SAINT LOUIS UNIVERSITY.

Program Assessment Plan

Program: PhD in Theological Studies

Department: Department of Theological Studies

College/School: College of Arts and Sciences

Date: February 1, 2018

Primary Assessment Contact: Mary Dunn, PhD

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

#	**Program Learning Outcomes** 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).*	**Assessment Mapping** From what specific courses (or other educational/professional experiences) will artifacts of student learning be analyzed to demonstrate achievement of the outcome? Include courses taught at the Madrid campus and/or online as applicable.	**Assessment Methods** What specific artifacts of student learning will be analyzed? How, and by whom, will they be analyzed? ▪ *Note: the majority should provide direct, rather than indirect, evidence of achievement.* Please note if a rubric is used and, if so, include it as an appendix to this plan.	**Use of Assessment Data** How and when will analyzed data be used by faculty to make changes in pedagogy, curriculum design, and/or assessment work? How and when will the program evaluate the impact of assessment-informed changes *made in previous years*?

1	Graduate students will demonstrate advanced knowledge of both the key primary sources and secondary scholarship relevant to their area of concentration.	**Christianity in Antiquity (CA) Coursework** THEO___: CA Survey THEO ___: CA Seminar THEO 6000: Theories and Methods THEO 6210: Prospectus THEO 6990: Dissertation Research	**Christian Theology (CT) Coursework** THEO 6040: Intro to Christian Theology THEO ___: CT Seminar THEO 6000: Theories and Methods THEO 6210: Prospectus THEO 6990: Dissertation Research	**Direct Assessments** Coursework • Assessed by course professor through course presentations, projects, and research papers Primary Sources Exam • Assessed by faculty competent in the given language using the Primary Sources Examination Rubric (attached) Language Competency Examinations • Assessed by faculty competent in the given language using Language Competency Exam Rubric (attached) Annual Review • Assessed by group of faculty by considering the categories of the Annual Review Form (attached) Prospectus • Assessed by dissertation director using the Prospectus Template and Prospectus Oral Defense Rubric (attached) Dissertation • Assessed by dissertation director and dissertation committee using the Dissertation Rubric and Dissertation Oral Defense Rubric (attached) **Indirect Assessments** Program Exit Interview • Assessed by dissertation director using Exit Interview Form (attached) Alumni Survey • Assessed by director of graduate studies (DGS)	Faculty will utilize analyzed data to make any necessary changes within a semester following the data analysis. The program will evaluate the assessment-informed changes on a three-year cycle.

2	Graduate students will demonstrate an understanding of the theories and methods that structure the study of theology and religion and give shape to the history of the discipline.	**Christianity in Antiquity (CA) Coursework** THEO 6000: Theories and Methods	**Christian Theology (CT) Coursework** THEO 6000: Theories and Methods THEO 6040: Intro to Christian Theology	**Direct Assessments** Coursework • Assessed by course professor through course presentations, projects, and research papers Theories and Methods Examination • Assessed by instructor using the Theories and Methods Rubric (attached) Annual Review • Assessed by group of faculty by considering the categories of the Annual Review Form (attached) Prospectus • Assessed by dissertation director using the Prospectus Template and Prospectus Oral Defense Rubric (attached) Dissertation • Assessed by dissertation director and dissertation committee using the Dissertation Rubric and Dissertation Oral Defense Rubric (attached) **Indirect Assessments** Program Exit Interview • Assessed by dissertation director using Exit Interview Form (attached) Alumni Survey • Assessed by director of graduate studies (DGS)	Faculty will utilize analyzed data to make any necessary changes within a semester following the data analysis. The program will evaluate the assessment-informed changes on a three-year cycle.
3	Graduate students will be able to design and teach undergraduate courses within the major undergraduate courses in the department and develop into competent teachers.	Teaching Assistantship		**Direct Assessments** Teaching Assistantship • Assessed by faculty member for whom the student is a TA in consultation with the Graduate Teaching Mentor	Faculty will utilize analyzed data to make any necessary changes within a semester following the data analysis. The program will evaluate the assessment-informed changes on a three-year cycle.

