

Primary Assessment Contact: Mary Dunn, PhD

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

#	Program Learning Outcomes	Assessment Mapping
	<p>What do the program faculty expect all students to know, or be able to do, as a result of completing this program?</p> <p><i>Note: These should be measurable, and manageable in number (typically 4-6 are sufficient).</i></p>	<p>From what specific courses (or other educational/professional experiences)</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>Direct Assessments</p>	
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>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 consid.88 142./TT2 W5ssSetlsy by4 	

Rubric Key
 2 = Pass
 1 = Fail

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: _____

Rubric Key

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 4 or above)
- Fail (a score of 3 or below, with option for one retake)

Faculty Name

Faculty Signature



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)

--

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, (prospectus defense, written drafts of individual chapters, final written version, committee approval, oral defense).

--

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.

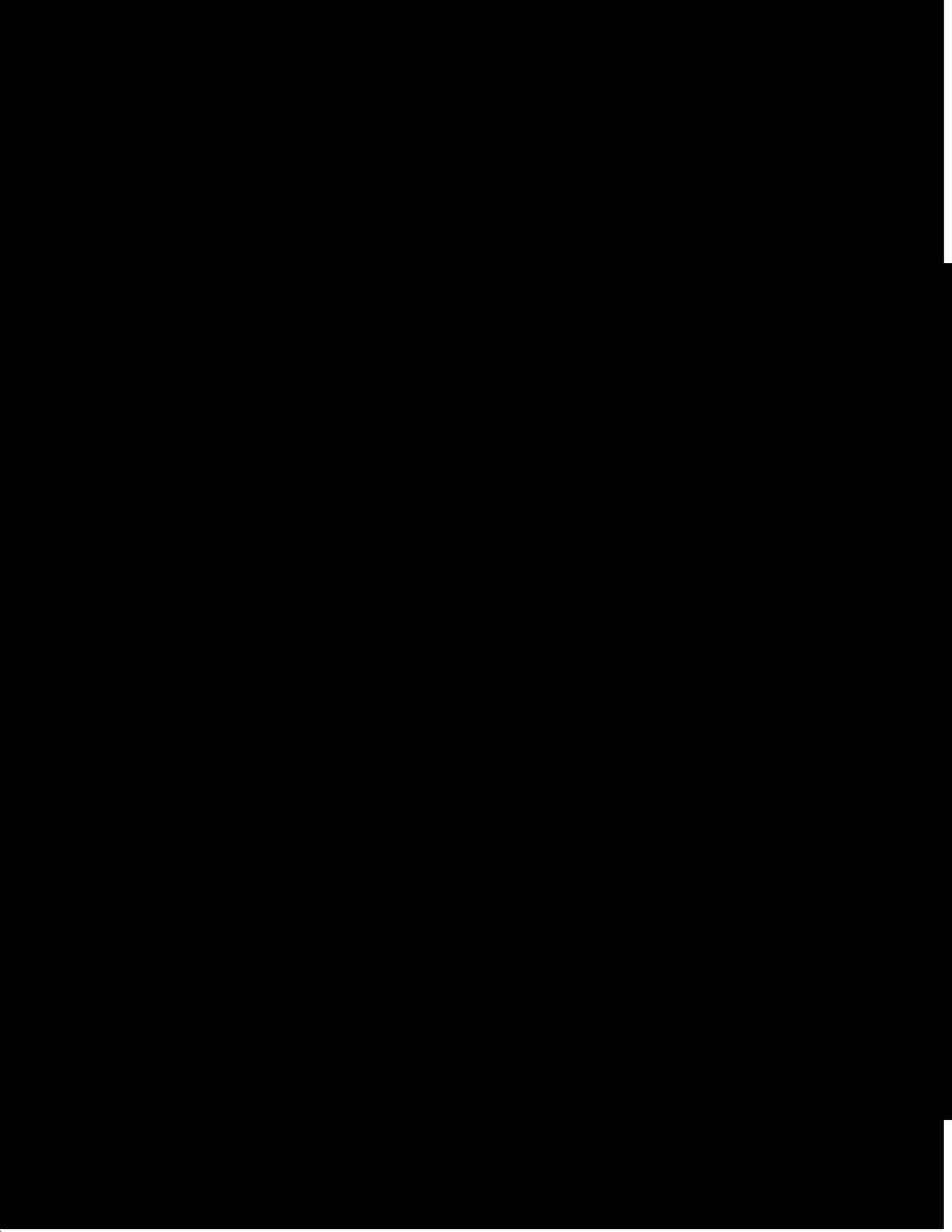
Term	Faculty Member	Main Activities

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 review



.....

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		

EXIT INTERVIEW : GRADUATE STUDENTS

Student Name: _____

Interviewer Name: _____

Program: _____

Date: _____

Track: _____

1. How would you rate your overall experience at ~~Shu~~ 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 ~~to~~ for you? Which were ~~the~~ least? Were there any courses you

Primary Assessment Contact: Mary Dunn, PhD

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

#	Program Learning Outcomes	Assessment Mapping
	What do the program faculty expect all students to know, or be able to do, as a result of completing this program? Note: These should be measurable, and manageable in number (typically 4-6 are sufficient).	From what specific courses (or other educational/professional experiences) will artifacts of student learning be analyzed?

