Program: **THEOLOGY**

1) Have formal learning outcomes been developed? What are they? (What specific sets of skills and knowledge does the department expect its majors to have acquired before they graduate?)

Graduating theology majors should be able to:

1. Demonstrate knowledge of scripture, creeds, major developments, leading thinkers, and spirituality of Christian theological tradition, with proficiency in one or more such areas, and with particular attention to the Roman Catholic tradition.
2. Reflect theologically on contemporary social, cultural, and ethical dimensions and implications of Christian faith.
3. Mount cogent, constructive theological arguments in dialogue with other disciplines.
4. Engage articulately in some aspect of both ecumenical and inter-religious dialogue and learning.

2) Where are these learning outcomes published? Be specific. (Where are the department’s learning expectations accessible to potential majors: on the web or in the catalog or in your department’s major handouts?)

Department website

3) Other than GPA, what data/evidence is used to determine whether graduates have achieved the stated outcomes for the degree? (What evidence and analytical approaches do you use to assess which of the student learning outcomes are being achieved more or less well?)

1. Research project/paper in the (junior year) Majors Seminar.
2. Substantial paper integrating accumulated theological learning, written in the senior year for an advanced (level three) theology elective. The specific course paper to be evaluated will be chosen by the student in concert with his or her academic advisor or the Director. (Senior thesis can be substituted here.)
3. Exit interview in final semester: the exit interviews this past academic year took the form of a questionnaire sent to all graduating seniors asking them to assess the degree to which the learning goals had been met (on a scale of 1 to 5) by the combination of courses they
had taken toward the major. The questionnaire also asked them to specify which particular courses they had taken which clearly served a particular learning goal.

In 2011-2012, assessment was based mainly on 1 and 3

4) **Who interprets the evidence? What is the process?** *(Who in the department is responsible for interpreting the data and making recommendations for curriculum or assignment changes if appropriate? When does this occur?)*

Members of the Curriculum Committee were asked to read three random papers selected from the Majors’ seminar offered in the Spring of 2012 by Professor Robert Imbelli. The topic of the seminar was the Theology of Avery Dulles, and focused on “the nature of Theology.”

The Department Chair studied the exit interviews together with the Director of Undergraduate Studies