

THEOLOGY CART

Learning Outcome #2: Analyze and apply critical methods of biblical, moral, or systematic theological interpretation. (Learning Goal 2, is unpacked more specific learning outcomes for each area of theology, systematic, biblical studies, and moral theology.)

Assessment Measures / Methods	Target Levels / Benchmarks	Results	Action Taken
<p>Assessment 1: Direct Assessment</p> <p>FALL 2018</p> <p>Core 251: Paper</p> <p>Core 252: Assignment</p> <p>CORE 254_Sections A_B: Belief and Unbelief: Essay 1 (Faith Paper)</p> <p>Core 257: Final Assignment</p> <p>Core 259: Final Paper</p> <p>HNRS 250: Assignment</p> <p>CORE 260: Exam essay</p> <p>CORE 260_Sections D_F: Christian Ethics: Essay 1 (Virtue Paper)</p>	<p>At least 70% of students earn a score of 2 or better on a 4-point rubric.</p>	<p>77%: Target met</p> <p>82% Target met</p> <p>93%: Target met</p> <p>81% Target met</p> <p>96% Target met</p> <p>86%</p> <p>90%: Target met</p> <p>92%: Target met</p>	<p>Continue scaffolding writing assignments, with feedback on drafts.</p> <p>Extra in-class time was added, and easier step-by-step instructions, but although the target was met, there were few strong papers. Not clear that this tactic helped. Tactic will be reevaluated.</p> <p>More time was spent clarifying instructions and vocabulary.</p> <p>Student explained faith paradigms well, but were painfully vague when it came to an analysis of their own. Importance of responding to feedback will be stressed.</p> <p>Regular journal writing significantly improved papers and will be continued.</p> <p>Preparatory exercises helped, but will be developed further.</p> <p>Scaffolding this assignment with a stage one philosophical sketch, filled out at the end with theological-ethical</p>

<p>CORE 264: TAKE HOME FINAL EXAM</p> <p>CORE 265: Paper</p>		<p>95%: Target Met</p> <p>82%: Target met</p>	<p>language improved results and will be continued.</p> <p>Stress the importance of students using professor's feedback (detailed feedback was provided, those who used it improved, those who didn't didn't improve). More clarity will be provided about what counts as scholarly sources.</p> <p>Students did well, except where the book seemed too historical and analytical for them. The book choice will be reevaluated. Difficulty applying the rubric continues to be an issue, hopefully one that new discussions for the new core will improve.</p>
<p>SPRING 2019</p> <p>Core 252: Paper</p> <p>Core 257: Final Assingment</p> <p>Core 259: Myst. Trad.</p> <p>Core 259: Spir. Auto. Final Assignment</p> <p>CORE 260_Sections A_E: Christian Ethics: Essay 1 (Justice/Care Paper)</p> <p>CORE 264: Paper for "town hall" format</p>		<p>82% Target met</p> <p>70% Target met</p> <p>71%: Target met..</p> <p>92% Target met</p> <p>86%: Target met</p> <p>97%: Target met</p>	<p>Research requirements should be increased.</p> <p>CORE 257: Many students joined the class late and put in minimal effort. In class time to work on the project helped all students who were not absent. Will continue this and divide project in 2 parts with an earlier deadline for part 1.</p> <p>Unusual highs and lows.</p> <p>CORE 259: Regular journal writing improved paper quality, will continue.</p> <p>Paper was scaffolded into multiple short papers to make students take the time to write their papers properly. Many refined their thesis statements as a result of the comments. Both are improvements from next semester. Emphasis must still be made on how to get and use proper sources</p> <p>The collaborative "town hall" format greatly improved results and will be repeated.</p>

<p>CORE 265: Paper</p> <p>CORE 269_Section A: Theology and Service: (Service Journal)</p> <p>HNRS 260: Paper</p>		<p>83%: Target met</p> <p>79%: Target met</p> <p>95%: Target met</p>	<p>Assignment is effective.</p> <p>Next time, a guiding methodological theme (likely the preferential option for the poor) will be used as to allow the students to more robustly wrestle with this concept. Five students did not take this assignment seriously at all. It must be stressed that just because this is a "journal" assignment, it demands academic rigor just as a paper would.</p> <p>Students applied a particular form of moral discernment to the Mueller report. This was a highly successful assignment and will be used again.</p>
<p>Assessment 2 (Indirect)</p> <p>Grades in ALL CORE 25X and 26X classes</p>	<p>50% of students should earn a B or higher</p>	<p>(Those earning B or higher divided by total number of students)</p> <p>Fall 18: (251/439) = 57% Target met</p> <p>Spring 19: (359/467) = 77% Target met</p>	<p>Changes in faculty probably account for the significant jump up in the number of students receiving a B or higher. Three sections were taught by faculty new to the course (two sections by part time, one by full time) and a typical approach to a new course is to grade more easily (blaming the instructor rather than the students for weakness.). We will monitor this trend to make sure grades don't rise too high.</p>

Discussion Section

Interpretation of data

- We are meeting targets, but are looking towards implementing the new outcomes for the revised core and to working with new rubrics, as ours are not very sensitive (rubric is pitched too high and target pitched too low).
- Efforts to scaffold writing assignments and to practice skills that will be assessed continue to be methods that have increased student success and that can continue to be developed to increase student success.
- We continue to struggle with very large classes, filled to 25 or often overfilled to 30 or 35, and to struggle with other staffing issues (an unexpected faculty leave and then resignation).
- The increase in international students has increased the time needed to communicate and explain instructions clearly.
- We work with journal writing and how to make students understand the seriousness and value of journal writing assignments. Different methods are in use, from highly structured journal assignments, to very open assignments that must nevertheless build up material for future papers. We will continue to work on communicating the method and value of this work.

Rationale for planned actions

- We will continue to work on scaffolding writing assignments and seeking ways to break down writing tasks and to practice skills. Efforts in this area have improved results and continue to be flagged as ways to improve results further.
- We plan to better align our rubric and our targets in the revised core as frustration with our rubric and its lack of sensitivity is repeatedly noticed.

Reflections on "closing the loop"

- Efforts to scaffold assignments and break down writing tasks have helped and will continue to be developed.
- Large class sizes and low faculty numbers continue to be an issue. The addition of both full time and part time faculty should help.

Reflections/observations about learning and pedagogy from faculty in the department