

WEIMAR

INSTITUTE

Institutional Syllabus

Fall 2018

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Weimar Institute

Institutional Syllabus

Vision, Mission, and Direction Statements

The Weimar Institutional Vision, Mission, and Direction statements are as follows:

WHY WE EXIST:

The Weimar Institutional Vision describes, broadly, the “reason” or “why” for the Institute’s existence:

To Heal a Hurting World.

WHAT WE DO:

The Weimar Institutional Mission clarifies our Vision by articulating “what we do” (in measurable terms) to realize this vision:

To follow Jesus by developing leaders in comprehensive health evangelism through competent modeling and education, in both theory and practice.

HOW WE INTEND TO ACCOMPLISH THIS:

The Weimar Institutional Direction statement clarifies our Vision further by describing “how” we intend to accomplish our vision:

Through an institution of higher education committed to the biblical principles and inspired ideals of Seventh-day Adventist education.

What is Comprehensive Health Evangelism?

Jesus Christ lived for others. He lived a life of selfless service and sacrifice. Indeed, He never sought position or earthly power, for He had all power. Rather, His desire was to heal a hurting world—mentally, physically, emotionally, and spiritually.

The prophet Isaiah (Chapter 58) reveals the essence and comprehensive nature of Christ’s ministry — to “loose the bonds of wickedness... and let the oppressed go free” (spiritual healing), to “undo heavy burdens” (emotional and mental healing), to “share your bread with the hungry...and cover the naked” (physical healing) and “to break every yoke.” In a phrase, *Comprehensive Health Evangelism*, captures the breadth of His work — Teaching, Preaching & Healing — to heal each one, to heal the world. We understand the broad and challenging nature of this work and recognize that the moral power to change the world can only be accomplished as we are “laborer(s) together with God” (White, 1952b, p. 120).

How It Works Together

By providing an overview of the Weimar Institute (WI) educational enterprise, **Figure 1** illustrates the connectedness of the major components of our educational philosophy. In the center, the WI Vision — *To Heal a Hurting World* — is encircled by our *Core Values*: Truth, Character, and Service. Since our Vision, Mission, Direction and Core Values represent our ideals and the goals to which we aspire (our target in the sky), they are blue in **Figure 1**.



Figure 1. Overview of Weimar Institute's Active Educational Enterprise¹

As we pursue the Weimar Institute Vision and Mission, our *Core Values* — **Truth, Character and Service** — govern both our internal and external interactions.

- **Truth**— As an Institute, we desire to demonstrate integrity and transparency in all of our internal and external dealings. God also desires us to be truthful. The Psalmist writes of God, “You desire truth in the inward being” (Ps. 51:6). Despite our desire for truth, we realize that we are unable to speak the truth unless our minds are continually guided by Him who is truth. Jesus spoke both of Himself as “the Truth” (Jn. 14:6) and of the Holy Spirit who would “guide” His followers “into all truth” (Jn. 16:13).

Moreover, in the book *Counsels to Parents, Teachers, and Students* we read, “The love of truth, and a sense of the responsibility to glorify God, are the most powerful of all incentives to the improvement of the intellect” (White, 1913/1943a, p. 226, emphasis added).

- **Character**— Martin Luther King, Jr. once said, “Intelligence plus character—that is the goal of true education” (King, 1947). We agree; character is an essential goal of education. One of our own authors has noted:

¹ PAC times stands for Practical Application Component program
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True education does not ignore the value of scientific knowledge or literary acquirements; but above information it values power; above power, goodness; above intellectual acquirements, character. The world does not so much need men of great intellect as of noble character. It needs men in whom ability is controlled by steadfast principle. (White, 1903/1952, p. 225)

- **Service**— In the world of capitalism, service is an essential ingredient for continued growth and success. Mahatma Gandhi once stated, “The best way to find yourself is to lose yourself in the service of others” (Ashoka, 2012). We see selfless service as a wise response to free choice in our study of truth and the development of character. Thus, service is a primary goal of education.

In Isaiah, the Bible promises a blessing to those who pour themselves out in service for others:

Then your light shall break forth like the morning, Your healing shall spring forth speedily, and your righteousness shall go before you; The glory of the Lord shall be your rear guard....Then your light shall dawn in the darkness, And your darkness shall be as the noonday. The Lord will guide you continually, And satisfy your soul in drought, And strengthen your bones; You shall be like a watered garden. (Isaiah 58:8-12, New King James Version)

Moving out from our Vision and Core Values (our ideals) to the periphery, we see what constitutes the actual student experience (reality) exemplified in what we have termed our ***Core Competencies***:

- (1) **Health & Wellness** (physical, mental, emotional, spiritual)
- (2) **Evangelism** (internal and external)
- (3) **Academic Excellence** (both theory and praxis)
- (4) **Labor and Service** (practical skills that are other-focused)

These WI Core Competencies are described in greater detail in subsequent sections of this document (Methods of Learning — The Core Competencies); however, together they provide an acronym describing our overall Institutional Vision, “*To HEAL a hurting world.*”

Finally, the outer ring represents the variety of actual learning activities in which the students are involved. Here, students further the WI Vision and Mission by engaging in practical activities that strengthen their mastery of the core competencies and establish our core values in everyday practices.

Assessment — A Means for Institutional Effectiveness

As we reflected upon our Weimar Institute *Vision, Mission and Direction*, it became more apparent that *assessment* could be an integral component of achieving our desired results. Not only could assessment help us to “remain focused” and “avoid costly mistakes” (Allen, 2006, p. 121), it could also foster enhanced educational and institutional effectiveness through its comprehensive and iterative nature (Suskie, 2009, p. 15). Toward this end, assessment expert Marilee Bresciani boldly asserts that “assessment is in service of the mission” (2009, p. 39). As such, we have conceptualized our assessment process in terms of the institution’s mission and goals (Huba & Freed, 2000, p. 87).

Required for Regional Accreditation

Assessment-related themes comprise approximately one-third to one-half of the 39 *Criteria for Review* (CFR’s) in the WASC Senior College and University Commission (WSCUC) self-study (WSCUC, Standards of Accreditation). Moreover, regional accreditors report that deficiencies in student learning outcomes assessment processes are the “most common” or “number one” shortcoming in institutional evaluations (Provezis, 2010; Denecke, Ken & Wiener, 2011, p. 17).

However, assessment should not be performed merely to comply with regional accreditation standards. Rather, the compliance portion of assessment “should remain secondary to the instructional and diagnostic aspects” (Huba & Freed, 2000, p. 96). Indeed, many have articulated that when assessment “spins on its own orbit,” not intersecting with other campus goals and is only performed to merely achieve compliance, it fails to solicit the desired effect (Banta, Jones and Black, 2009; Walvoord, 2004, p. 5). Toward this end, we desire to use assessment as a tool for improvement of our Institute’s educational effectiveness and a means for accountability—to students, to the public, to donors, and in the Christian faith-based institution—to God (Huba & Freed, 2000, p. 68).

Biblical Best Practice

Our assessment activities should be chiefly motivated by a desire for biblical and prophetic fidelity. Indeed, the apostle Paul admonishes us to “examine ourselves, to see whether we are in the faith” (2 Corinthians 13:5). The same apostle further cautioned believers to do everything “heartily, as to the Lord and not to men” (Colossians 3:24) and not with “eye service” (Colossians 3:22). Moreover, the classic Seventh-day Adventist book *Education* clearly articulates the need for the assessment process at the classroom level:

Every teacher should see to it that his work tends to definite results. Before attempting to teach a subject, he should have a distinct plan in mind, and should know just what he desires to accomplish. (White, 1952/1903, p. 233)

The above statement clearly foreshadows the current assessment landscape described by Suskie (2009, p. 9) several decades later: “Wherever student learning and development are supposed to happen, there should be goals for that learning and assessments to see how well students are achieving those goals.”

Consequently, best practices in assessment should occur when faculty and administration operate in

the “improvement paradigm,” where the intent is to use assessment results to enhance teaching and learning. This “improvement paradigm” is contrasted with the “accountability paradigm,” where assessment is performed merely to achieve compliance with regional accreditors (Ewell, 2009, p. 9). Toward this end, Lee and Stronkis rightly argue that if anyone in higher education ought to be “motivated to change in order to improve, it is us,” when speaking about the faith-based institution of higher learning (1994, p. 5).

During the course of our work in this area, some voiced concern that accreditation could interfere with our mission and philosophy as a faith-based institution. Currently, however, accreditation is largely concerned with determining *how effectively* each institution fulfills its own mission (ACE National Task Force for Institutional Accreditation, 2013, p. 12, emphasis added) without prescribing the definite means to accomplish these goals.

In light of the above concern, Barker and Pinner (Lee & Stronkis, 1994, p. 18-19) posed a series of profitable and appropriate questions:

- As a faith-based institution, how can we effectively enter into the process (of accreditation and assessment?)
- What can be measured? How should it be measured?
- How should these measurements be interpreted?
- How should that information be applied to the curriculum and instruction?

Definition of Terms

The terms used in this document should not be unfamiliar to those with training in educational concepts. However, each institution tends to have a unique use of terms and how they relate to each other. To help communicate the concepts both individually and jointly, individual definitions and usages have been provided along with the following graphic (**Figure 2. Overview of Assessment Terms**). While each definition will help readers understand the terms individually, the graphic illustrates their relationship to other superordinate or subordinate terms as well as to correlating terms. The definitions provided are intentionally concise. Please refer to the *Weimar Institute Assessment Handbook* for further explanation and examples.

- *Assessment* — Assessment is a systematic process that identifies key student learning outcomes, assembles evidence (artifacts) that document student learning, and uses findings to improve student learning in an iterative, ongoing cycle—often referred to as the “Cycle of Assessment” (Denecke, Ken & Weiner, 2011; Allen, 2006, p. 1; Walvoord, 2010, p. 27).
- *Student Learning Outcomes (SLOs)* — (**Figure 2**, blue “ideal”) Student learning outcomes (SLOs) describe “who” our students are in a measurable way—what our graduates should be able to “demonstrate, represent, or produce based on their learning experiences” (Maki, 2004, p. 60) or “be able to do with their knowledge” (Huba & Freed, 2000, pp. 9-10). The SLOs describe the desired knowledge, skills, attitudes, and behaviors of the student *after* they successfully complete a specific course of study (Suskie, 2009, p. 117). This approach represents a shift from merely identifying what faculty will “cover” and the institution will “do” for the student (*i.e.* the process

or means of learning, “inputs”) to what the student will be able to “do” (*i.e.* the destination or goal of the process, “outputs”) as a consequence of the instruction or learning experience (Diamond, 2008, pp. 150-151; Nilson, 2010, p. 129; Hutchings, 2010).

- *Institutional Student Learning Outcomes (ISLOs)* — SLOs that are expected for all Bachelor of Arts (BA) or Bachelor of Science (BS) graduates from the institute.
- *Program Student Learning Outcomes (PSLOs)* — SLOs that are expected for each student graduating from a particular program (*i.e.* Christian Education, Natural Science, Religion, Student Services, General Education, etc.).
- *Activity Student Learning Outcomes (ASLOs)* — The educational programs at Weimar Institute are delivered through “Activities,” which may include 1) required courses, 2) required experiences, or 3) required competencies. Thus, Activity Student Learning Outcomes (ASLOs) describe the expected outcomes for traditional academic courses as well as other required experiences that may be assessed outside of the traditional classroom.