			<p>Synthesis Paper</p> <ul style="list-style-type: none"> x Assessed by faculty using the Synthesis Paper Rubric (attached) <p>Comprehensive Exams</p> <ul style="list-style-type: none"> x 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"> x Assessed by student mentor using Exit Interview Form (attached) <p>Alumni Survey</p> <ul style="list-style-type: none"> x 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</p> <p>THEO 5270: Christian Tradition I</p> <p>THEO 5280: Christian Tradition II</p> <p>THEO 6140: Christian Theology Seminar</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>THEO ____: Special Study for Exam</p> <p>THEO Electives</p> <p>ED Electives</p> <p>Language Electives (as needed)</p>	<p>Direct Assessments</p> <p>Coursework</p> <ul style="list-style-type: none"> x Assessed by course professor through course presentations, projects, and research papers <p>Annual Review</p> <ul style="list-style-type: none"> x 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"> x Assessed by faculty using the Synthesis Paper Rubric (attached) <p>Comprehensive Exams</p> <ul style="list-style-type: none"> x 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"> x 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>

using Exit Interview Form
(attached)

			considering the categories of the Annual Review Form (attached) Synthesis Paper x Assessed by faculty using the Synthesis Paper Rubric (attached) Indirect Assessments Program Exit Interview x Assessed by student mentor using Exit Interview Form (attached) Alumni Survey x Assessed by director of graduate studies (DGS)	
--	--	--	---	--

Additional Questions

1. On what schedule/cycle will faculty assess each of the above listed program learning outcomes? (It is not recommended 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

Language Competency Examination Rubric

Student: _____

Examiner: _____

Language under Examination: _____

I. Learning Goals

- x Students will demonstrate competency in the selected language with the aid of a print dictionary in a two-hour time period.
- x 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

- x Read the exam
- x 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

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

Faculty Name

Faculty Signature



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)

--

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, (prospectus defense, written drafts of individual chapters, final written version, committee approval, oral defense).

--

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.

