service consistent with a biblical theology.
- PE 2: Demonstrate the ability to engage the culture in which Christian service takes place.
- PE 3: Execute the principles of biblical discipleship within their Christian service context.
- PE 4: Accomplish professional outcomes.

Student Learning Assessment Plan



	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24
General	Apply	Assess	Adjust	Apply	Assess	Adjust
Biblical	Adjust	Apply	Assess	Adjust	Apply	Assess
Professional	Assess	Adjust	Apply	Assess	Adjust	Apply

Assessment Year: Professors teaching courses that have identified the relevant CLOs will fill out assessment reports. Work groups will assess selected student work from across the curriculum. Also, all courses in this field will complete course evaluations.

Adjustment Year: Using assessment information the field councils will develop and execute strategic plans for improvement as well as propose new assessment methods.

Application Year: Changes made through assessment will be implemented.

Ongoing Assessments:

1. Bible Knowledge Exam (freshmen and graduates)
2. Spiritual Transformation Inventory (Spiritual Formation Retreat)
3. Student Satisfaction Inventory (every other year)
4. Graduate and Alumni Surveys
5. AMP reports

Assessing Student Learning Across the Curriculum:

1. Professors identify College Learning Outcomes and specific Performance Indicators which their courses will address. These learning outcomes are to be in accordance with the curricular maps approved by the faculty.
2. Course embedded assessments measure student learning in these Performance Indicators.
3. Student work in these areas is assessed using an institutional rubric imbedded into courses on Canvas.
4. Professors report on student learning at the end of the semester.
5. The Director of Learning Assessment produces an assessment report at the end of each year and distributes it to the relevant Field Council to inform their work in the next year.

Course Level Profiles

1000 Level

- **Educational Goal:**
 - The 1000 course level introduces students to the terms, tools, and categories of study necessary to succeed with college level work, including, but not limited to: reading comprehension, writing skills, information literacy, research methodologies, critical thinking, and analytical skills.
 - Emphasis, then, is centered on laying foundational components that subsequent course levels will utilize and build upon in further exploration of content, both in general and in major specific fields.¹
- **Key Word(s):** Foundations (or Foundational), Introduction, Familiarity, Confidence Building, Terms and Tools, Developing, Basic, Fundamentals, Key Figures
- **Teaching Profile:**²
 - Bloom's Taxonomy³
 - At the 1000 level, students acquire knowledge primarily through levels 1-3: Remembering, Understanding, and Applying.
 - Thus, we teach and offer assignments that emphasize levels 1-3 of Bloom's taxonomy while dabbling in levels 4-6.
 - General Trajectories:
 - In teaching this level, think: **"I do, you watch—we talk about it."**
 - This is a summary of a topic with an introduction to analysis.
 - Show them "how" to think.
 - Center on Big Picture Stuff (broader scope, infrastructure building)
 - Lists, terminology, maps, etc.
 - Chronology
 - Emphasize basic connections of the broad topics
- **Student Profile:**
 - The assumption is that students have little or no previous post-secondary instruction.
 - The skills needed to succeed at college level work, then, is rudimentary or in need of remedial attention.
- **End of year result:**
 - Students are familiar with and confident in the foundational components essential for college level learning.
- **Spiritual/Vocational Emphasis:**
 - Inspiration—casting the vision for the potential of the rest of the course of study and the application to their field.

2000 Level

¹ To explore the Lumina Foundation's articulation of Specialized Knowledge, Broad/Integrative Knowledge, Intellectual Skills, and Applied Learning for each course level, see "1000-4000 Level: *Course Level Content Profiles Adapted from the Lumina Foundation.*"

² To explore ideas on Pedagogy, Assessments, and Assignments for this course level, see "1000-4000 Level: *Ideas for Pedagogy, Assessment, and Assignments for Each Course Level.*"

³ See Appendix A below.

- *Educational Goal:*
 - o The 2000 course level continues to deepen and sharpen the foundational components introduced in the 1000 course level, including (but not limited to) added focus on: critical thinking strategies, broad discipline exposure, material synthesis, and content articulation (both oral and written).
 - o Emphasis, then, is centered on repetition and familiarity with the foundational components but from a more experienced vantage point, which will lead to more direct, hands-on engagement in the two levels that follow.⁴
- *Key Word(s):* Review, Continue, Further, Sharpen, Progressing, Begin Toward, Directed Movement, Guided, Capable with Guidance
- *Teaching Profile:*⁵
 - o Bloom's Taxonomy⁶
 - At the 2000 level, students still acquire knowledge primarily through levels 1-3: Remembering, Understanding, and Applying.
 - Thus, we teach and offer assignments that emphasize levels 1-3 of Bloom's taxonomy while stepping into levels 4-6 earlier than in a 1000 level course.
 - o General Trajectories:
 - In teaching this level, think: **"I do, you help—we talk about it."**
 - Sharpening of the tools used in the topic of study (e.g., how to use concordance, EBSCO, etc.)
 - Some expectations of connection with material from previous course work
 - Topics deal with greater complexity than the 1000 level
- *Student Profile:*
 - o The assumption is that students at the 2000 level have a foundational capacity but are still in need of guidance as they start to implement terms, tools, and methodologies.
 - o A basic familiarity with key concepts from multiple classes, then, orients the student to initially engage content and questions more akin to their chosen major.
- *End of year result:*
 - o Student is familiar with foundational concepts of college level work, increasing in confidence to implement the terms, tools, and strategies in more independent settings (supposing the contexts still prioritize professorial guidance and oversight).
- *Spiritual/Vocational Emphasis:*
 - o Clarity—Establishing clear direction for what is to come and how it benefits their field of study

⁴ To explore the Lumina Foundation's articulation of Specialized Knowledge, Broad/Integrative Knowledge, Intellectual Skills, and Applied Learning for each course level, see "1000-4000 Level: *Course Level Content Profiles Adapted from the Lumina Foundation.*"

⁵ To explore ideas on Pedagogy, Assessments, and Assignments for this course level, see "1000-4000 Level: *Ideas for Pedagogy, Assessment, and Assignments for Each Course Level.*"

⁶ See Appendix A below.

3000 Level

- *Educational Goal:*
 - The 3000 course level exposes students to major specific content and questions while encouraging more independent utilization of foundational components developed in the 1000 and 2000 course levels.
 - Emphasis, then, is placed on introductory material and synthesis of material from various courses, disciplines, and fields of study to critically engage important lines of inquiry in the content of their chosen major.⁷
- *Key Word(s):* Integration, Field of Study, Discipline Specific, Developing Synthesis, Situating, Orienting, Partnership
- *Teaching Profile:*⁸
 - Bloom's Taxonomy⁹
 - At the 3000 level, students still acquire knowledge primarily through levels 1-3 (Remembering, Understanding, and Applying) but should engage levels 4-6 more directly (Analyzing, Evaluating, and Creating).
 - Thus, we teach and offer assignments that engage levels 1-3 of Bloom's taxonomy but center on levels 4-6 for approximately half of the course.
 - General Trajectories:
 - In teaching this level, think: **"You do, I help—we talk about it."**
 - The goal will be to encourage a deeper ability for the student to analyze texts, documents, culture, language, etc.
 - Terms and concepts either introduced or further developed with greater specificity
 - Introduction of opposing viewpoints to compare and contrast with first two levels
 - Synthesis of topic is modeled by the teacher and attempted by the student
- *Student Profile:*
 - The assumption is that the student is capable of critical thinking and developing analysis pertinent to discern relevant information for their field of study.
 - The student is developing synthesis skills to help them better understand and connect knowledge from various sources to their chosen major.
- *End of year result:*
 - Students are able to ask meaningful questions regarding their field of study and begin to understand bias in personal and other viewpoints.
 - Students also have a demonstrable competency in learning skills and critical thinking necessary to engage diverse viewpoints.
- *Spiritual/Vocational Emphasis:*
 - Integration—Strive for integration of material into conceptual frameworks for the applied field to be subsequently applied in demonstrable practice.

4000 Level

⁷ To explore the Lumina Foundation's articulation of Specialized Knowledge, Broad/Integrative Knowledge, Intellectual Skills, and Applied Learning for each course level, see "1000-4000 Level: *Course Level Content Profiles Adapted from the Lumina Foundation.*"

⁸ To explore ideas on Pedagogy, Assessments, and Assignments for this course level, see "1000-4000 Level: *Ideas for Pedagogy, Assessment, and Assignments for Each Course Level.*"

⁹ See Appendix A below.

- *Educational Goal:*
 - o The 4000 course level intentionally deepens student engagement in their chosen discipline or content specific to their major, including, but not limited to: capstone courses, integration of material into vocational settings, critical engagement with opposing viewpoints, and artifacts demonstrating substantive synthesis of pertinent research.
 - o Emphasis, then, is placed on regular demonstration of critical thinking, independent learning, and substantive integration of research into various contexts of application.¹⁰
- *Key Word(s):* Capstone, Regularly Demonstrate, Greater Independence, Substantive, Critical Thinking, Critical Evaluation
- *Teaching Profile:*¹¹
 - o Bloom's Taxonomy¹²
 - At the 4000 level, students are used to acquiring knowledge through levels 1-3 (Remembering, Understanding, and Applying) but demonstrate greater familiarity with levels 4-6 (Analyzing, Evaluating, and Creating).
 - Thus, we teach and offer assignments that may utilize levels 1-3 of Bloom's taxonomy but primarily live in levels 4-6 throughout the course.
 - o General Trajectories:
 - In teaching this level, think: **"You do, I watch—we talk about it."**
 - Assumes content learned in lower levels
 - Deeper integration into your major-specific areas
 - Capable of evaluating and critiquing sources
 - Demonstrable attempts at using their own voice
- *Student Profile:*
 - o The assumption is that the student can now regularly demonstrate analysis and synthesis skills in new settings and areas of study.
 - o Additionally, students are expected to competently work independently or in group settings, demonstrating an agility capable of navigating various topics and settings.
- *End of year result:*
 - o Students are able to work in their chosen vocation and/or pursue advanced studies in the discipline.
- *Spiritual/Vocational Emphasis:*
 - o Applied Learning—The in-depth analysis of the material will be demonstrated and encompass demonstrable practice of the material (i.e., applied in appropriate methods corresponding to pertinent contexts).

¹⁰ To explore the Lumina Foundation's articulation of Specialized Knowledge, Broad/Integrative Knowledge, Intellectual Skills, and Applied Learning for each course level, see "1000-4000 Level: *Course Level Content Profiles Adapted from the Lumina Foundation.*"

¹¹ To explore ideas on Pedagogy, Assessments, and Assignments for this course level, see "1000-4000 Level: *Ideas for Pedagogy, Assessment, and Assignments for Each Course Level.*"

¹² See Appendix A below.