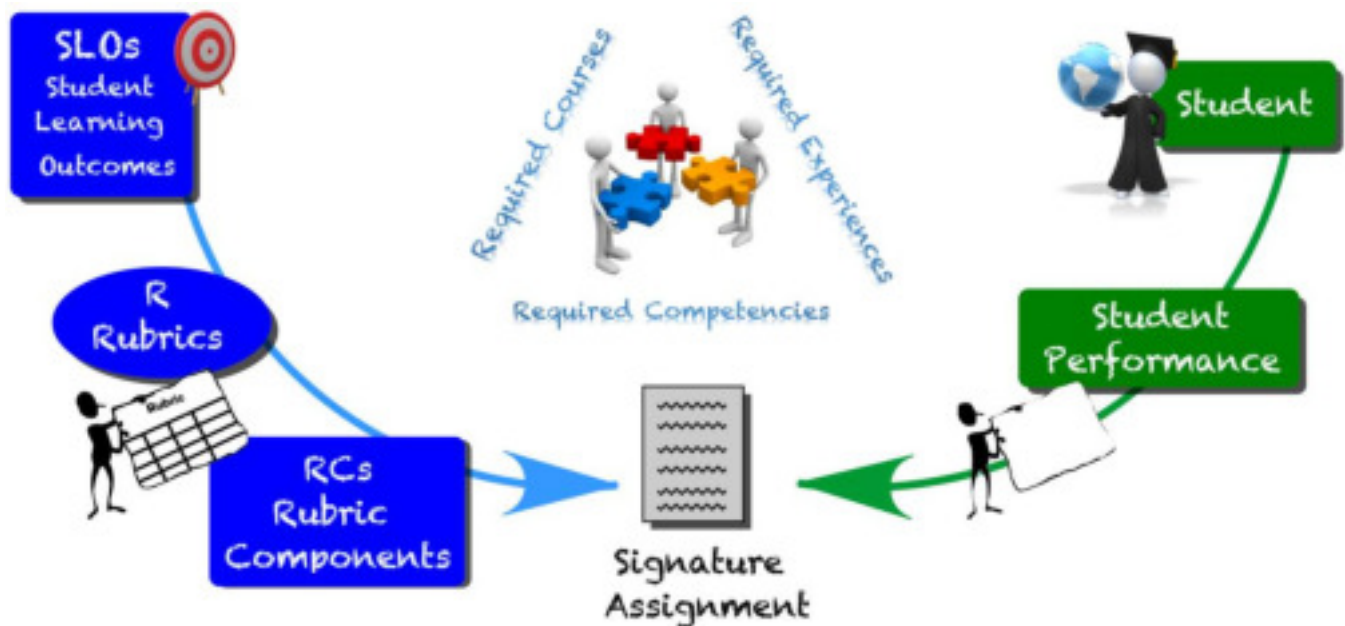


Figure 2. Overview of Assessment Terms

- *Rubric (R) / Rubric Component (RC)* — (**Figure 2**, blue “ideal”) Weimar Institute SLOs are operationalized into concrete terms and objective performable expectations through rubrics, which are based on the *American Association of College and Universities (AAC&U) VALUE (Valid Assessment of Learning In Undergraduate Education)* rubrics. The individual rubric components (RCs) (horizontal rows, taken together) provide a full, objective description of the desired student ability (SLO).
- *Signature Assignment*—(**Figure 2**, center) Signature assignments are the artifact of student learning (media presentation, written work, etc.) that are generated and assessed within courses (embedded assessment), or other required activities.

- *Student Performance (SP)* — (**Figure 2**, green “real”) As students learn they perform learning tasks (i.e., reading, writing, thinking, discussing, speaking, etc.). When students are performing these tasks, we refer to this as the *Student Performance*. Student performances may be generally described but are not formally included in this document.
- *Student*— (**Figure 2**, green “real”) The skills, abilities and values held and practiced in the actual Weimar Institute or Program graduate.

Document Organization

The remainder of this document describes the Institutional Student Learning Outcomes (ISLOs), Rubrics (R), and specific Rubric Components (RCs) that have been developed to describe the expected level of student performance for the WI graduates. Although not consistently articulated in specific terms, suggestions regarding the expected levels of student performance are included for each ISLO.

The closing section of this document articulates a more in-depth discussion of our educational methods — *Core Competencies*. For a more detailed discussion on the actual practice of assessment at Weimar Institute, please review the *Weimar Institute Student Learning Outcomes Assessment Handbook*.

Institutional Student Learning Outcomes (ISLOs)

The Weimar Institute (WI) Student Learning Outcomes were developed through an iterative process guided by the WI Director of Assessment and VP of Academic Affairs along with a core group of faculty and staff comprising the Educational Effectiveness Committee (EEC) together with feedback from current students, former graduates, and the WI Board of Trustees. The ISLOs were accepted by the WI Board of Trustees in October 2015. In practice, the ISLOs were developed in the context of our Institutional *Vision*, *Mission* and *Direction* statements while bearing in mind the WSCUC required Core Competencies — Written & Oral Communication, Information Literacy, Quantitative Reasoning, and Critical Thinking — required of all WSCUC regionally accredited institutions.

As presented in **Table 1** (below), each ISLO contains a description of the characteristics expected of the Weimar Institute graduate (B.A. or B.S.) and incorporates the language found in our WI Mission by beginning with a two-word descriptor that completes the phrase, “*Students follow Jesus as* _____.” Second, the ISLO contains a broad, yet measurable, description of the knowledge, skills and attitudes desired for every WI graduate.

Table 1. Institutional Student Learning Outcomes for Weimar Institute

| | |
|-------------------------------------|---|
| <i>Students follow Jesus as....</i> | |
| 1. Spiritual Leaders | <i>Students follow Jesus Christ's example of faith-filled leadership, by rendering love-motivated church ministry that magnifies the universal principles of the biblical Ten Commandments in speech and action.</i> |
| 2. Health Evangelists | <i>Students practice and promote physical, emotional, mental, and spiritual healing by leading in collaborative, community-based programming among diverse people groups domestically or internationally.</i> |
| 3. Critical Thinkers | <i>Students investigate a controversy, problem or question related to their major field where diverse perspectives are assembled, analyzed and used to draw an informed conclusion that considers the influence of context, possible sources of bias and a priori assumptions. (Information Literacy)</i> |
| 4. Integrative Learners | <i>Students develop a biblical worldview perspective as they effectively identify and integrate one or more of the key examples, facts, theories or concepts of their major field as they relate to Scripture and the Spirit of Prophecy.</i> |
| 5. Effective Communicators | <i>Students communicate the key (threshold) concepts of their field in both written and oral forms. (Information Literacy)</i> |
| 6. Quantitative Reasoners | <i>Students solve quantitative problems and clearly communicate their findings by interpreting and representing quantitative information in two or more forms (e.g., symbolical, graphical, numerical, etc.).</i> |
| 7. Principled Workers | <i>Students display a professional commitment to strong moral principles "on the job" and in practical learning experiences by consistently producing quality work, and exercising self-discipline, self-control and diligence.</i> |

We chose to codify the expected levels of student learning within rubrics prepared for each ISLO. Rubrics allow faculty to prepare meaningful course-embedded performance assessments, which we prefer over “add-on” assessments or standardized exams performed outside of the regular WI curriculum. Suskie (2009, p. 23-27) suggests that performance assessments (*i.e.* authentic assessments) are high value since they allow student to demonstrate their skills *and* learn while they are working on the assessment, rather than superficially relating what they have learned through traditional tests. Performance assessments include writing assignments, projects, portfolios, and lab assignments that include “real world” examples requiring students to solve “messy problems.” Indeed, these are the types of assignments best evaluated using rubrics.

Once ISLOs were identified, the Director of Assessment and the Academic VP, faculty and staff set out to identify specific criteria that would be used to measure student evidence. These efforts were substantially aided by the use of the AAC&U VALUE (Valid Assessment of Learning in Undergraduate

Education) Rubrics (AAC&U Value Rubrics, 2007). The VALUE Rubrics were developed as part of AAC&U's Liberal Education and America's Promise (LEAP) initiative, and initial drafts of these rubrics were reportedly tested on over 100 college campuses. As such, the rubrics themselves are more reliable predictors of student achievement.

We began by identifying the VALUE Rubrics that most closely aligned with our own ISLOs and then considered whether these could be adopted by our institution. In practice, the VALUE rubrics proved extremely useful, and we were able to modify these existing rubrics and incorporate additional language that reflected the values of our own faith-based institution.

Table 2 provides a graphical representation of the Weimar Institute ISLOs, how each relates to the WSCUC Core Competencies, and the VALUE Rubric Components adapted for our use.

Table 2. Relationship Between Weimar Institute ISLOs and WSCUC Core and Recommended Competencies

| | # 1 Spiritual Leaders ¹ | # 2 Health Evangelists ² | # 3 Critical Thinkers ³ | # 4 Integrative Learners ⁴ | # 5 Effective Commun. ⁵ | # 6 Quantitative Reasoners ⁶ | # 7 Principled Workers ⁷ |
|---------------------------------|--|---|--|---|--|---|---|
| Written Communication | | | ✓ | ✓ | ✓ | ✓ | |
| Oral Communication | ✓ | | ✓ | ✓ | ✓ | | ✓ |
| Quantitative Reasoning | | | | | | ✓ | |
| Information Literacy | | | ✓ | | ✓ | | |
| Critical Thinking | | ✓ | ✓ | ✓ | ✓ | | |
| Creativity/Innovation | | | | ✓ | | | ✓ |
| Diversity | ✓ | ✓ | | | | | ✓ |
| Ethical/Civic Responsibility | ✓ | ✓ | | | | | |
| Civic Engagement | ✓ | ✓ | | | | | |
| Ability to Work with Others | ✓ | ✓ | | | | | ✓ |
| In-Depth Study in a Major Field | | | ✓ | ✓ | ✓ | | |

¹Adapted from AAC&U VALUE Rubric: **Ethical Reasoning** (Ethical Self-Awareness)

²Adapted from AAC&U VALUE Rubrics: **Civic Engagement** (Civic Identity & Commitment, Diversity of Communities & Cultures, Civic Action & Reflection); **Lifelong Learning** (Reflection), and **Intercultural Knowledge & Competence** (Skills—Empathy)

³Adapted from AAC&U VALUE Rubric: **Critical Thinking** (Explanation of Issues; Influence of Contexts & Assumptions; Student's Position' Conclusions & Related Outcomes; Uses Information Effectively to Accomplish a Specific Purpose); **Information Literacy** (Determine the Extent of Information Needed; Access the Needed Information; Evaluate Information and Its Sources Critically); **Inquiry and Analysis** (Existing Knowledge, Research and/or Views; Analysis; Limitations and Implications; Conclusions); **Lifelong Learning** (Curiosity); **Creative Thinking** (Embracing Contradictions)

⁴Adapted from AAC&U VALUE Rubric: **Life Long Learning** (Transfer); **Creative Thinking** (Connecting, Synthesizing, Transforming, Innovative Thinking); **Integrative Learning** (Connection to Discipline)

⁵Adapted from VALUE Rubric: **Written Communication** (Context of and Purpose for Writing, Content Development, Sources and Evidence, Control of Syntax and Mechanics); **Oral Communication** (Organization, Central Message, Language, Delivery, Supporting Material); **Information Literacy** (Access and Use Information Ethically and Legally)

Adapted from VALUE Rubric: **Quantitative Literacy** (Calculations, Interpretation, Assumptions, Representation, Communication) and S. E. Shadle, E. C. Brown, M. H. Towns, D. L. Warner, *J. Chem. Ed.* 2012, 89, 319-325

ISLO Descriptions and Rubrics

ISLO Rubric #1: Spiritual Leaders

ISLO #1: Spiritual Leaders. Students follow Jesus Christ’s example of faith-filled leadership, by rendering love-motivated church ministry that magnifies the universal principles of the biblical Ten Commandments in speech and action.

- *Rationale:* Here we use “magnifying” in the sense of both uplifting the principles as well as integrating them into one’s life. Jesus’ own ministry was characterized by love-motivated teaching, preaching and healing (Matthew 4:23; 9:35), and we see Spiritual Leaders as those who actively develop their own ministry within the organized Seventh-day Adventist church.
- *Summary of the Prophetic Support:* Formerly, the schools of the prophets (2 Kings 2), were established by Samuel and Elijah to make provision for the education of leaders in Israel who would “magnify the law and make it honorable” (Prophets and Kings, p. 224.3). Later, the prophet Isaiah foretold of the Messiah that would “magnify the law and make it honorable” (Isaiah 42:21). In the Sermon on the Mount, Jesus affirmed the Ten Commandments and showed they, “extend beyond the outward acts, and take cognizance of the thoughts and intents of the heart” (Faith I Live By, p. 86.4). In the book of Revelation, we see described a people that, “keep the commandments of God and have the faith of Jesus” (Revelation 14:12); and a blessing is pronounced on those that do His commandments— they will “have right to the tree of life” and will “enter in through the gates into the city” (Revelation 22:14). Today too, God, “calls upon His people to magnify the law and make it honorable,” in the context of medical missionary evangelism (Counsels on Health, p. 357.2).
- This ISLO includes the following recommended WSCUC Competencies: *Ability to Work with Others* and *Ethical Reasoning*.

