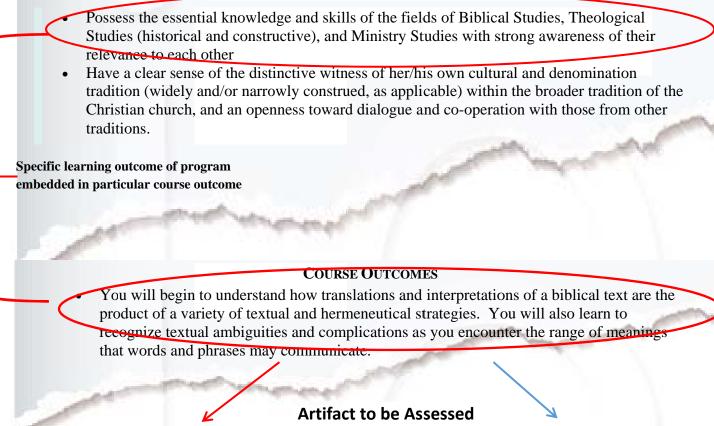
MAKING CONNECTIONS Program Outcomes/Course Outcomes/Assessment Data An Example

The following example demonstrates the interrelatedness of programs and course objectives as they relate to student learning, program/course effectiveness and assessment activities. The overall focus is on the learning experience rather than simply accreditation compliance. The goal being to identify areas for growth and improvement.

LEARNING OUTCOMES



Grading Rubric

| Assessr | nent | Rub | ric |
|---------|------|-----|-----|

| Criteria | | Ratings | |
|---|--------------------------|----------------------|---------|
| Does paper have a clear and concise thesis statement? | Full Marks 50 pts | No Marks 0 pts | 50 pts |
| Is argument and analysis of paper in line with thesis statement? | Full Marks 100 pts | No Marks O pts | 100 pts |
| Does the paper make good use of its sources (i.e. the paper is not just a parroting of the sources but uses the sources to support the paper's arguments and conclusions)? | Full Marks 30 pts | No Marks O pts | 30 pts |
| is the paper well written, free of grammatical and typographical errorrs and contains clear sentence structures? | Full Marks 20 pts | No Marks O pts | 20 pts |

| Random Sample #001234 Final Paper | Emerging (1) | Progressing (2) | Partial Mastery (3) | Mastery (4) |
|--|-----------------|--------------------|------------------------|----------------|
| Organization (thesis, clearly developed sections or sub- headings | | | x | |
| Describes events, people and places with supporting details from sources | | | | x |
| Demonstrates the ability to clearly communicate marked by critical analysis and depth | | | x | |
| Demonstrates ability to con- duct independent research and integrate results | | | | x |
| Displays ability to Integrate biblical and theological con- cepts in a consistent manner | | | x | |