Assessment of Major Programs (AMP)

MAJOR:

PROGRAM COORDINATOR:

Program Outcome	Means of Assessment	Benchmark for Success	Assessment Results	Rate of Change
Use of Assessment Results				

Glossary:

- Program Outcome – Please type in the particular outcome that you measured. Repeat this step for as many outcomes as you have identified for your major program.
- Means of Assessment – Summarize the assessment tool (assignment) used to measure this particular outcome.
- Criteria for Success – Identify your goal for the results of this assessment.
- Assessment Results – Summarize the results of this assessment.
- Rate of Change – Report on changes in assessment results from one data set to another.
- Use of Assessment Results – Report on specific strategies for improvement to be implemented within your major program.

Academic Program Review

Guiding principles for programmatic review:

1. Mission driven: Academic programs at Ozark ultimately serve God by effectively preparing leaders for ministry in the world. In light of that, we must review our programs with an eye on the current needs, trends, and opportunities of ministry in a given field.
2. Data informed: Programmatic review should be based on more than anecdotal intuition. Review should be based on both qualitative and quantitative data. Review methods would include student and alumni surveys, focus groups, and external review.
3. Institutionally realistic: We must be willing to see our academic programs for what they really are rather than for what we want to see.
4. Actionable: Programmatic review should lead to specific action-steps aimed at improvement.

Essential questions for conducting a programmatic review (Make these the three major points of the program review):

1. Quality:
 - a. What are the stated outcomes for this program and how well are students achieving these outcomes?
 - b. What are the perceived strengths and weaknesses of this program? Include notes on curriculum and faculty.
2. Purpose and Demand:
 - a. How does this program support the mission of the institution?
 - b. How does this program compare to similar programs at similar institutions?
 - c. How does it satisfy the needs of students (former and current) and the Church?
3. Conclusions and Strategic Plan:
 - a. What strategies need to be employed to make the program more effective (personnel, budget, curricular, technology, assessments, etc.)?
 - b. 1 year strategic goals
 - c. 5 year strategic goals

Contributing Data in Programmatic Review:

1. AMP Reports (Program Coordinators)
2. Alumni Survey Data (Effectiveness)
3. Retention/Graduation rates (Enrollment Services)
4. Focus Groups (Effectiveness) – Focus groups can include groups of current students enrolled in the program, professionals in the field, or some combination of both.
5. External Reviewers (Program Coordinators) – External reviewers may include peers at other institutions or employers who have hired recent graduates.
6. Overall program enrollment (Effectiveness)
7. Benchmark Institutions (Program Coordinators) – Ozark has identified the following benchmark institutions who are similar in size and mission and are dually accredited through ABHE and a regional accrediting body: Beulah Heights University, Central Christian College of the Bible (sister school), Cincinnati Christian University (sister school), Davis College, Emmaus Bible College, Columbia International University, Grace Bible College, Grace Mission University, Grace University, Great Lakes Christian College (sister school), Johnson University (sister school), Life Pacific College, Lincoln Christian University (sister school), Manhattan Christian College (sister school), Moody Bible Institute, and Multnomah University. We would like for programs to be compared to at least four of these benchmark institutions with two of those institutions being sister schools.

Schedule:

2019	2020	2021	2022
Christian Formation Bible and Interdisciplinary Studies Christian Ministry	Music and Worship Creative Arts Student	Counseling and Pastoral Care Biblical Communication Children	Intercultural Studies (all degrees) Biblical Justice Church Planting Bible and Ministry Organizational Leadership
BTh	BA	AA	Biblical Studies (online)

2023	2024	2025	2026
Christian Formation Bible and Interdisciplinary Studies Christian Ministry	Music and Worship Creative Arts Student	Counseling and Pastoral Care Biblical Communication Children	Intercultural Studies (all degrees) Biblical Justice Church Planting Bible and Ministry Organizational Leadership
BTh	BA	AA	Biblical Studies (online)

Timeline:

- August – Program Coordinators meet with Assistant Academic Dean to make plans for review.
- August-December – Data collection
- December – Progress report
- January-May – Formulate strategies and write report along with specific strategies for improvement.
- August – Final program review is submitted to the Academic Dean

General Education Curricular Map

GE 1: Communicate effectively in written and oral forms.			
1000	2000	3000	4000
English Comp 1 English Comp 2 Speech	Foundations for Biblical Communication Principles of Interpretation	Life of Christ Strategies for Teaching Strategies for Biblical Communication	Romans
GE 2: Think Critically from a Christian Worldview			
1000	2000	3000	4000
Christ and the Bible HOAI 1 & 2 English Comp 2	Philosophy Psychology World Religions	Issues in Interpretation Christian Apologetics	Critical Background Elective Romans OT Prophets Elective
GE 3: Identify informational needs for lifelong learning.			
1000	2000	3000	4000
Acts Essentials of Spiritual Formation English Comp 2 Lifetime Wellness Speech	Principles of Interpretation Literature Electives	Practical Issues in Ministry Christian Apologetics Spiritual Formation Retreat	Theological Integration Internship/Field Experience
GE 4: Work collaboratively to accomplish shared goals.			
1000	2000	3000	4000
Principles of Discipleship & Evangelism First Year Student Success	(Ministry Major Course) ¹³	Practical Issues in Ministry Issues in Interpretation	Internship/Field Experience
GE 5: Appreciate and responsibly engage the physical world and diverse cultures, both past and present.			
1000	2000	3000	4000
Science Elective History Elective HOAI 1&2	Foundations for Missions Humanities Elective World Religions	Church History 1 Church History 2	(Ministry Major Course) Critical Background Elective
GE 6: Integrate learning and experiences to new settings and complex problems.			
1000	2000	3000	4000
First Year Student Success Lifetime Wellness Christian Service Principles of Discipleship & Evangelism	Psychology Philosophy	Spiritual Formation Retreat (Ministry Major Course)	Theological Integration Internship/Field Experience
GE 7: Solve quantitative problems from everyday life situation.			
1000	2000	3000	4000
Math Elective			

¹³ Between the three core courses in each ministry major, GE 4, GE 5, and GE 6 will all be covered.

Reporting General Education Outcomes Assessment

Click on the appropriate link below and complete the form to report of your assessment activities this semester.

[GE 1: Communicate effectively in written and oral forms.](#)

- PI 1-1: Demonstrate effective audience analysis and contextual awareness.
- PI 1-2: Revise and edit for accuracy and clarity.
- PI 1-3: Assemble logical, well-informed arguments.
- PI 1-4: Create a single sentence to focus the piece.
- PI 1-5: Communicate clearly in an appropriate style.

[GE 2: Think critically from a Christian worldview.](#)

- PI 2-1: Identify the basic elements of various worldviews with a special emphasis on the Christian worldview.
- PI 2-2: Understand and fairly represent alternative positions on an issue.
- PI 2-3: Analyze contributing assumptions and contexts in an argument.
- PI 2-4: Suggest possible implications and applications of ideas.
- PI 2-5: Reach sound conclusions based on logical analysis of evidence.

[GE 3: Identify informational needs for lifelong learning.](#)

- PI 3-1: Acquire and use learning resources effectively and ethically.
- PI 3-2: Evaluate information and its sources critically.
- PI 3-3: Use technology in the accomplishment of learning activities.
- PI 3-4: Develop a plan for continued learning over a lifetime.

[GE 4: Work collaboratively to accomplish shared goals.](#)

- PI 4-1: Contribute constructively to the accomplishment of shared goals.
- PI 4-2: Recognize and respect the contributions of others.
- PI 4-3: Address conflict directly and constructively.

[GE 5: Appreciate and responsibly engage the physical world and diverse cultures, both past and present.](#)

- PI 5-1: Understand the history and relevance of movements, ideas, and people groups.
- PI 5-2: Appreciate and act responsibly within creation.
- PI 5-3: Humbly engage diverse cultures in a way that reflects understanding, value, and love.
- PI 5-4: Interpret texts and other cultural products in ways that reflect informed understanding of relevant contextual factors.

[GE 6: Integrate learning and experiences to new settings and complex problems.](#)

- PI 6-1: Connect relevant experience and academic knowledge.
- PI 6-2: Make connections across disciplines and perspectives.
- PI 6-3: Adapt and apply skills, abilities, theories, or methodologies gained in one situation to new situations.

[GE 7: Solve quantitative problems from everyday life situations.](#)

GE 1: Communicate effectively in written and oral forms.

	Exceeding:	Meeting:	Growing:	Beginning:
PI 1-1: Demonstrate effective audience analysis and contextual awareness.	The student possesses an understanding of the audience that recognizes unspoken complexities. This understanding has been used to creatively engage the audience.	The student has communicated in specific ways that demonstrate an accurate understanding of the specific needs of the audience and the context.	The student is inconsistent or shallow in the understanding of audience and context in ways that limit effectiveness.	There is little or no concern for audience analysis or contextual awareness.
PI 1-2: Revise and edit for accuracy and clarity.	The student's language is creative, precise, and accurate. The work is almost entirely free from errors.	The work is largely free from basic errors. Most unclear terms or ideas have been explained. Vagueness is largely avoided.	Basic errors are limited but not avoided. There are some sections of the student's work that remain unclear or vague.	The majority of the student's work is vague and overrun with errors limiting clarity and effectiveness.
PI 1-3: Assemble logical, well-informed arguments.	The student's work is logical, structured, and creative. The student addresses complexity with clear explanations. Claims are substantiated by research evidence that exceeds expectations.	The student's work has a clear and logical structure. Arguments are largely supported by evidence taken from reliable sources.	Structure is present, but the student's arguments are difficult to follow and is not always supported by sound evidence.	The student's arguments lack logical coherence. Arguments are not based on evidence or research.
PI 1-4: Create a single sentence to focus the piece.	The student has identified a clear and creative focusing sentence. The student's work has been integrated exceptionally well in support of this dominant idea.	The focusing sentence is effective in providing structure to the work. The student's work supports the dominant idea.	The student has identified a focusing sentence, but this sentence needs significant revision in order to be effective. Parts of the work do not fall under the direction of this sentence.	There is no evidence of a single, focusing sentence in the student's work.
PI 1-5: Communicate clearly in an appropriate style. (For written communication this means following an accepted style such as Turabian. For oral communication this means communicating in an effective verbal/non-verbal style.)	The student has communicated exceptionally in an acceptable style. There were virtually no errors or distractions. There was a high level of attention to detail.	The student has communicated in an acceptable style with minimal errors or inconsistencies. The style has helped the communication rather than distracted from it.	The student has attempted to follow an acceptable style, but more work needs to be done to apply this style with consistency and effectiveness.	The student has neglected to follow an acceptable style. The style is inconsistent and sloppy.