				Student Evaluations • Assessed by faculty member for whom the student is a TA in consultation with the Graduate Teaching Mentor Annual Review • Assessed by group of faculty by considering the categories of the Annual Review Form (attached) **Indirect Assessments** Program Exit Interview • Assessed by dissertation director using Exit Interview Form (attached) Alumni Survey • Assessed by director of graduate studies (DGS)	
4	Graduate students will communicate their scholarly arguments effectively in both written and oral formats.	**Christianity in Antiquity (CA) Coursework** THEO ____: CA Survey THEO ____: CA Seminar THEO 6000: Theories and Methods THEO 6210: Prospectus THEO 6990: Dissertation Research	**Christian Theology (CT) Coursework** THEO 6040: Intro to Christian Theology THEO ____: CT Seminar THEO 6000: Theories and Methods THEO 6210: Prospectus THEO 6990: Dissertation Research	**Direct Assessments** Coursework • Assessed by course professor through course presentations, projects, and research papers Prospectus and Defense • Assessed by dissertation director using the Prospectus Template and Prospectus Oral Defense Rubric (attached) Dissertation and Defense • Assessed by dissertation director and dissertation committee using the Dissertation Rubric and Dissertation Oral Defense Rubric (attached) Annual Review • Assessed by group of faculty by considering the categories	Faculty will utilize analyzed data to make any necessary changes within a semester following the data analysis. The program will evaluate the assessment-informed changes on a three-year cycle.

				of the Annual Review Form (attached) Presentations at Scholarly Conferences • Assessed by group of faculty as part of the Annual Review Form (attached) Publications • Assessed by group of faculty as part of the Annual Review Form (attached) **Indirect Assessments** Program Exit Interview • Assessed by dissertation director using Exit Interview Form (attached) Alumni Survey • Assessed by director of graduate studies (DGS)	
5	Graduate students will acquire the skills necessary to succeed on the academic job market as well as to flourish as successful academic professionals.	Professionalization Seminar		**Direct Assessments** Attendance at and participation in Professionalization Seminar • Assessed by group of faculty as a part of the Annual Review Form Professional Development Activities • Assessed by group of faculty as a part of the Annual Review Form Annual Review • Assessed by group of faculty by considering the categories of the Annual Review Form (attached) **Indirect Assessments** Program Exit Interview • Assessed by dissertation director using Exit Interview Form (attached) Alumni Survey	Faculty will utilize analyzed data to make any necessary changes within a semester following the data analysis. The program will evaluate the assessment-informed changes on a three-year cycle.

			• Assessed by director of graduate studies (DGS)	
6	Graduate students will conduct independent research resulting in an original contribution to knowledge in their area of concentration.	**CA and CT Coursework** THEO 6210: Prospectus THEO 6990: Dissertation Research	**Direct Assessments** Literature Review Examination • Assessed by faculty using the Literature Review Rubric (attached) Prospectus • Assessed by dissertation director using the Prospectus Template and Prospectus Oral Defense Rubric (attached) Dissertation • Assessed by dissertation director and dissertation committee using the Dissertation Rubric and Dissertation Oral Defense Rubric (attached) Annual Review • Assessed by group of faculty by considering the categories of the Annual Review Form **Indirect Assessments** Program Exit Interview • Assessed by dissertation director using Exit Interview Form (attached) Alumni Survey • Assessed by director of graduate studies (DGS)	Faculty will utilize analyzed data to make any necessary changes within a semester following the data analysis. The program will evaluate the assessment-informed changes on a three-year cycle.

Additional Questions

1. On what schedule/cycle will faculty assess each of the above-noted program learning outcomes? *(It is <u>not recommended</u> to try 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.

2. Describe how, and the extent to which, program faculty contributed to the development of this plan.

Faculty contributed to the development of this plan by means of conversations between members of the graduate studies committee and consultation with the faculty at large.

3. On what schedule/cycle will faculty review and, if needed, modify this assessment plan?

Faculty will review and, if needed, modify this assessment plan every three years.

Language Competency Examination Rubric

Student: _____

Examiner: _____

Language under Examination: _____

I. Learning Goals

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

- Read the exam.
- 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

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

_____ Faculty Name

_____ Faculty Signature

SAINT LOUIS UNIVERSITY
EST. 1818

Department of Theological Studies

DOCTORAL 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: _____

Name: _____ Phone:_____

Email: _____ Banner ID: _____

Graduate Program: _____ Mentor: _____

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 Self Service.

Term	Course #	Course Title	Instructor	Credits	Grade

Current courses: Which courses are you taking now? Lines can be added to the table as you progress.

Course #	Course Title	Instructor	Credits

LANGUAGE ACQUISITION

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).

COMPREHENSIVE EXAMINATIONS

List the comprehensive exams you have taken, the dates of those exams, and their results. Provide an expected timeline for the completion of all exam requirements.

DISSERTATION RESEARCH

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 (i.e., 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	Instructor (for TAs)	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 reviews.

List below all internal or external grant submissions (or your participation in submissions) this academic year, indicating the funding source to which they were submitted and the results of the reviews, if known.

