A. Results

<table>
<thead>
<tr>
<th>Learning Objective or Departmental Perspective</th>
<th>Number and percentage of students exceeding expectations</th>
<th>Number and percentage of students meeting expectations</th>
<th>Number and percentage of students failing to meet expectations</th>
</tr>
</thead>
<tbody>
<tr>
<td>1st Stream of Evidence</td>
<td>8 (42%)</td>
<td>7 (37%)</td>
<td>4 (21%)</td>
</tr>
<tr>
<td>2nd Stream of Evidence</td>
<td>5 (33%)</td>
<td>9 (60%)</td>
<td>1 (7%)</td>
</tr>
</tbody>
</table>

B. Student work examined

Summarize the tasks used to measure the objective (e.g., exams, research project/paper assignments, presentation, or class assignment) and attach a copy of each (from Departmental assessment instrument or other approved assessment plan).

A rubric will measure student performance of our learning objective. The rubric will assess two outcomes, “Accuracy/Relevance of Information,” and “Depth of Critical Thinking,” on a scale of 1 to 4, 1 being “not proficient” and 4 being “advanced.” Language on the rubric specifies degrees of performance.
C. **Scoring Criteria**

Explain the criteria used to evaluate student performance in relation to the learning objective (i.e., what constitutes advanced, proficient, partially proficient, not proficient, etc.). Attach copies of measurement instrument or rubric (Departmental assessment instrument or other approved assessment plan).

<table>
<thead>
<tr>
<th></th>
<th>4</th>
<th>3</th>
<th>2</th>
<th>1</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Accuracy/Relevance of Information</strong></td>
<td>Presents accurate information that reasonably pertains to the topic; answers all parts of the question.</td>
<td>Presents accurate information that reasonably pertains to the question; answers most of the question.</td>
<td>Presents information that is nearly totally accurate but has either one major error in factual information or multiple minor errors in factual information.</td>
<td>Presents information that contains multiple major errors in factual information; fails to answer most of the question.</td>
</tr>
<tr>
<td><strong>Depth of Critical Thinking</strong></td>
<td>Engages in excellent critical thinking with regard to concepts by effectively analyzing, synthesizing, and/or evaluating information</td>
<td>Engages in good critical thinking with regard to concepts. An effort is made to analyze, synthesize, and/or evaluate information</td>
<td>Engages in some critical thinking with regard to concepts by either regurgitating learned information or by failing to synthesize, analyze or evaluate information</td>
<td>Engages in limited critical thinking with regard to concepts by either regurgitating learned information, misunderstanding connections, or inaccurately analyzing or evaluating.</td>
</tr>
</tbody>
</table>
D. Reflections on the course outcomes
Why do you think students performed as they did in this class? What might be done to improve course outcomes?

While students noted as ‘meeting expectations’ picked up on the spiritual theme correlating with the passage and used what I would label as an obvious piece of the text for evidence, students I regarded as ‘exceeding expectations’ found evidence for the theme of spiritual submission in other understated parts of the text.
Two of the students who fell under the ‘failing to meet expectations’ category did not respond to the question at all.

E. Reflections on the assessment
How might the course-embedded assessment process be improved to provide more meaningful feedback?

After posing the question to individual students, I think it would be beneficial to post the answers as a discussion thread so that students can see my commentary for their classmates, as well as, receive insight from other students.
The answers can be posted with permission or anonymously to eliminate the possibility of embarrassment or fear.

F. Plan of action
Detail any specific changes you plan to implement as a result of this assessment. (e.g. changes in course content, delivery, and/or changes in the assessment process such as new rubrics, surveys)

While students are asked to research authors and show a connection between their pasts and their works, I will be sure to provide more concrete examples of passages directly influenced by the author’s past through discussion threads so that students are able to feed off ideas.

Perhaps the actual question should show some focus on the writer and not just the text. I assume students will infer from the information given in the first part of the question that I’d like them to explore the author’s past.

I also plan to model answers from a different question in order to illustrate what it means to exceed, meet or fail to meet expectations.