Biblical and Religious Studies (BA)

📋 Program-22

Annual Assessment Plan

1

2 **4.1 C - Basic beliefs**

Describe the basic beliefs and practices of the world's major religions.

Outcome(s)

1 Choose one or more accreditor outcome that aligns with your Program Learning Outcome.

There is no selected outcome.

2 Choose one or more Institution outcome that aligns with your Program Learning Outcome.

There is no selected outcome.

3 **Please Enter The Following Information Below:**

Measures - Need to name specific course/ required experience plus exact exam items, assignments, rubric lines, etc. used for the analysis of performance on the PLO.

Targets - Percentage of students expected to earn a particular score on the measure.

Timeline - The frequency with which the department will analyze and report student performance on the PLO.

Measures	Targets	Timeline
RELI 206: Exams	80 percent of students will score 80 or higher	each offering

4 **Results -** Please enter numeric results, indicating the number and percentage of student performance meeting the target. Record faculty discussion about the strengths and weaknesses in student performance. *Please see the May Development section on the Assessment of Student Learning website for suggestions about how to process assessment results.

Not collected/ RELI 206 not offered in 21-22.

5

Action Plans - If student performance did not meet the target, identify specific improvement strategies to enact in the upcoming academic year. For example, add instruction on the topic, change an assignment, revise course requirements, revise objectives, identify additional support/resources for students.

> We will revise this as part of our assessment update in 22-23.

6 **Closing the Loop** - If you entered action plans for the PLO last year, they will appear in the box below. Please explain what you did to accomplish the action plan this year, re-examine student performance, and determine the success of your action plan.

3 **4.3 B - Constructing and evaluating**

Develop skills for constructing and evaluating theological arguments

Outcome(s)

1 Choose one or more accreditor outcome that aligns with your Program Learning Outcome.

There is no selected outcome.

2 Choose one or more Institution outcome that aligns with your Program Learning Outcome.

There is no selected outcome.

3 **Please Enter The Following Information Below:**

Measures - Need to name specific course/ required experience plus exact exam items, assignments, rubric lines, etc. used for the analysis of performance on the PLO.

Targets - Percentage of students expected to earn a particular score on the measure.

Timeline - The frequency with which the department will analyze and report student performance on the PLO.

Measures	Targets	Timeline
THEO 305: Preferred Model paper	80% of students will average 3 out 4 on rubric (assesses argument, theological sophistication)	Every 2 years (every offering)
THEO 239: Atonement and Ecclesiology paper	80% of students will average 3 out 4 on rubric (assesses argument, theological sophistication)	Every 2 years (every offering)

④ **Results -** Please enter numeric results, indicating the number and percentage of student performance meeting the target. Record faculty discussion about the strengths and weaknesses in student performance. *Please see the May Development section on the Assessment of Student Learning website for suggestions about how to process assessment results.

THEO 305 and 239 not offered this year.

⑤ **Action Plans -** If student performance did not meet the target, identify specific improvement strategies to enact in the upcoming academic year. For example, add instruction on the topic, change an assignment, revise course requirements, revise objectives, identify additional support/resources for students.

⑥ **Closing the Loop -** If you entered action plans for the PLO last year, they will appear in the box below. Please explain what you did to accomplish the action plan this year, re-examine student performance, and determine the success of your action plan.

4 **4.4 - Employment**

Prepare to pursue employment, voluntary service, and/or graduate opportunities in their chosen discipline • Explore possible careers in religious and biblical studies (RELI 206). • Explore internship possibilities for BRS majors (RELI 206). • Engage in early-career thinking about graduate school (RELI 206). • Learn in detail about the application process for graduate school and seminary (THEO 487). • Learn about locating job opportunities, applying for jobs, and interviewing for jobs (THEO 487).

Outcome(s)

① Choose one or more accreditor outcome that aligns with your Program Learning Outcome.

There is no selected outcome.

2 Choose one or more Institution outcome that aligns with your Program Learning Outcome.

There is no selected outcome.

3 **Please Enter The Following Information Below:**

Measures - Need to name specific course/ required experience plus exact exam items, assignments, rubric lines, etc. used for the analysis of performance on the PLO.