| | | Emerging | Developing | Proficient | Exemplary |
|----|--|---|--|---|--|
| 1a | Bible and Spirit of Prophecy as Authoritative | <ul style="list-style-type: none"> Student is aware of the Bible’s claims of authority present in both the OT and the NT. | <ul style="list-style-type: none"> Student is aware of how the writings of Ellen White (Spirit of Prophecy) are based on Biblical authority. | Student: <ul style="list-style-type: none"> allows the Bible and Spirit of Prophecy (SOP) to guide in his or her decisions concerning faith and practice. has a developing desire and ability to lead others by instruction, example and practice to consider and adopt the Bible and SOP as authoritative in their life practices. | Student: <ul style="list-style-type: none"> allows the Bible and Spirit of Prophecy (SOP) to guide in his or her decisions concerning faith and practice. leads others by instruction, example, and practice to consider and adopt the Bible and the SOP as authoritative in their life practices. |
| 1b | Devotional Time | Student: <ul style="list-style-type: none"> has daily devotions 2-4 times per week. recognizes the benefit of personal devotions. | Student: <ul style="list-style-type: none"> recognizes the personal benefits of regular devotions. has a short devotional habit nearly every day from the Bible or SOP. begins to include Bible memorization in his or her devotional time. | Student: <ul style="list-style-type: none"> finds joy, strength, and inspiration in personal devotional time. appreciates instruction from the SOP. spends increasing time with God in prayer. includes Bible memorization in his or her devotional time. | Student: <ul style="list-style-type: none"> prioritizes the kingdom of heaven by giving a, “thoughtful hour”¹ every morning to learn about Jesus through prayer, the study of the Bible and SOP. spends time in thoughtful reflection. systematically includes Scripture memorization. |

| | | Emerging | Developing | Proficient | Exemplary |
|-----------|---|--|--|---|---|
| 1c | Church Involvement | Student attends church regularly. | Student: <ul style="list-style-type: none"> volunteers occasionally in church ministry. often participates in religious services outside of the divine service. | Student: <ul style="list-style-type: none"> regularly attends and volunteers in most religious services. has a developing ability to disciple others. displays positive character changes. | Student: <ul style="list-style-type: none"> consistently attends all religious services regularly has participated in all appropriate aspects of church ministry (1 Cor. 12; Eph. 4). practices Christ-like discipling of others. |
| 1d | Sabbath School and Small Group Participation | Student: <ul style="list-style-type: none"> regularly attends a SS class; but, shows little ability and/or desire to participate in the SS discussion. | Student: <ul style="list-style-type: none"> attends SS as a weekly habit. spends time during the week studying the lesson on his / her own. shows an emerging but somewhat developed ability to participate actively in the discussions. | Student: <ul style="list-style-type: none"> regularly attends SS. is prepared to actively participate in the lesson discussion. can occasionally lead out in the lesson discussions (or some other aspect) of the adult or lower divisions SS. | Student: <ul style="list-style-type: none"> regularly attends SS. actively participates in a SS class. is able to lead a vibrant and respectful discussion of the Scripture in varied settings. mentors others in SS work. is able to lead in either adult or lower division SS. |
| 1e | Preaching | Student listens to sermons and can describe the sermon topic. | Student: <ul style="list-style-type: none"> enjoys listening to sermons. compares the viewpoints of various presenters. regularly takes notes. | Student is able to prepare a sermon and deliver a thoughtful, Spirit-filled, biblical message. | Student: <ul style="list-style-type: none"> shows the developed ability to prepare and deliver a “present-truth” focused (2 Pet. 1:12), Scripture-based sermon. includes creative illustrations, draws appropriate applications. calls for a decision. |
| 1f | Evangelism | Student: <ul style="list-style-type: none"> is interested in evangelism. occasionally attends outreach functions. | Student: <ul style="list-style-type: none"> regularly participates in outreach functions. can be relied upon to lead out in at least one aspect of local evangelism. | Student: <ul style="list-style-type: none"> participates in the planning and organization of evangelistic outreach. enjoys mentoring peers in various aspects of outreach. knows how to conduct Bible studies. may help others in taking the initial steps in becoming disciples of Jesus Christ. | Student: <ul style="list-style-type: none"> regularly engages in outreach. leads in some aspect of a full-message evangelistic series. has organized and led out in outreach events. has mentored peers in relevant aspects of evangelism/outreach. helps others take the initial steps in becoming disciples of Jesus Christ. |
| 1g | Music Ministry | Student: <ul style="list-style-type: none"> speaks clearly and audibly to introduce songs. knows the tune of many hymns. | Student: <ul style="list-style-type: none"> is able to give the basic information about the hymn (author, year). student knows the tune to many hymns. is able to sing vocal part with someone else singing the same part. introduces limited variety into the congregational singing. | Student: <ul style="list-style-type: none"> capably leads the music ministry team. blends with other members on the song-service team. knows nearly all hymns and shows evidence of research into the background of the hymn. introduces variety into the congregational singing. | Student: <ul style="list-style-type: none"> is an organized, leader of the music ministry team. can sight-read vocal parts. blends well with other members of the song-service team. is able to synthesize hymn background with contemporary congregational experience in a brief, engaging introduction. skillfully and appropriately introduces variety into the congregational singing. |

| | | Emerging | Developing | Proficient | Exemplary |
|----|--|---|--|--|---|
| 1h | Integrate Faith and Works ³ | Student: <ul style="list-style-type: none"> • can state or repeat the Ten Commandments. • is not able to articulate how these principles fit in with practical acts of service and devotion. • gives limited outward evidence of a daily, living connection with God by bearing the fruit of the Spirit (Gal. 5) | Student: <ul style="list-style-type: none"> • shows an emerging ability to recognize and explain areas in his or her daily life were the principles in the Ten Commandments are practically applied. • gives some outward evidence of a daily, living connection with God by bearing the fruit of the Spirit (Gal. 5). | Student: <ul style="list-style-type: none"> • is able to generally explain and may provide examples of how principles in the Ten Commandments are practically integrated into their daily life. • gives outward evidence of a daily, living connection with God by bearing the fruit of the Spirit (Gal. 5). | Student: <ul style="list-style-type: none"> • is able to clearly explain and provide examples of how the principles in the Ten Commandments have been integrated into their practical / daily activities. • gives consistent outward evidence of a daily, living connection with God by bearing the fruit of the Spirit (Gal. 5). |

¹White, E. G. *Desire of Ages*, 1898, Mountain View, CA: Pacific Press Publishing Association, 1940. p. 83.

²Sabbath School (SS)

³Adapted from AAC&U VALUE Rubric: Ethical Reasoning (Ethical Self-Awareness)

ISLO #1 Signature Assignment

- Direct Assessment—direct observation by faculty, staff, church pastor, elders or other leaders, or peers using the *Spiritual Leaders Rubric*, above.
- Indirect Assessment—Student self-report of spiritual leadership ability in end-of-semester surveys, self-reflective essays, and/or course evaluations.

Assessment of ISLO #1 may occur within the major academic program, Christian Education (CE), Religion (Rel), Natural Science (NS), General Education (GE), and/or within Student Services (SS). See the specific Program Syllabus (CE, Rel, NS, GE, and/or SS) and *Curriculum Map* located in **Appendix A** for further details.

ISLO #1 Specific Performance Criteria (PCs)

Each RC will be assessed at the Capstone (4th year) level and at least once prior—a Level 1 and/or Level 2 assessment.

- Level 1 assessment (1st year), the expected PC is >50% of students scoring at Developing or higher for each rubric component (RC) of the *Spiritual Leadership Rubric*.
- Level 2 assessment (late 2nd year/early 3rd year), the expected PC is >50% of students scoring Proficient or higher for each rubric component (RC) of the *Spiritual Leadership Rubric*.
- Level 3 assessment (Capstone or 4th year) is >75% of students scoring at Proficient or higher for each rubric component (RC) of the analytical *Spiritual Leadership Rubric*.

ISLO Rubric #2: Health Evangelists

- **ISLO #2. Comprehensive Health Evangelists.** Students practice and promote physical, emotional, mental, and spiritual healing by leading in collaborative, community-based programming among diverse people groups domestically or internationally.
- *Rationale:* Weimar Institute graduates will not only be “advocates of the law of God...with their feet planted firmly upon its principles,” they will “carry out in their daily lives the spirit of God's commandments...exercising true benevolence to man,” which will give them “moral power to move the world” (4T, 58.1). The prophet Isaiah (chapter 58) reveals the ministry that is encompassed by “comprehensive health evangelism”—to loose the bonds of wickedness (spiritual healing), undo heavy burdens (emotional and mental healing), to let the oppressed go free, to break every yoke, to share bread with the hungry (physical healing), to care for the poor, and to cover the naked.
- *Summary of the Prophetic Support:* To accomplish our Institutional Vision to HEAL a Hurting World, students who graduate from Weimar Institute must embrace the principles that promote physical, emotional, mental and spiritual health as revealed in the life and ministry of Jesus Christ, that he “went throughout all the cities and villages, teaching in their synagogues and proclaiming the gospel of the kingdom and healing every disease and every affliction” (Matthew 9:35). The level to which students embrace these principles will be best understood by their everyday behaviors as well as their level of participation in community-based health programs — provided to a few or for many.

In a classic book, *Thoughts from the Mount of Blessings*, we read: “Christ can look upon the misery of the world without a shade of sorrow for having created man. In the human heart He sees more than sin, more than misery. In His infinite wisdom and love He sees man's possibilities, the height to which he may attain. He knows that, even though human beings have abused their mercies and destroyed their God-given dignity, yet the Creator is to be glorified in their redemption” (White, 1955/1896, p. iv).

The work of comprehensive health evangelism is to work with God to restore to men, women and children their God-given dignity. Today God gives men opportunity to show whether they love their neighbor. He who truly loves God and his fellow man is he who shows mercy to the destitute, the suffering, the wounded, those who are ready to die. God calls upon every man to take up his neglected work, to seek to restore the moral image of the Creator in humanity {FLB 86.5} [i.e., to HEAL a hurting world].

- This ISLO includes the following recommended WSCUC Competencies: *Civic Engagement* and *Appreciation for Diversity*.

| | | Emerging | Developing | Proficient | Exemplary |
|----|--|--|--|---|---|
| 2a | Practices NEWSTART Principles | Student: <ul style="list-style-type: none"> • realizes the importance of the NEWSTART¹ principles but does not practice them consistently in daily life. • occasionally shows reckless behavior in health of body, mind and spirit. | Student: <ul style="list-style-type: none"> • realizes the importance of the NEWSTART¹ principles and incorporates many of the principles in daily life. • may on occasion be inconsistent in daily life. | Student: <ul style="list-style-type: none"> • consistently practices nearly all of the NEWSTART¹ principles in daily life. • documents evidence of improved practices² and/or improved physical health.³ | Student: <ul style="list-style-type: none"> • consistently practices all of the NEWSTART¹ principles encourages others by example. • documents evidence of improved practices² and/or improved physical health.³ |

| | | Emerging | Developing | Proficient | Exemplary |
|----|--|--|---|---|---|
| 2b | Promotes NEWSTART Principles | Student: <ul style="list-style-type: none"> realizes the importance of whole-person⁴ community health programming. has participated in a one-day event.⁵ has limited or no experience with long-term programming.⁶ | Student: <ul style="list-style-type: none"> promotes whole-person⁴ community-based programming frequently participates in either short or long-term community health programming.⁵⁻⁶ | Student: <ul style="list-style-type: none"> promotes whole-person healing.⁴ gives evidence of the ability to organize or lead out in some aspect of short- or long-term community health programming.⁵⁻⁶ | Student: <ul style="list-style-type: none"> actively and energetically promotes whole-person healing⁴ give evidence of the ability to effectively lead out or organize some aspect of short or long-term community based programming.⁵⁻⁶ |
| 2c | Identifies Community Needs⁷ | Student: <ul style="list-style-type: none"> shows the desire to participate in the process of assessing whole-person⁴ community needs. displays little ability to assist in identifying resources to implement CBCHE.⁸ | Student: <ul style="list-style-type: none"> participates in the process to assess whole-person community health needs.⁴ displays some ability to assist in the identification of resources to implement CBCHE.⁸ | Student: <ul style="list-style-type: none"> participates in and is able to collaboratively identify whole-person community health needs.⁴ can identify, procure and mobilize many of the needed resources to implement CBCHE.⁸ | Student: <ul style="list-style-type: none"> has a distinguished ability to collaboratively lead to identify community health needs.⁴ is able to identify, procure and mobilize nearly all of the needed resources to implement CBCHE.⁸ |
| 2d | Engages in Collaborative Leadership⁹ | Student: <ul style="list-style-type: none"> engages team members by taking turns. listens to others without interrupting. | Student: <ul style="list-style-type: none"> engages team members in ways that facilitate their contributions to meetings. restates the views of other team members and/or asking questions for clarification developing ability to build upon or synthesize the contributions of others. | Student: <ul style="list-style-type: none"> takes initiative in collaborative leadership assists in meeting ministry goals engages team members in ways that facilitate their contributions by constructively building upon or synthesizing the contributions of others. | Student: <ul style="list-style-type: none"> has a distinguished ability to lead collaboratively. guides and assists in meeting ministry goals. communicates a vision, mission or purpose that encourages commitment and action from others. Seeks and values the involvement of others. Listens to and considers others' points of view. |
| 2e | Engages with Diverse People Groups¹⁰ | Student: <ul style="list-style-type: none"> has minimal or no awareness of the perspectives and assumptions of his / her Christian worldview.¹¹ prefers to work with persons of his or her own socioeconomic, cultural, ethnic and/or religious group has an emerging desire to learn from other people groups.¹² | Student has yet somewhat developed awareness of the perspectives and assumptions of his / her Christian worldview; ¹¹ emerging ability to act in a supportive manner that recognizes and empathizes with the feelings and challenges, and work successfully with diverse people groups; ¹² developing desire to learn from other people groups. | Student is aware of the perspectives and assumptions of his / her Christian worldview; ¹¹ often acts in a supportive, respectful manner, recognizes and empathizes with the feelings and challenges, and often works successfully with people of diverse backgrounds; desires to learn from other people groups. ¹² | Student has a sophisticated awareness of the perspectives and assumptions of his / her Christian worldview; ¹¹ yet acts in a supportive manner, recognizes and empathizes with the feelings and challenges, and adapts to and works successfully with people of diverse backgrounds; learns from other people groups. ¹² |

