

Program-Level Assessment: Annual Report

Program Name (no acronyms): Philosophy and Theolog for Ministry	Department: Philosophy and Letters
Degree or Certificate Level: MA	College/School: Philosophy and Letters
Date (Month/Year): December 2023	Assessment Contact: Randall S. Rosenberg, Ph.D.

In what year was the data upon which this report is based collected? 2022-2023

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 or subject to state/licensure requirements? No

If yes, please share how this affects the program’s assessment process (e.g., number of learning outcomes assessed, mandated exams or other assessment methods, schedule or timing of assessment, etc.):

1. Student Learning Outcomes

Which of the program’s student learning outcomes were assessed in this annual assessment cycle? (Please provide the complete list of the program’s learning outcome statements and **bold** the SLOs assessed in this cycle.)

Outcome 4: Students will be able to evidence professional integrity in their reflection on challenges in contexts of ministry.

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, identify the course(s) in which they were collected, and if they are from program majors/graduates and/or other students. Clarify if any such courses were offered a) online, b) at the Madrid campus, or c) at any other off-campus location.

Capstone Method: For all first-year Jesuits Scholastics and Brothers, BA, BS, and MA

The task of this paper is to:

- Describe a ministerial experience in a “Reflective” and not “Naïve” mode. The task is to communicate the tension to the reader – offering the reader a sense of why this experience is worth exploring more deeply.
- Describe two philosophical themes or questions that may help you understand this ministerial experience more deeply.
- Describe two themes/questions especially related to the social-cultural context of this ministerial experience that may help you understand this context of mission more deeply. What specific scholarly disciplines might help you explore these themes/questions more deeply?

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).

A rubric was used by the professor to evaluate the artifacts of student learning (see attachment)

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)?

Description of Ministerial Experience (avg. 4.5 out of 5)
Description of Philosophical Themes (avg. 3.75 out of 5)
Description of Sociocultural Themes (avg. 4.25 out of 5)

5. Findings: Interpretations & Conclusions

What have you learned from these results? What does the data tell you? Address both a) learning gaps and possible curricular or pedagogical remedies, and b) strengths of curriculum and pedagogy.

We have learned that students on the whole were less prepared to identify and explain philosophical themes. Since many of our students enter the program without prior philosophy courses, the data suggests that this course be revised to integrate more explicitly a module on philosophical themes.

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

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

The results were shared with the formation team in fall 2023.

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 course (to be offered again in fall 2024) will include a new module on philosophical themes.

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 previous assessment data?

The M.A. is quite new. I will be able to report on this next year.

B. How has the change/have these changes identified in 7A been assessed?

n/a

C. What were the findings of the assessment?

n/a

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

n/a

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

Capstone Method

Final Assignment

Ministerial Experience: Describe a ministerial experience in a “Reflective” and not “Naïve” mode (See class handout). The task is to communicate the tension to the reader – offering the reader a sense of why this experience is worth exploring more deeply. (approximately 1 page, double-spaced)

Disciplinary Connection: Philosophy: Describe two philosophical themes or questions that may help you understand this ministerial experience more deeply. (approximately 1 page, double-spaced)

Social-Cultural Context: Describe two themes/questions especially related to the social-cultural context of this ministerial experience that may help you understand this context of mission more deeply. (The “Scale of Values and Dialectics of History” framework may help you identify relevant areas). What specific scholarly disciplines might help you explore these themes/questions more deeply. (approximately 1 page, double-spaced)

Capstone Method - Final Assignment on Ministerial Contexts - Rubric

	Developing 1-2	Competent 3	Very Good 4	Exemplary 5
The student described a ministerial experience in a Reflective Mode				
The student described two philosophical themes that helps understand this ministerial experience more deeply.				
The student described two themes/questions related to the social-cultural context of this ministerial experience to understand this context of mission more deeply.				

Capstone Method - Final Assignment on Ministerial Contexts - Results - 4 students

	Developing 1-2	Competent 3	Very Good 4	Exemplary 5	Average Results
The student described a ministerial experience in a Reflective Mode			2 students	2 students	4.5
The student described two philosophical themes that help understand this ministerial experience more deeply.		2 students	1 student	1 student	3.75
The student described two themes/questions related to the social-cultural context of this ministerial experience to understand this context of mission more deeply.		1 student	1 student	2 students	4.25