Targets - Percentage of students expected to earn a particular score on the measure.

Timeline - The frequency with which the department will analyze and report student performance on the PLO.

Measures	Targets	Timeline
Senior Survey	80% of students will have clear plans for post-graduation	Administered annually; reviewed every other year (next in 22-23)
RELI 206: Resume	80% will score 80 percent or higher on the assignment	Administered annually; reviewed every other year (next in 22-23)
THEO 487: Resume	80% will score 80 percent or higher on the assignment	Administered annually; reviewed every other year (next in 22-23)
THEO 487: Personal reflection paper	80% will score 80 percent or higher on the assignment	Administered annually; reviewed every other year (next in 22-23)

4 **Results -** Please enter numeric results, indicating the number and percentage of student performance meeting the target. Record faculty discussion about the strengths and weaknesses in student performance. *Please see the May Development section on the

Assessment of Student Learning website for suggestions about how to process assessment results.

> Not assessed in 21-22.

5 **Action Plans** - If student performance did not meet the target, identify specific improvement strategies to enact in the upcoming academic year. For example, add instruction on the topic, change an assignment, revise course requirements, revise objectives, identify additional support/resources for students.

6 **Closing the Loop** - If you entered action plans for the PLO last year, they will appear in the box below. Please explain what you did to accomplish the action plan this year, re-examine student performance, and determine the success of your action plan.

> Re-locate and current assessment in early-career, and add objective for senior survey in seminar.

5 **4.5 - Faith**
Articulate the connections between Christian faith commitments and the academic study of faith and/or ministry.

Outcome(s)

1 Choose one or more accreditor outcome that aligns with your Program Learning Outcome.

There is no selected outcome.

2 Choose one or more Institution outcome that aligns with your Program Learning Outcome.

There is no selected outcome.

3 **Please Enter The Following Information Below:**

Measures - Need to name specific course/ required experience plus exact exam items, assignments, rubric lines, etc. used for the analysis of performance on the PLO.

Targets - Percentage of students expected to earn a particular score on the measure.

Timeline - The frequency with which the department will analyze and report student performance on the PLO.

Measures	Targets	Timeline
THEO 487: Personal reflection paper	85% of senior students will score 80 percent or higher	Every other year (next in 22-23)

④ **Results -** Please enter numeric results, indicating the number and percentage of student performance meeting the target. Record faculty discussion about the strengths and weaknesses in student performance. *Please see the May Development section on the Assessment of Student Learning website for suggestions about how to process assessment results.

> BRS students enrolled in CHRM 493; this data is part of the CRML program assessment.

⑤ **Action Plans** - If student performance did not meet the target, identify specific improvement strategies to enact in the upcoming academic year. For example, add instruction on the topic, change an assignment, revise course requirements, revise objectives, identify additional support/resources for students.

⑥ **Closing the Loop** - If you entered action plans for the PLO last year, they will appear in the box below. Please explain what you did to accomplish the action plan this year, re-examine student performance, and determine the success of your action plan.

6 **4.1 A - Foundational content**

Understand the foundational content of Biblical and Religious Studies: a. Know the basic contents and major themes of the Old and New Testaments b. Recognize the historical backgrounds and contexts of the biblical writings c. Recognize historical development of Christian doctrine, practice, and theological reflection

Outcome(s)

① Choose one or more accreditor outcome that aligns with your Program Learning Outcome.

There is no selected outcome.

②

Choose one or more Institution outcome that aligns with your Program Learning Outcome.

Selected Outcomes:

- ULO 3 - Faith Knowledge & Application
- ULO 4 - Specialized Skills and Scholarship

3 **Please Enter The Following Information Below:**

Measures - Need to name specific course/ required experience plus exact exam items, assignments, rubric lines, etc. used for the analysis of performance on the PLO.

Targets - Percentage of students expected to earn a particular score on the measure.

Timeline - The frequency with which the department will analyze and report student performance on the PLO.