| | | Emerging | Developing | Proficient | Exemplary |
|----|---|---|--|---|---|
| 2f | Evidence of Personal Growth and Commitment to CHE^{13, 14} | Student: <ul style="list-style-type: none"> provides little evidence of personal growth as result participating in CBCHE. provides evidence indicates that involvement was the result of requirements; student shows no sense of continued commitment to CBCHE. | Student: <ul style="list-style-type: none"> provides some evidence of personal growth as result of CBCHE. suggests that involvement was the result of required experiences rather than a benevolent sense of community identity. gives evidence that as result of the experience, he or she has developed a desire for continued commitment to CBCHE. | Student: <ul style="list-style-type: none"> provides evidence of personal and professional growth as result of CBCHE. describes his or her personal growth as it relates to a reinforced and clarified sense of community identity gives evidence of and desire for continued commitment to CBCHE in the future. | Student: <ul style="list-style-type: none"> provides evidence of significant personal and professional growth as result of CBCHE. describes his or her personal growth as it relates to a strongly reinforced and clarified sense of community identity. displays significant desire for continued CBCHE as a lifelong ministry. |

1. NEWSTART is a lifestyle program that originated at the Weimar Institute (1980's) that includes the following eight principles of wellness: Nutrition, Exercise, Water, Sunlight, Temperance, Air, Rest and Trust in God.
2. Improved practices may include giving evidence of improved diet vis a vis a daily food journal or other student-derived evidence.
3. Improved physical health may include evidence of needed weight loss (or weight gain), increased muscle mass, improved blood stats (cholesterol / lipid panel, etc.).
4. Whole-person community-based health programming /healing seeks to include physical, emotional, mental and/or spiritual healing for the whole person.
5. Examples of one-day events include: cooking schools, or health expos, which are typically half-day or one day community programs that provide physical health screening (blood pressure, blood sugar, weight, BMI, etc.), mental health screening, health coaching, and/or spiritual resources.
6. Long-term community-based programs may include: Eight-Week Nedley Depression & Anxiety Recovery/Peak Mental Performance Program™, Complete Health Improvement Plan (CHIP)™, ongoing healthy cooking schools, and/or Eight Weeks to Wellness™ programs, etc.
7. **Adapted from AAC&U VALUE Rubric: Civic Engagement (Civic Identity and Commitment)**
8. Comprehensive Health Evangelism (CHE), Community-Based Comprehensive Health Evangelism (CBCHE)
9. **CAS Student Learning and Development Outcome: (Interpersonal Development—Effective Leadership)**
10. **Adapted from AAC&U VALUE Rubric: Civic Engagement (Diversity of Communities and Cultures) and Intercultural Knowledge & Competence (Skills—Empathy)**
11. cf. Foundational Documents for a discussion of the Christian Worldview.
12. Diverse groups includes those of another socio-economic, cultural, ethnic or religious group.
13. **Adapted from AAC&U VALUE Rubric: Civic Engagement (Civic Action and Reflection)**
14. **Adapted from AAC&U VALUE Rubric: Lifelong Learning (Reflection)**

ISLO #2 Signature Assignment

- Direct Assessment—direct observation by faculty, staff, peers, recipients of student leadership in various Comprehensive Health Evangelism settings and/or other quantitative results of students health and wellness including documentation that they have improved physical health (i.e., eating habits, weight gain or loss, increased muscle mass, improved blood stats [cholesterol, lipid panel, HbA1C, etc.]).
 - ✓ *Signature Assignments* include: a one-semester food or exercise journal, documentation of a two-semester pattern of exercise or other fitness activities, documentation of consistent, daily-weekly exercise with NEWSTART guests or a person from the local community for 2 full semesters.
 - ✓ Direct assessment tool is the *Health Evangelists Rubric*, above.
- Indirect Assessment—Student self-report of spiritual leadership ability in the annual *Student Satisfaction Survey* and course evaluations.
 - ✓ Possible *Signature assignments* that could be used for indirect assessment include a self-reflective essay describing their views on health, significant learning experiences and an evaluation of specific things that contributed to their adoption of an increasingly healthy lifestyle.

Assessment of ISLO #2 may occur within the major academic program, Christian Education (CE), Religion (Rel), Natural Science (NS), General Education (GE), and/or within Student Services (SS). See the specific Program Syllabus (CE, Rel, NS, GE, and/or SS) and *Curriculum Map* located in *Appendix A* for further details.

ISLO #2 Specific Performance Criteria (PCs)

Each RC will be assessed at the Capstone (4th year) level and at least once prior—a Level 1 and/or Level 2 assessment.

- Level 1 assessment (1st year), the expected PC is >50% of students scoring at Developing or higher for each rubric component (RC) of the *Comprehensive Health Evangelists Rubric*.
- Level 2 assessment (late 2nd year/early 3rd year), the expected PC is >50% of students scoring Proficient or higher for each rubric component (RC) of the *Comprehensive Health Evangelists Rubric*.
- Level 3 assessment (Capstone or 4th year) is >90% of students scoring at Proficient or higher for each rubric component (RC) of the *Comprehensive Health Evangelists Rubric*.

ISLO Rubric #3: Critical Thinkers

ISLO #3: Critical Thinkers. Students investigate a controversy, problem or question related to their major field where diverse perspectives are assembled, analyzed and used to draw an informed conclusion that considers the influence of context, possible sources of bias and a priori assumptions.

- *Rationale:* This ISLO contains components of both critical thinking and information literacy. Critical thinking involves having the ability to analyze, contrast, criticize and assess truth claims based on objective standards (Sousa, 2011, p. 253, 262). Banta, *et. al.* describes information literacy as the ability to assess the quality of supporting data and empirical evidence and then ethically use information from a variety of sources and media (Banta, Jones, & Black, 2009, p. 68).
- *Summary of the Prophetic Support:* As a faith-based institution of higher learning, Weimar faculty, staff and students have chosen to explore an educational philosophy and practice that is decidedly informed by the biblical model expressed in the Holy Scripture and the writings of Ellen G. White. Educators who follow such a philosophical model will not control others' minds, but will develop a community of learners who are "thinkers, and not mere reflectors of [other's] thought" (White, 1903/1952, p. 17). Such educators will teach their students to utilize nature (Psalm 19), "reason, reflection, and research to discover truth and its implications for human life here and in the hereafter, while recognizing the limitations inherent in all human endeavors..." (*A Statement of Seventh-day Adventist Educational Philosophy*, Version 7.9).

Because of the limitations inherent in all human endeavors, not all information sources are equally correct or worthy of deep exploration.¹ Throughout Scripture, the prophets called upon God's people to discriminate in favor of the good (Joshua 24:15). King Solomon asked of God an "understanding mind" that he might know how to "discern between good and evil" (1 Kings 3:9). The apostle Paul admonished his hearers to "test all things; hold fast what is good" (1 Thessalonians 5:21). The apostle John wrote, "Beloved, do not believe every spirit, but test the spirits to see whether they are from God. For many false prophets have gone out into the world" (1 John 4:1). Thus, God calls on His followers to decide, "not...from impulse, but from the weight of evidence" (Desire of Ages, p. 458).

We have added a reflective component to this rubric that allows students to consider: 1) Are there any areas within Weimar Institute Foundational Documents (primarily the Bible and the writings of Ellen G. White) that are related to the area of research? and 2) How do their conclusions fit with the documents?

- This ISLO includes the following required and recommended WSCUC Competencies: *Critical Thinking, Information Literacy, Creative Thinking, In-Depth Study in a Major Field, and Lifelong Learning*

| | | Emerging | Developing | Proficient | Exemplary |
|----|--|---|---|--|--|
| 3a | Explanation of Controversy or Problem ¹ | <p>Student:</p> <ul style="list-style-type: none"> • shows difficulty defining the scope of the question or controversy so that the chosen topic is too general or wide-ranging as to be manageable. • has difficulty determining key concepts. • states the controversy or problem to be evaluated without adequate clarification or description. | <p>Student:</p> <ul style="list-style-type: none"> • defines the scope of the topic incompletely so that the question or controversy is too narrow or too broad such that important aspects of the topic are omitted. • is able to identify key concepts. • states the controversy or problem. | <p>Student:</p> <ul style="list-style-type: none"> • completely defines the scope of the question or controversy into a manageable topic. • determines key concepts. • describes the controversy or problem with appropriate depth to addresses key aspects of the topic. | <p>Student:</p> <ul style="list-style-type: none"> • completely and clearly defines the scope of the question or controversy into a manageable topic. • determines key concepts. • comprehensively describes the question or controversy with sufficient depth to addresses significant aspects of the topic. |

| | | Emerging | Developing | Proficient | Exemplary |
|----|---|---|---|---|--|
| 3b | Assembles Relevant Scholarly Literature from a Variety of Perspectives ² | <p>Student's references:</p> <ul style="list-style-type: none"> were retrieved randomly and lack quality. represent a limited number of perspectives.³ are too few to support the demands of the topic. include many non-scholarly.⁴ publications of questionable quality (>40%). do not offer time-appropriate views. | <p>Student's references:</p> <ul style="list-style-type: none"> were retrieved using simple search strategies from limited and similar sources. represent limited perspectives.³ are limited in ability to support the demands of the topic. include several non-scholarly publications⁴ of questionable quality (>20%). may not offer time-appropriate views. | <p>Student's references:</p> <ul style="list-style-type: none"> were retrieved using a variety of search strategies and relevant information sources. represent various perspectives.³ adequately support the demands of the topic, but quality may be uneven. include only a few non-scholarly publications⁴ (<10%). offer time-appropriate views. | <p>Student's references:</p> <ul style="list-style-type: none"> were retrieved from a variety of well-established search strategies. represent a diversity of perspectives.³ adequately to support the demands of the topic. include only scholarly publications⁴ and foundational documents. offer time-appropriate views. |
| 3c | Analysis of the Controversy or Problem ^{5a,5b} | <p>Student's work:</p> <ul style="list-style-type: none"> has little evidence of background research. provides little insight beyond the very basic facts, indicates a low interest.^{5b} has information taken from sources without any interpretation. does not reveal important patterns, differences or similarities. | <p>Student's work:</p> <ul style="list-style-type: none"> has evidence of an attempt to perform background research. provides occasional insight indicating mild interest in the subject.^{5b} has information taken from sources with some interpretation but not enough to allow a coherent analysis. does not effectively reveal important patterns, differences, or similarities related to the chosen topic. | <p>Student's work:</p> <ul style="list-style-type: none"> has evidence of appropriate background research. provides in-depth analysis indicating interest in the subject.^{5b} has information taken from sources with enough interpretation to perform a coherent analysis. reveals important patterns, differences, or similarities related to the chosen topic. | <p>Student's work:</p> <ul style="list-style-type: none"> has evidence of appropriate background research of literature. has an in-depth analysis, yielding a rich awareness, indicating substantial interest in the subject. has information taken from sources with enough interpretation to give a comprehensive analysis. reveals insightful patterns, differences, or similarities related to the chosen topic. |
| 3d | Recognizes and Discusses Limitations and Implications ^{3,6} | <p>Student:</p> <ul style="list-style-type: none"> does not attempt to discuss relevant limitations and implications of the sources or does so inadequately. does not adequately differentiate fact from opinion and emotional responses. takes expert opinions at face value. | <p>Student:</p> <ul style="list-style-type: none"> attempts to discuss relevant limitations and implications of the sources. does not consistently differentiate fact from opinion and emotional responses. takes expert opinions at face value. | <p>Student:</p> <ul style="list-style-type: none"> discusses relevant limitations and implications of the sources. is often able to differentiate fact from opinion and emotional responses. questions viewpoints of experts. | <p>Student:</p> <ul style="list-style-type: none"> insightfully discusses relevant limitations and implications of the published research. consistently differentiates fact from opinion and emotional responses. appropriately questions viewpoints of experts. |
| 3e | Identifies Strengths and Weaknesses in Conclusions ⁷ | <p>Student:</p> <ul style="list-style-type: none"> rarely identifies (or incorrectly identifies) specific examples of strengths and weaknesses in research conclusions. rarely identifies and questions <i>a priori</i> assumptions. rarely recognizes and considers sources of bias present in publication's conclusions. | <p>Student:</p> <ul style="list-style-type: none"> occasionally identifies and provides specific examples of potential strengths and weaknesses in research conclusions. occasionally identifies and questions <i>a priori</i> assumptions. occasionally recognizes and considers sources of bias present in publication's conclusions. | <p>Student:</p> <ul style="list-style-type: none"> provides specific examples of strengths and weaknesses in research conclusions, when appropriate; and, identifies and questions <i>a priori</i> assumptions. recognizes and considers <u>many</u> sources of bias present in the references. | <p>Student:</p> <ul style="list-style-type: none"> consistently provides specific examples of potential strengths and weaknesses in research conclusions, when appropriate; and, <u>consistently</u> and <u>thoroughly</u> identifies, evaluates and questions <i>a priori</i> assumptions present within the supporting arguments. |

