

Program Assessment Plan

Program: Master of Theological Studies

Department: Department of Theological Studies

College/School: College of Arts and Sciences

Date: February 1, 2018

Primary Assessment Contact: Mary Dunn, PhD

Note: Each cell in the table below will expand as needed to accommodate your responses.

#	Program Learning Outcomes What do the program faculty expect all students to know, or be able to do, as a result of completing this program? <ul style="list-style-type: none"> ■ <i>Note: These should be measurable, and manageable in number (typically 4-6 are sufficient).</i> 	Assessment Mapping From what specific courses (or other educational/professional experiences) will artifacts of student learning be analyzed to demonstrate achievement of the outcome? Include courses taught at the Madrid campus and/or online as applicable.	Assessment Methods What specific artifacts of student learning will be analyzed? How, and by whom, will they be analyzed? <ul style="list-style-type: none"> ■ <i>Note: the majority should provide direct, rather than indirect, evidence of achievement.</i> Please note if a rubric is used and, if so, include it as an appendix to this plan.	Use of Assessment Data How and when will analyzed data be used by faculty to make changes in pedagogy, curriculum design, and/or assessment work? How and when will the program evaluate the impact of assessment-informed changes <i>made in previous years</i> ?
1	Graduate students will demonstrate knowledge of the broad outlines of Christian scripture, Christian history, and the major theological developments in the tradition, as well as core terms, categories, and exempla that frame theological and religious studies.	Coursework THEO 6040: Intro to Christian Theology THEO 5270: Christian Tradition I THEO 5280: Christian Tradition II THEO 5000: Intro to Old Testament THEO 5100: Intro to New Testament THEO 5970: Research Topics (optional) THEO Electives Language Electives (as needed)	Direct Assessments Coursework <ul style="list-style-type: none"> • Assessed by course professor through course presentations, projects, and research papers Language Competency Examinations <ul style="list-style-type: none"> • Assessed by faculty competent in the given language using Language Competency Exam Rubric (attached) Annual Review <ul style="list-style-type: none"> • Assessed by group of faculty by considering the categories of the Annual Review Form (attached) Research Paper (optional)	Faculty will utilize analyzed data to make any necessary changes within a semester following the data analysis. The program will evaluate the assessment-informed changes on a three-year cycle.

			<ul style="list-style-type: none"> Assessed by the student mentor and second reader using the Research Paper Rubric (attached) <p>Indirect Assessments</p> <p>Program Exit Interview</p> <ul style="list-style-type: none"> Assessed by student mentor using Exit Interview Form (attached) <p>Alumni Survey</p> <ul style="list-style-type: none"> Assessed by director of graduate studies (DGS) 	
2	Graduate students will be able to articulate and apply the theories and methods that structure the study of theology and religion.	<p>Coursework</p> <p>THEO 6040: Intro to Christian Theology</p>	<p>Direct Assessments</p> <p>Coursework</p> <ul style="list-style-type: none"> Assessed by course professor through course presentations, projects, and research papers <p>Annual Review</p> <ul style="list-style-type: none"> Assessed by group of faculty by considering the categories of the Annual Review Form (attached) <p>Research Paper (optional)</p> <ul style="list-style-type: none"> Assessed by the student mentor and second reader using the Research Paper Rubric (attached) <p>Indirect Assessments</p> <p>Program Exit Interview</p> <ul style="list-style-type: none"> Assessed by student mentor using Exit Interview Form (attached) <p>Alumni Survey</p> <ul style="list-style-type: none"> Assessed by director of graduate studies (DGS) 	<p>Faculty will utilize analyzed data to make any necessary changes within a semester following the data analysis.</p> <p>The program will evaluate the assessment-informed changes on a three-year cycle.</p>
3	Graduate students will communicate effectively, both in writing and orally, demonstrating clear, coherent, and well-developed complexity of thought and analysis.	<p>Coursework</p> <p>THEO 6040: Intro to Christian Theology</p> <p>THEO 5270: Christian Tradition I</p> <p>THEO 5280: Christian Tradition II</p> <p>THEO 5000: Intro to Old Testament</p> <p>THEO 5100: Intro to New Testament</p> <p>THEO 5970: Research Topics (optional)</p>	<p>Direct Assessments</p> <p>Coursework</p> <ul style="list-style-type: none"> Assessed by course professor through course presentations, projects, and research papers <p>Annual Review</p> <ul style="list-style-type: none"> Assessed by group of faculty by considering the categories of 	<p>Faculty will utilize analyzed data to make any necessary changes within a semester following the data analysis.</p> <p>The program will evaluate the assessment-informed changes on a three-year cycle.</p>

