Program: Undergraduate major	Department: Theological Studies
Degree or Certificate Level: B.A.	

How has this change

Assessment Plan
Saint Louis University Department of Theological Studies
Major in Theological Studies and Minor in Theological Studies

Rev. April 2021

Program Learning Outcomes (PLOs)

Students who major in Theological Studies will be able to (PLOs with an asterisk also apply to students who minor in Theological Studies):

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.

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

3. * Analyze entanglements of global movements and personal identities with religions, cultures, and interreligious relations in the past and present.

4. Apply concepts, including those from the study of ethics, sacred texts, and religious traditions to the question of the significance of theological and religious study for living a [illegible]

5. Explain the impact of theories, methods, and/or historiographies on academic theology and/or study of religion.

6. Research-intensive track: Produce an original piece of research appropriate for the academic study of theology and/or religion.

Assessment Review Cycle

Year 1	PLOs 1 and 2
Year 2	PLOs 3 and 6
Year 3	PLOs 4 and 5

Assessment Plan: PLOs, Measures of Assessment, Review Process

PLO	Measures of Assessment	Review Process
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.	Direct Measures: This outcome will be assessed in the required THEO 1600-1699 course. Specifically, the artifact(s) produced in the course will enable instructors to determine how well individual students meet this outcome. Seven (7) randomly selected instructors will assess the work against a standard rubric designed by š Z ‰ Œ š u v š [• h v Œ Studies Committee. The instructors will be asked to identify the artifact(s) utilized for their assessment and to assess the extent to which students failed to meet, met, or exceeded expectations. Indirect Measures: Majors will be asked to evaluate how well they accomplished this learning outcome an exit survey and interview in the spring semester of their senior year. The undergraduate studies coordinator will tabulate survey results and keep notes of related comments in interviews.	Learning outcome #1 will be assessed in Year 1 in a three-year assessment cycle and the data will be reviewed Ç š Z ‰ Œ š u v š [• h v Studies Committee

2. Describe how key historicaltexts, figures, and episodes have contributed to major doctrines of Christian theology.	Direct Measures:This outcome will be assessed in the required THEO 3430 and/or 3435 course. Specifically, assignments and/or exams will enable instructors to determine how well individual

4. Apply concepts, including those from the study of ethics, sacred texts, and religious traditions to the question of the significance of theological and religious study for living a life of ^( ]šZ šZ š } •	Direct Measures: This outcome will be assessed in the capstone seminar (THEO 4960) via one or more assignments that call on the students to reflect on this question and articulate their own personal answer. Assessment results will be analyzed annually against a standard rubric by the seminar instructor and reported to the program coordinator. Instructors will assess student work against a standard rubric that will be created by the Undergraduate Studies Committee. The instructor will be asked to assess the extent to which students failed to meet, met, or exceeded expectations. Indirect Measures: Majors will be asked to evaluate how well they accomplished this learning outcome in an exit survey and interview in the spring semester of their senior year. The undergraduate studies coordinator will tabulate survey results and keep notes of related comments in interviews.	Learning outcome #4 will be assessed in Year 3 in a three-year assessment cycle and the data will be reviewed Ç šZ ‰ Œš u v š[• h Studies Committee. The committee will discuss the data and identify areas of success and areas for improvement. The program coordinator will communicate recommendations for curriculum, pedagogy, and/or assessment revisions to the program faculty in a manner that allows for appropriate implementation. Reviews of the impact of any such program changes will also be conducted the year after the change are made, and the records of those reviews will be maintained by the program coordinator.

5. Explain the impact of theories, methods, and/or historiographies on academic theology and/or study of religion.	Direct Measures: This outcome will be assessed in the capstone seminar (THEO 4960) via assignments that call on the students to engage theories, methods, and historiographies; to articulate key components of them; and to reflect on how such considerations could affect research projects of interest to them. Assessment results will be analyzed annually against a standard rubric by the seminar instructor and reported to the program coordinator. Instructors will assess student work against a standard rubric that will be created by the Undergraduate Studies Committee. The instructor will be asked to assess the extent to which students failed to meet, met, or exceeded expectations. Indirect Measures: Majors will be asked to evaluate how well they accomplished this learning outcome in an exit survey and interview in the spring semester of their senior year. The undergraduate studies coordinator will tabulate survey results and keep notes of related comments in interviews.	Learning outcome #5 will be assessed in Year 3 in a three-year assessment cycle and the data will be reviewed Ç š Z ‰ Œ š u v š [• h Studies Committee. The committee will discuss the data and identify areas of success and areas for improvement. The program coordinator will communicate recommendations for curriculum, pedagogy, and/or assessment revisions to the program faculty in a manner that allows for appropriate implementation. Reviews of the impact of any such program changes will also be conducted the year after the changes are made, and the records of those reviews will be maintained by the program coordinator.

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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

Assignment to assess Standard 1:

Assignment to assess Standard 2:

Assignment to assess Standard 3:

Number of students in class:_____

	Percentage (%) of Students Who...

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

Learning Objective #3:
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Rubric to be filled out by two (2) instructors teaching THEO 2710 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 5 and 7).

Number of students in class:_____

	Percentage (%) of Students Who...		
Standard	Failed to Meet Expectations	Met Expectations	Exceeded Expectations
1. In the assignment, students were able to demonstrate introductory literacy in the teachings, practices, and cultures of a range of religious traditions in global, diasporic, and historical context(s).			
2. In the assignment, students were able to identify and evaluate the } v • š Œ µ š] } v } (^ Á } Œ o category through colonial and imperial contexts.			
3. In the artifact, students demonstrated understanding of religio and social identity in relation to circumstances of race, gender,			

1. Among students who exceeded expectations, what do you think were the key drivers of, or factors in, their success?
2. Amongstudents who failed to meet expectations, what do you think were the main obstacles to their success?
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.

Learning Objective #4:

response.			

Open-Ended Questions:

1. Among students who exceeded expectations, what do you think were the key drivers of, or factors in, their success?
2. Among students who failed to meet expectations, what do you think were the main obstacles to their success?
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.

Learning Objective #5:
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Rubric to be filled out annually by the professor teaching THEO 4960.

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 instructions together with this rubric.

Assignment to assess Standard 1:

Assignment to assess Standard 2:

Assignment to assess Standard 3:

Number of students in class:_____

resources for research in the academi study of theology and/or religion.			
2. Student was able to implement a method of inquiry appropriate to their topic.			
3. Student was able to write a long paper (1525 pages) that presented a coherent and compelling argument in defense of a defined thesis statement.			

Open-Ended Questions:

1.

2. Describe how key historical texts, figures, ar episodes have contributed to major doctrines c Christian theology.				
3. Analyze entanglements of global movemen and personal identities with religions, cultures, and interreligious relations in the past and present.				
4. Apply concepts, including those from the study of ethics, sacred texts, and religious				