| | | Emerging | Developing | Proficient | Exemplary |
|----|---|--|---|---|---|
| 3f | Considers One's Own and Others Assumptions⁸ | <p>Student:</p> <ul style="list-style-type: none"> resists considering views that differ from his/her own. does not recognize or considers sources of bias present within the references. <u>does not recognize</u> his or her own bias and assumptions. identifies a <u>few of the</u> contexts that are relevant when presenting the position. | <p>Student:</p> <ul style="list-style-type: none"> is sometimes capable of considering views that differ from his/her own. recognizes and considers <u>some</u> sources of bias present within the references. <u>may not yet</u> recognize his/her own bias and assumptions. identifies <u>some</u> of the contexts that are relevant when presenting the position. | <p>Student:</p> <ul style="list-style-type: none"> considers views that differ from his/her own. recognizes and considers <u>many</u> sources of bias present within the references. <u>often</u> recognizes, analyzes and/or articulates his/her own bias and assumptions. identifies and evaluates how <u>several</u> of these contexts are relevant when presenting the position. | <p>Student:</p> <ul style="list-style-type: none"> responsibly considers views that differ from his/her own. consistently and accurately recognizes and considers potential sources of bias present within references. <u>consistently</u> recognizes, analyzes and/or articulates his/her own bias and assumptions. clearly identifies and evaluates how <u>each</u> these contexts are relevant when presenting the position. |
| 3g | Formulates an Informed Conclusion⁹ | <p>Student's conclusion to the controversy or problem:</p> <ul style="list-style-type: none"> is informed by limited points of view. shows no synthesis of information; information is fragmented. does not consider the complexities of the controversy. is ambiguous, illogical, simplistic and/or obvious. may be unsupported based on inquiry findings. | <p>Student's conclusion to the controversy or problem:</p> <ul style="list-style-type: none"> is informed by limited literature research. shows that information from the sources is not synthesized. takes into account only limited the complexities of the controversy. is so general that it may also apply beyond the scope of the inquiry. acknowledges different sides of the controversy or problem. | <p>Student's conclusion to the controversy or problem:</p> <ul style="list-style-type: none"> is informed by in-depth literature research. shows a synthesis of information from multiple sources; but, contains no extrapolation beyond the inquiry findings. takes into account the complexities of the controversy. acknowledges others' points of view within the stated conclusion. | <p>Student's conclusion to the controversy or problem:</p> <ul style="list-style-type: none"> is informed by in-depth literature research. shows a synthesis of information from multiple sources with good clarity and depth. extrapolates from the inquiry findings. takes into account the complexities of the controversy. acknowledges the limits of the his/her own position and personal bias. integrates others' points, when appropriate, within the student's position. |
| 3h | Relationship to Foundational Documents¹⁰ | <ul style="list-style-type: none"> Student's evaluation does not consider how it relates to the Weimar Institute Foundational documents. | <ul style="list-style-type: none"> Student evaluation considers the Weimar Institute Foundational documents, yet merely in a surface treatment. | <ul style="list-style-type: none"> Student evaluation considers the implications of his or her informed conclusion or judgment as it relates to the Weimar Institute Foundational documents. | <ul style="list-style-type: none"> Student's evaluation concomitantly and carefully considers both "secular" sources and the Weimar Institute foundational documents in arriving at an informed conclusion. |

This rubric has been adapted from: VALUE rubrics and <http://guides.library.cornell.edu/scholarlyjournals>

¹ Adapted from AAC&U VALUE Rubric: Critical Thinking (Explanation of Issues); Information Literacy (Determine the Extent of Information Needed)

² Adapted from AAC&U VALUE Rubric: Information Literacy (Access the Needed Information)

³ The limitations of sources may include certain characteristics of the design or methodology research study that impacted or influenced the interpretation of the findings that were presented in the source—i.e. to what extent are the results generalizable, valid, reliable, etc. For further discussion, cf. <http://libguides.usc.edu/writingguide/limitations> (last accessed 2/7/2016). The implications of a research article include ethical implications, implications for further research and/or implications of the study in questions.

⁴ Scholarly publications typically include those that are peer-reviewed, (i.e., refereed journal articles) and written by experts in the field; whereas non-scholarly publications (i.e., popular press) are frequently written to arouse curiosity or interest and do not provide an unbiased reporting.

^{5a} Adapted from AAC&U VALUE Rubric: Inquiry and Analysis (Analysis); Inquiry & Analysis (Existing Knowledge, Research and/or Views)

^{5b} Adapted from AAC&U VALUE Rubric Lifelong Learning (Curiosity)

⁶ Adapted from AAC&U VALUE Rubric: Inquiry and Analysis (Limitations and Implications)

⁷ Adapted from AAC&U VALUE Rubric: Information Literacy (Evaluate Information and Its Sources Critically)

⁸ Adapted from AAC&U VALUE Rubric: Critical Thinking (Influence of Contexts and Assumptions)

⁹ Adapted from AAC&U VALUE Rubric: Creative Thinking (Embracing Contradictions); Critical Thinking (Student's Position); Critical Thinking (Conclusions and Related Outcomes); Inquiry and Analysis (Conclusions); Critical Thinking (Uses Information Effectively to Accomplish and Specific Purpose)

¹⁰ Weimar Institute Foundational Documents include, but are not limited to the Bible, the writings of Ellen White, and the Seventh-day Adventist Church positions statements on key topics.

ISLO #3 Signature Assignment

- Direct Assessment—Written, oral or media-based presentation that demonstrates student ability to discriminate between scholarly and non-scholarly publications by articulating a relevant question, assembling a collection of publications and identifying strengths and weaknesses in methods and conclusions including sources of bias, and a priori assumptions.
 - ✓ Possible *Signature Assignments* that could be directly assessed include: Writing or speaking assignments within GE or the major program the require students to demonstrate these skills, including but not limited to research papers, literature reviews, case studies, etc.
 - ✓ The direct assessment tool is the *Critical Thinkers Rubric*, above.
- Indirect Assessment—Student learning is indirectly assessed through student self-evaluation or self-reflective essay which provide feedback as to the level of student engagement and perceived learning in this area. Students may also be asked to provide a recollection of their search strategies for locating sources or assembling their research.

Assessment of ISLO #3 may occur within the major academic program (Christian Education (CE), Religion (Rel), Natural Science (NS)) or General Education (GE). See the specific Program Syllabus (CE, Rel, NS, GE) and *Curriculum Map* located in *Appendix A* for further details.

ISLO #3 Specific Performance Criteria (PCs)

Each RC will be assessed at the Capstone (4th year) level and at least once prior—a Level 1 and/or Level 2 assessment.

- Level 1 assessment (1st year), the expected PC is >50% of students scoring at Developing or higher for each rubric component (RC) of the *Critical Thinkers Rubric*.
- Level 2 assessment (late 2nd year/early 3rd year), the expected PC is >50% of students scoring Proficient or higher for each rubric component (RC) of the *Critical Thinkers Rubric*.
- Level 3 assessment (Capstone or 4th year) is >90% of students scoring at Proficient or higher for each rubric component (RC) of the *Critical Thinkers Rubric*.

ISLO Rubric #4: Integrative Learners

ISLO #4. Integrative Learners.¹ Students develop a biblical worldview perspective as they effectively identify and integrate one or more of the key examples, facts, theories or concepts of their major field as they relate to Scripture and the Spirit of Prophecy.²

- *Rationale and Summary of the Prophetic Support:* To the ancient Israelite there was no distinction between the secular life and the spiritual. In the book of Deuteronomy, the prophet Moses records God’s words to the Israelites immediately after the second reading of the Law (Ten Commandments): “Hear, O Israel: The Lord our God, the Lord is one. You shall love the Lord your God with all your heart and with all your soul and with all your might.” He continues, “And these words that I command you today shall be on your heart. You shall teach them diligently to your children, and shall talk of them when you sit in your house, and when you walk by the way, and when you lie down, and when you rise. You shall bind them as a sign on your hand, and they shall be as frontlets between your eyes. You shall write them on the doorposts of your house and on your gates.” (Deut. 6:4-9). Toward this end, we desire that all Weimar Institute graduates be able to relate the key concepts of their major field within a biblical worldview context.
- *This ISLO includes several of the recommended WSCUC Competencies: Creative Thinking and Lifelong Learning*

| | | Emerging | Developing | Proficient | Exemplary |
|----|---|--|---|---|---|
| 4a | Identification of Field-Related Connections ^{3,4} | Student’s work: <ul style="list-style-type: none"> • shows a minimal awareness of the connections between biblical truth and examples, facts, or theories from the major field of study or perspective. • requires prompting to recognize connections. | Student’s work: <ul style="list-style-type: none"> • shows a developing sense of the connections between biblical truth and examples, facts, or theories from the major field of study or perspective. • may require prompting to recognize deeper connections. | Student’s work: <ul style="list-style-type: none"> • connects the biblical truth with examples, facts, or theories from the major field of study or perspective. • independently identifies points in which field-related concepts complement and illuminate biblical truth (or <i>vice versa</i>). | Student’s work: <ul style="list-style-type: none"> • insightfully connects biblical truth with examples, facts, or theories from the major field of study or perspective in a creative and novel manner. • independently identifies points in which field-related concepts complement, enrich and illuminate biblical truth (or <i>vice versa</i>). |
| 4b | Integration of Field-Related Content ^{4,5} | Student’s work: <ul style="list-style-type: none"> • has <u>connections that are not clear</u> with <u>no obvious sense of integration</u> the field and biblical content. • attempted connections are “trite.” • does not advance the intended purpose. • leaves obvious connections or opportunities to connect overlooked or under-developed. | Student’s work: <ul style="list-style-type: none"> • has connections that are “loose” or somewhat “trite.” • may use examples from the classroom with little added depth. • shows a limited, yet developing ability to advance the intended purpose. • leaves less obvious connections or opportunities to connect overlooked or under-developed. | Student’s work: <ul style="list-style-type: none"> • may use examples developed from the classroom but with increased depth or expansion. • advances the intended purpose. • may have overlooked some opportunities to further develop the work. | Student’s work: <ul style="list-style-type: none"> • effectively advances the intended purpose and arrives at a sophisticated understanding. • effectively integrates both field-related and biblical modes of thinking. • effectively integrates the field-related and biblical content and leaves no important connections overlooked. |
| 4c | Depth of Biblical Content | Student’s work: <ul style="list-style-type: none"> • is shallow or trite. • may not include sufficient or accurate Scriptural or prophetic content. • has <u>some</u> noticeable biblical misunderstandings. | Student’s work: <ul style="list-style-type: none"> • is fairly developed but may be somewhat shallow. • may show difficulty in using both Scriptural prophetic content. • has some minor biblical misunderstandings. | Student’s work: <ul style="list-style-type: none"> • is insightful. • uses appropriate Scriptural <u>and</u> prophetic content. • Scriptural and prophetic references are accurate. • has <u>no</u> biblical misunderstandings | Student’s work: <ul style="list-style-type: none"> • is biblically deep and insightful. • uses appropriate Scriptural <u>and</u> prophetic content. • has <u>no</u> biblical misunderstandings. • Scriptural references are accurate. |