	THEO Electives	<p>the Annual Review Form (attached)</p> <p>Research Paper (optional)</p> <ul style="list-style-type: none"> Assessed by the student mentor and second reader using the Research Paper Rubric (attached) <p>Indirect Assessments</p> <p>Program Exit Interview</p> <ul style="list-style-type: none"> Assessed by student mentor using Exit Interview Form (attached) <p>Alumni Survey</p> <ul style="list-style-type: none"> Assessed by director of graduate studies (DGS) 	
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Additional Questions

1. On what schedule/cycle will faculty assess each of the above-noted program learning outcomes? (*It is not recommended to try to assess every outcome every year.*)

Faculty will assess one learning outcome per year as part of our departmental end-of-year meeting in May.

2. Describe how, and the extent to which, program faculty contributed to the development of this plan.

Faculty contributed to the development of this plan by means of conversations between members of the graduate studies committee and consultation with the faculty at large.

3. On what schedule/cycle will faculty review and, if needed, modify this assessment plan?

Faculty will review and, if needed, modify this assessment plan every three years.

Language Competency Examination Rubric

Student: _____

Examiner: _____

Language under Examination: _____

I. Learning Goals

- Students will demonstrate competency in the selected language with the aid of a print dictionary in a two-hour time period.
- Students will demonstrate the ability to conduct research in the selected language for the purposes of dissertation research.

II. Instructions

Rubric Key

2 = Pass

1 = Fail

- Read the exam.
- Using the rubric key, evaluate the exam, keeping in mind that the object of the exam is to assess students' ability to read an original-language text both accurately and independently for purposes of advanced research. Passing in each category requires about 90% accuracy.

III. Rubric Indicator

Length of translation	
Grammar and syntax	
Vocabulary	
Intelligibility and coherence	
Total Score	

IV. Evaluation Score (Please List Number Score) _____

V. Evaluation Possibilities for the Exam

- Pass (a score of 8)
- Fail (a score of 7 or below, with option for two retakes)

Faculty Name

Faculty Signature

Research Paper Rubric

Student: _____

Mentor: _____

Second Reader: _____

I. Learning Goals

- Students will formulate a research question of significance to their chosen field of specialization.
- Students will articulate a clear and concise thesis statement that responds directly to the question posed and drives the structure of the proposed thesis.
- Students will demonstrate familiarity with primary sources and existing scholarship on point.
- Students will articulate a research method appropriate to the question posed.

II. Instructions

- Read the paper.
- Using the rubric key, evaluate the paper and provide a total score.

Rubric Key
 5 = Outstanding
 4 = Very Good
 3 = Acceptable
 2 = Needs Work
 1 = Unacceptable

III. Rubric Indicator

Articulates a research question of significance to chosen field of specialization	
Articulates a clear, concise, and direct thesis that drives the structure of the proposed paper	
Substantiates argument with recourse to relevant primary sources	
Situates argument within context of and critically assesses existing scholarship on the question	
Employs a research method appropriate to the question posed	
Logically and coherently structures the argument in defense of the thesis	
Employs correct English grammar and syntax	
Includes properly-formatted Chicago-style footnotes and bibliography	
Total Score	

IV. Evaluation Score (Please List Number Score) _____

V. Evaluation Possibilities for the paper

- Pass (a score of 24 or above)
- Fail (a score of 23 or below, with option for one retake)

 Faculty Name

 Faculty Signature



SAINT LOUIS
UNIVERSITY
— EST. 1818 —

Department of Theological Studies

MASTERS' STUDENT ANNUAL REVIEW FORM

*Students: Please complete electronically, sign, and submit hard copy to the Director of Graduate Studies by **March 15***

STUDENT INFORMATION

Date of Evaluation: _____	Phone: _____
Name: _____	Banner ID: _____
Email: _____	Mentor: _____
Graduate Program: _____	
Area of Specialization: _____	

Are you on Academic Leave? Yes No

If Yes, please attach a copy of your Leave Agreement to this review.

