**Program: Undergraduate Major**  
Department: Theological Studies  
College/School: Arts & Sciences  
Person(s) Responsible for Implementing the Plan: Peter Martens, Department Chair; Geoff Miller, Undergraduate Program Director; Undergraduate Program Committee  
Date Submitted: November 15, 2015

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<th>Program Learning Outcomes</th>
<th>Curriculum Mapping</th>
<th>Assessment Methods</th>
<th>Use of Assessment Data</th>
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<td><strong>What do you expect all students who complete the program to know, or be able to do?</strong></td>
<td><strong>Where is the outcome learned/assessed (courses, internships, student teaching, clinical, etc.)?</strong></td>
<td><strong>How do students demonstrate their performance of the program learning outcomes? How does the program measure student performance? Distinguish your direct measures from indirect measures.</strong></td>
<td><strong>How does the program use assessment results to recognize success and “close the loop” to inform additional program improvement? How/when is this data shared, and with whom?</strong></td>
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<td>1. Students will identify the various roles of Christian theology in the world today.</td>
<td>1. THEO 4960; THEO 4965</td>
<td>1. By either (a) passing an oral and/or written examination, or (b) writing a term paper. Instructors evaluate both the examination and the paper according to department-developed rubrics.</td>
<td>1. Instructors present grades individually to students and in aggregate to the Undergraduate Program Committee (UPC) at the end of the particular courses in which the students earn the grades. The UPC compiles an analysis of this data to present to the department at the beginning of each semester. The Assessment Committee (AC) then</td>
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studies the data, making recommendations that it presents to the department at the year-end meeting in May. The department decides whether and how to rework the documents, final versions of which the department will approve for the instructors to implement.

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<td>2. Students will describe the significance of theological study for the life of faith.</td>
<td>2. THEO 4960; THEO 4965</td>
<td>2. See: (1), above.</td>
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2. Students will describe the significance of theological study for the life of faith.

3. Students will explain the methodologies that contemporary scholars use in academic theology.

3. THEO 4960

3. By writing a thesis proposal. The seminar instructor evaluates the proposal according to a department-developed rubric.

3. See: (1), above.

3. Students will explain the methodologies that contemporary scholars use in academic theology.

4. Students will write an academically-sophisticated research thesis on a topic in theology.

4. THEO 4965

4. By writing a thesis. The seminar instructor evaluates the thesis according to a department-developed rubric.

4. See: (1), above.

* Here, “grades” refers to evaluations of the individual assignments specified in Assessment Methods (column 3), not course grades.

1. **It is not recommended to try and assess (in depth) all of the program learning outcomes every semester. It is best practice to plan out when each outcome will be assessed and focus on 1 or 2 each semester/academic year. Describe the responsibilities, timeline, and the process for implementing this assessment plan.**

The Dean of the College of Arts and Sciences expects annual assessment reports on July 1 of each year. Working backward from that date each year, we propose the following timeline:

- Spring 2016: work with the University Assessment Coordinator to finalize the Major Assessment Plan; establish the DTS Assessment Committee (AC)
- August 2016: AC gathers assessment results from Spring 2016 courses and presents them in aggregate to department
- AY2016/17: address outcomes 1 and 2, according to the steps outlined in the Use of Assessment Data column, above
2017/18: address outcomes 3 and 4

The AC will update the Major Assessment Plan as needed and send updated versions to both the Dean’s office and to the University Assessment Coordinator.

2. Please explain how these assessment efforts are coordinated with Madrid (courses and/or program)?

Instructors teaching any courses listed in the Curriculum Mapping column (above) send grades to the AC at the end of the semester. Any communications that the AC has with the Chair it copies to the Chair of Humanities, Division of Humanities, SLU-Madrid. The AC schedules Skype meetings with SLU-Madrid faculty as with Frost faculty.

3. The program assessment plan should be developed and approved by all faculty in the department. In addition, the program assessment plan should be developed to include student input and external sources (e.g., national standards, advisory boards, employers, alumni, etc.). Describe the process through which your academic unit created this assessment plan. Include the following:

a. Timeline regarding when or how often this plan will be reviewed and revised. (This could be aligned with program review.)

The AC will review and revise this plan on an ongoing basis, with a formal review scheduled for the end of the academic year.

b. How students were included in the process and/or how student input was gathered and incorporated into the assessment plan.

The department did not include students in the development of this assessment plan. However, the instructor of THEO 4960 will present the plan to the seminar in the second part of the fall semester to elicit feedback. The instructor will meet with the AC to share this feedback, which the AC will determine how best to incorporate into the assessment plan.

c. What external sources were consulted in the development of this assessment plan?

- 2014–15 Undergraduate and MA Assessment Plans, Department of Theology, Spring Hill College, Mobile, AL
- Spring 2008 Master of Theological Studies Program Review, St. Norbert College, De Pere, WI
- March 26, 2014, Assessment Plans, Union Theological Seminary, New York, NY

d. Assessment of the manageability of the plan in relation to departmental resources and personnel

The Department intends to dedicate the three program directors (undergraduate, MA, and PhD) to the AC and to appoint a chair to coordinate the assessment effort as her or his only departmental service responsibility. That program chair will hold the position for a four-year cycle. At the end of the year, the AC will meet with the chair to evaluate the manageability of both the AC and the plan in relation to departmental resources and personnel.