Describe any specialized training in teaching. Have you completed or do you plan on completing the Certificate Program in Teaching from the Reinert Center for Transformative Teaching and Learning?

List below all internships that you have had this academic year, indicating the place, time commitment, and activities of the program.

List all professional organizations of which you are a student member, including any offices held.

Describe any professional service and/or leadership positions associated with the university, graduate education, department or program. Indicate your title and dates of service.

List any awards, honors and achievements you have received this academic year.

Are there any other factors that you would like to have included in your evaluation?

EVALUATION: TO BE COMPLETED BY FACULTY

Based on 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		
Research Quality of Thesis, Prospectus or Dissertation		
Research Quantity (timely completion of project)		
Comprehensive Examinations		
Language Acquisition		
Assistantship Quality and Quantity		
Professional Development		
Collegiality		

Commentary (Include specific, written goals for the upcoming year if a student is "not meeting expectations" in any area.)

_____ _____

Student's signature Date

_____ _____

Director of Graduate Studies' signature Date

Literature Review Rubric

Student: _____

Examiner: _____

Dissertation Topic: _____

I. Learning Goals

- Students will demonstrate a comprehensive and integrated knowledge of the texts included on the bibliography.
- Students will demonstrate familiarity with the major historiographical and interpretative issues to which these texts give rise.
- Students will demonstrate the ability to situate their proposed dissertation research within this body of scholarship, attending to the ways in which their own research complements, contests, or otherwise modifies the existing scholarly landscape.

II. Instructions

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

Rubric Key
5 = Outstanding
4 = Very Good
3 = Acceptable
2 = Needs Work
1 = Unacceptable

III. Rubric Indicator

Demonstrates knowledge of the sources on reading list	
Demonstrates ability to analyze and synthesize material	
Demonstrates familiarity with major historiographical and interpretative issues raised by the sources	
Demonstrates ability to situate proposed research within the body of scholarship considered	
Answers directly respond to the questions posed and argue a central point or position	
Answers are well organized and logically coherent	
Answers employ correct English grammar and syntax	
Total Score	

IV. Evaluation Score (Please List Number Score) _____

V. Evaluation Possibilities for the Exam

- Pass (a score of 21 or above)
- Fail (a score of 20 or below, with option for one retake)

_____ Faculty Name

_____ Faculty Signature

Dissertation Oral Defense Rubric

Student: _____

Committee Chair: _____

First Reader: _____

Second Reader: _____

I. Learning Goals

- Students will demonstrate the ability to defend, clarify, and expand upon arguments made in the written dissertation.
- Students will demonstrate the ability to articulate their understanding of the nature of the discipline of historical theology.

Rubric Key
5 = Outstanding
4 = Very Good
3 = Acceptable
2 = Needs Work
1 = Unacceptable

II. Instructions

- Listen to the oral defense.
- Using the rubric key, evaluate the defense and provide a total score.

III. Rubric Indicator

Defends, clarifies, and expands upon written dissertation with further evidence and argument	
Directly and correctly answers the examiner's questions	
Demonstrates knowledge of dissertation subject, primary sources, and background scholarship	
Demonstrates ability to synthesize dissertation topic with broader topics in the discipline of theology	
Shows awareness of the limits of his or her knowledge	
Demonstrates an understanding of the nature of the discipline of historical theology	
Total Score	

IV. Evaluation Score (Please List Number Score) _____

V. Evaluation Possibilities for the Defense

- Pass with distinction (a score of 27 or above)
- Pass (a score of 18 or above)
- Fail (a score of 17 or below, with option for one retake)

_____ _____

Faculty Name Faculty Signature

Dissertation Rubric

Student: _____

Committee Chair: _____

First Reader: _____

Second Reader: _____

I. Learning Goals

- Students will present an original thesis in response to a question of significance to the field of historical theology.
- Students will craft a dissertation of substantial length that logically and persuasively argues in defense of the thesis.
- Students will demonstrate a critical grasp of major issues and themes in the field of historical theology and of relevance to the particular question that drives the thesis.
- Students will make an original contribution to the field of historical theology.