ACADEMIC COURSEWORK

Previous courses: List chronologically all previous courses you have taken since enrolling at SLU, including the grades you received. Lines can be added to the table as you progress. You can find this information using Banner.

Term	Course #	Course Title	Credits	Grade

Current courses: Which courses are you taking now? Lines can be added to the table as you progress.

Course #	Course Title	Credits

LANGUAGE ACQUISITION

If applicable, list any language competency exams you have taken, the dates of those exams, and their results. Provide an expected timeline for the fulfillment of all language requirements (indicating in which languages you intend to demonstrate competency, how you intend to acquire competency, and when you plan to take the competency exams).

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THESIS RESEARCH

If applicable, describe your current progress with the research requirements of the program (i.e., thesis, dissertation). Provide expected timelines, with dates, for completion of the major components of your thesis or dissertation (i.e., prospectus defense, written drafts of individual chapters, final written version, committee approval, oral defense).

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ASSISTANTSHIP ACTIVITIES

Support: Have you received financial support from either SLU or external organizations? If so, what is the source (teaching assistantship or research assistantship from department, presidential scholarship, external fellowship, etc.)? Indicate whether your source of support included a stipend and the duration of the support contract. If none, leave blank.

Term	Source and Type of Support

Teaching: In which courses and semesters have you been a Teaching Assistant? In which courses and semesters have you been the Primary Instructor? If none, leave blank.

Term	Course #	Course Title	Role

Research: With which faculty and in which semesters have you been a Research Assistant? If none, leave blank.

Term	Faculty Member	Main Activities

PROFESSIONAL DEVELOPMENT

List below all presentations at professional meetings and conferences for the current academic year. Include any presentations to occur over the rest of the academic year, including summer.

List below all articles or manuscripts submitted for publication this academic year, indicating the journal to which they were submitted and the results of editorial reviews.

List below all internal or external grant submissions (or your participation in submissions) this academic year, indicating the funding source to which they were submitted and the results of the reviews, if known.

Describe any specialized training in teaching. Have you completed or do you plan on completing the Certificate Program in Teaching from the Reinert Center for Transformative Teaching and Learning?

List below all internships that you have had this academic year, indicating the place, time commitment, and activities of the program.

List all professional organizations of which you are a student member, including any offices held.

Describe any professional service and/or leadership positions associated with the university, graduate education, department or program. Indicate your title and dates of service.

List any awards, honors and achievements you have received this academic year.

Are there any other factors that you would like to have included in your evaluation?

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EVALUATION: TO BE COMPLETED BY THE FACULTY

Based upon the faculty's discussion, the quality of your work was rated in each of the following areas.

	Not Meeting Expectations	Meeting Expectations
Academic Quality of Coursework		
Language Acquisition (if applicable)		
Assistantship Quality and Quantity (if applicable)		
Collegiality		

Commentary

Student's signature

Date

Director of Graduate Studies' signature

Date

EXIT INTERVIEW: GRADUATE STUDENTS

Student Name: _____

Interviewer Name: _____

Program: _____

Date: _____

Track: _____

1. How would you rate your overall experience at SLU in terms of theological education?
2. Please comment on the interaction with faculty and the quality of instruction and mentoring you received as a graduate student.
3. Which courses were most valuable for you? Which were least? Were there any courses you wished could have been available? Did you have enough flexibility to take the courses that were of interest to you?
4. For MA students: did the program enable you to develop a general theological literacy by providing you with a basic background in the main areas of Catholic theology?

For PhD students: did the program train you to research and teach at a high level?
5. Did you find the DTS to be a supportive community, both socially and spiritually?
6. Please comment on the structure and operation of the program. What worked well? What could be improved?
7. Is there anything else that you would like to add about the structure of our programs, student satisfaction or ideas for improvement?

