**#1. Undergraduate Program Assessment Plan: Student Outcomes**

To be completed by Departments and submitted by the Department Chair to the Assessment Committee Chair**.**

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| **Department: Theology 2014-15** |
| **Members involved with development of Program Assessment Plan: Student Outcomes -**  **Charles Blanco, Terence Groth, Paul Holtorf, Mark Meehl, and Dirk Reek** |
| **Student Outcome:**  Students will articulate and use theological constructs relevant to the field (e.g., proper distinction between Law and Gospel, Christocentricity, formal and material principles, original sin, etc.).  The theological construct the department is assessing for the 2014-15 academic year is vocation. |
| **Background**: What factors caused you to choose this particular assessment outcome? If you chose this outcome because of a perceived problem, please explain.  In the past few academic years, the department identified a general education course in its assessment plan for both general education and departmental review. In the past, the department focused on faith in its general education assessment and information literacy in its departmental assessment. Having felt that the general education course had proved to supply the department with sufficient feedback, the department chose to focus its attention in another direction beginning in 2012-2013. During the 2012-2013 academic year, the department selected as its assessment task to review a course specifically within the theology major and also linked to the Lutheran Teacher Diploma (LTD). The course identified for this assessment was Theology 361. Because of the important information gleaned from this assessment review, the department chose to continue its assessment review within the theology major and linked to the Lutheran Teacher Diploma (LTD) for 2013-2014 academic year.  Having utilized this assignment for two academic years and having been satisfied with the assessment process, the department believes it is time to move on to another departmental learning outcome. For the 2014-15 academic year, the department will assess the student outcome: Students should be able to articulate and use the theological construct of vocation to define their callings in Christian living. The department believes that the course that best captures the student outcome is Theo 210-Faith and Life. |
| **Questions**:   1. To what degree does a student articulate the theological construct of vocation within a Biblical framework? 2. Does the student demonstrate an understanding that vocation involves multiple contexts, duties, responsibilities, and challenges? 3. Does the student demonstrate a balanced, realistic, and healthy balance in carrying out vocation in all of its relationships? |
| **Methodology**:   1. Vocation Assessment Prompt    1. How does this data address the assessment question? In the prompt, the student will write a 500 to 700 word response to the given situation. See the attachment for the relationship between the data and the assessment questions. One will see that the three statements given in the prompt correspond to the questions in the Program Assessment section.    2. Include/attach a description/example of assessment tool to be used. See attachment re: Vocation Assessment Prompt 2. Theo 210, multiple sections, multiple instructors, comprising of students across various grade levels (sophomores, juniors, and seniors)    1. How will data be collected? Toward the end of the semesters (Fall 2014 and Spring 2015), students will be given the prompt and write an essay related to the prompt. |
| **Analysis of Artifacts:** PERFORMANCE CRITERIA**\* -** Discuss how the artifacts will be analyzed (attach rubrics/scoring tools if used. How will we know if it is good?).  Following the collection of the prompt, the department will randomly select 30-40% from across all sections of Theo 210, and score them. Attached is the scoring rubric. The Fall 2014 and Spring 2015 analysis will serve as a benchmark for future academic year assessments. Following the 2014-15 academic year, the department will review the writing prompt and the scoring rubric to see if they are providing meaningful data related to the student outcome. |
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| **Submitted by: Paul Holtorf Date: October 17, 2014** |
| **Reviewed by the Assessment Committee (Date): 11/14** |
| **Approved: YES Not Approved:** |
| **Department Chair notified/additional action: na** |