

**Program Name** Theology and Religious Studies

**Program Mission** Our mission is to acquaint students with Christianity's long and disciplined reflection on the deeply human questions about the quest for God, wisdom, and human fulfillment. While accenting the Catholic tradition, our inquiry into these questions includes other Christian and other religious traditions, including Judaism and Islam.

**Referring to your annual assessment reports, please reflect on and report any changes or improvements you have made to your program as a result of evidence you have gathered**

At the T/RS department meeting on Thursday, 07 September 2017, faculty charged a newly-formed committee comprised of Christian Krokus (chair), Maria Johnson, and Cyrus Olsen to develop the department's three-year assessment plan for 2017-2020. Over the previous year, and especially at the final department meeting of Spring 2017 (5/26/17), the department arrived at a consensus opinion that, because of the relatively small numbers of T/RS majors, because of the lack of opportunities in courses for separating out T/RS majors from other majors, because of the wide variation in ability among such a small population of students, and because of the nature of the discipline itself, whose study does not lend itself naturally to quantification, the members prefer to migrate to an assessment method that is primarily narrative or qualitative. Several options were considered, but the strongest, widest, and most consistent support was for having T/RS majors develop a portfolio of syllabi, graded assignments, descriptions of extra-curricular T/RS activities, and so on, that could be examined in light of the T/RS PLOs. The committee was charged with developing and proposing to the department a pilot program for collecting and assessing portfolios. The members of the committee met on Monday, 25 September 2017. They developed the following three-year assessment plan, which they submitted for department approval at the department meeting on Thursday, 05 October 2017. The plan was approved without audible dissent.

**Curriculum**

The curriculum provides more than one opportunity for students to meet the Program Learning Objectives

**Which key courses and assignments does the program use to ensure that students are meeting these program learning outcomes?**

PLO #1: T/RS 121, 210, 241, 242, 310, 311, 312, 313, 314, 315, 316, 317, 318, 440, 441  
 PLO #2: T/RS 210, 241, 242, 310, 311, 312, 313, 314, 315, 316, 317, 318, 440, 441  
 PLO #3: T/RS 121, 213, 215, 217, 218, 223, 319, 321, 322, 323  
 PLO #4: T/RS 215, 220, 222, 321, 328, 330, 333, 410  
 PLO #5: T/RS 215, 218, 229, 222, 223, 224, 231, 232, 236, 323, 328, 330, 331, 333, 335, 410  
 PLO #6: T/RS 121, 230, 231, 232, 236, 327, 331, 333, 334, 335, 337  
 PLO #7: T/RS 210, 216, 217, 219, 243, 245, 319, 327, 336, 337, 410

**Program Learning Outcomes to be Assessed**

**Program** Theology & Religious Studies

**Program Learning Outcome**

How will you collect and analyze the evidence that students are meeting the PLO (e.g. Review aggregate scores on embedded questions; review scores on standardized tests; use a rubric to score samples of student writing).

Where in the program does the evidence reside? Evidence can reside in a particular course, sections of a particular course, or outside of courses (e.g. survey of graduates)

Is the evidence direct or indirect Direct evidence is actual student outputs, which can be analyzed or aggregated using quantitative or qualitative methods. Indirect is secondary information, such as perceptions, attitudes, or self-ratings.

What tools are necessary to collect evidence? (Rubrics, Portfolio, Embedded Exam Questions etc.)

Are there benchmarks that you will use to interpret your results? Benchmarks are associated with quantitative evidence and can be determined based on disciplinary norms or previous results on the same assignment, survey, etc.

**Program** Theology & Religious Studies**Program Learning Outcome**

Examine a significant theological topic using primary and secondary texts --including scripture, early Christian writings, medieval theology, recent magisterial teachings (e.g., papal ency

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**Program** Theology/Religious Studies

**Program Learning Outcome**

Interpret a biblical text using various critical methodology

How will you collect and analyze the evidence that students are meeting the PLO (e.g. Review aggregate scores on embedded questions; review scores on standardized tests; use a rubric to score samples of student writing).

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**Program** Theology & Religious Studies**Program Learning Outcome**

1) Demonstrate knowledge of the content, historical background and literary characteristics of the Bible.

**How will you collect and analyze the evidence that students are meeting the PLO (e.g. Review aggregate scores on embedded questions; review scores on standardized tests; use a rubric to score samples of student writing).**

See below.

**Where in the program does the evidence reside? Evidence can reside in a particular course, sections of a particular course, or outside of courses (e.g. survey of graduates)**

T/RS 490: Theology Capstone Seminar

**Is the evidence direct or indirect Direct evidence is actual student outputs, which can be analyzed or aggregated using quantitative or qualitative methods. Indirect is secondary information, such as perceptions, attitudes, or self-ratings.**

See below.

**What tools are necessary to collect evidence? (Rubrics, Portfolio, Embedded Exam Questions etc.)**

As part of T/RS 490, the instructor will lead the T/RS majors through the assembly of a portfolio of syllabi, graded assignments, descriptions of extra-curricular T/RS activities, and so on, from across their education as T/RS majors. The students will wr

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No.

**Program** Theology & Religious Studies

**Program Learning Outcome**

2).Interpret a biblical text using various critical methodologies.

**How will you collect and analyze the evidence that students are meeting the PLO (e.g. Review aggregate scores on embedded questions; review scores on standardized tests; use a rubric to score samples of student writing).**

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**Program** Theology & Religious Studies**Program Learning Outcome**

3).Locate central events of Jewish/Christian history within its major eras.

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**Program** Theology & Religious Studies**Program Learning Outcome**

4).Track the historical development of a Christian doctrine from the Bible through the current era.

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**Program** Theology & Religious Studies**Program Learning Outcome**

5).Examine a significant theological topic using primary and secondary texts --including scripture, early Christian writings, medieval theology, recent magisterial teachings (e.g., papal encyclicals, Vatican II, pastoral letters) and

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**Program** Theology & Religious Studies**Program Learning Outcome**

6).Use scripture and tradition in moral reflection on issues including sin and evil, virtue, conscience, discipline, law, contemporary moral debates and moral teachings of scripture as well as the contributions to moral theology of s

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**Program** Theology & Religious Studies

**Program Learning Outcome**

7). Discuss the beliefs and practices of one non-Christian religion.

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