8. What are your plans for after graduation?

9. Please provide your post-graduation contact information:

Address: _____

Telephone: _____

Email address (non-SLU): _____

Program Assessment Plan

Program: MA in Theology—Religious Education (MARE)

Department: Department of Theological Studies

College/School: College of Arts and Sciences

Date: February 1, 2018

Primary Assessment Contact: Mary Dunn, PhD

Note: Each cell in the table below will expand as needed to accommodate your responses.

#	Program Learning Outcomes What do the program faculty expect all students to know, or be able to do, as a result of completing this program? <ul style="list-style-type: none"> <i>Note: These should be measurable, and manageable in number (typically 4-6 are sufficient).</i> 	Assessment Mapping From what specific courses (or other educational/professional experiences) will artifacts of student learning be analyzed to demonstrate achievement of the outcome? Include courses taught at the Madrid campus and/or online as applicable.	Assessment Methods What specific artifacts of student learning will be analyzed? How, and by whom, will they be analyzed? <ul style="list-style-type: none"> <i>Note: the majority should provide direct, rather than indirect, evidence of achievement.</i> Please note if a rubric is used and, if so, include it as an appendix to this plan.	Use of Assessment Data How and when will analyzed data be used by faculty to make changes in pedagogy, curriculum design, and/or assessment work? How and when will the program evaluate the impact of assessment-informed changes <i>made in previous years</i> ?
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			<p>Synthesis Paper</p> <ul style="list-style-type: none"> Assessed by faculty using the Synthesis Paper Rubric (attached) <p>Comprehensive Exams</p> <ul style="list-style-type: none"> Assessed by faculty using the MARE Written Comprehensive Examination Rubric and MA Oral Comprehensive Education Rubric (attached) <p>Indirect Assessments</p> <p>Program Exit Interview</p> <ul style="list-style-type: none"> Assessed by student mentor using Exit Interview Form (attached) <p>Alumni Survey</p> <ul style="list-style-type: none"> Assessed by director of graduate studies (DGS) 	
2	<p>Graduate students will be able to articulate and apply the theories and methods that structure the study of theology and religion.</p>	<p>Coursework</p> <p>THEO 6040: Intro to Christian Theology THEO 5270: Christian Tradition I THEO 5280: Christian Tradition II THEO 6140: Christian Theology Seminar THEO 5000: Intro to Old Testament THEO 5100: Intro to New Testament THEO 5970: Research Topics (optional) THEO ____: Special Study for Exam</p> <p>THEO Electives ED Electives Language Electives (as needed)</p>	<p>Direct Assessments</p> <p>Coursework</p> <ul style="list-style-type: none"> Assessed by course professor through course presentations, projects, and research papers <p>Annual Review</p> <ul style="list-style-type: none"> Assessed by group of faculty by considering the categories of the Annual Review Form (attached) <p>Synthesis Paper</p> <ul style="list-style-type: none"> Assessed by faculty using the Synthesis Paper Rubric (attached) <p>Comprehensive Exams</p> <ul style="list-style-type: none"> Assessed by faculty using the MARE Written Comprehensive Examination Rubric and MA Oral Comprehensive Education Rubric (attached) <p>Indirect Assessments</p> <p>Program Exit Interview</p> <ul style="list-style-type: none"> Assessed by student mentor 	<p>Faculty will utilize analyzed data to make any necessary changes within a semester following the data analysis.</p> <p>The program will evaluate the assessment-informed changes on a three-year cycle.</p>

