

## University of Dayton Department of Religious Studies

### Assessment Plan 2009-2010 (revised May 13, 2010)

Outcomes HIR/ Department	Instruments	Standards	Schedule and results	Notes
<p><b>1. Scholarship:</b> All undergraduates will develop and demonstrate advanced habits of academic inquiry and creativity through the production of <u>a body of artistic, scholarly or community-based work</u> intended for <u>public presentation and defense</u>.</p> <p><i>a. Demonstrate knowledge of the basic categories of theological reflection.</i></p> <p><i>b. Analyze texts for their theological content according to their particular literary genres and historical contexts.</i></p> <p><i>c. Utilize effective theological methods of research and argumentation.</i></p> <p><i>i. Locate and employ appropriate information technologies when conducting research (find book reviews, databases).</i></p> <p><i>ii. Critically evaluate and analyze information gathered from a variety of resources.</i></p> <p><i>iii. Develop a thesis and an</i></p>	<p>1. A research paper of at least 10 pages in capstone.</p> <p>2. A (summarizing?) presentation of the paper in capstone (in class or in the department)</p> <p>3. Students' experiences in capstone</p> <p>4. Students' evaluation of the course on end-of-semester evaluation forms</p> <p>5. Students' participation in Stander</p> <p>6. Students' participation in other research projects and presentations</p> <p>7. Students' final grades in key courses</p> <p>8. Exit interview of</p>	<p>At least 80% of students will have a minimum grade of C on research paper and presentation.</p> <p>At least 80% of students will agree or strongly agree that the capstone class improved their understanding of the topic</p> <p>At least 80% of students will agree that the course has been challenging and informative</p> <p>At least 80% will receive a B or higher in these examinations</p> <p>In interviews with at least</p>		<p>1. The paper and the presentation would be required in all capstones. Mention capstone requirements in the official description of the capstone in the Undergraduate Bulletin NOTA BENE: The department has already agreed on requiring paper in capstone. We still have to agree on presentation.</p> <p>2. Develop a standard rubric for the assessment of the paper and presentation. Basic assessment rubric may contain (among other things): (for paper) application of basic structure rules, clarity of thesis, clarity and unity of discourse, proper and consistent citations of sources; (for presentation) clear explanation of the main argument of the paper; eloquent answers.</p> <p>3. Require the exit interview of all students. Perhaps have a graduating party in the department followed by exit</p>

<p><i>argument</i></p> <p>iv. <i>Learn the mechanics of a paper production (e.g., citations) by using The Chicago Manual of Style</i></p> <p>v. <i>Offer effective oral presentation of the research projects</i></p>	<p>graduating majors and minors</p> <p>9. Admission rates into graduate programs and quality and reputation of graduate programs</p> <p>10. Scores on tests required for further study (GRE)</p> <p>11. Focus groups</p> <p>12. Alumni survey</p> <p>13. Faculty survey</p>	<p>30% of graduating majors and minors, at least 80% of the interviewed seniors will agree/strongly agree that the outcome has been achieved.</p> <p>At least 80% of the alumni surveyed will agree/strongly agree that they attained these competencies.</p> <p>At least 80% of the faculty surveyed will agree/strongly agree that graduating majors and minors in their classes have attained these competencies.</p>		<p>interviews.</p>
<p><b>2. Faith traditions:</b> All undergraduates will develop and demonstrate ability to engage in intellectually informed, appreciative, and critical inquiry regarding <u>major faith traditions</u>. Students will be familiar with the basic theological</p>	<p>1. Rel 103</p> <p>2. Require each major or minor to take at least one 304-309 course and at least one 326-329 course.</p> <p>3. Faculty survey for Rel 103</p>	<p>At least 80% of students will have a minimum grade of C.</p> <p>At least 80% of students will have a minimum grade of C.</p> <p>At least 80% of the faculty</p>		<p>Upper-level courses that may assess this outcome:  Another major faith tradition: REL 304 (Hinduism), 305 (Eastern Orthodoxy), 306 (Buddhism), 307 (Judaism), 308 (Islam), 309 (Afro-Latin Religions), 326 (Protestant Christianity),</p>

<p>understandings and central texts that shape <u>Catholic beliefs and teachings, practices, and spiritualities.</u> Students' abilities should be developed sufficiently to allow them to examine deeply their own faith commitments and also to participate intelligently and respectfully in dialogue with other traditions.</p> <p><i>a. Demonstrate knowledge of basic concepts in biblical, historical, and systematic Catholic theology and in Catholic theological ethics.</i></p> <p><i>b. Articulate basic concepts in one non-Catholic faith tradition, in relation to its beliefs and practices.</i></p>	<p>4. Faculty survey for 304-309 and 326-329 courses.</p> <p>5. Students' evaluation of the courses on end-of-semester evaluation forms</p> <p>6. Exit interview of graduating majors and minors</p> <p>7. Alumni survey</p>	<p>surveyed will agree/strongly agree that students in their classes have attained these competencies.</p> <p>At least 80% of the faculty surveyed will agree/strongly agree that students in their classes have attained these competencies.</p> <p>At least 80% of students will agree that the course has provided an effective introduction to the beliefs, teachings, practices, and spiritualities of Catholicism and/or of other faith.</p> <p>In interviews with at least 30% of graduating majors and minors, at least 80% of the interviewed seniors will agree/strongly agree that the outcome has been achieved.</p> <p>At least 80% of the alumni surveyed will agree/strongly agree that they attained these competencies.</p>	<p>327 (U.S. Religious Experience); Catholicism: 323 (History of Christianity I), 324 (History of Christianity II), 327 (U.S. Religious Experience), 328 (U.S. Catholic Experience), 329 (African-American Religion), 358 (Liberation Theology), 429 (Modern Catholicism), 474 (Women and the Global Church).</p>
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