GE 2: Think Critically from a Christian Worldview

	Exceeding:	Meeting:	Growing:	Beginning:
PI 2-1: Identify the basic elements of various worldviews with a special emphasis on the Christian worldview.	The student has correctly identified, categorized, and contrasted various worldviews in ways that go well beyond the obvious. The student understands and correctly employs all worldview terminology.	The student has correctly identified and categorized various worldviews. The student understands worldview terminology.	The student has correctly identified only some elements of worldview. The student does not yet possess a confident knowledge in the differences between worldviews. Terminology is not always accurately understood.	The student lacks a basic understanding of the elements of worldview. Terminology is not known or is regularly misunderstood.
PI 2-2: Understand and fairly represent alternative positions on an issue.	The student has used sources and evidence representing all sides of an issue. Complexity is acknowledged and appreciated. The student's representation of alternative positions is thorough, charitable, and self-aware.	The student understands alternative positions and accurately represents them. Complexity is acknowledged. Competing positions are fairly and accurately represented.	While the student has attempted to articulate competing positions, these positions are not accurately or objectively presented. Complex issues are treated simplistically. There is a tendency towards dismissive or uncharitable treatment of other positions.	The student has ignored or misrepresented alternative positions. There is an almost complete lack of fairness or objectivity.
PI 2-3: Analyze contributing assumptions and contexts in an argument.	The student has carefully analyzed the assumptions and contexts that affect positions on complex issues including the student's own position.	The student has successfully connected assumptions and contexts to positions in an argument. The student may not always be aware of his/her own contributing assumptions.	The student's analysis lacks depth or accuracy. Connections are not made between assumptions and conclusions. The student does not recognize his/her own assumptions.	There is little or no effort to analyze the contributing assumptions or contexts in an argument.
PI 2-4: Suggest possible implications and applications of ideas.	The student has thoroughly vetted ideas for their positive and negative implications moving well beyond what is obvious. Applications are creative, specific, and also wide ranging in their scope.	The student has suggested reasonable and appropriate implications of ideas. The student recognizes both positive and negative implications. Immediate and specific applications of ideas are recognized.	The student recognizes some possible implications and applications. Some implications may be misdiagnosed or reveal bias. Implications and applications rarely move beyond the obvious.	The student has neglected to recognize or has badly diagnosed possible implications or applications of ideas.
PI 2-5: Reach sound conclusions based on logical analysis of evidence.	The student has reasoned with exceptional clarity and logic. Conclusions flow naturally from evidence that has been thoughtfully analyzed and integrated. Conclusions are sound and creatively presented.	The student has articulated clear conclusions tied to evidence. The student's reasoning is free of fallacies. Evidence has been thoughtfully analyzed and integrated.	The student's work displays some logical fallacies. Conclusions may nominally be tied to evidence, but they remain vague and inconsistent. Evidence is taken at face value without analysis.	The student's work commits numerous logical fallacies. Conclusions are regularly drawn independent of or contrary to evidence.

GE 3: Identify informational needs for lifelong learning.

	Exceeding:	Meeting:	Growing:	Beginning:
PI 3-1: Acquire and use learning resources effectively and ethically.	The student has acquired resources of the highest quality using advanced search strategies. Sources are diverse, relevant, and expert. Student has demonstrated the ability to define the scope of research.	The student has successfully acquired and used quality resources. Resources have been used responsibly and ethically. The student has demonstrated the ability to refine the search for resources.	The number and/or quality of learning resources used was unsatisfactory. The student has accessed sources using simple search strategies. There may be issues related to proper citation.	The student has either neglected to use learning resources or has used them unethically.
PI 3-2: Evaluate information and its sources critically.	The student has selected sources after considering the importance (to the researched topic) of the multiple criteria used (such as relevance to the research question, currency, authority, audience, and bias or point of view). Sources are consistently evaluated.	The student has chosen a variety of information sources appropriate to the scope and discipline of the research question. Sources have been selected using multiple criteria (such as relevance to the research question, currency, and authority). Sources are occasionally evaluated.	The student has chosen a variety of information sources. Sources have been selected using basic criteria (such as relevance to the research question and currency). Information taken from sources largely taken at face value.	The student has chosen only a few information sources using limited criteria and highly susceptible to bias.
PI 3-3: Use technology in the accomplishment of learning activities.	The student has expertly and creatively used technology in ways that enhance learning.	The student has used technology in basic ways to facilitate learning.	The particular use of technology may be distracting or unnecessary to the accomplishment of learning activities.	The use of technology has been neglected or has been used inappropriately.
PI 3-4: Develop a plan for continued learning over a lifetime.	The student has reflected deeply upon prior learning and life experiences and has developed the curiosity and independence to pursue expanded knowledge and maturity. The student has articulated a specific and achievable plan for continued learning.	The student has reflected upon prior learning and recognizes areas of continued need for growth and maturity. The student has demonstrated intellectual curiosity and has developed strategies to continue learning.	The student has reflected upon prior learning but may not be aware of or concerned about areas for needed growth. Plans for lifelong learning remain underdeveloped and vague.	The student has demonstrated little desire or curiosity for continued learning. The student has not connected prior learning to future needs in a specific way.

GE 4: Work collaboratively to accomplish shared goals.

	Exceeding:	Meeting:	Growing:	Beginning:
PI 4-1: Contribute constructively to the accomplishment of shared goals.	Student actively participates in the group, displaying initiative in accomplishing individual and group tasks.	Student actively participates in the sharing of ideas and work, completing work on time.	Student may share some ideas but does not complete all tasks on time.	The student is a hindrance to the group because of limited participation.
PI 4-2: Recognize and respect the contributions of others.	The student listens to and engages team members with respect for their unique strengths and perspectives. The student actively works towards consensus. The student encourages active participation from all team members.	The student listens to and engages team members with respect for their unique strengths and perspectives. The student understands the value of consensus.	The student at times engages team members with respect. The student tends to put individual needs above the goals of the team.	The student is a divisive force within the group. The student struggles to respond to others constructively.
PI 4-3: Address conflict directly and constructively.	The student helps to manage/resolve conflict in a way that strengthens overall team cohesiveness and future effectiveness.	The student identifies and acknowledges conflict and redirects focus towards common ground and the task at hand.	The student addresses conflict directly but incompletely either through quick fixes, avoidance, or bullying.	The student avoids addressing conflict.

GE 5: Appreciate and responsibly engage the physical world and diverse cultures, both past and present.

	Exceeding:	Meeting:	Growing:	Beginning:
PI 5-1: Understand the history and relevance of movements, ideas, and people groups.	The student understands the interconnectedness of ideas, movements, and peoples across time and cultures. The student evaluates the current relevancy and implications of these things both personally and culturally.	The student exhibits satisfactory and accurate understanding of historical facts. The student is able to make specific connections between the historical and the contemporary.	The student's understanding is incomplete or, occasionally, inaccurate. Facts are known, but significance is not recognized. The student struggles to articulate the relevance of historical study.	The student has an inaccurate understanding of historical movements, ideas, and people groups. No connections are made to highlight the contemporary relevance of historical study.
PI 5-2: Appreciate and act responsibly within creation.	The student demonstrates a thoughtful appreciation of creation based upon a mature understanding of science and theology. The student has developed personal and public strategies for virtuous stewardship of creation.	The student demonstrates appreciation for creation and mankind's role in it that is informed by science and/or theology. The student has expressed strategies for responsible engagement with creation.	The student demonstrates a vague appreciation for creation. This is not always grounded in an accurate or developed understanding of science or theology. Some strategies for responsible engagement with creation are identified.	There is little evidence that the student has developed an appreciation for creation or strategies for responsible engagement.
PI 5-3: Humbly engage diverse cultures in a way that reflects understanding, value, and love.	The student exhibits an understanding and appreciation of diverse cultures that readily recognizes complexities and diverse cultural values and needs. The student actively engages diverse cultures with humility, curiosity, and love.	The student understands and appreciates diverse cultures in ways that facilitates engagement. The student exhibits a general posture of humility, curiosity, and love.	The student appreciates diverse cultures, but may possess an understanding hindered by personal bias or shallow engagement. Engagement with diverse cultures is overly ethnocentric and lacks humility.	The student possesses either a shallow or misinformed understanding or appreciation of diverse cultures. Personal bias has severely hindered humble engagement.
PI 5-4: Interpret texts and other cultural products in ways that reflect informed understanding of relevant contextual factors.	The student has demonstrated exceptional skills of interpretation or translation – including an understanding of issues such as background, development, and function. Texts and cultural products are brought to bear on diverse contexts – including vocational application.	The student has interpreted or translated texts or cultural products accurately – taking into account issues such as background, development and function.	The student has interpreted or translated texts or cultural products unevenly or inconsistently. Contextual factors have generally been overlooked or misunderstood in the student's work.	The student's work is incomplete or insufficient. The student hasn't demonstrated the basic skills needed for proper interpretation.

GE 6: Integrate learning and experiences to new settings and complex problems.

	Exceeding:	Meeting:	Growing:	Beginning:
PI 6-1: Connect relevant experience and academic knowledge.	Creatively connects life experiences to academic knowledge and to broaden personal understanding.	Effectively connects life experiences to academic knowledge.	Identifies some connections between life experiences and academic knowledge that are perceived as related to personal interests.	Has not connected experience to academic knowledge in a meaningful way.
PI 6-2: Make connections across disciplines and perspectives.	Independently and creatively synthesizes knowledge from various fields of study.	Effectively synthesizes knowledge from various fields of study.	When prompted, presents information from more than one field of study without making connection.	Does not recognize the value and content of disciplines and perspectives outside of the immediate frame of reference.
PI 6-3: Adapt and apply skills, abilities, theories, or methodologies gained in one situation to new situations.	Adapts and applies, independently, skills, theories, or methodologies gained in one situation to new situations to solve difficult problems or explore complex issues in original ways.	Adapts and applies skills, theories, or methodologies gained in one situation to new situations to solve problems or explore issues.	Inconsistently applies skills, abilities, theories, or methodologies gained in one situation to a new situation.	Previous learning is largely neglected in new settings.

Biblical Education Curricular Map

1000	2000	3000	4000
BE 1: Know the historical and theological content of the Bible.			
DO 1111 Christ and the Bible NT 1110 Book of Acts OT 1110 History of Ancient Israel 1 OT 1111 History of Ancient Israel 2	NT 2200 Gospels Elective NT 2310 Hebrews	NT 3200 Life of Christ Elective NT 3311 Timothy and Titus PI 3212 Christian Apologetics and Worldview OT 3000 OT Poetry Elective	DO 4111 Theological Integration for Ministry NT 4314 Romans NT/OT 4000 Critical Background Elective NT 4000 Epistle Elective
BE 2: Employ historical-grammatical exegetical principles for biblical interpretation.			
OT 1110 History of Ancient Israel 1 OT 1111 History of Ancient Israel 2 NT 1110 Book of Acts	PI 2410 Principles of Interpretation NT 2310 Hebrews	PI 3410 Issues in Interpretation NT 3200 Life of Christ Elective NT 3311 Timothy and Titus	NT 4314 Romans OT 4000 OT Prophet Elective NT 4000 Epistle Elective
BE 3: Affirm one's personal belief in the lordship of Jesus and in the authority of the Scriptures.			
DO 1110 Essentials for Spiritual Formation DO 1111 Christ and the Bible	PI 2410 Principles of Interpretation NT 2200 Gospel Elective	DO 3110 Spiritual Formation Retreat PI 3410 Issues in Interpretation	DO 4111 Theological Integration for Ministry
BE 4: Grow in spiritual formation and develop plans for continued growth.			
DO 1110 Essentials for Spiritual Formation	NT 2310 Hebrews	DO 3110 Spiritual Formation Retreat OT 3000 OT Poetry Elective	

Reporting Biblical Education Outcomes Assessment

Click on the appropriate link below and complete the form to report of your assessment activities this semester.