II. Instructions

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

Rubric Key
5 = Outstanding
4 = Very Good
3 = Acceptable
2 = Needs Work
1 = Unacceptable

III. Rubric Indicator

A. Foundational Elements	
Statement of the Question • Articulates a question that has not yet been answered or has been answered inadequately • Articulates a question that can be answered • Articulates a question that deserves a dissertation-length response	
Thesis • Directly answers the question • Clear and concise • Advances the field of historical theology • Orients and drives the structure of the dissertation	
State of the Question/Literature Review • Reviews literature in English and other languages • Identifies schools, trends, patterns, or other relationships in the existing scholarship • Recognizes relative significance of various scholarly contributions	

Primary Sources • Identifies diverse types of sources (if applicable) • Demonstrates use of sources in their original language • Places logical and coherent limit on sources • Demonstrates knowledge and use of unpublished sources (if applicable) • Critically assesses published primary sources	
Method • Articulates coherent method that fits the sources and thesis • Situates method in the context of existing scholarship	
B. Formal Elements	
Style • Employs clear, correct English grammar and syntax • Employs accurate vocabulary and technical terminology appropriate to the question • Effectively transitions from section to section, chapter to chapter, etc.	
Organization and Argumentation • Outlines the structure of the argument proposed in defense of the thesis • Adheres to the outline given • Presents appropriate and persuasive evidence in defense of the thesis • Constructs a logical argument in defense of the thesis on the basis of evidence presented • Demonstrates significance of thesis to the field of historical theology	
C. Functional Elements	
Formatting • Employs footnotes formatted in Chicago Style and according to the conventions of the discipline • Includes footnotes containing original text from foreign-language sources that have been translated into English in the body of the dissertation • Includes appendices (if applicable) presenting relevant documentary materials, datasets, etc.	
Bibliography • Follows Chicago Style and the conventions of the discipline for bibliographic citations • Separates primary and secondary sources into discrete sections • Includes all sources cited in notes and appendices, as well as other works consulted • Arranges citations in alphabetical order	
Total Score	

IV. Evaluation Score (Please List Number Score) _____

V. Evaluation Possibilities for the Dissertation

- Pass with Distinction (a score of 40 or above)
- Pass (a score of 27 or above)
- Fail (a score of 26 or below, with option for one retake)

_____ _____

Faculty Name Faculty Signature

Prospectus Template

The dissertation prospectus is a 20-25 page document that gives a road map for the proposed dissertation, arguing for its feasibility and significance to the field. Below you will find a template outlining the elements of a strong prospectus. Please be advised that one of the crucial ingredients of a successful prospectus is a willingness to collaborate with and seek regular feedback from your dissertation director and members of your committee.

I. Introduction

At a minimum, the introduction must include a statement of the question animating the proposed dissertation. The question posed should be one that has not yet been answered or has been answered inadequately, that can be answered, and that deserves a dissertation-length response. The introduction must also include a thesis statement that directly responds to the question posed, is clear and concise, advances the field, and orients and drives the structure of the dissertation.

II. State of the Question/Literature Review

This section situates the proposed dissertation within the context of contemporary scholarship on point. In this section, you must review and critically assess approaches to the question you pose above, identifying trends, patterns, or major themes and evaluating the merits and limitations of existing scholarship. In this section, too, please comment on the ways in which your own proposed response to the question develops, challenges, departs from, or fills in the gaps of existing scholarship.

III. Primary Sources

In this section, you must identify the primary sources upon which you intend to rely for your dissertation research. You should discuss the location and accessibility of these sources, demonstrate your ability to use these sources in their original languages, and critically assess (where applicable) published editions of such primary sources.

IV. Method

In this section, you must articulate a methodological approach to the sources that inform your dissertation project. The methodological approach should be appropriate to both the types of sources upon which you will be relying as well as your proposed thesis. You should also consider the ways in which your methodological approach to the question compares to, contrasts with, or otherwise relates to the approaches of existing scholarship on your topic.

V. Chapter outline

In this section, you must provide a tentative outline of the chapters that will constitute your dissertation. Chapters should be arranged in such a way that demonstrates a logical and progressive argument in defense of your thesis.

VI. Bibliography

The bibliography consists of two sections—one for primary sources and one for secondary scholarship. All entries must be formatted in proper Chicago style.

Prospectus Oral Defense Rubric

Student: _____

Committee Chair: _____

First Reader: _____

Second Reader: _____

I. Learning Goals

- Students will demonstrate the ability to defend, clarify, and expand upon arguments made in the written prospectus.
- Students will demonstrate the ability to articulate their understanding of the nature of the discipline of historical theology.

II. Instructions

- Listen to the oral defense.
- Using the rubric key, evaluate the defense and provide a total score.

