

## Program-Level Assessment: Annual Report

Program: Undergraduate major

Department: Theological Studies

Degree or Certificate Level: B.A.

College/School: CAS

Date (Month/Year): Sept/2023

Primary Assessment Contact: Daniel Smith; Lori Baron

In what year was the data upon which this report is based collected? AY 2022-2023

In what year was the program's assessment plan most recently reviewed/

#### 4. Data/Results

What were the results of the assessment of the learning outcome(s)? Please be specific. Does achievement differ by teaching modality (e.g., online vs. face-to-face) or on-ground location (e.g., on-campus vs. off-campus)?

Changes to the Curriculum or Pedagogies

- Course content
- Teaching techniques
- Improvements in technology
- Prerequisites

- Course sequence
- New courses
- Deletion of courses
- Changes in frequency or scheduling of course offerings

Changes to the Assessment Plan

- Student learning outcomes
- Artifacts of student learning
- Evaluation process

- Evaluation tools (e.g., rubrics)
- Data collection methods
- Frequency of data collection

Please describe the actions you are taking as a result of these findings.

THEO 1600: Two ideas to help DTS faculty and graduate student instructors:

1. Have a meeting between graduate student instructors and the Coordinator of Undergraduate Students at the beginning of the semester in order to (a) help instructors deal with absentee students and students who fail to submit assignments; (b) to help those involved in assessment

Dan Finucane / Fall, 2022 / Teachings in the Christian Tradition: God and Christ

**Learning Objective #2:**

“Describe how key historical texts, figures, and episodes have contributed to major doctrines of Christian theology.”

Rubric to be filled out by professor(s) teaching THEO 3430 and 3435 annually.

Note: An artifact/assignment/exam must serve as the basis for the evaluation of student achievement according to the following three standards. One artifact can be designed to assess one, two, or all three standards. Please indicate below the artifact/assignment/exam that you are using to evaluate student achievement in each of the three categories/standards. Please submit the instructions that you give your students for each relevant artifact/assignment/exam together with this rubric.

- \* For the course as a whole, the **final paper was the central artifact**.  
Please see the attached description below about this assignment.

*Assignment to assess Standard 1: regular class discussion, quizzes, **midterm** and **final exams**—especially portions that tested objective material: names, key phrases, authors, debate terms*

*Assignment to assess Standard 2: **exam essay questions** (MT and Final) and especially the **final paper***

*Assignment to assess Standard 3: **final paper** (and ongoing class discussions)*

Number of students in class:   11   (also one graduate student enrolled in THEO 5980)

Standard	Percentage (%) of Students Who...		
	Failed to Meet Expectations	Met Expectations	Exceeded Expectations
1. In their work, students were able to identify the key points of debate in relationship to major doctrines of Christian theology.		50%	50%

2. In their work, students were able to explain how key historical texts, figures, and episodes contributed to the formulation and/or development of these doctrines.		50%	50%
3. In their work, students were able to demonstrate a sensitivity to historical context.			100%

**Open-Ended Questions:**

1. Among students who exceeded expectations, what do you think were the key drivers of, or factors in, their success?

All of the students achieved a solid level of success in taking on the foundational course theme of development of doctrine. Some were more sophisticated than others, and some more actively engaged the course themes in their personal academic and faith commitments. Our discussions were regularly robust. Essay questions and the final paper showed a very strong understanding of how doctrines grapple with and are shaped through the experiences of people in specific historical contexts. We looked at how language, cultural challenges, and philosophical context shape doctrinal teachings historically and in contemporary expressions. Final papers especially showed students' use and understanding of these ideas; students were asked to cite historical contributors and make contemporary connections. All accomplished this, and some excelled at it. I marked the third standard category above as exceeding expectations, because I was pleased at how well this approach to doctrine was understood and expressed in student work.

2. Among students who failed to meet expectations, what do you think were the main obstacles to their success?

Though some students were more sophisticated than others, all students took up the basic challenges and resources of the class. Quizzes and exams and reflection papers showed that they moved through the semester well, taking up course themes and fulfilling the expectations I had for them in the course.

3. (Optional) If you as an instructor have ideas about how these standards can better be met in this course or within the major and minor in Theological Studies as a whole, please share them here.

I think the course is poised well to achieve its goals. I believe I can do better job of pacing the course to cover some topics more effectively. I would like to achieve a better balance of treatment with regard to method and content.