| | | Emerging | Developing | Proficient | Exemplary |
|----|---|--|--|--|--|
| 4d | Depth of Field-Related Content ⁶ | <p>Student's work:</p> <ul style="list-style-type: none"> shows an emerging understanding of the field-related content, level of depth is shallow. may have some significant field-related misunderstandings. unable to or does not use correct field-related terminology. shows <u>little direct reference</u> to previous major field learning. | <p>Student's work:</p> <ul style="list-style-type: none"> presents appropriate core field-related content. shows an appropriate but still developing understanding of the field-related content, but the level of depth may be shallow. has minor errors in understanding and/or occasionally uses incorrect field-related terminology. makes <u>shallow references</u> to previous learning, but may be somewhat superficial. | <p>Student's work:</p> <ul style="list-style-type: none"> presents adequate and appropriate field-related content with an appropriate level of understanding. has essentially no errors or misunderstandings. correctly uses field-related terminology. makes <u>appropriate references</u> to previous field-related learning. | <p>Student's work:</p> <ul style="list-style-type: none"> presents deep, insightful, and appropriate core field-related content. shows a high level of understanding with no apparent errors or misunderstandings. consistently uses the correct field-related terminology. makes <u>explicit and appropriate</u> references to previous field-related learning. |
| 4e | Core Christian Apologetics | <p>Student's work:</p> <ul style="list-style-type: none"> shows minimal ability to identify areas where the field-related content supports the Christian world view. uses minimal or very few field-related <u>or</u> science-based concepts in a defensible Christian apologetic. has noticeable errors in logic or reasoning. | <p>Student's work:</p> <ul style="list-style-type: none"> shows a limited but developing ability to identify areas where the field-related content supports the Christian world view. shows a limited but still developing ability to use field-related <u>or</u> science-based concepts in a defensible Christian apologetic. has a few errors in logic or reasoning. | <p>Student's work:</p> <ul style="list-style-type: none"> shows a proficient ability to identify areas where the field-related content supports the Christian world view. shows a proficient ability to use field-related <u>or</u> science-based concepts in a defensible Christian apologetic. has a no errors in logic or reasoning. | <p>Student's work:</p> <ul style="list-style-type: none"> shows a distinguished ability to identify areas where field-related content supports the Christian world view. shows a distinguished ability to use field-related <u>or</u> science-based concepts in a defensible Christian apologetic. well-developed logic and reasoning with no errors. |
| 4f | Awareness of Conflicts | <p>Student's work:</p> <ul style="list-style-type: none"> vaguely identifies areas of apparent conflict between biblical faith and field-related concepts. shows minimal or no ability to identify pre-suppositions, assumptions, and/or limitations of current field-related understandings <u>or</u> scientific naturalism. shows minimal or no ability to distinguish between facts and the interpretation of facts. | <p>Student's work:</p> <ul style="list-style-type: none"> shows limited ability to identify one or two areas of apparent conflict between biblical faith and field-related concepts. shows a limited but developing ability to identify pre-suppositions, assumptions, and/or limitations of current field-related understandings <u>or</u> scientific naturalism. shows a limited but developing ability to distinguish between facts and the interpretation of facts. | <p>Student's work:</p> <ul style="list-style-type: none"> identifies one or two areas of apparent conflict between biblical faith and field-related concepts. identifies pre-suppositions, assumptions, and/or limitations of current field-related understandings <u>or</u> scientific naturalism. shows proficient (adequate) ability to distinguish between facts and the interpretation of facts. | <p>Student's work:</p> <ul style="list-style-type: none"> shows a <u>developed and mature ability</u> to identify and discuss <u>areas</u> of apparent conflict between biblical faith and current field-related understandings. <u>clearly and thoroughly</u> identifies and discusses pre-suppositions, assumptions, and limitations of current field-related understandings <u>or</u> scientific naturalism. <u>adeptly</u> distinguishes between facts and the interpretation of facts. |

1. Concept and components of this rubric were adapted from: Boix Mansilla, V., Dawes Duraisingh, E., Wolfe, C.R., & Haynes, C. (2009). Targeted Assessment Rubric: An Empirically Grounded Rubric for Interdisciplinary Writing. *The Journal of Higher Education* 80 (3) 334 – 353.
2. This assignment will likely be done in writing and/or through an oral presentation—if so, please assessment the assignment using (portions) of the rubric developed for *ISLO #5, Effective Communicators*.
3. Adapted from AAC&U VALUE Rubric: Life Long Learning (Transfer)
4. Adapted from AAC&U VALUE Rubric: Creative Thinking (Connecting, Synthesizing, Transforming)
5. Adapted from AAC&U VALUE Rubric: Creative Thinking (Innovative Thinking)
6. Adapted from AAC&U VALUE Rubric: Integrative Learning (Connection to Discipline)

ISLO #4 Signature Assignment

- Direct Assessment—Written, oral or media based presentation demonstrating the student’s ability to identify, develop, and articulate the connections that integrate their major field and biblical truth into a coherent framework assessed via the *ISLO #4: Integrative Learner Rubric*.
 - ✓ Possible *Signature Assignments* that could be directly assessed include: Writing or speaking assignments within the major discipline, or cognate requirements, that require students to demonstrate these skills.
 - ✓ The direct assessment tool is the *Integrative Learner Rubric*, above.
- Indirect Assessment—Student learning is indirectly assessed through end-of-course student evaluations, reflective essays, or surveys which provide feedback as to the student perception of their level of engagement and learning in this area.

Assessment of ISLO #4 will occur within the major academic program (Christian Education (CE), Religion (Rel), Natural Science (NS)) or required cognate courses. See the specific Program Syllabus (CE, Rel, NS, GE) and ***Curriculum Map*** located in ***Appendix A*** for further details.

ISLO #4 Specific Performance Criteria (PCs)

Each RC will be assessed at the Capstone (4th year) level and at least once prior—a Level 1 and/or Level 2 assessment.

- Level 1 assessment (1st year), the expected PC is >50% of students scoring at Developing or higher for each rubric component (RC) of the *Integrative Learners Rubric*.
- Level 2 assessment (late 2nd year/early 3rd year), the expected PC is >50% of students scoring Proficient or higher for each rubric component (RC) of the *Integrative Learners Rubric*.
- Level 3 assessment (Capstone or 4th year) is >90% of students scoring at Proficient or higher for each rubric component (RC) of the *Integrative Learners Rubric*.

ISLO Rubric #5: Effective Communicators

ISLO #5. Effective Communicators. Students communicate the key (threshold) concepts of their field in both written and oral forms.

- *Rationale:* The ability to communicate effectively with others in a team setting at school or at work is one crucial aspect required for future success. Students will learn to communicate using the language and concepts from their learnings acquired both in General Education requirements and the major field of study.
- *Summary of the Prophetic Support:* Throughout history, God has called his people to be communicators of truth—in both written and oral form. The apostle John wrote in the book of Revelation: “Blessed is the one who *reads aloud* the words of this prophecy, and blessed are those *who hear*, and who keep what is *written* in it, for the time is near” (Rev. 1:3). To Abraham God said, “in you all the families of the earth shall be blessed” (Genesis 12:3; Acts 13:47). Through the prophet Isaiah, He spoke, “I will make you as a light for the nations, that my salvation may reach to the end of the earth...” (Isaiah 49:6; Luke 2:42). The apostle Paul admonished the early church, “Let your speech always be gracious, seasoned with salt” (Colossians 4:6); the prophet Isaiah, wrote of the Messiah that He would “know how to speak a word in season to him that is weary” (Isaiah 50:4, Proverbs 15:23). Solomon declared that “a word fitly spoken is like apples of gold in a setting of silver” (Proverbs 25:11).

Often, the extent of one’s usefulness as an educated person is limited by the ability to communicate. Indeed, Ellen White writes, “However great a man's knowledge, it is of no avail unless he is able to communicate it to others” (*Counsels to Parents, Teachers, and Students*, p. 253.3), and “The extent of a Christian's usefulness is measured by his power to communicate that which he has received” (*Voice in Scripture and Song*, p. 43.1).

- This ISLO includes several of the required WSCUC Competencies: *Information Literacy*, *Oral Communication*, and *Written Communication*

| | | Emerging | Developing | Proficient | Exemplary |
|----|---|--|---|--|--|
| 5a | Context and Purpose¹ | Student’s presentation: <ul style="list-style-type: none"> • shows minimal attention to context, purpose, and audience. • shows an expectation of only the instructor or self as the audience. • uses language that is not appropriate to the audience. | Student’s presentation: <ul style="list-style-type: none"> • shows awareness of the context, purpose, and audience. • shows awareness of the audience’s perceptions and assumptions. • uses language that is appropriate to the audience. | Student’s presentation: <ul style="list-style-type: none"> • shows adequate consideration of the context, purpose, and audience. • shows alignment with the audience, purpose, and context. • uses language that is appropriate to the audience. | Student’s presentation: <ul style="list-style-type: none"> • shows a thorough understanding of the context, purpose, and audience. • shows clear awareness of the audience’s perceptions and assumptions. • uses language that appropriate to the audience. |
| 5b | Organization and Central Message³ | Student’s: <ul style="list-style-type: none"> • organizational pattern is not observable within the presentation. • work is difficult to “follow.” • central message can be deduced, but is not explicitly stated in the presentation. | Student’s: <ul style="list-style-type: none"> • organizational pattern is intermittently observable within the presentation. • work may be difficult to “follow” at times. • central message is basically understandable but is not often repeated and is not memorable. | Student’s: <ul style="list-style-type: none"> • organizational pattern is clearly and consistently observable within the presentation. • students work is readily “followed.” • central message is clear and consistent with the supporting material. | Student’s: <ul style="list-style-type: none"> • organizational pattern is clearly, skillful and consistently observable making the content of the presentation cohesive. • central message is precisely stated, readily “followed,” appropriately repeated, memorable, and strongly supported. |

| | | Emerging | Developing | Proficient | Exemplary |
|----|---|--|---|--|---|
| 5c | Content Development² | <ul style="list-style-type: none"> Student uses appropriate and relevant content to develop simple ideas in some parts of the work. | <ul style="list-style-type: none"> Student uses appropriate and relevant content to develop and explore ideas throughout most of the work. | <ul style="list-style-type: none"> Student uses appropriate, relevant, and compelling content to explore ideas. | <ul style="list-style-type: none"> Student uses appropriate, relevant, and compelling content to illustrate mastery of the subject. |
| 5d | Control of Syntax and Mechanics⁴ | <ul style="list-style-type: none"> Student's language sometimes impedes meaning because of errors in usage; includes many errors. | <ul style="list-style-type: none"> Student's language generally conveys meaning to readers with clarity; writing may include some errors. | <ul style="list-style-type: none"> Student's language is straightforward and generally conveys meaning to readers; writing has few errors. | <ul style="list-style-type: none"> Student's language is used gracefully and skillfully to communicate meaning to readers with clarity and fluency; writing is virtually error-free. |
| 5e | Access and Use Information Ethically and Legally⁵ | <p>Student uses correctly $\leq 2/5$ of following strategies:</p> <ul style="list-style-type: none"> use of citations and references. choice of paraphrasing, summary or quoting. uses of information in ways that are true to the original context. distinguishes between common knowledge and ideas requiring attribution. full understanding of the ethical and legal restrictions on the use of published information. | <p>Student uses correctly $3/5$ of the following strategies:</p> <ul style="list-style-type: none"> use of citations and references. choice of paraphrasing, summary or quoting. uses of information in ways that are true to the original context. distinguishes between common knowledge and ideas requiring attribution. full understanding of the ethical and legal restrictions on the use of published information. | <p>Student uses correctly $4/5$ of the following strategies:</p> <ul style="list-style-type: none"> use of citations and references. choice of paraphrasing, summary or quoting. uses information in ways that are true to the original context. distinguishes between common knowledge and ideas requiring attribution. full understanding of the ethical and legal restrictions on the use of published information. | <p>Student uses correctly $5/5$ of the following strategies:</p> <ul style="list-style-type: none"> use of citations and references. choice of paraphrasing, summary or quoting. uses of information in ways that are true to the original context. distinguishes between common knowledge and ideas requiring attribution. full understanding of the ethical and legal restrictions on the use of published information. |
| 5f | Sources and Evidence⁶ | <ul style="list-style-type: none"> Student attempts to use sources to support ideas, but may not adequately support the discipline and genre of the writing. | <ul style="list-style-type: none"> Student attempts to use credible and/or relevant sources to support ideas that are appropriate for the discipline and genre of the writing; sources appear <i>pro-forma</i> | <ul style="list-style-type: none"> Student consistently uses credible, relevant sources to support ideas that are within the discipline and genre of writing. | <ul style="list-style-type: none"> Student skillfully uses high quality, credible, and relevant sources to develop ideas that are appropriate to the discipline and genre of the writing. |
| 5g | Delivery Technique⁷ | <ul style="list-style-type: none"> Student's delivery techniques detract from the understandability of the presentation. Student appears uncomfortable; does not use appropriate visual aids or illustrations in the presentation. | <ul style="list-style-type: none"> Student's delivery techniques make the presentation understandable Student appears tentative. Student uses appropriate visual aids and illustrations in the presentation to a minimal extent. | <ul style="list-style-type: none"> Student's delivery techniques make the presentation interesting. Student appears comfortable. Student uses appropriate and somewhat compelling visual aids and illustrations during the presentation. | <ul style="list-style-type: none"> Students delivery techniques make the presentation compelling. Student appears polished and confident. Student uses attractive, appropriate and compelling visual aids and illustrations during the presentation. |
| 5h | Supporting Material⁸ (Oral) | <p>Student:</p> <ul style="list-style-type: none"> uses insufficient supporting materials. makes reference to information or analysis that is not shown or minimally supports his or her presentation. minimally establishes his or her credibility / authority on the topic. | <p>Student:</p> <ul style="list-style-type: none"> uses supporting materials to make appropriate reference to information or analysis that partially supports his or her presentation. only partially establishes the his or her credibility / authority on the topic. | <p>Student:</p> <ul style="list-style-type: none"> uses supporting materials to make appropriate reference to information or analysis that generally supports his or her presentation. is able to establish his or her credibility / authority on the topic. | <p>Student:</p> <ul style="list-style-type: none"> uses a variety of types of supporting materials. makes appropriate reference to information or analysis that significantly supports his or her presentation. is able to establish his or her credibility / authority on the topic. |

* Refers to both written and oral communication.