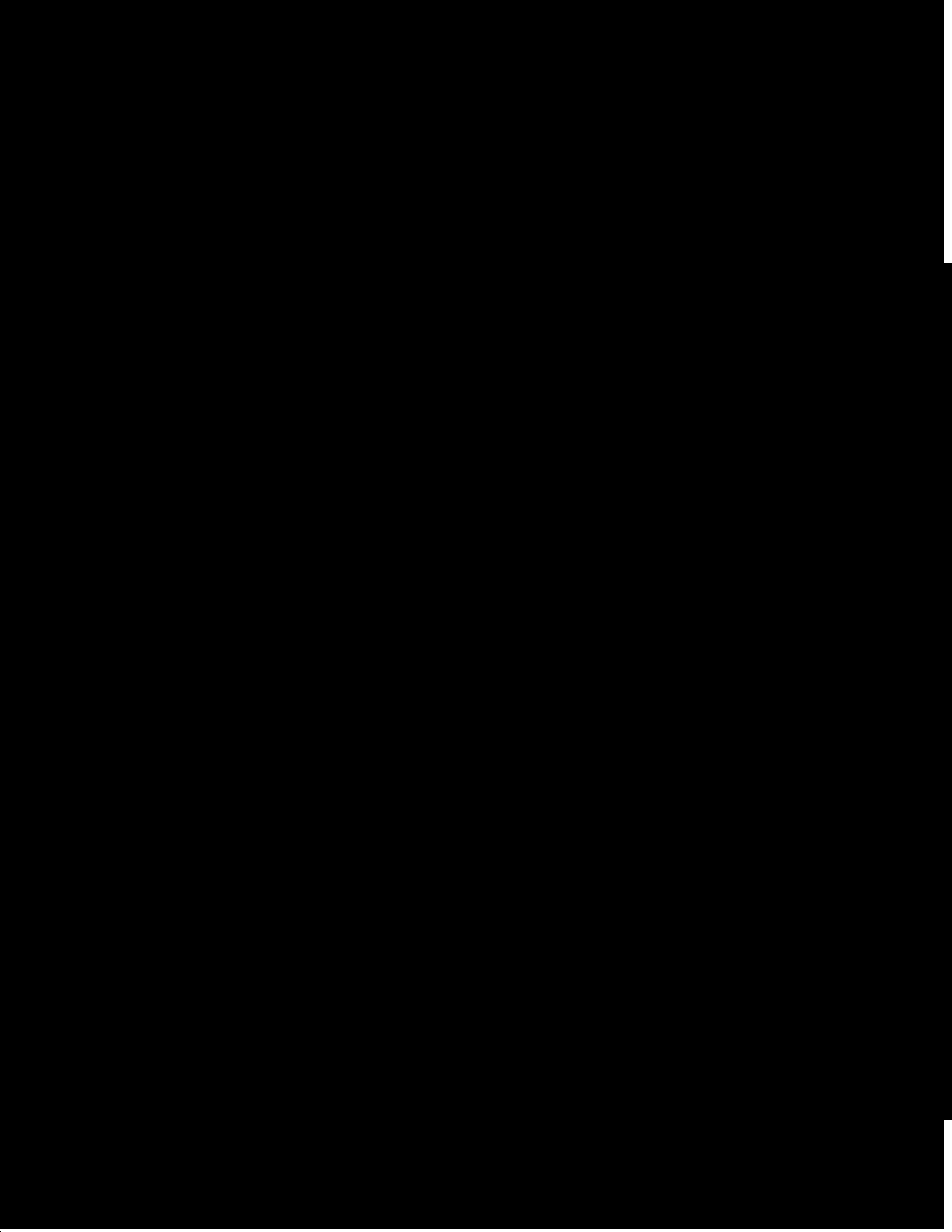
Term	Faculty Member	Main Activities

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 review



.....

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		

Internship Evaluation Rubric

Student: _____ Internship Location: _____

Cooperating Mentor: _____ Dates of Internship: _____

Faculty Supervisor: _____

I. Learning Goals

x Student Using the rubric key, evaluate the teacher and provide a total score.

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 assignments in timely manner, communicates and behaves appropriately with 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

VI.

MA Oral Comprehensive Examination Rubric

Student: _____

Committee Chair: _____

MA RE Written Comprehensive Examination Rubric

Student: _____ Major field: _____

Committee Chair: _____ Minor fields: _____

First Reader: _____

Second Reader: _____

Learning Goals

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

I. Instructions

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

EXIT INTERVIEW : GRADUATE STUDENTS

Student Name: _____

Interviewer Name: _____

Program: _____

Date: _____

Track: _____

1. How would you rate your overall experience at ~~Shu~~ 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 ~~to~~ for you? Which were ~~the~~ least? Were there any courses you