Students welcomed the chance to discuss areas that are challenging; topics included, the use of scripture, theodicy, the natures of Christ, the role of the Spirit in the Church, the relationship of science and faith, to offer just some examples. I also think it is important to introduce students who major or minor in theology to important authors and texts in the Vatican II and post-conciliar era. I did some of this and would like to more. I would also like to spend more time on Pope Francis in the future.

#### **Addendum on the final paper / artifact:**

**Basics:** due date, length 7-8 / double spaced, with **annotated works cited** (a sentence or two saying what the source is about, why it is reliable for a research paper).

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Mary Dunn, Fall 2022

**Direct Measures: Rubrics for Instructor Assessment of Student Achievement of PLOs**

**Learning Objective #1:**

"1. \* Explain how Christian theology, including the Catholic tradition, engages ultimate questions about the nature of faith; the nature, existence, and personhood of God; the nature and ends of creation and human life; and evil (in ourselves and in the world) and salvation."

Rubric to be filled out by seven (7) instructors teaching THEO 1600-1699 annually.

*Assignment serving as basis for evaluation:* Artifact to be available for submission to University Assessment Office for purposes of assessment of the SLU Core (for SLO 1): See Appendix.

*Number of students in class:* \_\_31\_\_

	Percentage (%) of Students Who...		
Standard	Failed to Meet Expectations	Met Expectations (B or above)	Exceeded Expectations (A or above)





## Appendix

Spiritual Autobiography Project



Craig Sanders THEO 1600 Fall 2022

Direct Measures: Rubrics for Instructor Assessment of Student Achievement of PLOs

Learning Objective #1:

“1. \* Explain how Christian theology, including the Catholic tradition, engages ultimate questions about the nature of faith; the nature, existence, and personhood of God; the nature and ends of creation and human life; and evil (in ourselves and in the world) and salvation.”

Rubric to be filled out by seven (7) instructors teaching THEO 1600 annually.

Assignment serving as basis for evaluation artifact to be available for submission to University Assessment Office for purposes of assessment of the Student CoSLO 1).

Number of students in class: 39

Standard	Percentage (%) of Students Who...		
	Failed to Meet Expectations	Met Expectations	Exceeded Expectations
1. In the artifact, students were able to articulate responses to ultimate questions found in the Christian tradition.	2% (one student FQ'd who never participated)	38%	60%
2. In the artifact, students were able to demonstrate an accurate understanding of the meaning and implications of the ultimate questions considered.	2%	48%	50%
3. In the artifact, students were able to show familiarity with the Catholic tradition in terms of its longevity, breadth, and at least some of its particularities within Christianity and/or among religions of the world.	2%	60%	38%

Open-Ended Questions:

1. Among students who exceeded expectations, what do you think were the key drivers of, or factors in, their success?

Direct Measures: Rubrics for Instructor Assessment of Student Achievement of PLOs

Learning Objective #1:

“1. \*

### Open-Ended Questions:

1. Among students who exceeded expectations, what do you think were the key drivers of, or factors in, their success?

Students who actively engaged with the materials in classroom discussion and demonstrated reading knowledge of the assigned text assignment was evident in the analyses they brought to the paper prompt serving as the artifact.

2. Among students who failed to meet expectations, what do you think were the main obstacles to their success?

Students who either did not complete the assignment or were absent from class for significant periods of time.

3. (Optional) If you as an instructor have ideas about how these standards can better be met in this course or within the major and minor in Theological Studies as a whole, please share them here.

Tracy Russell Fall 2022

Direct Measures: Rubrics for Instructor Assessment of Student Achievement of PLOs

Learning Objective #1:

“1. \* Explain how Christian theology, including the Catholic tradition, engages ultimate questions about the nature of faith; the nature, existence, and personhood of God; the nature and ends of creation and human life; and evil (in ourselves and in the world) and salvation.”

Rubric to be filled out by seven (7) instructors teaching THEO-1600 annually.

Assignment serving as basis for evaluation Artifact to be available for submission to University Assessment Office for purposes of assessment of the SLO (for SLO 1).

Number of students in class: 39 (two sections)

			Exceeded Expectations
1. In the artifact, students were able to articulate responses to ultimate questions found in the Christian tradition.	8%	72%	20%
2. In the artifact, students were able to demonstrate an accurate understanding of the meaning and implications of the ultimate questions considered.	10%	69%	21%
3. In the artifact, students were able to show familiarity with the Catholic tradition in terms of its longevity, breadth, and at least some of its particularities within Christianity and/or among religions of the world.	20%	60%	20%

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