- Adapted from VALUE Rubric: Written Communication (Context of and Purpose for Writing); Oral Communication (Language)
- Adapted from VALUE Rubric: Oral Communication (Organization); Oral Communication (Central Message)
- Adapted from VALUE Rubric: Written Communication (Content Development)

4. **Adapted from VALUE Rubric: Written Communication (Control of Syntax and Mechanics)**
5. **Adapted from VALUE Rubric: Information Literacy (Access and Use Information Ethically and Legally)**
6. **Adapted from VALUE Rubric: Written Communication (Sources and Evidence)**
7. **Adapted from VALUE Rubric: Oral Communication (Delivery)**
8. **Adapted from VALUE Rubric: Oral Communication (Supporting Material)**
9. *Delivery techniques:* Posture, gestures, eye contact, and use of the voice. Delivery techniques enhance the effectiveness of the presentation when the speaker stands and moves with authority, looks more often at the audience than at his/her speaking materials/notes, uses the voice expressively, and uses few vocal fillers ("um," "uh," "like," "you know," etc.).
10. *Central message:* The main point/thesis/"bottom-line"/"takeaway" of a presentation. A clear central message is easy to identify; a compelling central message is also vivid and memorable.
11. *Supporting material:* Explanations, examples, illustrations, statistics, analogies, quotations from relevant authorities, and other kinds of information or analysis that supports the principal ideas of the presentation. Supporting material is generally credible when it is relevant and derived from reliable and appropriate sources. Supporting material is highly credible when it is also vivid and varied across the types listed above (e.g., a mix of examples, statistics, and references to authorities). Supporting material may also serve the purpose of establishing the speakers credibility. For example, in presenting a creative work such as a dramatic reading of Shakespeare, supporting evidence may not advance the ideas of Shakespeare, but rather serve to establish the speaker as a credible Shakespearean actor.

ISLO #5 Signature Assignment

- Direct Assessment—Written and oral presentations where students demonstrate the ability to communicate, either in written or oral format, the key concepts of their major field.
 - ✓ Possible *Signature Assignments* that could be directly assessed include: Written essays, research papers, literature reviews, projects, case studies, etc.
- Indirect Assessment—Student learning is indirectly assessed through self-reflective essay on the perceived level of their learning or on their strategies for completing the assignment. These provide feedback as to the student's level of engagement and his or her perception of learning in this area.

Assessment of ISLO #5 will occur within the major academic program (Christian Education (CE), Religion (Rel), Natural Science (NS)) and within required General Education or cognate courses. See the specific Program Syllabus (CE, Rel, NS, GE) and ***Curriculum Map*** located in ***Appendix A*** for further details.

ISLO #5 Specific Performance Criteria (PCs)

Each RC will be assessed at the Capstone (4th year) level and at least once prior—a Level 1 and/or Level 2 assessment.

- Level 1 assessment (1st year), the expected PC is >50% of students scoring at Developing or higher for each rubric component (RC) of the *Effective Communicators Rubric*.
- Level 2 assessment (late 2nd year/early 3rd year), the expected PC is >50% of students scoring Proficient or higher for each rubric component (RC) of the *Effective Communicators Rubric*.
- Level 3 assessment (Capstone or 4th year) is >90% of students scoring at Proficient or higher for each rubric component (RC) of the *Effective Communicators Rubric*.

ISLO Rubric #6: Quantitative Thinkers

ISLO #6. Quantitative Thinkers. Students solve quantitative problems and clearly communicate their findings by interpreting and representing quantitative information in two or more forms (e.g., symbolical, graphical, numerical, etc.)

- *Rationale and Summary of the Prophetic Support:* Quantitative reasoning includes the ability to be “at home” with numbers, to reason within abstract systems of thought, to perform mathematical calculations and to explain information presented in graphs, charts and tables. It also includes making decisions, judgments, predictions, and appropriate assumptions and estimations based on the quantitative analysis of data and recognize the limits of the analysis (AAC&U, 2010). As Luke 14:28 says, “For which of you, desiring to build a tower, does not first sit down and count the cost, whether he has enough to complete it?” Making wise decisions, especially monetarily, requires quantitative thinking.
- This ISLO includes several of the required WSCUC Competencies: *Critical Thinking, Quantitative Literacy.*

| | | Emerging | Developing | Proficient | Exemplary |
|----|---|---|---|---|--|
| 6a | Solves Quantitative Problems¹ | Student's calculations are attempted but are neither successful nor comprehensive. | Student's: <ul style="list-style-type: none"> • calculations are unsuccessful; or, • represent only a portion of the calculations required to comprehensively solve the problem. | Student's: <ul style="list-style-type: none"> • calculations are essentially successful. • calculations are sufficiently comprehensive to solve the problem. | Student's: <ul style="list-style-type: none"> • calculations are all successful. • calculations are thoroughly comprehensive to solve the problem. • calculations are presented elegantly. |
| 6b | Interprets Mathematical Constructs² | Student: <ul style="list-style-type: none"> • attempts to explain information presented in mathematical forms; but, • draws incorrect conclusions about what the information means. • significant errors are present. | Student: <ul style="list-style-type: none"> • provides somewhat accurate explanations of information presented in mathematical forms. • occasionally makes minor errors related to computations or units. | Student: <ul style="list-style-type: none"> • provides accurate explanations of information presented in mathematical forms. • few errors are apparent but do not effect the final answer. | Student: <ul style="list-style-type: none"> • provides accurate explanations of information presented in mathematical forms. • makes appropriate inferences based on that information. • no errors are present. |
| 6c | Communicates³ and ⁴Represents Quantitative Information | Student: <ul style="list-style-type: none"> • converts quantitative information into a mathematical portrayal⁷ that is inaccurate or inappropriate given the topic. • errors may impede correct interpretation of information presented. | Student: <ul style="list-style-type: none"> • converts quantitative information into a mathematical portrayal⁷ that is partially accurate or not completely appropriate given the topic. • errors do not significantly impede correct interpretation of information presented. | Student: <ul style="list-style-type: none"> • competently converts quantitative information into an appropriate mathematical portrayal⁷ that is adequate to describe the topic. • negligible errors. | Student: <ul style="list-style-type: none"> • skillfully converts quantitative information into an effective mathematical portrayal⁷ that contributes to a deeper or better understanding of the topic. • no noticeable errors. |
| 6d | Identify Necessary Assumptions⁵ | Student: <ul style="list-style-type: none"> • attempts but unsuccessfully describes assumptions. | Student: <ul style="list-style-type: none"> • attempts to describe some assumptions but makes some unstated assumptions. | Student: <ul style="list-style-type: none"> • includes information regarding some of the required assumptions • provides rationale for making assumptions. | Student: <ul style="list-style-type: none"> • describes assumptions. • gives rationale for each assumption. • shows awareness that confidence is limited by the accuracy of the assumptions. |

1. Adapted from VALUE Rubric: Quantitative Literacy (Calculations) and S. E. Shadle, E. C. Brown, M. H. Towns, D. L. Warner, *J. Chem. Ed.* 2012, 89, 319-325

2. **Adapted from VALUE Rubric: Quantitative Literacy (Interpretation)** Baseline: For example, attempts to explain the trend data shown in a graph, but will frequently misinterpret the nature of that trend, perhaps by confusing positive and negative trends. Milestone 1: For instance, accurately explains trend data shown in a graph, but may miscalculate the slope of the trend line. Milestone 2: For instance, accurately explains the trend data shown in a graph. Capstone: For example, accurately explains the trend data shown in a graph and makes reasonable predictions.
3. **Adapted from VALUE Rubric: Quantitative Literacy (Communication)**
4. **Adapted from VALUE Rubric: Quantitative Literacy (Representation)**
5. **Adapted from VALUE Rubric: Quantitative Literacy (Assumptions)**
6. Mathematical portrayal/forms includes, but is not limited to, a symbolical, graphical or numerical means.

ISLO #6 Signature Assignment

- Direct Assessment—Direct assessment includes assignments or projects that require students to solve quantitative problems and communicate their findings by interpreting and representing quantitative information in symbolical, graphical, or numerical format.
 - ✓ Possible *Signature Assignments* that could be directly assessed include: Assignments within MATH 121, MATH 122, MATH 126; or within the major field, including: CHEM 111, CHEM 151, CHEM 152, CHEM 353, STAT 314 or HLED 461/462 that address this ability. This may include embedded questions within mid-term or final exams.
 - ✓ The direct assessment tool is the *Quantitative Reasoners Rubric*, above.
- Indirect Assessment—Student learning is indirectly assessed through self-reflective essay on the perceived level of their learning or on their strategies for completing the assignment. These provide feedback as to the student's level of engagement and his or her perception of learning in this area.

Assessment of ISLO #6 may occur within the major academic program (Christian Education (CE), Religion (Rel), Natural Science (NS)) or within required General Education or cognate courses. See the specific Program Syllabus (CE, Rel, NS, GE) and *Curriculum Map* located in **Appendix A** for further details.

ISLO #6 Specific Performance Criteria (PCs)

Each RC will be assessed at the Capstone (4th year) level and at least once prior—a Level 1 and/or Level 2 assessment.

- Level 1 assessment (1st year), the expected PC is >50% of students scoring at Developing or higher for each rubric component (RC) of the *Quantitative Thinkers Rubric*.
- Level 2 assessment (late 2nd year/early 3rd year), the expected PC is >50% of students scoring Proficient or higher for each rubric component (RC) of the *Quantitative Thinkers Rubric*.
- Level 3 assessment (Capstone or 4th year) is >90% of students scoring at Proficient or higher for each rubric component (RC) of the *Quantitative Thinkers Rubric*.

ISLO Rubric #7: Principled Workers

ISLO #7. Principled Workers. Students display a professional commitment to strong moral principles “on the job” and in practical learning experiences by consistently producing quality work, exercising self-discipline/self-control and diligence.

- *Rationale and Summary of the Prophetic Support:* A recent Business Roundtable survey of employers performed in 2009, found that the most serious gaps between job performance and skill sets were with *soft skills*, which included strong work ethic, personal accountability for work, punctuality, time management, professionalism, adaptability, and self-motivation. (Kent, 2016).

The Weimar graduate will have a strong work ethic, which includes taking personal responsibility for job performance and for the quality of his or her work. A person with a strong work ethic is intrinsically motivated to achieve goals in spite of obstacles and without direct or constant supervision (Peterson & Seligman, 2004, p. 235-236; Markman, Baron, & Balkin, 2005). Interestingly, increased perseverance has been shown to be more predictive of long-term success than IQ or conscientiousness (Duckworth, Peterson, Matthews, & Kelly, 2007).

Another integral component of a principled worker is self-control, or self-regulation. Self-control allows one to exert restraint or control over thoughts and emotions in order to pursue goals or live up to standards (Peterson & Seligman, 2004, p. 500-502, 516). As Christian we also recognize that this type of self-control comes as “fruit” of the Holy Spirit (Galatians 5:22-23), and that it is “God who works in us to will and do according to his good pleasure” (Philippians 1:6). Moreover, the prophet David prayed, “Create in me a clean heart, O God, and renew a steadfast spirit within me” (Psalm 51:10).

The Bible is replete with examples of urging its hearers to be diligent in service and labor. Paul admonished his fellow believers, “...we urge you, brothers...to aspire to live quietly, and to mind your own affairs, and to work with your hands, as we instructed you, so that you may walk properly before outsiders and be dependent on no one” (1 Thess. 4:10-11). To the church at Ephesus, he wrote to avoid “eye-service,” acting as “people-pleasers,” but as that they “do the will of God from the heart, rendering service with a good will as to the Lord and not to man” (Eph. 6:6-7). Similarly, Paul called upon the believers at Colossae to “obey in everything...not by way of eye-service, as people-pleasers, but with sincerity of heart, fearing the Lord” (Col. 3:22). He further clarified, “Whatever you do, work heartily, as for the Lord and not for men, knowing that from the Lord you will receive the inheritance as your reward. You are serving the Lord Christ” (Col. 3:23-24).

