

Program-Level Assessment: Annual Report

Program Name (no acronyms): Philosophy for Ministry,
Religious Tracks

Department: Philosophy & Letters

Degree or Certificate Level: BA/BS, MA

College/School: Philosophy & Letters

Date (Month/Year): December 2022

Assessment Contact: Randall S. Rosenberg, Ph.D.

In what year was the data upon which this report is based collected? 2021-2022

In what year was the program's assessment plan most recently reviewed/updated? 2020

Is this program accredited by an external program/disciplinary/specialized accrediting organization? n/a

1. Student Learning Outcomes

Which of the program's student learning outcomes were assessed in this annual assessment cycle? (Please list the full, complete learning outcome statements and not just numbers, e.g., Outcomes 1 and 2.)

Outcome 3: Students can analyze specific challenges in the contexts of Catholic ministry using philosophy and other relevant knowledge.

2. Assessment Methods: Artifacts of Student Learning

Which artifacts of student learning were used to determine if students achieved the outcome(s)? Please describe the artifacts in detail and identify the course(s) in which they were collected. Clarify if any such courses were offered a) online, b) at the Madrid campus, or c) at any other off-campus location.

The artifacts of student learning used to determine the achievement of outcomes were the Capstone Papers produced at the culmination of the following two-semester sequence: Fall PLJ 4900.04: Integration Seminar: Capstone Preparation and Spring PLJ 4960: Capstone Project.

3. Assessment Methods: Evaluation Process

What process was used to evaluate the artifacts of student learning, and by whom? Please identify the tools(s) (e.g., a rubric) used in the process and **include them in/with this report document** (please do not just refer to the assessment plan).

Evaluative report from the instructor of both PLJ 4900/PLJ 5900 and PLJ 4960/PLJ 5960 (see attached Appendix I).

In my capacity as Dean, I also conducted conversations with capstone students and faculty who served on oral examination committees.

4. Data/Results

What were the results of the assessment of the learning outcome(s)? Please be specific. Does achievement differ by teaching modality (e.g., online vs. face-to-face) or on-ground location (e.g., STL campus, Madrid campus, other off-campus site)?

According to the instructor, all students satisfied Outcome 3 at the highest level, exceeding the expectations of the capstone course (see Appendix 1). The oral examiners largely agree that the capstone course is a success. A few oral examiners identified the presence of certain eclecticism in the writing that slightly mitigated the depth of analysis (see Appendix 2).

5. Findings: Interpretations & Conclusions

What have you learned from these results? What does the data tell you?

The data suggests that students are able to analyze specific challenges in the contexts of Catholic ministry using philosophy and other relevant knowledge. They also elucidated an opportunity to challenge students and assess student work in all three capstone courses (method, preparation, and project) on the theme of philosophical coherence.

6. Closing the Loop: Dissemination and Use of Current Assessment Findings

A. When and how did your program faculty share and discuss these results and findings from this cycle of assessment?

The Dean communicated this finding to the Capstone instructor at the beginning of the spring semester.

B. How specifically have you decided to use these findings to improve teaching and learning in your program? For example, perhaps you've initiated one or more of the following:

Changes to the Curriculum or Pedagogies

- Course content
- Teaching techniques
- Improvements in technology
- Prerequisites
- Course sequence
- New courses
- Deletion of courses
- Changes in frequency or scheduling of course offerings

Changes to the Assessment Plan

- Student learning outcomes
- Artifacts of student learning
- Evaluation process
- Evaluation tools (e.g., rubrics)
- Data collection methods
- Frequency of data collection

Please describe the actions you are taking as a result of these findings.

The importance of philosophical coherence will now be underscored in the syllabi and rubrics of capstone courses

If no changes are being made, please explain why.

7. Closing the Loop: Review of Previous Assessment Findings and Changes

A. What is at least one change your program has implemented in recent years as a result of assessment data?

In last year's assessment, it was noted that various elements of the capstone project were not clearly communicated by the instructor at the beginning of each semester, leaving the students to find this information elsewhere. The need for possible changes to the Capstone instructor was noted. In light of this assessment, new capstone instructors were assigned for AY22 and AY23.

B. How has this change/have these changes been assessed?

Course evaluations and advising meetings

C. What were the findings of the assessment?

The course evaluations and advising meetings indicate a strong improvement in faculty communication and expectations.

D. How do you plan to (continue to) use this information moving forward?

This information will continue to inform the assignment of capstone instructors.

IMPORTANT: Please submit any assessment tools (e.g., artifact prompts, rubrics) with this report as separate attachments or copied and pasted into this Word document. Please do not just refer to the assessment plan; the report should serve as a stand-alone document.