Measures	Targets	Timeline
BIBL 233, 237, 202, RELI 344, THEO 205/238: Standardized exams (early career, late career)	Each class will demonstrate a 60% increase from their early career exams to their late career exams within each test area	Administered annually
BIBL 202 01 Entrance Exam	80 percent of students will score 75% or higher on the entrance exam	Administered annually; collected fall 2021
CHRM 493 01 Entrance Exam	80 percent of students will score 75% or higher on the entrance exam	Administered annually; collected fall 2021

4 **Results -** Please enter numeric results, indicating the number and percentage of student performance meeting the target. Record faculty discussion about the strengths and weaknesses in student performance. *Please see the May Development section on the Assessment of Student Learning website for suggestions about how to process assessment results.

BIBL 233, 237, RELI 344, THEO 205/238: Not collected, target needs to be updated.
BIBL 202 01 No Biblical and Religious studies majors enrolled in the course in fall 2021.
CHRM 493: Target not met. 75 percent (3 of 4) majors scored proficient or higher.

⑤ Action Plans - If student performance did not meet the target, identify specific improvement strategies to enact in the upcoming academic year. For example, add instruction on the topic, change an assignment, revise course requirements, revise objectives, identify additional support/resources for students.

BIBL 233, 237, RELI 344, THEO 205/238:Target needs to be updated to a specific proficiency. Comparison data can be analyzed over time but target is needed for assessment plan.

⑥ Closing the Loop - If you entered action plans for the PLO last year, they will appear in the box below. Please explain what you did to accomplish the action plan this year, re-examine student performance, and determine the success of your action plan.

Add course objective for senior seminar re: exit assessment and senior survey.

Done.

⑦ 4.1 B - Historically diverse
Describe the church as a historically diverse and global body.

Outcome(s)

① Choose one or more accreditor outcome that aligns with your Program Learning Outcome.

There is no selected outcome.

② Choose one or more Institution outcome that aligns with your Program Learning Outcome.

Selected Outcomes:

- ULO 4 - Specialized Skills and Scholarship

3 **Please Enter The Following Information Below:**

Measures - Need to name specific course/ required experience plus exact exam items, assignments, rubric lines, etc. used for the analysis of performance on the PLO.

Targets - Percentage of students expected to earn a particular score on the measure.

Timeline - The frequency with which the department will analyze and report student performance on the PLO.

Measures	Targets	Timeline
BIBL 233, 237, 202, RELI 344, THEO 205/238: Standardized exams (early career, late career)	Each class will demonstrate a 60% increase from their early career exams to their late career exams within each test area	Administered annually
RELI 344: Three test essays (exams 1,2, 3, and 4)	80% of students will score 80% or higher on exams 1,2,3, and 4	Data will be collected every other year (fall 2021)

4 **Results -** Please enter numeric results, indicating the number and percentage of student performance meeting the target. Record faculty discussion about the strengths and weaknesses in student performance. *Please see the May Development section on the Assessment of Student Learning website for suggestions about how to process assessment results.

> RELI 344 exams 1-4: Target met; 2/2 majors scored proficient or higher (both scored in the advanced range).
> BIBL 233, 237, 202, RELI 344, THEO 205/238: Target needs to be updated to a specific proficiency.

5 **Action Plans** - If student performance did not meet the target, identify specific improvement strategies to enact in the upcoming academic year. For example, add instruction on the topic, change an assignment, revise course requirements, revise objectives, identify additional support/resources for students.

> BIBL 233, 237, 202, RELI 344, THEO 205/238:Target needs to be updated to a specific proficiency. Comparison data can be analyzed over time but target is needed for assessment plan.

6 **Closing the Loop** - If you entered action plans for the PLO last year, they will appear in the box below. Please explain what you did to accomplish the action plan this year, re-examine student performance, and determine the success of your action plan.

8 **4.3 A - Interpreting and applying**
Develop academic skills necessary for interpreting and applying the biblical text

Outcome(s)

1 Choose one or more accreditor outcome that aligns with your Program Learning Outcome.

There is no selected outcome.

2 Choose one or more Institution outcome that aligns with your Program Learning Outcome.

Selected Outcomes:

- ULO 3 - Faith Knowledge & Application
- ULO 4 - Specialized Skills and Scholarship

3 **Please Enter The Following Information Below:**

Measures - Need to name specific course/ required experience plus exact exam items, assignments, rubric lines, etc. used for the analysis of performance on the PLO.

