



## **Summary Description of Program Outcomes Assessment By Learning Objective**

### **Learning Objective #1: Articulate a basic knowledge of the Old and New Testaments.**

Having and being able to articulate a basic knowledge of scripture is a primary learning objective of Rosedale Bible College. All incoming students take a Bible exam when they enter RBC and then re-take the exam before they graduate. On the midterm in their *Biblical Literature* class, all students are also asked to answer an essay question dealing with the overarching themes of the Bible. Students must display competency in articulating a basic knowledge of the Old and New Testaments to get a satisfactory grade on this embedded assignment. These two assessment tools (a Bible exam and embedded assignments) provide a measurable means by which we can assess the institutional effectiveness of the college as it applies to learning objective #1.

### **Learning Objective #2: Apply informed interpretive principles to the study of the Bible.**

Not just knowing scripture but also being able to apply various interpretive principles as the Bible is studied is an important learning objective of the college. To assess the institutional effectiveness of this objective, all graduating students must complete an exegetical paper in *Principles of Biblical Interpretation* that measures their competence in a variety of interpretive principles. As they prepare to leave the college, all graduating students are also asked how teachers enabled them to engage scripture. Lastly, all graduates are assessed by the faculty on an annual basis to discuss whether this objective is being met. These three assessment tools (embedded assignments, graduate exit interviews, and faculty reviews) provide a measurable means by which we can assess the institutional effectiveness of the college as it applies to learning objective #2.

### **Learning Objective #3: Articulate an evangelical Anabaptist faith perspective consistent with the theology of the Rosedale Network of Churches and the faculty of RBC.**

While RBC does not require its students to agree with all the tenants of an evangelical Anabaptist faith perspective, the college does want its students to understand and be able to articulate this faith perspective. Students in *Jesus and the Ethics of the Kingdom* as well as *Anabaptism Today* are required to write papers that outline this faith perspective. Students are graded not on whether they agree with the Rosedale Network of Churches, but rather on how well they understand and can articulate the tenants of faith espoused by evangelical Anabaptism. This embedded assignment, coupled with an annual assessment by the faculty collegium of each graduate regarding students' articulation of evangelical Anabaptism, provide a measurable means by which we can assess the institutional effectiveness of the college as it applies to learning objective #3.



**Learning Objective #4: Reflect on, discuss, and develop biblical convictions about faith and ethics.**

The development of biblical convictions concerning how one's faith is lived out in a Christian's life is an important learning objective of the college. Because of the high value placed on this objective, all graduates are asked to reflect on how the teaching at RBC stimulated changes in the way that they think and live. Students are asked to rate their experience in this regard allowing us to track how students perceive themselves in relationship to this objective. Along with the exit interviews, students are also required to complete an embedded assignment when they take *Jesus and the Ethics of the Kingdom*. The student must show competence in understanding and showing how biblical convictions help shape their ethics and their faith. All graduates are also reviewed by the faculty collegium on an annual basis regarding this learning objective. These three assessment tools (graduate exit interviews, embedded assignments, and faculty reviews) provide a measurable means by which we can assess the institutional effectiveness of the college as it applies to learning objective #4.

**Learning Objective #5: Advocate and support arguments with compelling evidence, sound reasoning, and generosity.**

Both oral and written advocacy are assessed in analyzing the effectiveness of the institution in the use of sound reasoning and generosity. For measurable oral assessment, *Public Speaking* requires students to perform a persuasive speech on a given topic, thereby assessing their competency in the area of oral advocacy. *Core Christian Beliefs I* and *Core Christian Beliefs II* also have embedded assignments that are focused on providing a measurable means by which the college can determine its effectiveness as it relates to objective #5 in the context of written advocacy. Students are required to research and evaluate no fewer than three competing positions on their chosen topic and must meet robust scholarly research requirements. All graduates are also reviewed by the faculty collegium on an annual basis regarding this learning objective. These two assessment tools (embedded assignments and faculty reviews) provide a measurable means by which we can assess the institutional effectiveness of the college as it applies to learning objective #5.

**Learning Objective #6: Speak persuasively, confidently, and creatively.**

Since how we talk about things is of utmost importance, the college assesses not only what we say but how we say it. RBC works to ensure that students learn how to speak in ways that are creative, confident and persuasive. The primary means by which the institution assesses its effectiveness in this area is through an embedded assignment in *Public Speaking*. All students must give a reasoned, persuasive speech that measures their competence in this particular area. *Genesis* also has an embedded assignment for which each student is assessed for their competency in speaking persuasively and creatively. In addition to these embedded assignments, opportunity is also given for students to speak in chapels and during Sunday evening worship services. The Dean of Students meets with students who take advantage of these speaking opportunities before and after their assigned speeches, giving the institution an opportunity to assess ways that the student performed. Lastly, the faculty collegium meets on an annual basis in order to assess each graduate's competence in this area. These three assessment tools (embedded assignments, assessment by the Dean of Students, and faculty reviews) provide a measurable means by which we can assess the institutional effectiveness of the college as it applies to learning objective #6.



**Learning Objective #7: Write clear, well-constructed, and engaging prose.**

In addition to oral communication, the ability to clearly engage with others through written work is a primary objective of the college. Students are required to learn how to write in engaging ways that are clear to understand and well-crafted. To assess the institutional effectiveness of this objective, the college has embedded assignments in a variety of classes. In one such assignment, students write a research paper or a creative essay depending on whether the student is taking *Composition* or *Creative Writing*. The work of the student is assessed for their competency in being able to write persuasively and clearly. In addition to these embedded assignments, the faculty collegium meets on an annual basis in order to assess the various writing projects that they each receive in their classes. If there are areas of weakness that are highlighted, writing labs are organized to address these areas. Lastly, graduates are asked in an exit interview concerning their abilities to do research and write about their findings as a result of their time at RBC. These three assessment tools (embedded assignments, faculty reviews, and student exit interviews) provide a measurable means by which we can assess the institutional effectiveness of the college as it applies to learning objective #7.

**Learning Objective #8: Engage with the social sciences and humanities by practicing close reading, careful analysis, and critical thinking.**

RBC places a high value on student engagement with humanities and the social sciences. In *Introduction to Humanities*, students are required to think critically about these topics from a Christian worldview. Various embedded assignments are given across disciplines ranging from *Engaging Contemporary Culture* to *Human Development*. These assignments give the institution important, measurable outcomes by which the effectiveness of the college can be analyzed.

**Learning Objective #9: Apply knowledge and skills for ministry gained through serving in a variety of settings.**

RBC endeavors to be a place of experiential learning. While high value is placed on the traditional classroom, the college recognizes the need for applied knowledge in the context of its curriculum. With this in mind, the Dean of Students oversees the *Explore* program which provides areas of service and ministry where students can apply the things they are learning in the classroom. Each student is required to serve a minimum of 12 hours every semester in some form of off-campus ministry or service. Students are also given many opportunities to serve on-campus in chapels and Sunday worship services. Assessment of student involvement in these activities is done by the Dean of Students. The faculty collegium also meets on an annual basis in order to assess student involvement and competency in on-campus service and ministry. These two assessment tools (participation in *Explore* and faculty assessment) provide a measurable means by which we can assess the institutional effectiveness of the college as it applies to learning objective #9.