BE 1: Articulate the historical and theological contents of the Bible

- PI 1-1: Demonstrate awareness of the continuity and discontinuity of the testaments.
- PI 1-2: State how particular Bible books relate to the theme of the Bible.
- PI 1-3: Articulate the major categories of theology and its task.
- PI 1-4: Give evidence of the main ideas and flow of thought of each Bible book.

BE 2: Employ historical-grammatical hermeneutical principles for biblical interpretation.

- PI 2-1: Explain and defend historical-grammatical principles for interpreting Scripture.
- PI 2-2: Accurately interpret individual texts of Scripture.
- PI 2-3: Explain how an individual text relates to the message of Scripture as a whole.
- PI 2-4: Identify and evaluate the hermeneutical assumptions of any given interpretation of a biblical text.
- PI 2-5: Apply biblical truth to contemporary situations.

BE 3: Affirm one's personal belief in the lordship of Jesus and in the authority of the Scriptures.

BE 4: Grow in spiritual formation and develop plans for continued growth.

- PI 4-1: Articulate Christian identity in light of the person and work of Jesus Christ.
- PI 4-2: Outline a pathway through particular obstacles toward greater personal holiness.
- PI 4-3: Demonstrate a life of personal devotion by employing specific Christian spiritual practices.
- PI 4-4: Submit and participate in a local church.

BE 1: Articulate the historical and theological contents of the Bible

	Exceeding:	Meeting:	Growing:	Beginning:
PI 1-1: Demonstrates awareness of the continuity and discontinuity of the testaments.	The student can explain with precision key developments throughout the biblical narrative without avoiding tensions or exaggerating differences of the testaments.	The student can state how the OT and NT go together to form one continuous narrative while recognizing the different parts.	The student understands that there are differences between the testaments but is unable to articulate the continuity and discontinuity between them.	The student is unable to distinguish OT from NT. There is little awareness of how the OT and the NT are alike and different.
PI 1-2: State how particular Bible books relate to the theme of the Bible.	The student can demonstrate how each Bible book from both testaments contributes to the theme of the Bible and can defend their integrative motif.	The student can state the theme of the Bible book being studied and can integrate how that theme relates to the rest of the Bible.	The student can state a theme of the Bible book being studied and makes some connections to the overall theme of the Bible.	The student can state a theme of the Bible book being studied but cannot relate that theme to the overall theme of the Bible.
PI 1-3: Articulate the major categories of theology and its task.	The student thoroughly explains the terms and concepts of theology and can differentiate between sound theology and non-Christian theologies.	The student is able to use the basic terms and concepts of theology and articulate the task of theology in terms of traditional orthodox Christianity.	The student is able to use the basic terms of theology and shows rudimentary awareness of the theological task.	The student is unable to define and use the basic terms of theology.
PI 1-4: Gives evidence of the main ideas and flow of thought of each Bible book.	The student can state the main ideas of the Bible book, can outline the book, and can state the rationale of the flow of thought and the its distinct contribution to the canon as a whole.	The student can state the main ideas of the Bible book and can outline that book.	The student is unable to state the main ideas of the Bible book or cannot outline it.	The student has perhaps read the Bible book but is unable to state the main ideas of it.

BE 2: Employ historical-grammatical hermeneutical principles for biblical interpretation.

	Exceeding:	Meeting:	Growing:	Beginning:
PI 2-1: Explain and defend historical-grammatical principles for interpreting Scripture.	The student has demonstrated a thorough grasp of the principles of sound interpretation and can defend them against scholarly critique.	The student has accurately described and adequately defended basic principles of historical-grammatical interpretation.	The student has demonstrated awareness of the need for sound interpretation but cannot articulate what this looks like or why it is important.	The student does not understand that not all interpretations are equally valid and that not all principles of interpretation are equally beneficial.
PI 2-2: Accurately interpret individual texts of Scripture.	The student has produced a clear and coherent interpretation that takes into account all of the relevant text-critical, historical, literary, grammatical, lexical, and theological features of the text.	The student has produced a clear and coherent interpretation that gives proper attention to many of the historical, literary, grammatical, lexical, and theological features of the text.	The student has attempted to apply some sound principles of interpretation but not all of them, and does not yet know how these principles affirm or deny a particular reading of a text.	The student's interpretation lacks internal coherence and is related to the actual text inconsistently and mostly at a surface level.
PI 2-3: Explain how an individual text relates to the message of Scripture as a whole.	The student's interpretation of a specific text takes into proper account the wider witness of Scripture on the issues present in that text, and the explanation of Scripture's teaching on a subject is adequately rooted in sound interpretation of relevant individual texts.	The student has presented accurate insights into how the individual text contributes to the whole message of Scripture, and how the canonical witness of Scripture clarifies the meaning of the individual text.	The student has demonstrated an awareness that Scripture has a unified message but has failed to clearly demonstrate the relation between that message and the individual text.	The student has not attempted to interpret an individual text in light of the whole of Scripture, and/or the view of Scripture's message as a whole is not rooted in accurate interpretation of individual texts.
PI 2-4: Identify and evaluate the hermeneutical assumptions of any given interpretation of a biblical text.	The student can identify and thoroughly critique the various assumptions presupposed by a textual interpretation. They know the strengths and weaknesses of assumed constructs and can discern how each either helps or hinders adequate interpretation of a given text.	The student accurately identifies hermeneutical assumptions influencing an interpretation and can evaluate ways in which this construct may hinder faithful interpretation.	The student has recognized some hermeneutical assumptions influencing interpretation but fails to offer a substantive evaluation or critique.	The student has not identified or evaluated the hermeneutical assumptions influencing an interpretation of a biblical text.
PI 2-5: Apply biblical truth to contemporary situations.	The student understands the text in its original context, as well as the student's own context, well enough to apply principles from the text to specific contemporary situations.	The student articulates clear and specific contemporary applications that are rooted in but do not merely restate the original meaning of the text.	The student has attempted to apply the text, but the applications are vague and/or not adequately rooted in the text.	The student either has not attempted to apply the text or the applications have little to do with what the text actually says.

BE 4: Grow in spiritual formation and develop plans for continued growth.

	Exceeding:	Meeting:	Growing:	Beginning:
PI 4-1: Articulate Christian identity in light of the person and work of Jesus Christ.	Student is testifying in multiple contexts how Jesus has made a complete transformation of identity, with specific examples of changes made.	Student articulates how Christ's work has led to a reevaluation of self-understanding.	Student's understanding of Christ and His work is limited to confirming views previously held without assessment or clarification.	Student cannot articulate with concrete examples how they are living out the salvation provided by Christ.
PI 4-2: Outline a pathway through particular obstacles toward greater personal holiness.	Student has outlined a pathway to holiness and is persevering in faithfulness to Christ despite various challenges and crises in life.	Student shows awareness of issues in holiness, and is working on them both conceptually and relationally.	Student submits to behavioral expectations, but is not actively identifying personal challenges to greater growth.	Student demonstrates an indifferent spirit to demands for personal holiness, or is unwilling to address addictive behaviors.
PI 4-3: Demonstrate a life of personal devotion by employing specific Christian spiritual practices.	Student is actively addressing deficiencies in discipleship through planning and acting on a devotional program.	Student is taking initiative in their devotional life by consistently practicing key spiritual disciplines.	Student has experienced different spiritual practices but has not identified personal path toward devotion through them.	Student is not engaging in any regular personal devotional practices.
PI 4-4: Submit and participate in a local church.	Student is invested in a local church and involved in some level of leadership.	Student is involved in a local church and is serving regularly.	Student's participation in church is limited merely to attendance at weekly worship services.	Student is not consistently involved with a local Christian congregation.

Professional Education Curricular Map

PE 1: Articulate a philosophy of Christian service consistent with a biblical theology.			
1000	2000	3000	4000
CS 1110 Christian Service MN 1112 Principles of Discipleship and Evangelism	IS 2210 Foundations for Christian Mission	<i>MN 3138 Practical Issues in Ministry (general or major)</i>	DO 4111 Theological Integration in Ministry
PE 2: Demonstrate the ability to engage the culture in which Christian service takes place.			
CS 1110 Christian Service	IS 2210 Foundations for Christian Mission	CE 3116 Strategies for Teaching	DO 4111 Theological Integration in Ministry MN 4991-6 Internship/Field Experience
PE 3: Execute the principles of biblical discipleship within their Christian service context.			
CS 1110 Christian Service MN 1112 Principles of Discipleship and Evangelism	<i>Foundations course (in major)</i> MN 2612 Biblical Communication	CE 3116 Strategies for Teaching	
PE 4: Accomplish professional competencies within Christian service.			
MN 1112 Principles of Discipleship and Evangelism	IS 2210 Foundation of Christian Mission MN 2612 Biblical Communication	<i>MN 3138 Practical Issues in Ministry (general or major)</i>	MN 4991-6 Internship/Field Experience

Reporting Professional Education Outcomes Assessment

Click on the appropriate link below and complete the form to report of your assessment activities this semester.

PE 1: Articulate a philosophy of Christian service consistent with a biblical theology.

- PI 1-1: Personalize God's call to serve Him within a specific vocational focus.
- PI 1-2: Articulate their philosophy of Christian service with a biblical theology.
- PI 1-3: Apply and contextualize their philosophy of Christian service with a biblical theology to their workplace setting.
- PI 1-4: Integrate information from various disciplines into Christian service contexts.

PE 2: Demonstrate the ability to engage the culture in which Christian service takes place.

- PI 2-1: Demonstrate an understanding of the complexity of various cultural settings as it relates to Christian service.
- PI 2-2: Recognize their own cultural setting and bias.
- PI 2-3: Make strategic ministry decisions based on cultural awareness.

PE 3: Execute the principles of biblical discipleship within their Christian service context.

- PI 3-1: Articulate the personal development within Christian discipleship.
- PI 3-2: Appropriately share the gospel within various settings.
- PI 3-3: Create formal and informal structures that foster the development of Christian discipleship.
- PI 3-4: Identify elements of mentoring within Christian discipleship.

PE 4: Accomplish professional outcomes.

- PI 4-1: Articulate an understanding of spiritual leadership.
- PI 4-2: Demonstrate preparedness for future vocational opportunities.
- PI 4-3: Design professional practices in your major.

PE 1: Articulate a philosophy of Christian service consistent with a biblical theology.

