



**NARRATIVES *for* PROGRAM LEARNING OUTCOMES**  
***with* EMBEDDED ASSIGNMENTS**  
***at* ROSEDALE BIBLE COLLEGE (2024-2025)**

The following is a summary of the embedded assignment portion of RBC's annual assessment cycle. The annual assessment cycle is designed to measure RBC's success in achieving program learning outcomes (*Rosedale Bible College Catalog 2024, 24*). "Key courses" were selected for their correspondence between course learning outcomes and program learning outcomes. Instructors were asked to identify "embedded assignments" from these key courses, which demonstrate student achievement of competency in program learning outcomes. Based on student performance on these embedded assignments, instructors contributed to a quantification of overall competency achievement for program learning outcomes in the graduating class of 2024. Data for these embedded assignments is collected during RBC's Assessment Weeks which are the first weeks after fall and spring semester.

**I. Articulate a basic knowledge of the Old and New Testaments**

A. Key Courses:

1. BGE 111: Biblical Literature I
2. BGE 112: Biblical Literature II
3. BGE 113: Biblical Literature III

B. Embedded Assignments:

1. As part of summative assessment in each Biblical Literature course, students are asked to engage with the overarching themes of Scripture. In essay format, students must demonstrate a basic knowledge of the books of both the Old and New Testament as they engage with the overarching themes of Scripture that have been covered during lectures and in their readings.

C. Quantified Outcome:

- 1.

**II. Apply informed interpretive principles to the study of the Bible**

A. Key Courses:

1. BGE 210: Principles of Biblical Interpretation

B. Embedded Assignments:

1. In BGE 210, students craft an exegetical paper, wherein they apply standard hermeneutic principles of conservative evangelicalism. In this paper, students produce a verse-by-verse analysis of their chosen Biblical passage, considered in light of its historical-cultural, literary context, and literary structure.

C. Quantified Outcome:

- 1.

**III. Articulate an evangelical Anabaptist faith perspective consistent with the theology of the Rosedale Network of Churches and the faculty of RBC**

A. Key Courses:



1. BTH 230: Anabaptist History and Theology
2. BTH 233: Jesus and the Ethics of the Kingdom

**B. Embedded Assignments:**

1. In BTH 230, The crowning assignment for this class is an essay, not a research paper, that broadly insists students argue for or against an expression of Anabaptist Christianity for the 21st century. Preparation for the essay includes extensive class discussion of the attendant issues, called in class Schleithem Challenges. Students are at that point well-equipped to come to at least a tentative conclusion on the matter and have to articulate what it is or isn't that makes Anabaptism desirable for the church in the 21st century.
2. In BTH 233, students are asked an essay question as part of the final exam where they must articulate an understanding of an evangelical Anabaptist faith perspective.

**C. Quantified Outcome:**

- 1.

**IV. Reflect on, discuss, and develop biblical convictions about faith and ethics**

**A. Key Courses:**

1. BTH 221: Christian Ethics
2. BTH 233: Jesus and the Ethics of the Kingdom
3. GBU 240: Leadership, Communication, and Ethics

**B. Embedded Assignments:**

1. BTH 221 approaches ethical discussions in class at three levels: metaethical, descriptive, normative. Each student has to prepare a final paper in which he or she will first determine the level at which their discussion will begin and then argue for it carefully from a Christian viewpoint.
2. In BTH 233, students produce a summative essay, engaging a major ethical quandary in light of the biblical theology of kingdom enshrined in the Rose Dale Network' Statements of Theology and Practice. Students are guided in their construction of this essay by a detailed template and rubric. They refine their essays through revisions in consultation with the instructor.
3. In GBU 240, students write a summative essay describing points of comparison and contrast between a secular approach to business leadership and a kingdom approach to business leadership as a Christian vocation. Students are guided in their exploration of these distinct ethical frameworks by in-class conversations, targeted readings, and mentor input from Christian business leaders.

**C. Quantified Outcome:**

1. 90%

**V. Advocate and support arguments with compelling evidence, sound reasoning, and generosity**



A. Key Courses:

1. BAP 101: Christian Apologetics
2. BTH 241: Core Christian Beliefs I
3. BTH 242: Core Christian Beliefs II
4. GHU 102: Introduction to Philosophy