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3	<p>Graduate students will communicate effectively, both in writing and orally, demonstrating clear, coherent, and well-developed complexity of thought and analysis.</p>	<p>Coursework</p> <p>THEO 6040: Intro to Christian Theology THEO 5270: Christian Tradition I THEO 5280: Christian Tradition II THEO 6140: Christian Theology Seminar THEO 5000: Intro to Old Testament THEO 5100: Intro to New Testament THEO 5970: Research Topics (optional) THEO ____: Special Study for Exam</p> <p>THEO Electives ED Electives</p>	<p>Direct Assessments</p> <p>Coursework</p> <ul style="list-style-type: none"> Assessed by course professor through course presentations, projects, and research papers <p>Annual Review</p> <ul style="list-style-type: none"> Assessed by group of faculty by considering the categories of the Annual Review Form (attached) <p>Synthesis Paper</p> <ul style="list-style-type: none"> Assessed by faculty using the Synthesis Paper Rubric (attached) <p>Comprehensive Exams</p> <ul style="list-style-type: none"> Assessed by faculty using the MARE Written Comprehensive Examination Rubric and MA Oral Comprehensive Education Rubric (attached) <p>Indirect Assessments</p> <p>Program Exit Interview</p> <ul style="list-style-type: none"> Assessed by student mentor using Exit Interview Form (attached) <p>Alumni Survey</p> <ul style="list-style-type: none"> Assessed by director of graduate studies (DGS) 	<p>Faculty will utilize analyzed data to make any necessary changes within a semester following the data analysis.</p> <p>The program will evaluate the assessment-informed changes on a three-year cycle.</p>
4	<p>Graduate students will engage in theologically-informed pedagogy, reflecting on the interplay between their theological education and the practice of teaching.</p>	<p>Internship</p>	<p>Direct Assessments</p> <p>Internship</p> <ul style="list-style-type: none"> Assessed by Cooperating Mentor and Faculty Supervisor using the Internship Evaluation Rubric (attached) <p>Annual Review</p> <ul style="list-style-type: none"> Assessed by group of faculty by 	<p>Faculty will utilize analyzed data to make any necessary changes within a semester following the data analysis.</p> <p>The program will evaluate the assessment-informed changes on a three-year cycle.</p>

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Additional Questions

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2. Describe how, and the extent to which, program faculty contributed to the development of this plan.

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3. On what schedule/cycle will faculty review and, if needed, modify this assessment plan?

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Student: _____

Examiner: _____

Language under Examination: _____

I. Learning Goals

- Students will demonstrate competency in the selected language with the aid of a print dictionary in a two-hour time period.
- Students will demonstrate the ability to conduct research in the selected language for the purposes of dissertation research.

II. Instructions

Rubric Key

2 = Pass

1 = Fail

- Read the exam.
- Using the rubric key, evaluate the exam, keeping in mind that the object of the exam is to assess students' ability to read an original-language text both accurately and independently for purposes of advanced research. Passing in each category requires about 90% accuracy.

III. Rubric Indicator

Length of translation	
Grammar and syntax	
Vocabulary	
Intelligibility and coherence	
Total Score	

IV. Evaluation Score (Please List Number Score) _____

V. Evaluation Possibilities for the Exam

- Pass (a score of 8)
- Fail (a score of 7 or below, with option for two retakes)

Faculty Name

Faculty Signature



SAINT LOUIS
UNIVERSITY
— EST. 1818 —

Department of Theological Studies

MASTERS' STUDENT ANNUAL REVIEW FORM

*Students: Please complete electronically, sign, and submit hard copy to the Director of Graduate Studies by **March 15***

STUDENT INFORMATION

Date of Evaluation: _____	Phone: _____
Name: _____	Banner ID: _____
Email: _____	Mentor: _____
Graduate Program: _____	
Area of Specialization: _____	

Are you on Academic Leave? Yes No

If Yes, please attach a copy of your Leave Agreement to this review.

ACADEMIC COURSEWORK

Previous courses: List chronologically all previous courses you have taken since enrolling at SLU, including the grades you received. Lines can be added to the table as you progress. You can find this information using Banner.

Term	Course #	Course Title	Credits	Grade

Current courses: Which courses are you taking now? Lines can be added to the table as you progress.

Course #	Course Title	Credits

LANGUAGE ACQUISITION

If applicable, list any language competency exams you have taken, the dates of those exams, and their results. Provide an expected timeline for the fulfillment of all language requirements (indicating in which languages you intend to demonstrate competency, how you intend to acquire competency, and when you plan to take the competency exams).

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THESIS RESEARCH

If applicable, describe your current progress with the research requirements of the program (i.e., thesis, dissertation). Provide expected timelines, with dates, for completion of the major components of your thesis or dissertation (i.e., prospectus defense, written drafts of individual chapters, final written version, committee approval, oral defense).

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ASSISTANTSHIP ACTIVITIES

Support: Have you received financial support from either SLU or external organizations? If so, what is the source (teaching assistantship or research assistantship from department, presidential scholarship, external fellowship, etc.)? Indicate whether your source of support included a stipend and the duration of the support contract. If none, leave blank.