	Exceeding:	Meeting:	Growing:	Beginning:
PI 1-1: Personalize God's call to serve Him within a specific vocational focus.	The student has clearly articulate their unique giftedness and experiences integrated into their call to vocation.	The student can describe their gifts, moments and experiences and how this impacts their call to vocation.	The student can identify some of their gifts, moments and experiences and how they connect to their vocation.	The student can identify gifts and experiences but is not yet able to connect them to their vocational calling.
PI 1-2: Articulate their philosophy of Christian service with a biblical theology.	The student has clearly designed a philosophy of Christian service statement integrating biblical text.	The student has developed a consistent philosophy of Christian service statement. The students articulates an understanding of biblical texts that inform their philosophy of Christian service specific to their area of ministry/vocation.	The student has developed a philosophy of Christian service but may lack consistency or cohesion. The students lists biblical texts that inform their philosophy of Christian service but without thorough integration.	The student has developed a philosophy of Christian service statement that lacks cohesive structure. Some biblical texts are listed, but without integration into their philosophy of Christian service.
PI 1-3: Apply and contextualize their philosophy of Christian service with a biblical theology to their workplace setting.	The student demonstrates a thorough reflection and integration of biblical theology and philosophy of Christian service into their vocational plans, programs, and other Christian service activities.	The student demonstrates an adequate reflection and integration of biblical theology and philosophy of Christian service into their vocational plans, programs, and other Christian service activities.	The student demonstrates an awareness of their biblical theology and philosophy of Christian service, but lacks complete integration into their vocational plans, programs, and other Christian service activities.	The student demonstrates minimal awareness of how a biblical theology and philosophy of Christian service should inform vocational plans, programs, or other Christian service activities.
PI 1-4: Integrate information from various disciplines into Christian service contexts.	The student independently adapts and applies, skills, abilities, theories, or methodologies gained in one situation to new situations to solve difficult problems or explore complex issues in original ways.	The student adapts and applies skills, abilities, theories, or methodologies gained in one situation to new situations to solve problems or explore issues.	The student uses skills, abilities, theories, or methodologies gained in one situation in a new situation to contribute to understanding of problems or issues.	The student uses, in a basic way, skills, abilities, theories, or methodologies gained in one situation in a new situation.

PE 2: Demonstrate the ability to engage the culture in which Christian service takes place.

	Exceeding:	Meeting:	Growing:	Beginning:
PI 2-1: Demonstrate an understanding of the complexity of various cultural settings as it relates to Christian service.	The student demonstrates an outstanding grasp of the complexities of multiple cultural settings and applies that knowledge in fresh and innovative ways.	The student clearly articulates an understanding of the challenging nature of various cultural settings, relating that understanding to specific applications in Christian service.	The student shows progress towards a reasonable understanding of multiple cultural settings as they relate to Christian service with evidence of making applications to diverse scenarios.	The student evidences an understanding of cultural settings in relationship to Christian service but has difficulty in making clear application to particular situations.
PI 2-2: Recognize their own cultural setting and bias.	The student excels in articulating a home culture awareness and the corresponding biases that accompany.	The student clearly demonstrates a grasp of their home culture and is able to identify corresponding biases prevalent within the cultural setting.	The student exhibits a competent understanding of their home culture qualities and a growing awareness of corresponding biases.	The student demonstrates an understanding of home culture awareness, but struggles to see the particular resulting biases.
PI 2-3: Make strategic ministry decisions based on cultural awareness.	The student exhibits outstanding comprehension of cultural awareness and suggests corresponding strategic ministry decisions.	The student clearly exhibits cultural awareness at a cognitive, affective and behavioral level for making ministry decisions.	The student shows significant progress towards gaining cultural awareness at a cognitive, affective and behavioral level so as to make strategic choices in ministry.	The student exhibits understanding of cultural awareness and is willing to move toward integrating that knowledge with strategic decision-making.

PE 3: Execute the principles of biblical discipleship within their Christian service context.

	Exceeding:	Meeting:	Growing:	Beginning:
PI 3-1: Articulate the personal development within Christian discipleship.	The student clearly articulates an understanding of the personal develop of a fully disciplined Christian life and can apply this understanding to specific Christian service contexts.	The student shows progress towards a reasonable understanding of the personal development within Christian discipleship and can begin to apply this understanding to diverse scenarios.	The student evidences some understanding of the personal development of Christian discipleship but has difficulty in making clear application to particular situations.	The student shows very little understanding of the personal development of Christian discipleship and cannot apply this understanding to concrete situations.
PI 3-2: Appropriately share the gospel within various settings.	The student clearly demonstrates an ability to appropriately share the gospel and contextualize it to various contexts and settings.	The student exhibits a reasonable understanding of how to share the gospel in a variety of settings.	The student demonstrates an understanding of what the gospel is and the need to diversity its sharing according to various settings.	The student exhibits a basic understanding of what the gospel is but cannot grasp the need to diversity its form.
PI 3-3: Create formal and informal structures that foster the development of Christian discipleship.	The student clearly exhibits an ability to create formal and informal structures that will foster the development of discipleship in both personal and corporate settings.	The student shows significant progress toward creating formal and informal structures that would reasonably foster the development of discipleship.	The student exhibits an understanding of how structures foster the development of discipleship but lacks an ability to create them.	The student shows very little understanding of how structures are needed to develop discipleship and cannot create them on his or her own.
PI 3-4: Identify elements of mentoring within Christian discipleship.	The student exhibits strong capabilities in identifying the elements of Christian mentoring and can apply them to real situations.	The student is capable of identifying the most common elements of Christian mentoring and shows an adequate ability to apply them to real situations.	The student exhibits effort and a desire for a better understanding of the elements of Christian mentoring.	The student shows a very basic desire to understand Christian mentoring.

PE 4: Accomplish professional outcomes within Christian service.

	Exceeding:	Meeting:	Growing:	Beginning:
PI 4-1: Articulate an understanding of spiritual leadership.	The student clearly articulates an understanding of spiritual leadership and is capable of making immediate practical application to real time scenarios.	The student exhibits a competent understanding of spiritual leadership and is able to articulate and apply this understanding in ministry situations when given adequate time and thought.	The student exhibits an understanding of spiritual leadership and is capable of making general applications to ministry situations.	The student recognizes the need for spiritual leadership.
PI 4-2: Demonstrate preparedness for future vocational opportunities.	The student clearly exhibits cognitive, affective and behavioral readiness for vocational opportunities.	The student is making forward progress in understanding and applying cognitive, affective and behavioral readiness for vocational opportunities.	The student understands the needs for vocational opportunities and is working steadily to prepare himself/herself for such.	The student identifies the needs for vocational opportunities.
PI 4-3: Design professional practices in your major.	The student exhibits strong capabilities for accomplishing professional practices.	The student is capable of accomplishing professional practices with limited guidance.	The student exhibits effort and desire for accomplishing professional practices but may need additional support and guidance.	The student expresses desire to grow in areas of professional practices.

The Advantages to Using Rubrics

<http://www.moodlerooms.com/resources/blog/best-practices-case-rubrics-four-student-benefits-and-teacher-tips-use>)

#1 - Rubrics guide students in performance and teach them that learning is their responsibility.

Rubrics share with students what is expected of them before they begin a specific task, thus directing them to learn what is necessary to be successful (and most often more than is needed). In this way, rubrics help students set learning goals and take the responsibility for their learning into their own hands. Knowing what skills make up a desired performance encourage students to strive to achieve it.

#2 – Rubrics encourage students to become self-reflective.

Rubrics created for the purposes of peer- and self-assessment assist students in developing their personal ability to judge excellence, or the lack thereof, in their work and others'. By providing rubrics to students before an assignment is due, they can review their work to see how it measures up against the rubric, and make adjustments if needed.

Teacher Tip: Make sure that rubrics are always accessible to students before they receive actual grading from you. Including all rubrics in the original course syllabus, other than those that may be student-created, is a sure fire way to make sure of this.

#3 – Rubrics take away the guessing game.

One of the most common questions asked by students is, "How can I get an 'A' in this course?" Rubrics eliminate the guessing game for how to earn an 'A' because they outline the grading objectives and guidelines, and how to achieve mastery per criteria. When evaluating students' work with a rubric, there is little to no room for bias. Rubrics assure students that there is equality in grading and standardized expectations.

Teacher Tip: When writing rubrics for your course, consider first writing a general rubric that includes always assessed items, no matter what the actual goal of the assignment. These may be criteria such as punctuality, professionalism, grammar, and clarity. In this way, students can focus more on task-specific criteria after "mastering" general criteria. Make sure to include well-written general criteria, to make mastery possible.

#4 – Rubrics praise students' strengths and support their weaknesses.

As a student, it's hard to improve upon a specific skill unless you know you are under-performing in that area. Rubrics provide visual representations to students, depicting the exact level they are currently achieving (per criteria). This makes strengths and weaknesses easy to see, allowing students to know what areas they need develop further at a glance. Through rubrics, students are able to monitor their progress on specific criteria over a given period of instruction or time.

Teacher Tip: Rubrics show students the exact performance level they currently fall in, but you as a teacher should make sure to include adequate feedback to help students understand how to increase performance in lower scoring areas.

Cognitive Levels, Terms and Assessment Task

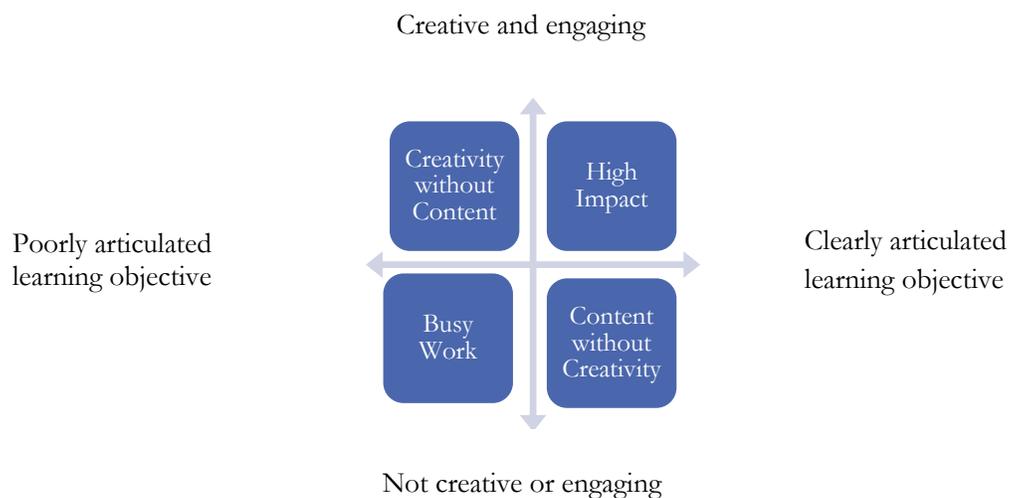
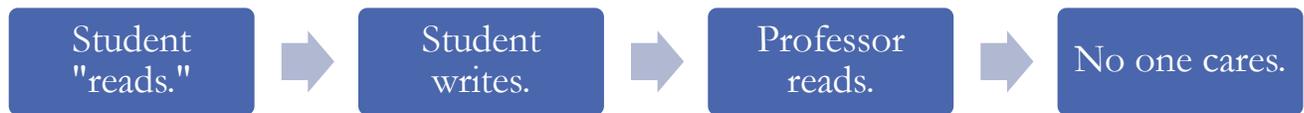
Gloria Rogers with Susan Hatfield, HLC, Feb. 2016