Targets - Percentage of students expected to earn a particular score on the measure.

Timeline - The frequency with which the department will analyze and report student performance on the PLO.

Measures	Targets	Timeline
BIBL 202: Objective test questions	80 percent of students will score 80 or higher on exams 1,2, and 3	Scores collected annually (Fall 2021)

Measures	Targets	Timeline
BIBL 233/237: Text analyses (Vlog and final paper project)	80% of students will score 80 percent or higher on the assignments	Scores collected annually (spring 2022)
CHRM 493: Assignments 1-4 preparation for Credo	80 percent of students will score 80 percent or higher on	Scores collected annually (fall 2021)

4 **Results -** Please enter numeric results, indicating the number and percentage of student performance meeting the target. Record faculty discussion about the strengths and weaknesses in student performance. *Please see the May Development section on the Assessment of Student Learning website for suggestions about how to process assessment results.

> BIBL 202: Target met. 100 percent of majors scored 80 or higher (all four scored in the advanced range).
> BIBL 237: Target met. 100 percent of majors (1/1) scored 80 or higher on the assignments (student scored in advanced range).
> CHRM 493: 100 percent of majors (4/4) scored 80 percent or higher on the assignments (all four scored in the advanced range).

5 **Action Plans** - If student performance did not meet the target, identify specific improvement strategies to enact in the upcoming academic year. For example, add instruction on the topic, change an assignment, revise course requirements, revise objectives, identify additional support/resources for students.

> BIBL 202: Consider replacing measure with a better aligned measure of the learning (objective tests are not usually used to measure text interpretation/analysis

6 **Closing the Loop** - If you entered action plans for the PLO last year, they will appear in the box below. Please explain what you did to accomplish the action plan this year, re-examine student performance, and determine the success of your action plan.

9 **4.3 C - Theological questions**

Respond to theological questions raised by the reality of religious pluralism.

Outcome(s)

1 Choose one or more accreditor outcome that aligns with your Program Learning Outcome.

There is no selected outcome.

2 Choose one or more Institution outcome that aligns with your Program Learning Outcome.

There is no selected outcome.

3 **Please Enter The Following Information Below:**

Measures - Need to name specific course/ required experience plus exact exam items, assignments, rubric lines, etc. used for the analysis of performance on the PLO.

Targets - Percentage of students expected to earn a particular score on the measure.

Timeline - The frequency with which the department will analyze and report student performance on the PLO.

Measures	Targets	Timeline
THEO 305: Preferred model of theology of religions (paper which demonstrates students' preferred theological approach to other religions)	80% of students will average 3 out 4 on rubric (assesses argument, theological sophistication, understanding of other religions)	Collected every fourth year (the course is offered bi-annually)

4 **Results -** Please enter numeric results, indicating the number and percentage of student performance meeting the target. Record faculty discussion about the strengths and weaknesses in student performance. *Please see the May Development section on the Assessment of Student Learning website for suggestions about how to process assessment results.

Not collected in 21-22.

5 **Action Plans** - If student performance did not meet the target, identify specific improvement strategies to enact in the upcoming academic year. For example, add instruction on the topic, change an assignment, revise course requirements, revise objectives, identify additional support/resources for students.

6 **Closing the Loop** - If you entered action plans for the PLO last year, they will appear in the box below. Please explain what you did to accomplish the action plan this year, re-examine student performance, and determine the success of your action plan.

10 **4.2 - Write proficiently**

Write proficiently while engaging in scholarship, utilizing research methods, journal guidelines, and proper citation techniques.

Outcome(s)

1 Choose one or more accreditor outcome that aligns with your Program Learning Outcome.

There is no selected outcome.

2 Choose one or more Institution outcome that aligns with your Program Learning Outcome.

There is no selected outcome.

3 **Please Enter The Following Information Below:**

Measures - Need to name specific course/ required experience plus exact exam items, assignments, rubric lines, etc. used for the analysis of performance on the PLO.

Targets - Percentage of students expected to earn a particular score on the measure.

Timeline - The frequency with which the department will analyze and report student performance on the PLO.