Term	Source and Type of Support

Teaching: In which courses and semesters have you been a Teaching Assistant? In which courses and semesters have you been the Primary Instructor? If none, leave blank.

Term	Course #	Course Title	Role

Research: With which faculty and in which semesters have you been a Research Assistant? If none, leave blank.

Term	Faculty Member	Main Activities

PROFESSIONAL DEVELOPMENT

List below all presentations at professional meetings and conferences for the current academic year. Include any presentations to occur over the rest of the academic year, including summer.

--

List below all articles or manuscripts submitted for publication this academic year, indicating the journal to which they were submitted and the results of editorial reviews.

--

List below all internal or external grant submissions (or your participation in submissions) this academic year, indicating the funding source to which they were submitted and the results of the reviews, if known.

--

Describe any specialized training in teaching. Have you completed or do you plan on completing the Certificate Program in Teaching from the Reinert Center for Transformative Teaching and Learning?

List below all internships that you have had this academic year, indicating the place, time commitment, and activities of the program.

List all professional organizations of which you are a student member, including any offices held.

Describe any professional service and/or leadership positions associated with the university, graduate education, department or program. Indicate your title and dates of service.

List any awards, honors and achievements you have received this academic year.

Are there any other factors that you would like to have included in your evaluation?

.....

EVALUATION: TO BE COMPLETED BY THE FACULTY

Based upon the faculty's discussion, the quality of your work was rated in each of the following areas.

	Not Meeting Expectations	Meeting Expectations
Academic Quality of Coursework		
Language Acquisition (if applicable)		
Assistantship Quality and Quantity (if applicable)		
Collegiality		

Commentary

Student's signature

Date

Director of Graduate Studies' signature

Date

Internship Evaluation Rubric

Student: _____ **Internship Location:** _____

Cooperating Mentor: _____ **Dates of Internship:** _____

Faculty Supervisor: _____

I. Learning Goals

- Students will demonstrate the ability to effectively plan and prepare classroom instruction.
- Students will demonstrate the ability to effectively manage the classroom.
- Students will demonstrate the ability to deliver effective instruction.

II. Instructions

- Observe student-teacher over the course of the internship.
- Using the rubric key, evaluate the student-teacher and provide a total score.

Rubric Key

4 = Outstanding
 3 = Very Good
 2 = Acceptable
 1 = Needs Work
 n/o = No Opportunity to Observe

III. Rubric Indicator

Demonstrates ability to effectively plan and prepare classroom instruction (i.e., identifies appropriate instructional goals, understands available resources, designs appropriate lessons, etc.)	
Demonstrates ability to effectively manage the classroom (i.e., shows familiarity with classroom procedures, organizes classroom space, cultivates respect for learning and rapport with students, manages student behavior, etc.)	
Demonstrates ability to deliver effective instruction (i.e., demonstrates mastery of lesson content, communicates clearly, engages students in questioning and discussion, gives appropriate feedback to students, responds respectfully and accurately to student questions, etc.)	
Demonstrates professional maturity (i.e., maintains accurate records, diligently completes assigned tasks in timely manner, communicates and behaves appropriately with non-students, takes initiative to improve skills and to contribute to the classroom, etc.)	

IV. Evaluation Score (Please List Number Score) _____

 Cooperating Mentor Signature

 Faculty Supervisor Signature

Cooperating Mentor: Please see page 2 to give comments and feedback on the internship experience.

V. Comments

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VI. Feedback on Internship Experience

	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree	N/A
I enjoyed working with this intern.						
I enjoyed collaborating with SLU's Department of Theological Studies.						
I would participate in future internships with the Department of Theological Studies.						
I would recommend this intern for employment.						

Synthesis Paper Rubric

Student: _____

Faculty Instructor: _____

I. Learning Goals

- Students will formulate and articulate a theologically-informed pedagogy.
- Students will critically reflect on their theological education in dialogue with their internship experience.

II. Instructions

- Read the paper.
- Using the rubric key, evaluate the paper and provide a total score.