In Samuel's day there were “schools of the prophets.” The students at these schools “sustained themselves by their own labor in tilling the soil or in some mechanical employment. In Israel this was not thought strange or degrading; indeed, it was regarded a crime to allow children to grow up in ignorance of useful labor. By the command of God every child was taught some trade, even though he was to be educated for holy office” (Patriarchs and Prophets, p. 593).

- This ISLO includes several of the recommended WSCUC Core Competencies: *Ability to Work with Others*, *Ethical Responsibility*, and *Innovative Thinking*.

| | | Emerging | Developing | Proficient | Exemplary |
|----|-----------------------------------|---|---|--|--|
| 7a | Moral Principles | <p>Student:</p> <ul style="list-style-type: none"> displays low moral standards. is a negative role model for his/her co-workers. makes excuses for inappropriate behavior. does not take a high moral stand. | <p>Student:</p> <ul style="list-style-type: none"> is developing higher moral standards. does not recognize that his/her words and actions have an influence others. makes excuses for inappropriate behavior. rarely takes a high moral stand or speaks up for what is right. | <p>Student:</p> <ul style="list-style-type: none"> has high moral standards that are clearly visible to co-workers/supervisor. recognizes that his/her words and actions have an influence others. makes efforts to be a Christ-like role model. rarely makes excuses for inappropriate behavior. is learning to take a high moral stand. speaks up in an appropriate manner when necessary. | <p>Student:</p> <ul style="list-style-type: none"> consistently has high moral standards that clearly visible them to co-workers/supervisor. strives to be a Christ-like role model in all circumstances. encourages others to be honest and faithful workers. speaks up in an appropriate manner to address inconsistencies or wrongs when necessary. |
| 7b | Work Quality | <p>Student:</p> <ul style="list-style-type: none"> is occasionally late. may be absent without excuse. is often satisfied with mediocre work. does not always perform the minimum requirements. requires frequent supervision. often distracts co-workers/supervisor. | <p>Student:</p> <ul style="list-style-type: none"> is rarely late. always notifies supervisor if they must be absent. requires frequent supervision to complete work in a timely / satisfactory manner. occasionally has problems maintaining focus and completing assigned tasks. occasionally distracts co-workers/supervisor. | <p>Student:</p> <ul style="list-style-type: none"> is diligent and always on time. notifies supervisor when they must be absent. requires less and less supervision. does quality work that is comparable to their knowledge level. rarely distracts co-workers/supervisor. is engaged in relevant work-related activities during the entire work period. | <p>Student:</p> <ul style="list-style-type: none"> is always punctual is prepared to work every day, whether they are supervised or not. arrives mentally ready to do the job. does consistent, high quality, diligent work that is comparable to or exceeds his/her knowledge level. makes every possible effort to deliver what is expected, on schedule. |
| 7c | Professional and Self-Disciplined | <p>Student:</p> <ul style="list-style-type: none"> has a careless attitude. lacks self-discipline. puts their own personal desires ahead of their work responsibilities. occasionally dresses in an inappropriate manner. may use words and body language¹ that miscommunicates the organization's ideals. | <p>Student:</p> <ul style="list-style-type: none"> displays developing ability to make work a high priority. dresses appropriately. is developing self-discipline selects words and body language¹ more appropriate to their work environment. | <p>Student:</p> <ul style="list-style-type: none"> rarely puts their personal responsibilities head of work responsibilities. is almost always dressed appropriately. is self-disciplined. does not use inappropriate body language,¹ tone of voice, or word choices. | <p>Student:</p> <ul style="list-style-type: none"> shows commitment and self-discipline by consistently putting the job ahead of personal desires. faithfully represents the institution through proper dress, body language,¹ tone of voice and word choice is exemplary. |
| 7d | Positive Attitude | <p>Student:</p> <ul style="list-style-type: none"> works reluctantly, slowly. may be complaining and critical of their co-workers, supervisors and/or their workplace. is occasionally demanding and thoughtless. may respond negatively to critique and training. gives little evidence that they want to improve. will at times have a demoralizing influence on co-workers/supervisor. | <p>Student:</p> <ul style="list-style-type: none"> sees the need to have a positive attitude and makes efforts to be thankful, cheerful, and gracious. works without complaining. is rarely critical of their co-workers, supervisors and/or their workplace. accepts critique and training without negativity. shows interest in doing a good job. occasionally encourages others. | <p>Student:</p> <ul style="list-style-type: none"> has a positive attitude. is cheerful and thankful in most circumstances. is dedicated to doing a good job. only provides helpful, constructive criticism. responds positively to critique and training. is supportive of peers and supervisors. often encourages others through their words and actions. | <p>Student:</p> <ul style="list-style-type: none"> is always willingly and enthusiastically engaged in work. has an optimistic "can do" attitude under all circumstances. only provides helpful, constructive criticism. is always positive, thankful, gracious, supportive of supervisors and peers. encourages others in the work environment by exuding a cheerful atmosphere. |

| | | Emerging | Developing | Proficient | Exemplary |
|----|------------|---|--|--|---|
| 7e | Initiative | Student: <ul style="list-style-type: none"> • has a negative effect on the productivity of co-workers or supervisors. • requires constant supervision to keep on task. • rarely takes the initiative to complete required work, and shows no interest in identifying opportunities to expand knowledge, skills, and abilities. | Student: <ul style="list-style-type: none"> • occasionally negatively affects the productivity of co-workers or supervisors. • will, at times, not complete required work. • sometimes identifies opportunities to expand knowledge, skills, and abilities. | Student: <ul style="list-style-type: none"> • frequently uses his/her time well. • usually completes required work on time. • occasionally seeks for opportunities to be helpful in other areas or to plan ahead for future work. • often identifies and pursues opportunities to expand knowledge, skills, and abilities. | Student: <ul style="list-style-type: none"> • takes the initiative to complete required job responsibilities in a time-sensitive fashion. • is forward thinking by planning ahead for future work when he/she will have opportunity. • uses time efficiently. • generates and pursues opportunities to expand knowledge, skills, and abilities. |
| 7f | Respect | Student: <ul style="list-style-type: none"> • is uncooperative toward colleagues/supervisor. • may be insensitive toward others. • does not value the work of colleagues/supervisor. • fosters an uncooperative work environment. | Student: <ul style="list-style-type: none"> • is occasionally uncooperative toward colleagues/supervisor. • may be insensitive toward others from time to time. • does not value the work of colleagues/supervisor very highly. • occasionally fosters an uncooperative environment. | Student: <ul style="list-style-type: none"> • is often cooperative with colleagues and supervisor. • often shows sensitivity to others. • values the work of colleagues/supervisor. • often fosters a cooperative environment. | Student: <ul style="list-style-type: none"> • is always cooperative with colleagues and supervisor. • always shows sensitivity to others. • values the work of colleagues/supervisor. • fosters a cooperative environment. |

¹*Body language:* Includes communicating non-verbally through body movements and gestures. Positive body language can be defined as these nonverbal movements and gestures that are communicating interest, enthusiasm, and positive reactions to what someone else is saying.

ISLO #7 Signature Assignment

- Direct Assessment—Student supervisors will perform direct assessment of student work using the Principled Workers Rubric, above.
- ✓ Possible *Signature Assignments* that could be directly assessed include:
- Indirect Assessment—Student learning is indirectly assessed through self-reflective essay discussing his or her perceived ability in this area to provide feedback as to the student's level of engagement and his or her perception of learning in this area.

Assessment of ISLO #7 will occur within Student Services and may also occur within the major academic program. See the specific Program Syllabus (CE, Rel, NS, GE) and *Curriculum Map* located in **Appendix A** for further details.

ISLO #7 Specific Performance Criteria (PCs)

Each RC will be assessed at the Capstone (4th year) level and at least once prior—a Level 1 and/or Level 2 assessment.

- Level 1 assessment (1st year), the expected PC is >50% of students scoring at Developing or higher for each rubric component (RC) of the *Principled Workers Rubric*.
- Level 2 assessment (late 2nd year/early 3rd year), the expected PC is >50% of students scoring Proficient or higher for each rubric component (RC) of the *Principled Workers Rubric*.
- Level 3 assessment (Capstone or 4th year) is >90% of students scoring at Proficient or higher for each rubric component (RC) of the *Principled Workers Rubric*.

Methods of Learning

1. Health & Wellness

2. Evangelism

3. Academic Excellence

Methods of Learning—The Core Competencies

Weimar Institute expresses its educational philosophy and focus by means of four principles which we refer to as the Core Competencies. The many on-campus and off-campus learning activities organized by the Institute fall under one of the four categories. It is through these Core Competencies that we find expression for the principles of excellence in education provided by God through his prophets.

Health and Wellness

Whole person education underlies the entire Weimar Institute curriculum. The location of our campus in a healthy mountain campus of 457 acres and over 15 miles of walking trails is intentional. Across the campus one can see that, from the balance between academics and work to the tasty plant-based cafeteria meals, Weimar Institute has provided conditions to promote optimal physical and mental development for peak student and faculty performance.

While the individual health and physical improvement of our own students and staff is a priority, we also seek to share this knowledge. To achieve this goal, we train our students to be effective medical missionaries, sharing their health knowledge for the benefit of others. For this reason, our campus hosts the NEWSTART[®] Lifestyle program and the Depression and Anxiety Recover Program[®] that provide the perfect opportunity for students to interact with people who need the knowledge of health our students are trained to share. Weimar Institute also gives students the joy and satisfaction of sharing what they learn about good health with others outside the campus community, both locally and globally.

Evangelism

Students at Weimar Institute are encouraged at all times to think and to act for the benefit of others. Because we are a faith-based institution that supports the Seventh-day Adventist church, service-oriented evangelism plays a major role in the education of our students. Students are provided with and encouraged in various kinds of outreach and service activities designed to bring blessings to others and develop a habit of service. We believe that there is great value for the student, as well as for the surrounding community, to emulate the loving ministry of Jesus Christ.

Academic Excellence

Weimar Institute strives for the highest academic achievements. We do this through the selection of carefully chosen and highly qualified faculty who are committed to excellence and continuous improvement. We search for instructors who employ innovative teaching methods, who have broad practical and research experience, and who are dedicated to biblical educational principles as outlined in the Bible and in the writings of Ellen White. While traditional education too often focuses on a narrow part of the mind (memory) often focusing instruction on merely delivering content, we recognize the need to develop the whole person. We strive to help our students find a context and schema for their knowledge—understanding God.

Labor and Service

Admittedly, most graduates that enter the work force will not have a work environment that operates like a classroom. Many voices are calling for those in higher education to inculcate the ability to apply knowledge and skills to real-world settings through internships or other hands-on experiences (Peter D. Hart Research Associates, Inc., 2006, p. 1).

The work education program at Weimar Institute begins to address this call by providing students with opportunities to learn and integrate practical skills as well as to earn funds that are put towards tuition. The beneficial effects of practical labor are not confined to our students alone; faculty members regularly join the students in their work, leading to healthy relationships and opportunities for mentorship. Work interaction leads to better classroom interaction, resulting in better learning outcomes. Also, accomplishments in the area of practical labor tend to bring a sense of satisfaction and an increase in confidence to students.

Institutional Assessment

See the Weimar Institute Assessment Handbook for more details on institutional, program and activity assessment.

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Appendix A: Institutional Curriculum Map

| ISLOs | ISLO #1. Spiritual Leaders | ISLO #2 Health Evangelists | ISLO #3. Critical Thinkers | ISLO #4. Integrative Learners | ISLO #5. Effective Commun. | ISLO #6. Quant. Thinkers | ISLO #7. Principled Workers |
|------------------------|--|----------------------------------|----------------------------------|-------------------------------------|----------------------------------|--------------------------------|-----------------------------------|
| Program | <i>A = assessed; I = introduced; D = developed; M = Mastered</i> | | | | | | |
| General Education | I, D, A | — | I, D, A | I, D | I, D, A | I, D, M, A | — |
| Student Services | I, D, M, A | I, D, M, A | — | — | — | — | I, D, M, A |
| Christian Education | I, D, M, A | I, D | I, D, M, A | I, D, M, A | I, D, M, A | I, D, M, A | I, D, M, A |
| Natural Science | D | I, D, M, A | I, D, M, A | I, D, M, A | I, D, M, A | I, D, M, A | — |
| Religion | I, D, M, A | I, D, M, A | I, D, M, A | I, D, M, A | I, D, M, A | — | — |