Measures	Targets	Timeline
THEO 305: Book review	80% of students will score 80 or higher in rubric categories: writing skills, research methods, citations, and argument	Every offering

Measures	Targets	Timeline
THEO 487: Research paper	80% of students will score 80 or higher in rubric categories: writing skills, research methods, citations, and argument	Every offering
CHRM 493: Credo Paper (Paper #5 in Fall 2021 section)	80 percent of students will score 80 or higher on the assignment	Fall 2021

④ **Results -** Please enter numeric results, indicating the number and percentage of student performance meeting the target. Record faculty discussion about the strengths and weaknesses in student performance. *Please see the May Development section on the Assessment of Student Learning website for suggestions about how to process assessment results.

> THEO 305 and 487: data not collected.
> CHRM 493 Credo Paper - target met. All four students met proficient or higher (all 4 scored in the advanced range).

⑤ **Action Plans -** If student performance did not meet the target, identify specific improvement strategies to enact in the upcoming academic year. For example, add instruction on the topic, change an assignment, revise course requirements, revise objectives, identify additional support/resources for students.

⑥ **Closing the Loop -** If you entered action plans for the PLO last year, they will appear in the box below. Please explain what you did to accomplish the action plan this year, re-examine student performance, and determine the success of your action plan.

② Holistic program improvement goals: Programs are expected to have at least one action plan to improve student learning annually. If you have not yet identified an action plan associated with this year's assessment results, or if the department has identified additional issues that require action plans, describe the specific, measurable action plan and its relation to evidence of student performance.

> Need to revise assessment plans in early fall 2022 due to curricular changes in the department.

Assessment Rubric

1

Process

	1	2	3	4
Is the plan being implemented faithfully and revised as needed?	○ Assessment plan is not implemented.	◉ Most aspects of plan are being implemented or all aspects are implemented to some degree.	○ Assessment plan is fully implemented.	○ Plan is faithfully executed and modified/evaluated as needed.

2 Explanations:

> Revisions will be completed in 22-23.

3

Engagement

	1	2	3	4

	1	2	3	4
Are all relevant parties are meaningfully involved in the creation/revision, implementation, analysis, interpretation and learning improvement process?	○ Limited involvement beyond chair/director	◉ All educators contributing to the curriculum are aware of process and results	○ All educators contributing to the curriculum participate in conversations regarding the use of assessment data to improve student learning	○ All relevant stakeholders (students, employers, alumni) are meaningfully involved in the creation/revision, implementation, analysis, interpretation, and/or improvement processes associated with this assessment plan.

4 Explanations:

> Faculty are involved in revising curriculum map in Fall 22.

5

Program Learning Objectives

	1	2	3	4

	1	2	3	4
Are the program learning objectives clear, measurable, aligned with ULOs/GLOs, and representative of the range of learning for that major/program?	○ PLOs are problematic (vague, abstract, not aligned with ULOs/GLOs) or missing.	○ PLOs are clear, mostly measurable, partially aligned with ULOs/GLOs.	◉ PLOs are clear, measureable, aligned with ULOs/GLOs, and represent a summary of the knowledge, skills, beliefs, and values that a graduate of this major/program should attain by completing the required curriculum, accounting for variations in learning outcomes due to tracks/concentrations	○ PLOs are clear, measurable, aligned with ULOs/GLOs, and representative of the range of learning students achieve through completion of the program. The learning objectives provide a comprehensive view of the knowledge, skills, beliefs, and values that are important for a graduate of this major/program and account for variations in learning outcomes due to tracks/concentrations.

6 Explanations:

> Revised PLOs are significant improvements on PLOs here. New PLOs will be in place for 22-23 assessment.

7

Measures

	1	2	3	4

	1	2	3	4
	◯	⦿	◯	◯
Are the instruments used to assess learning relevant to the objective? Do measures yield information/data you can use to drive improvement?	Not all objectives have a measure identified. OR Measures do not directly connect to the objectives.	All objectives have at least one direct measure. Measures connect to learning objectives superficially or tangentially and/or include learning other than stated objectives. Relies almost exclusively on the same form of assessment (survey, exam, project). Relies almost exclusively on data from a single source (course, program, activity).	All objectives have at least one direct measure. Some objectives have multiple measures. Measures clearly connect to learning objectives. And two of the following four criteria: Objective measures more than one point in time (formative). Indirect measure are used strategically. Plan Incorporates different forms of assessment (survey, exam, project). Plan incorporates from a variety of sources (course, program, activity).	Measures meet all of the following criteria: All objectives have at least one direct measure. Some objectives have multiple measures. Measures clearly connect to learning objectives. Objectives measured more than one point in time (formative). Indirect measures are used strategically. Plan incorporates different forms of assessment (survey, exam, project). Plan incorporates data from a variety of sources (course, program, activity).

