

Theology & Religious Studies ASSESSMENT GUIDE 2023

Approved by TRS Faculty: March 1, 2023

TRS Student Learning Outcomes

SLO 1. Critically analyze the religious dimensions of human experience as expressed in sacred texts, art, ritual practice, ethical commitments, philosophy/theology, and social structures.

SLO 2. Identify ways in which religious or ethical traditions and the critical study thereof provide resources for responding to injustice and living ethically.

TRS Assessment Standards

Core/Elementary Standards

1. Student explains a religious expression in its specific context, using pertinent, appropriately documented, primary and secondary sources to demonstrate critical engagement.
2. Student identifies an ethical question or injustice, and uses pertinent, appropriately documented, primary and secondary sources to critically engage the ways in which one particular religious tradition or ethical theory addresses this issue.

Capstone/Intermediate Standards

1. Student explains a religious expression in its specific context, using pertinent, appropriately documented, primary and secondary sources to demonstrate critical engagement; student takes into account diverse contexts, alternative explanations, assumptions, and implications.
2. Student uses pertinent, appropriately documented, primary and secondary sources to analyze an ethical question or injustice through critical engagement with diverse religious traditions or ethical theories, identifying strengths and critiques of these diverse approaches.

Graduate/Advanced Standards

1. Student uses pertinent, appropriately documented, primary and secondary sources to demonstrate sophisticated critical engagement with a religious expression in its context and from an explicit, well-defined disciplinary perspective; takes into account diverse contexts, alternative explanations, assumptions, and implications, evaluating the strengths and weaknesses of those interpretations.
2. Student uses pertinent, appropriately documented, primary and secondary sources to adeptly and insightfully analyze an ethical question or injustice through critical engagement with diverse religious traditions or ethical theories; identifies strengths and critiques of these diverse approaches; and articulates own response, including an explanation of the assumptions behind, objections to, and implications of this position.

TRS Assessment Processes

General Expectations

- Every *Core TRS course* (i.e., 1000-, 2000-, and 3000-level offerings) must be designed to help students achieve TRS program SLO #1 at the *elementary/core level* of proficiency. They also may be designed to help students achieve TRS program SLO #2 at the elementary/core level of proficiency.
- Every *4000-level course* must be designed to help students achieve TRS program SLO #1 at the *capstone/intermediate level* of proficiency. They also may be designed to help students achieve TRS program SLO #2 at the capstone/intermediate level of proficiency.
- Every *5000-level course* must be designed to help students achieve TRS program SLO #1 at the *graduate/advanced level* of proficiency. They also may be designed to help students achieve TRS program SLO #2 at the graduate/advanced level of proficiency.
- The Instructors in each TRS course must designate in the syllabus which assignment will be used to assess the applicable TRS SLO(s).

Course-Level Assessment

- The department will assess SLO #1 in select courses on an established rotation. The course Instructor will conduct this assessment of student achievement on the three-fold scale of “exceeded,” “met,” or “not met.” Instructors are welcome to use the assessment rubrics even if their course is not required in that rotation.

Three-Year Cycle	Year 1	Year 2	Year 3
SLO 1	1000s/2000s	3000s	4000s/5000s
SLO 2	NA	NA	NA

Program-Level Assessment

- The department will assess the capstone/intermediate level of proficiency in SLO #1 and #2 for *Majors and Minors* annually using the TRS 4990 research paper. This duty is the responsibility of the TRS Undergraduate Program Committee.
- The department will assess the graduate/advanced level of proficiency in SLOs #1 and #2 for *Graduate Students* (M.A. and certificate) annually using the final assessment portfolios. This duty is the responsibility of the TRS Graduate Program Committee.
- The TRS UPC and GPC will provide annual summaries of their assessment data and recommendations to the TRS Assessment Coordinator and TRS Department Chair for information and appropriate action. The TRS Assessment Coordinator will collate the data from Core courses and any others that are not part of the undergraduate or graduate portfolios.

Annual Cycle	Majors	Minors	Graduate
SLO 1	TRS 3990 Research Paper	TRS 3990 Research Paper	Final Portfolio
SLO 2	TRS 3990 Research Paper	NA	Final Portfolio