Learning Levels	Level Indicators	Assessment Task
Knowledge	Define Describe Label Recite Select State Write Identify	Remembering previous learned information: <ul style="list-style-type: none"> - Complete multiple choice - Fill in the blank - Provide oral response - Complete true/false - Develop a list - Choose among alternatives (could be a list)
Comprehension	Match Paraphrase Restate Illustrate Compare Predict Defend Explain	Grasping the meaning of information previously presented: <ul style="list-style-type: none"> - Give an analogy - Create an outline - Summarize in own words - Create a concept map - Draw a diagram - Graph the answer - Match term with a definition
Application	Apply Change Make Model Show Calculate Examine Solve Use	Using principle/formula/processes previously learned: <ul style="list-style-type: none"> - Compute an answer - Solve a problem similar to previous problems - Solve a problem in a new setting - Create a model - Write an essay that requires the use of the concepts/processes learned - Use theory or principle to explain an event or phenomena
Analysis	Analyze Compare/Contrast Differentiate Categorize Distinguish Relate	Breaking down objects or ideas into simpler parts and seeing how the parts relate and are organized: <ul style="list-style-type: none"> - Deconstruct a model - Identify differences - Group like items together - Identify what is missing - Identify cause and effect - Perform a SWOT analysis - Discuss an event/perspective from multiple perspectives - Present the potential impact resulting from a decision or choice
Evaluation	Evaluate Select Recommend Rank Critique Judge Assess	Making judgments based on internal evidence or external criteria: <ul style="list-style-type: none"> - Choose best among options and defend your choice - Rank from best to worse using established criteria - Develop criteria for judgment and apply to a solution - Recommend and defend choice for action - Present the pros and cons of an approach - Determine the degree of success or failure of an action or event
Create	Make Generate Build Form Construct Design Fashion Produce	Making or producing something based on previously learned information and processes: <ul style="list-style-type: none"> - Create an end-of-program capstone project - Complete a summative class project - Write a summative paper in a course - Write an end-of-program thesis - Write an end-of-program dissertation - Design an original approach to a situation or problem - Write a short story, poem, play - Use a form of artistic expression to respond to an exigence - Develop a curriculum that integrates multiple disciplines - Conduct independent research

Also see this great website – <http://www.celt.iastate.edu/teaching/effective-teaching-practices/revised-blooms-taxonomy>

Creative Assignments to Engage Students and Improve Learning

So much of the work that is assigned at the college level has low-impact because of its lack of creativity and its general lack of instructional value. Such low-impact assignments become busy-work for the student and drudgery for the professor.



Where would you plot the current assignments for your classes?

What are some high impact assignments that could be included in your classes?

Alternative Assignments Ideas:

Annotated bibliography	"Scavenger hunt" assignments
Field research and response	Interview
Multi-media presentation	Debate
A response letter on a critical issue	Reflection journal
Critical evaluation	Lifelong learning plan
Literature review	Panel discussion
Muddy paper/clear paper (pre/post class)	Jigsaw group presentation
Peer review	Case study problem/solution
Skill transfer assignments	Creative writing
Wikidocuments or class blog	Teach course content to a third party
"Who cares" paper	Portfolio assignments
Forum discussions/responses	Test writing using course content

A Brief Summary of the Best Practices in College Teaching

Compiled by Tom Drummond, North Seattle Community College

See the full article here – <http://teaching.uncc.edu/learning-resources/articles-books/best-practice/instructional-methods/best-practices-summary>

- Lecture Practices:** effective ways to present new information orally to fit differences in learning styles. At times information must be transmitted orally to a passive listening audience. But research has shown that after 10 to 20 minutes of continuous lecture, assimilation falls off rapidly. If the teacher must rely on the oral presentation of material, these techniques enhance learner retention.
 - *Lecture/Rhetorical Questioning:* Talk in 7 to 10 minute segments, pause, ask pre-planned rhetorical questions; learners record their answers in their notes.
 - *Surveys with Exemplifier:* Pause, ask directly for a show of hands: 'Raise your hand if you agree... disagree... etc.' or 'Raise your hand if you have encountered an example of that.' Ask for a volunteer to speak for the response group whose hands are raised.
 - *Turn To Your Partner And Pause,* ask each to turn to the person next to them and share examples of the point just made or complete a given phrase or sentence.
Halting Time (4): Present complex material or directions and then stop so learners have time to think or carry out directions. Visually check to see whether the class appears to understand. If they do, continue.
 - *Explication de Texte:* By reading and analyzing passages from the text aloud, learners can see higher-order thinking skills and that 'criticism' is a participatory intellectual exercise.
 - *Guided Lecture:* Students listen to 15-20 minutes of lecture without taking notes. At the end, they spend five minutes recording all they can recall. The next step involves learners in small discussion groups reconstructing the lecture conceptually with supporting data, preparing complete lecture notes, using the instructor to resolve questions that arise.
 - *Immediate Mastery Quiz:* When a regular immediate mastery test is included in the last few minutes of the period, learners retain almost twice as much material, both factual and conceptual.
 - *Story Telling:* Stories, metaphor, and myth catch people deeply within, so no longer are listeners functioning as tape recorders subject to the above information overload limits. What human beings have in common is revealed in myth; stories allow the listener to seek an experience of being alive in them and find clues to answers within themselves. The 10 to 20 minute limit no longer applies.
- Group Discussion Triggers:** effective ways to present a common experience to engage a group in a discussion. Awareness of complexity and enhanced understanding result when learners discuss the meaning of events with each other. But to be successful, groups need a common experience to draw them into participation, establish a personal connection with the content, and provide a shared referent from which to exemplify their ideas. There are many kinds of triggers, but all are designed to precede group discussion. Participants, therefore, become connected with both a concrete example of the content and each other.
 - *Short Readings:* Brief assignments to read in class (especially effective are contrasting viewpoints).
 - *First Person Experience:* Works written in a personal voice, autobiographies, biographies, oral histories, diaries, and memoirs, when used as counterpoints to abstract texts, bridge the gap between their own lives and the content under study. Students more readily take part in discussions when they can personally relate to the material.
 - *Individual Task with Review:* Problems to solve that apply the concepts presented. Students complete a worksheet or other task and compare the results with their neighbors before the whole class discusses the answers.
 - *Self-assessment Questionnaires:* Short surveys of learner attitudes and values.

- *Total Group Response:* Human Graph: Learners literally take a stand on an imaginary graph or continuum. The first few volunteers justify their choice of position, and then the remainder of the class joins them without comment.
 - *Case Studies:* A case study is the factual account of human experience centered in a problem or issue faced by a person, group or organization. It can raise a variety of complex issues and stimulate discussions of alternative viewpoints. Typically, case studies are written objectively and include a brief overview of the situation, its context, and the major decisions that must be made. Rather than expecting learners to have a right answer, learners develop their ability to articulate their thoughts, frame problems, generate solutions, and evolve principles that may apply to other situations.
 - *Visual Studies:* Seeing first hand creates a common ground. Photographic essays, video programs, and personally made video recordings are examples of ways to bring into the classroom direct depictions of the concepts being discussed.
 - *Role Play:* Learners explore human relations problems by enacting problem situations and then discussing the enactments. Together learners can explore feelings, attitudes, values, and problem solving strategies. It attempts to help individuals find personal meaning within their social world and resolve personal dilemmas with the assistance of the social group.
3. **Thoughtful Questions:** effective ways to formulate questions that foster engagement and confidence. What does it mean to think? Some people would like to be able to think better, or, more usually, want other people's thinking to improve. But research shows that everyone is capable of thinking. The problem is to stop teachers from precluding the chance for it to happen. The right kind of questions opens the door to student's participation. The right questions focus the learner's attention upon applying their current understanding to the content or problem. The right questions are discoverable, that is, have follow-up avenues that a teacher can follow to lead a student to find an adequate answer using resources available (Socratic). Each success on one of these problems is a lesson to the learner that he or she knows how to think. (And each failure, a lesson in the opposite.) Note that none of these tutorial questions asks for recall of facts or information (didactic questions).
- *Discoverable Tutorial Questions:* These eleven question formulations meet the criteria of being both perceptually based and discoverable. The responses to these questions lie shared experience, so all learners, who may not at first answer acceptably, can be led back to available evidence to find adequate answers.
 - Description: What did you see? What happened? What is the difference between....?
 - Reflection: What was interesting? What was surprising?
 - Analogy: What else does it remind you of? What else does it look like?
 - Common Purpose: What is the purpose of.....? What is the usual function of.....?
 - Procedures: How does one normally do.....? How was this done? What is the normal (non-creative) next step?
 - Possibilities: What else could? How could we.....? If we didn't have, or couldn't use,,what could.....?
 - Prediction: What will happen next? What will you see? What will be the effect?
 - Justification: How can you tell? What evidence led you to.....?
 - Theorizing: Why is it that way? What is the reason for it?
 - Generalization: What is the same about and? What could you generalize from these events? What principle is operating?
 - Definition: What does mean? Define the word
 - *Wait Time:* After posing one of these tutorials, learners need at least 5 seconds in order to process it and begin the formulation of an answer.
4. **Reflective Responses to Learner Contributions:** effective ways to establish mutually beneficial communication by reflective listening. When a learner contributes to the discussion or asks a question, taking the initiative to learn, what is the best way to respond? To facilitate self-discovery and self-appropriated learning, effective teachers respond without changing the topic to share their own

information or perspective from a posture of mutual respect, without domination. These three reflective responses, when used in sequence, constitute a responding convention, a standard way to develop habits of talking that release the potentialities of the learner and promote mutually significant sharing by both the teacher and the learner. Used in this order they sequence the amount of teacher control, starting with the lightest level.

- *Paraphrase:* While remaining alert to both the intellectual and emotional aspects of learner contributions, rephrase the underlying message the learner is sending in one's own words, not the learner's words. This especially applies when the learner says something new, something more than the commonplace. Avoid 'parroting' the learner's words or routinely beginning, 'I hear you saying.....' Both are irritating and condescending. Example: Student says, 'I am confused. I still don't know what you want from me.' Paraphrase: 'You see no way to start, huh?'
- *Parallel Personal Comment:* Without changing the topic or bending it in the slightest, talk about one's own current feelings or a past experience that matches exactly what the learner has said. The intention is to convey parallel aspects of yourself that validate the other's perspective or confirm your understanding of what the other is talking about. Usually statements start with 'I....' 'I was confused about that myself when I first read it.' 'I want to hear more about that.'
- *Leading Query on Learner's Topic:* Ask for clarification of aspects of the comment. Dig deeper into the student without bending or shifting it away to one's own agenda. Such responses include, 'Where does it break down?' 'Could you elaborate or give an example?' and references to others, 'Who can build on what she is saying?'