III. Rubric Indicator

Articulates a theologically-informed pedagogy, or approach to teaching	___/20
Demonstrates thoughtful reflection on the internship experience	___/20
Demonstrates critical engagement with the substance of student's theological coursework and with the scholarship on religious education, as reflected in the Comprehensive Exam Reading List	___/20
Integrates the internship experience with coursework and scholarship on religious education	___/20
Employs correct English grammar and syntax	___/10
Fulfills the formatting requirements as determined by the instructor	___/10
Total Score	

IV. Evaluation Score (Please List Number Score): ___/100

Faculty Signature

MA Oral Comprehensive Examination Rubric

Student: _____

Committee Chair: _____

First Reader: _____

Second Reader: _____

I. Learning Goals

- Students will demonstrate an integrated and comprehensive understanding of their chosen major and minor fields, as reflected in the reading lists.
- Students will demonstrate the ability to defend, clarify, and expand upon answers given in the written portion of the comprehensive examination.
- Students will demonstrate the ability to articulate their understanding of the nature of the discipline of theology.

II. Instructions

- Listen to the oral exam.
- Using the rubric key, evaluate the exam and provide a total score.

Rubric Key
 5 = Outstanding
 4 = Very Good
 3 = Acceptable
 2 = Needs Work
 1 = Unacceptable

III. Rubric Indicator

Defends, clarifies, and expands upon written answers with further evidence and argument	
Directly and correctly answers the examiner's questions	
Identifies and analyses concepts, arguments, and theories in the relevant field	
Synthesizes or draws connections between various topics addressed in exam	
Shows awareness of the limits of his or her knowledge	
Demonstrates an understanding of the nature of the discipline of theology	
Total Score	

IV. Evaluation Score (Please List Number Score) _____

V. Evaluation Possibilities for the Exam

- Pass (a score of 18 or above)
- Fail (a score of 17 or below, with option for one retake)

 Faculty Name

 Faculty Signature

MARE Written Comprehensive Examination Rubric

Student: _____

Major field: _____

Committee Chair: _____

Minor fields: _____

First Reader: _____

Second Reader: _____

Learning Goals

- Students will demonstrate an integrated and comprehensive understanding of their chosen major and minor fields, as reflected in the reading lists.
- Students will demonstrate the ability to articulate their understanding of the nature of the discipline of theology.

I. Instructions

- Read the exam.
- Using the rubric key, evaluate the exam and provide a total score.

Rubric Key

- 5 = Outstanding
- 4 = Very Good
- 3 = Acceptable
- 2 = Needs Work
- 1 = Unacceptable

II. Rubric Indicator

Directly and correctly answers the questions posed by the examiner	
Each answer argues a central point or position	
Answers are well organized and logically coherent	
Marshals detailed evidence to substantiate the answers given	
Avoids extraneous detail (“filler”) in answers	
Demonstrates knowledge of relevant material from the assigned reading lists	
Employs correct English grammar and syntax	
Total Score	

III. Evaluation Score (Please List Number Score) _____

IV. Evaluation Possibilities for the Exam

- Pass (a score of 21 or above)
- Fail (a score of 20 or below, with option for one retake)

Faculty Name

Faculty Signature

EXIT INTERVIEW: GRADUATE STUDENTS

Student Name: _____

Interviewer Name: _____

Program: _____

Date: _____

Track: _____

1. How would you rate your overall experience at SLU in terms of theological education?
2. Please comment on the interaction with faculty and the quality of instruction and mentoring you received as a graduate student.
3. Which courses were most valuable for you? Which were least? Were there any courses you wished could have been available? Did you have enough flexibility to take the courses that were of interest to you?
4. For MA students: did the program enable you to develop a general theological literacy by providing you with a basic background in the main areas of Catholic theology?

For PhD students: did the program train you to research and teach at a high level?
5. Did you find the DTS to be a supportive community, both socially and spiritually?
6. Please comment on the structure and operation of the program. What worked well? What could be improved?
7. Is there anything else that you would like to add about the structure of our programs, student satisfaction or ideas for improvement?

8. What are your plans for after graduation?

9. Please provide your post-graduation contact information:

Address: _____

Telephone: _____

Email address (non-SLU): _____