⑧ Explanations:

> Progress will continue in 22-23.

⑨

Targets

	1	2	3	4

	1	2	3	4
Are the targets based on professional standards and/or analysis of past student work? Are targets challenging and achievable?	○ Some targets are missing.	◉ Targets are arbitrarily chosen or reflect minimal expectations.	○ Targets are challenging and achievable based on prior student performance, and reflect an appropriate level of performance.	○ Targets are challenging and achievable. Targets are based on professional standards and/or prior student performance. Targets are set at a level to inspire program improvement.

10 Explanations:

> Targets require revision based on updated PLOs and revise curriculum.

11

Timeline

	1	2	3	4

	1	2	3	4
Is the timeline for data collection manageable with sufficient data points to effectively inform decision making and program review?	⦿ Not identified clearly for all measures.	○ Clearly states semester/year for each objective/measure. Data analysis delayed from data collection. Time between collection points may not facilitate informed decision making.	○ Clearly stated and manageable schedule. At least two data points for each objective per review cycle.	○ Timeline for data collection is manageable and allows for continuous improvement with timely and meaningful decision making even before program review.

12 Explanations:

> Timelines require revision based on updated PLOs and revise curriculum.

13

Action Plan

	1	2	3	4

	1	2	3	4
Is the department effectively examining and using assessment data to revise curriculum and pedagogy to support student learning?	Assessment data not collected/analyzed/used for decisions and/or results not documented in AEFIS.	Data collected, documented and discussed by department. Department reviewed confidence in measures and data as sufficient indicators of student performance. If data indicated changes were needed, action plans were developed in consultation with dean (e.g. improving outcomes, measures, targets, curriculum or pedagogy).	Data collected, documented and discussed by department. Department and dean confirmed confidence in measures and data as sufficient indicators of student performance. Action plans (e.g. improving outcomes, measures, targets, curriculum or pedagogy) developed in consultation with dean. If prior year data warranted action plans, the department implemented the changes.	Department collected and discussed follow-up data after the implementation of action plans in order to determine whether changes resulted in improvement or whether additional action is necessary. Data confirms effective curriculum and pedagogy for learning outcomes. Score of 4 should be assigned only if objectives, measures, targets and timeline all score a 4.

(14) Explanations:

> Faculty consulted data in discussing PLO revisions and revised curricular mapping.

(15)

Dissemination

	1	2	3	4

	1	2	3	4
Is the department communicating learning objectives, results and improvements related to student learning to a wide audience?	○ No record of assessment results and changes made as a result of assessment findings.	◉ The department/program retains records of assessment results and positive changes made as a result of assessment findings, and results are entered in assessment software system.	○ The department/program retains records of assessment results and changes made as a result of assessment findings, results are entered in assessment software system, and assessment results and improvements are publicly posted.	○ The department/program retains records of assessment results and changes made as a result of assessment findings, and results are entered in assessment software system. Assessment results and improvements are publicly posted and shared proactively with faculty, prospective students, employers and alumni in ways that facilitate their discussion.

16 Explanations:

Additional Feedback

1 Please enter any additional feedback for changes that should be made:

I note a number of places that say data not collected. Not sure if that means it should have been but wasn't or if as seems to be the case with a number of other places you didn't have students in the course or the course wasn't offered.

I would recommend discussing with Kate how best to do assessment for majors with a tiny number of students. When you have outcomes with only 2 or 3 students, or even 1 in some instances, it is very hard to get meaningful data and it might be more useufl to collect data for three or four years before

evaluating, as long as you have consistency in terms of your measures. Kate may have better ideas about how to manage the question of such a small data set as BRS is not the only major in this territory.

CLOSE AND EXIT