5. **Rewarding Learner Participation:** effective ways to support learner actions with well-timed, encouraging positives. All teaching moves learners into areas of risk and incompetence. So often the job of a teacher is to find nascent deftness when it is easier to notice the maladroit. The methods chosen to administer those positives, however, send messages about what is important to achieve. Are learners supposed to work toward external approval..... or their own intrinsic betterment? Are grades the true reward..... or are learners supposed to learn to enjoy the quest itself? Teachers answer these questions through the manner in which they support improvement. The best rewards are not contrived, foster personal reflection and independence, and actually work, that is, learners maintain new abilities or do better. Effective teachers support emerging initiative, cooperation and perseverance with well-timed positives in these forms:

- *Avoid Praise:* Praise, the expression of judgment, is less successful in rewarding learner performance than the techniques listed below. It tends to foster approval seeking rather than independence.
 - 'I like how complete this is.' (Implies pleasing me is important)
 - 'Good question.' (Implies some other learner's questions are not good)
 - 'That's a great welding job.' (Implies a learner should seek the teacher's approval versus 'a correct weld,' which is feedback, not praise)
- *Description:* Describe objectively those aspects of learner performance needing support. To avoid making a personal evaluation, state a culturally accepted conclusion a group of dispassionate observers would concede:
 - 'You have addressed each item.'
 - 'That question is probably shared by many here today.'
 - 'That weld is just like the book.'
- *Narration:* Detail the action a learner takes immediately as it occurs. Narrations usually begin with 'You

 - 'You're raising an issue that needs discussion.'
 - 'You're obviously trying to fit the pieces together.'
 - 'You remembered the first step.'

- *Self-Talk:* Talk about your own thoughts or prior personal experience.
 - 'I have wondered that, too.'
 - 'Questions like that have always intrigued me.'
 - 'It took me four months to achieve a weld like that one.'
- *Nonverbal:* Communicate your recognition through body language and facial expressions.

- Smile broadly.
- Thumbs up.
- Move to convey excitement and enjoyment.
- *Personal Feelings*: Describe your emotional reactions as a participant learner, a member of the group, expressing deep, genuine, personal feeling.
 - 'What a joy for me to listen to this discussion!'
 - 'I am amazed by what you have done.'
 - 'I wish I could wave a magic wand to make everyone do that well.'
- *Intrinsically-Phrased Reward Statements*: Positive expressions about emerging learner performance and achievement highlight internal feelings of self-worth and self-satisfaction. (Praise is an extrinsic judgment.)
 - Enjoyment-'That was fun!' 'What a pleasure it must have been to do.'
 - Competence-'You did it!' 'An accomplishment.'
 - Cleverness-'That was tricky.' 'Intelligent.' 'Unique.'
 - Growth -'You've taken a step forward.' 'What changes have occurred?'

6. **Active Learning Strategies**: effective ways to foster active, constructive participation

All research on people, and on their brains, shows we learn by doing. Learning is a Constructing process.

Here are the choices available in the literature on teaching. The problem lies selecting the type of activity to match the purpose the teacher has in mind.

- *Construction Spiral*: Pose problem questions in a three-step learning cycle-(1) each individual writes down their thoughts, (2) all share in a small groups of three, and (3) compile the answer on the board in front of the whole class avoiding any evaluation or changes to what the class offers. Let the group correct itself. If weaknesses appear or more sophisticated understanding is needed, pose a second problem in the same manner. First questions usually begin at a reflex level to engage the students. Used to construct understandings and concepts.
- *Round*: Each person has a 2 or 3 minute opportunity to express his or her point of view on a given topic, or passes, while others listen. Used to elicit a range of viewpoints and build a sense of safe participation.
- *Brainstorm*: Solicit, and compile for all to see, alternative possibilities without judgments. Used to generate ideas, encourage creativity, involve the whole group, and demonstrate that people working together can create more than the individual alone.
- *Writing in Class*: Focus questions, in-class journals, lecture or reading summaries and in-class essays can improve the learning of the subject matter and, with clear objectives and feedback, improve writing skills, too. See also Classroom Assessment Techniques.
- *Concept Models*: Given handouts that ask a series of leading questions, students work in small groups to figure out how something works or build a conceptual model. They make their own diagrams and record their own observations. Workshop Biology Project, for example.
- *Simulations and Games*: By creating circumstances that are momentarily real, learners can practice coping with stressful, unfamiliar or complex situations. Simulations and games, with specific guiding principles, rules, and structured relationships, can last several hours or even days.
- *Peer Teaching*: By explaining conceptual relationships to others, tutors define their own understanding.
- *Question Pairs*-learners prepare for class by reading an assignment and generating questions focused on the major points or issues raised. At the next class meeting pairs are randomly assigned. Partners alternately ask questions of each other and provide corrective feedback as necessary.
- *Learning Cells*: Each learner reads different selections and then teaches the essence of the material to his or her randomly assigned partner.
- *Examinations (18)*: Scheduling an exam stimulates learners to study. Completion, true-false, and multiple choice force memorization of facts and statements. Essay examinations force an overall general concept of the material. It is a rather obvious way to involve learners in doing something and

getting them to think about what they are doing.

7. **Cooperative Group Assignments:** ways to assign formal cooperative tasks. One form of active learning deserves special attention because it overtly places the learners as workers, demands that each process beliefs and construct expression with co-workers, and forces the achievement of a group goal. That interdependence affects three broad and interrelated outcomes: effort exerted to achieve, quality of relationships among participants, and psycho-social adjustment. Ninety years of research and 600 studies show cooperative learning tasks that have clear goals and performance measures result in more high-level reasoning, more frequent generation of new ideas and solutions, and greater transfer of what is learned within one situation to another. Cooperative learning groups embrace five key elements:
- positive interdependence
 - individual accountability
 - group processing
 - social skills
 - face-to-face interaction

Typically three to five learners work in heterogeneous groups. All cooperative designs have specific objectives, performance criteria and reward systems. In order for them to be successful, teachers must expect to spend time building cooperative skills and enforcing group self-assessment of them.

- *Team Member Teaching:* Knowledge Outcomes: Like a jigsaw puzzle, each member of the team is assigned a portion of the whole. Ultimately responsible for knowing all, each group member teaches the others about his/her piece. Learners need explicit preparation in how to effectively communicate information to others.
- *Team Effectiveness Design:* Cooperative Skills and Knowledge Outcomes: Whatever material is to be learned is presented to teams in the form of a manuscript or text followed by a multiple choice test requiring conclusions or inferences, not locating information in the readings. After completing the test, learners join teams of five to discuss the questions and arrive at consensus as to the most valid answer to each question, without consulting the reading. Then a key is distributed and learners score individual answers as well as the team's.
- *Student Teams-Achievement Divisions:* Knowledge Outcomes: Learners study the material in heterogeneous groups as above, but instead of taking a test, learners play academic games to show their individual mastery of the subject matter. At a weekly tournament, learners are matched with comparably performing learners from other teams. Assignments to the tournament tables change weekly according to a system that maintains the equality of the competition.
- *Performance Judging Design:* Skill Outcomes: Here learners first study how to develop and apply appropriate criteria for judging performance on a skill, such as writing an essay, giving a speech, or constructing a tool chest. They test their cooperatively developed criteria on a product produced anonymously by someone else. Then the learners are assigned the task of creating their own product for other members of the team to review.
- *Clarifying Attitudes Design:* Attitude Outcomes: The teacher prepares an attitude questionnaire, usually a multiple choice inventory. Each learner selects from the range of alternatives those that most accurately represent his or her views. Next, teams meet to reach agreement on which of the alternatives represents the soundest action in a particular circumstance. They examine the differences between previous attitudes and discuss together how each may want to be consistent with the agreed-on description of the soundest attitude.
- *Poster Sessions:* Groups of three to five students each complete a poster or stand-alone display that conveys the group's work in (a) identifying and clarifying a controversial issue, (b) locating appropriate information and resources concerning their issue, and (c) critically evaluating the evidence they find. The posters are displayed in a public area of the college, so that not only can the students in the course learn from each others' work, students from other classes and other faculty

can see it, too.

8. **Goals to Grades Connections:** establish a logical agreement of goals and objectives, flowing to measures of performance, criteria, and grading. A formidable obstacle every teacher faces is how to analyze the content of a course, predetermine the outcomes desired, and communicate the necessary performance expectations to the learners in a detailed, congruous syllabus that logically connects goals to the measures for grades. That is, the objectives follow from the goals, the requirements are demonstrations of performance of those objectives, and the evaluation methods reflect attainment of the objectives to measurable criteria. This is rarely simple. At times teachers need their own cooperative learning groups in order to solve the myriad problems in coordinating course goals, uncovering the traditional discontinuities between goals and grading, and achieving assessment clarity. These are the basic criteria for the task:
 - *Goals Stated as Outcomes, Not Processes (25):* Goals for the course are agreed to by the other faculty in the instructional unit to achieve outcomes desired from an integrated program of study. Process statements, such as 'students will participate in....' or 'students will undertake...' are avoided. Outcomes say that, at the end, students will be capable of doing 'x.'
 - *Objectives are Performances (26):* Performances are actual behaviors or classes of behaviors that indicate the presence of the alleged ability that generally are agreed upon by the faculty of the instructional unit. These are the abilities that constitute each goal. Each is formulated using active, measurable verbs from Bloom's Taxonomy (knowledge, comprehension, application, analysis, synthesis, evaluation) and placed at the level of the taxonomy that reflects the amount of time allocated.
 - *Requirements are Detailed in Writing:* All desired learner outputs, including the criteria for success and relative weights, are clearly specified to learners in advance.
 - *Grades are Referenced to Criteria (27):* Learner achievement is measured with respect to a specified standard of quality, on a continuum from zero to perfection, not a percentage comparison to other learner's achievements.

9. **Modeling:** represent openness, continuous learning, and trust. As a paragon of personal development, a teacher faces interpersonal challenges in every action he or she takes to engage, facilitate, catalyze, and give life to the opportunity to learn. Great teachers teach by example. It is the authentic life that instructs. These attitudinal qualities of being connected to learning in delight, illumination, and even rapture have been described in many ways, but none clearer perhaps than by Carl Rogers. (28)
 - *Openness to Experience in the Here and Now:* Being truthful, personally in touch with one's own feelings and current experience.
 - *Incorporation into Oneself of the Process of Change:* Openness to learning opportunities, belief in oneself as an effective learner, and modeling learning, and its accompanying mistakes, visibly to learners.
 - *Unconditional Positive Regard for Others:* Deep trust in the underlying goodness of each person, despite how they appear, and the explicitly expressed belief in each learner's ability to learn and grow.