Rubric Key
5 = Outstanding
4 = Very Good
3 = Acceptable
2 = Needs Work
1 = Unacceptable

III. Rubric Indicator

Defends, clarifies, and expands upon written prospectus with further evidence and argument	
Directly and correctly answers the examiner's questions	
Demonstrates knowledge of proposed dissertation subject, primary sources, and background scholarship	
Demonstrates ability to argue for significance of proposed dissertation topic to the field of historical theology	
Shows awareness of the limits of his or her knowledge	
Demonstrates an understanding of the nature of the discipline of historical theology	
Total Score	

IV. Evaluation Score (Please List Number Score) _____

V. Evaluation Possibilities for the Defense

- Pass with distinction (a score of 27 or above)
- Pass (a score of 18 or above)
- Fail (a score of 17 or below, with option for one retake)

_____ _____
Faculty Name Faculty Signature

Primary Sources in the Study of Christian Theology Rubric

Student: _____

Examiner: _____

I. Learning Goals

- Students will demonstrate an integrated and comprehensive understanding of the primary sources.
- Students will demonstrate an awareness of major historiographical questions provoked by the sources.
- Students will demonstrate an understanding of the nature of the academic study of Christian Theology.

II. Instructions

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

Rubric Key
5 = Outstanding
4 = Very Good
3 = Acceptable
2 = Needs Work
1 = Unacceptable

III. Rubric Indicator

Demonstrates knowledge of source material on reading list	
Demonstrates ability to analyze and synthesize material	
Answers directly respond to the questions posed and argue a central point or position	
Answers are well organized and logically coherent	
Answers employ correct English grammar and syntax	
Total Score	

IV. Evaluation Score (Please List Number Score) _____

V. Evaluation Possibilities for the Exam

- Pass (a score of 15 or above)
- Fail (a score of 14 or below, with option for one retake)

_____ Faculty Name

_____ Faculty Signature

Primary Sources in the Study of Christianity in Antiquity Rubric

Student: _____

Examiner: _____

I. Learning Goals

- Students will demonstrate an integrated and comprehensive understanding of the primary sources.
- Students will demonstrate an awareness of major historiographical questions provoked by the sources.
- Students will demonstrate an understanding of the nature of the academic study of Christianity in Antiquity.

II. Instructions

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

Rubric Key
5 = Outstanding
4 = Very Good
3 = Acceptable
2 = Needs Work
1 = Unacceptable

III. Rubric Indicator

Demonstrates knowledge of source material on reading list	
Demonstrates ability to analyze and synthesize material	
Answers directly respond to the questions posed and argue a central point or position	
Answers are well organized and logically coherent	
Answers employ correct English grammar and syntax	
Total Score	

IV. Evaluation Score (Please List Number Score) _____

V. Evaluation Possibilities for the Exam

- Pass (a score of 15 or above)
- Fail (a score of 14 or below, with option for one retake)

_____ Faculty Name

_____ Faculty Signature

Theories and Methods Rubric

Student: _____

Examiner: _____

I. Learning Goals

- Students will demonstrate an understanding of major theoretical and methodological issues in the study of theology and religion.
- Students will demonstrate the ability to situate their anticipated dissertation research within these broader theoretical and methodological currents.

II. Instructions

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

Rubric Key
5 = Outstanding
4 = Very Good
3 = Acceptable
2 = Needs Work
1 = Unacceptable

III. Rubric Indicator

Demonstrates knowledge of source material on reading list	
Demonstrates ability to analyze and synthesize material	
Demonstrates understanding of the significance of themes and issues presented by the sources to anticipated dissertation research	
Answers directly respond to the questions posed and argue a central point or position	
Answers are well-organized and logically coherent	
Answers employ correct English grammar and syntax	
Total Score	

IV. Evaluation Score (Please List Number Score) _____

V. Evaluation Possibilities for the Exam

- Pass (a score of 18 or above)
- Fail (a score of 17 or below, with option for one retake)

_____ Faculty Name

_____ Faculty Signature

EXIT INTERVIEW: GRADUATE STUDENTS

Student Name: _____ Interviewer Name: _____
Program: _____ Date: _____
Track: _____

1. How would you rate your overall experience at SLU 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 for you? Which were least? Were there any courses you wished could have been available? Did you have enough flexibility to take the courses that were of interest to you?

4. For MA students: did the program enable you to develop a general theological literacy by providing you with a basic background in the main areas of Catholic theology?

   For PhD students: did the program train you to research and teach at a high level?

5. Did you find the DTS to be a supportive community, both socially and spiritually?

6. Please comment on the structure and operation of the program. What worked well? What could be improved?

7. Is there anything else that you would like to add about the structure of our programs, student satisfaction or ideas for improvement?

8. What are your plans for after graduation?

9. Please provide your post-graduation contact information:

   Address: _____
   Telephone: _____
   Email address (non-SLU): _____