B. Embedded Assignments:

1. Apologetics is completely dedicated to the task of rational reasons in defense of Christian beliefs. BAP 101 evaluates approaches to the tasks of apologetics, but also requires a final paper reflecting those skills. The paper requires students to take a single apologetic argument and push it beyond the boundaries of discussion in class. In a sense, the student becomes a specialist with regard to one particular question or proposition with regard to apologetics.
2. In each of the Core Christian Beliefs courses (BTH 241 & 242), students engage a major theological controversy (e.g., the place of social analysis in theological method, the continuation of spiritual gifts, the doctrine of assurance, competing eschatologica schemata) in a summative essay. In this summative essay, students are required to research and evaluate no fewer than three competing positions on their chosen topic, and must support their characterization of each position, meeting robust scholarly research requirements. Students are then required to identify both the strengths and weaknesses of each position, and to evaluate the positions in terms of relative overall strength.
3. Introduction to Philosophy takes a problems of philosophy approach to the subject and thus makes students philosophers starting with the first class, 5 essays are required of each on the topics covered in class: God, epistemology, metaphysics, ethics and aesthetics. The student essays are to engage directly in dialog (agreement, disagreement or insightful consideration) with one of the prescribed philosophical essays in our readings.

C. Quantified Outcome:

1. 84%

**VI. Speak persuasively, confidently, and creatively**

A. Key Courses:

1. GCM 112: Public Speaking
2. BOT 131: Genesis
3. GBU 210: Principles of Marketing
4. VPS 214: Preaching the Biblical Text

B. Embedded Assignments:

1. GCM 112 consists of 9 elements of student participation, one of which is a formal speech. Other elements include chairing meetings using parliamentary debate, oral interpretation to develop poise and stage presence, a promotional presentation employing sales pitches or Monroe's Motivated Sequence, and the

final speech of one of the types considered in class: informative, stimulating, persuading, activating and entertaining.

2. In BOT 131, students debate a wide variety of resolutions related to the Book of Genesis, including but not limited to the age of the earth, the normative relationship between men and women, and the meaning of *imago Dei*. They are assessed on the basis of their persuasiveness, clarity, and faithfulness to Scripture.
3. In GBU 210, students are sorted into teams at the beginning of the course and tasked with collaboratively developing a marketing strategy for an assigned business or product. Through interviews with business owners, market research, and engagement theories of marketing, students will refine their marketing strategy. At the end of the semester, each team is evaluated on the basis of a cooperative multimedia presentation of their marketing strategy. Evaluations are made in accordance with a rubric including fields for content, delivery, visual elements, teamwork, and supporting material.
4. In VPS 214, students weekly evaluate and discuss sermons in formative assessment. They also prepare several sermons to deliver to class followed by class discussion. Among the preaching exercises are deductive and inductive sermons, including a children's sermon.
5. In GSS 201, students are required to give a presentation on an assigned topic and are graded for their competency, persuasiveness and creativity.

C. Quantified Outcome:

1. 91%

**VII. Write clear, well-constructed, and engaging prose**

A. Key Courses:

1. BNT 137: 1 Corinthians
2. BNT 125: Prison and Pastoral Epistles
3. BNT 242: Romans
4. BNT 244: Hebrews
5. BNT 248: Revelation
6. BOT 138: Psalms
7. GCM 110: Composition
8. GCM 111: Creative Writing

B. Embedded Assignments:

1. In each of the above book studies (i.e., courses with BNT and BOT prefixes), students write a summative essay, exploring an important theme, motif, argument, or image from the text under consideration. Students are guided by a detailed template, as well as periodic inputs from the course instructor. Given that students are given the entire semester to polish their term paper and encouraged to select a topic early in the course, this assessment is an excellent opportunity to demonstrate clear, well-constructed, engaging prose.

**C. Quantified Outcome:**

1.

**VIII. Engage with the social sciences and humanities by practicing close reading, careful analysis, and critical thinking**

**A. Key Courses:**

1. GHU 221: Introduction to Humanities
2. GHU 102: Introduction to Philosophy

**B. Embedded Assignments:**

1. In GHU 221, students perform a critical analysis of a novel from the canon of classical literature, subject to the approval of the instructor. Engaging such dimensions of literary studies as character and plot development, the use of standard literary techniques, and thematic concerns, students describe what the author aimed to achieve and evaluate the success of the author in so doing. Students are assessed largely on the insight of their analysis, and their ability to articulate the significance of their chosen text for a contemporary readership.
2. In GHU 102, students complete five essays from a broad range of philosophical topics. Each student is asked to carefully analyze and think critically about the given topic. The students' average grade for these five papers provides one means of analysis for assessing outcome 8.

**C. Quantified Outcome:**

1.

**IX. Apply knowledge and skills for ministry gained through serving in a variety of settings**

**A. Key Courses:**

1. Students at RBC are required to serve a minimum of 12 hours each semester in a ministry or volunteer position. The office of the Dean of Students arranges such opportunities for ministry and service outside of academic coursework, and oversees the assessment of student progress in this area.

**B. Embedded Assignments:**

1. The Dean of Students assessed student achievement of competence in light of aforementioned ministry and service opportunities.

**C. Quantified Outcome:**

1.