

Graduate Program Learning Outcome Assessment Rubric

Each program learning outcome has been linked to the individual learning outcomes in each course as specified in the course/program outcome linkage matrix which gives an overview of the process of realization of program goals within the individual courses. The matrix identifies not only which of the program outcomes is addressed by the individual course, but also indicates the level of competence expected for that outcome. The rubric breaks out as: Basic, Introduction, Developed, and Advanced.

Program Learning Outcome Assessment Rubric			
	Concepts and Skills	Assessment tool	Comprehensive Exam Contribution
Basic	Identify and define concepts related to the learning outcome	pre-post test objective tool; short essays; observation of contributions to the discussion formats in class or online.	vocabulary and identification materials
Introduction	Comprehension demonstrated through interpretation, compare and contrast and explanation of concepts	Pre-post test requiring higher order cognitive skills in written and discussion formats	compare and contrast exercises involving understanding of concepts and skill sets
Developed	Apply and analyze the concept or skill demonstrating how it can be used to solve problems, applying it to new situations, and being able to analyze the contextual structure and assumptions within the concept/skill General acquaintance with the literature on this concept or skill related to learning outcomes	pre-post essay test requiring use the higher order cognitive skills in working with the concepts in written and discussion formats Embedded essays demonstrating application of concepts and skills to varied situations and analysis of the contextual structure and assumptions in the learning outcomes; reading journal	questions requiring the student to apply concepts to new material and questions which require analysis of concepts and skills in ministry.
Advanced	analyze the concept/skill with facility and further synthesize it with other concepts/skills in developing one's own theological style and interpretive capacity; and produce a review of the basic literature on this concept or skill as related to the program learning outcomes	pre-post essay test which asks the student to use the higher order cognitive skills, particularly synthesis in working with the concepts in the course in both written and discussion formats	Essay which allows the student to synthesize the concepts and skills into a statement of their own theological style and application to ministry and service

Implementation of gathering evidence on specific program outcomes will begin formally for all programs in Fall 2007.