10. **Double Loop Feedback:** facilitating mutual awareness of how one learns to learn
The times when the teacher should correct performance are often the most difficult as well as the most significant. It is easier to identify errors and deficiencies in the actions of others than to communicate them in a way that continues their willing engagement in correcting them. Because people rarely produce actions that do not make sense to them (they act intentionally), they naturally tend to become defensive, confused, or ashamed when criticized or given advice. Yet individualized correction is often the key to improved performance. An effective feedback procedure should enable reflection and self-correction without fostering hostility or defensiveness. Double loop feedback (29) is a method of providing correctives in a way that maintains the learner's continued engagement in the process of acquiring competence and self-confidence. It sequences the statements teacher's make by starting with least inferential and examining both the learner's performance and the evaluator's assumptions at each stage. In double loop

learning an open-ended cycle is created where the teacher and the learner cooperatively examine both the learner's performance and the underlying perspectives the teacher brings to regard that performance. Optimal correction is possible when both parties responsibly work for error detection at each level of inference before proceeding to the next. In other words, get the facts right first; then work to agree upon what 'most people' would agree those facts to mean. As opposed to the natural tendency to think of judgments and opinions first, this procedure holds them in abeyance.

- **Step 1. Objective Description of Physical Reality: State the facts as you see them:**
 - 'There are 14 misspelled words here.'
 - 'Since I assigned the class the task, you have asked me four questions.'
 - 'You pointed your finger at the person you addressed.'

Get agreement before proceeding any further, for correcting errors may not be possible unless both parties agree to a common set of facts.

- **Step 2. Culturally Accepted Meaning: Describe what a jury or group of informed spectators observing the event would conclude and check that generalization:**
 - 'It hasn't been spell-checked. That true?'
 - 'You are using me as the first resource not the handouts or your friends, huh?'
 - 'Wouldn't most people conclude that your non-verbal gesture implies an adversarial rather than cooperative stance?'

Again, get agreement. Usually the learner will either justify or correct when the behavior is recognized as holding an accepted meaning. This level of inference is the same used by journalists and anthropologists to describe events and actions as viewed from a culturally specific viewpoint. That viewpoint, too, is also suspect and, to be fair, should be examined simultaneously----thus the term double loop.

- **Step 3. Judgments and Personal Reality:** After the above have been discussed and agreed upon, the judgments of both parties can be stated without inducing animosity or defensiveness. People naturally attach meaning to events in accord with their own life experiences. Nothing is wrong with this, but these opinions are unreliable. By keeping them out of the feedback discussion, both parties can attach meaning to events with greater reliability, often without judgments ever entering into the discussion. At times it may be wise to check first with the recipient before moving into this stage:
 - 'Would you like my opinion?'
 - 'That many mistakes imply you don't care if it is ever read.'
 - 'I would like to see you find more answers independently.'
 - 'Your message is more likely to be heard if you speak about yourself instead of attacking others.'

11. **Climate Setting:** regulate the physical and mental climate. A large portion of teaching effectiveness involves setting the stage. The task of getting everyone comfortable enough to learn comes with the territory. Solve comfort issues first and the learning path is smoother. Research shows that successful teachers spend 10% of classroom time optimizing the arrangement of the physical setting as well as the psychological setting-a climate of collaboration, support, openness, pleasure, and humanity:

- *Meet the Learner's Needs for Physical Comfort and Accessibility:* Insure a comfortable environment where basic needs for all learners are met: lighting, heat, seating, quiet, etc.
- *Define Negotiable and Non-negotiable Areas:* Clearly specify those aspects of class performance that are the instructor's responsibility, such as essential procedures, external constraints, performance requirements (such as attendance, assignments), and summative evaluation - and those parts of the course that have mutual and negotiable responsibility (such as seating arrangements, breaks, groupings).

- *Clarify the Instructor's Role:* Impart the explicit assumption that the teacher is here to facilitate learning by providing resources, tasks, and support. The teacher is not the fount of all knowledge. The teacher trusts the learners to want to learn and therefore will take responsibility for their own learning. Students answer the question, "In order to make this learning opportunity the best for me, what would I like to see the instructor do?" The task is to achieve consensus on what role the instructor will take.
- *Clarify the Learner's Role as Members of a Learning Community:* Clarify expectations the learners have for the instructor and expectations they have for establishing constructive relationships with each other. Students answer the question, "In order to make this learning opportunity best for me, what would I like to see my classmates do?" The class arrives at consensus on what obligations and responsibilities are expected by others.

12. **Fostering Learner Self-Responsibility:** allow learners to plan and evaluate much of their learning. Effective teachers offer ways for the learners to take an active role, for at least a portion of the course, in diagnosing their learning needs, formulating learning goals, identifying human and material resources for learning, choosing and implementing appropriate strategies, and evaluating the outcomes. (31)

- *Involve Learners in Mutual Planning:* People tend to feel committed to any decision in proportion to the extent to which they have participated in making it.
- *Involve Learners in Diagnosing Their Own Needs for Learning:* A problem to solve is meshing the needs the learners are aware of (felt needs) with the needs their organizations, vocation, or society has for them (ascribed needs). One method is to present a model of competencies, which reflects both personal and organizational needs, so that the learners can identify the gaps between their current performance and where the model specifies they need to be. Another method is to compile the totality of learner understandings (and misunderstandings) about the current topic, have them represent their experience in some tangible form, and then develop questions that come to mind. These questions then can guide further inquiry.
- *Involve Learners in Formulating Their Learning Objectives:* Promote attainment of at least a portion of the course requirements through flexible contracts by which the learner:
 1. translates a diagnosed learning need into a learning objective,
 2. identifies, with help, the most effective resources and strategies for accomplishing each objective,
 3. specifies the evidence that will indicate accomplishment, and
 4. specifies how this evidence will be judged or evaluated.
- *Involve Learners in Evaluating Their Learning:* Teachers and learners together work to find out what learning occurs within the unique context every course presents. Classroom Assessment Techniques gather information to guide the adjustments both teachers and learners need to make to improve learning. (32) In the end, if people are to become independent, lifelong learners, they must learn to take full responsibility for their learning.

Ideas for Pedagogy, Assessment, and Assignments for Each Course Level

- **1000 Level**
 - *Pedagogy*
 - Demonstrating/Modeling metacognitive skills to students (e.g., how to be aware of their own thinking, how to get to the conclusion, thinking about thinking)
 - Think/Pair/Share
 - Think—Question/problem—have them chew on it individually
 - Pair—discuss with someone else in the class
 - Share—discuss with the class at large
 - In our instruction, we give them the context or the terminology in order to engage the research/textbooks.
 - *Assessments:*
 - Discussions (both in forums and face-to-face) demonstrate intentional personal reflection of guided research, offering minimal citations/quotations.
 - Research assignments are professor directed with an emphasis on getting the basics right and encouraging performance of advanced levels.
 - Book reports emphasize lucid summaries of the author’s points and contribution to the field of study.
 - Assignments and test questions challenge students to engage both rote memorization and preliminary analysis of course content.
 - *Assignment Examples and Trajectories:*
 - Research brief instead of a research paper
 - Three pages = Three things I didn’t know about this biblical text
 - 3-2-1 paper
 - Three observations—important things you read
 - Two questions you still have
 - One point of application
 - Information Literacy
 - What are the resources for research—don’t use google, use EBSCO, etc.
 - How do I access them?
 - Research paper
 - If there is a paper, the goal is to demonstrate format and research familiarity.
 - What I don’t know paper?
 - These are all the categories I don’t have a clue about
 - Learning to make claims about research but still in the formative stages
 - What is it about?
 - Works best with a professor’s prompt (e.g., tell me the signs of insanity in Poe’s *Telltale Heart* as opposed to “tell me what’s in the story”).
 - Inductive Studies
 - Memory Work
 - Test on Key Terms or Key Figures

- **2000 Level**

- *Pedagogy*

- Still demonstrating metacognitive skills to students, but starting to ask them to demonstrate their own ability—we can start to ask them: “How did you arrive at this conclusion?”
 - Think/Pair/Share activities in class as well
 - Tools and methods related to field of study are modeled, and settings are facilitated for the student to explore and attempt the same.
 - Opportunities for personal reflection

- *Assessments:*

- Rote learning is balanced with assignments that intentionally make application of content learned in class.
 - Research assignments require less specific guidance. Student creativity and initiative is encouraged.
 - Book reports should include summary and critique.
 - In research papers, the use of thesis statements and appropriate research support is taught and encouraged.

- *Assignment Examples and Trajectories:*

- Project where they go out and find resources
 - Bibliography of resources, links, journals, etc.
 - Annotated?
 - Greater competency in understanding the claims (strengths and weaknesses) of scholars in research.
 - The claims are not as guided by the professor
 - They should be able to make some “This is what that means?” type statements.
 - Some independent/analytical work
 - Inductive study
 - Exegetical assignments
 - Oral presentations

- **3000 Level**

- *Pedagogy*

- More opportunities for discussion between Professors and Students
 - Students expected to ask meaningful questions
 - Time set aside for classroom discussion and processing information
 - Students expected to use tools related to field with decreased help from the professor

- *Assessments:*

- Greater room for student creativity.
 - Research papers are generally assumed for courses at this level. Research is mostly student driven with less direct guidance from the professor.
 - Book reports emphasize critique (i.e., critical student interaction) based on lucid summaries of the author’s points and contribution to the field of study.
 - Assignments and test questions challenge students to engage, primarily, analysis of course content with little rote memorization.

- *Assignment Examples and Trajectories:*

- Exegetical papers/solid research papers
 - I.e., this passage means this—not really “huge application”
 - Explain two divergent interpretations—be able at least see the different interpretations and explain why people conclude that or got to that point
 - Synthesis-oriented assignments
 - Harmonizing and putting information in conversation with each other
 - Student can create content relevant to his/her ministry context—applying and plugging it in directly here
 - Sermons and lessons
 - Group and peer to peer assignments

- **4000 Level**
 - *Pedagogy*
 - Greater discussion opportunities
 - Lecture with students expected to actively engage in class material (both in and out of the classroom)
 - Instructor provides a framework for learning to take place
 - Students are expected to have a high level of personal responsibility for their learning
 - *Assessments:*
 - As before, book reports emphasize critique (i.e., critical student interaction) based on lucid summaries of the author’s points and contribution to the field of study, but also demonstrates ability to apply insights of the book directly into the chosen field of study.
 - All assignments should be oriented toward integration and not just summary or rote memorization (unless exploring a new field of study or a new topic in a familiar field of study).
 - Research is student driven. Advanced research methods and writing are assumed.
 - In-depth research papers are assumed for all courses at this level (appropriate to the field of study).
 - *Assignment Examples and Trajectories:*
 - Should be able to construct philosophy of ministry and statement of faith
 - Heavy application on assignments
 - Good, I’m glad to know you know “what this means” but how does this plug in to your ministry
 - More assignments with students actually preaching or teaching
 - Writing papers that interact with current research material
 - Projects that require a lot of prior knowledge
 - Synthesis of material from the past four years or so
 - Sermon and lesson writing geared to a specific audience