

# College of Arts and Sciences (CAS) 2016 - 2017 Yearly Assessment Report

If you would like to preview this form before you begin submitting, please follow this link:  
[https://myusf.usfca.edu/sites/default/files/2017\\_Yearly\\_Assessment\\_Report\\_preview.pdf](https://myusf.usfca.edu/sites/default/files/2017_Yearly_Assessment_Report_preview.pdf)

## NOTES:

- *2016-2017 Yearly Assessment Reports* for all CAS Majors, Minors, Graduate Programs, and Non-Degree Seeking Programs are due by 10/28/17; early submissions are welcome.
- Reports, including Curriculum Map(s) should be submitted to the Program Assistant; he/she will upload documents to Gnosis.
  - Undergraduate programs (majors and minors) must include two curricular maps – one showing how courses map onto Program Learning Outcomes (PLOs) and one showing how PLOs map onto Institutional Learning Outcomes (ILOs).
  - Graduate programs must include one curricular map showing how courses map onto PLOs.
  - Non-degree seeking programs must include one curricular map showing how PLOs map onto ILOs.
- This form **cannot be saved** once it is in-progress. If you close out of the form before submission, responses will be **discarded**. Please ensure you are ready to fill out the full form once you begin, and/or keep a backup copy of your responses.
- If you encounter any issues while utilizing this form, please contact Corie Schwabenland Garcia, Academic Data and Assessment Analyst, at x4285 or [ceschwabenland@usfca.edu](mailto:ceschwabenland@usfca.edu)

Identifying Information 

**Name of Program \***

Theology and Religious Studies

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**Type of Program \***

Major

**College of Arts and Sciences Division \***

Arts

**Name/Title/E-mail Address of Submitter \***

Cathal Doherty SJ/Associate Professor/cdohertysj@usfca.edu

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**Name(s)/E-mail Address(es) of Additional Individual(s) Who Should Receive Feedback**

Aaron Hahn-Tapper/ajhahntapper@usfca.edu

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Submissions via the following Google form are strongly encouraged. However, if your department/program wishes to upload its assessment report in lieu of completing this form, you can do so here. Would you like to upload a PDF version of your Yearly Assessment Report?

Yes

No

## Yearly Assessment Report PDF Upload

If you wish to submit a separate PDF report, please be sure to include all the components listed in this google form (screen shots of the google form are available at

[https://myusf.usfca.edu/sites/default/files/2017\\_Yearly\\_Assessment\\_Report\\_preview.pdf](https://myusf.usfca.edu/sites/default/files/2017_Yearly_Assessment_Report_preview.pdf))

Please upload a PDF version of your Yearly Assessment Report here: \*

Please upload your program's PLO x Courses Curriculum map here (all file types allowed) \*

Please upload your program's PLO x ILO Curriculum map here (all file types allowed)

If you would like to upload any other files (i.e. rubrics used to evaluate student work products, scripts/surveys/other indirect methods used to evaluate student work), you may upload them here. Please use descriptive file names (i.e. "SociologyAssessmentRubric").

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## Mission Statement

Please type and/or copy-and-paste directly into the space below:

\*

Religion is one of the most powerful social forces shaping the world of the 21st century. We believe that an understanding of religious traditions, a passion for social justice, and sensitivity for cultural difference help students navigate our religiously complex world. The Department of Theology and Religious Studies shares the Jesuit mission of the University of San Francisco by examining both human experience of the divine and the transmission of that experience through religious traditions, doctrines, and rituals, emphasizing the Catholic tradition. Welcoming religious diversity as a challenge, the Department exposes students to the wisdom and values of world religious traditions.

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## Program Learning Outcomes (PLOs)



Please type and/or copy-and-paste directly into the space below:

\*

### 1. Human Dimensions of Religion, Theology and Spirituality:

Students will articulate how religion, theology, and spirituality underlie and correlate with a broad range of human experience.

### 2. Religious Diversity:

Students will articulate the particularities of various faith traditions (including creedal vision, moral teachings, historical context, social expression, and key rites and symbols) in the context of the plurality of world religious traditions, as encouraged by Vatican II's stance on the Catholic Church's relationship with other faiths.

### 3. Social Justice:

Students will articulate how religious traditions work for social justice and the good of the entire human family as well as the environment that sustains it.

### 4. Theory & Methods of the Study of Religion:


Students will employ knowledge of academic methods and practices characteristic of the study of theology and/or religion, including the different contributions of textual, historical, social, and interdisciplinary studies.

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## Curriculum Maps

Please upload your Curriculum Maps below. All file types (Excel, PDF, etc.) are allowed.

Please upload your PLOs to Courses Curriculum map here \*

Please upload your PLOs to ILOs Curriculum map here \*

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## Assessment Methods

Which of your Program Learning Outcomes did you assess during 2016-2017? \*

3. Social Justice: Students demonstrate how religious traditions work for social justice and the good of the entire human family as well as the environment that sustains it.

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What student work products did you use to assess your PLO(s)? Pick one or more direct methods from the list below and briefly describe below what specific work product(s) you used. \*

- Published (Standardized) Test (e.g., Major Field Test)
- Class Tests & Quizzes with Embedded Questions
- Class Presentations
- Off-Campus Presentations (NGOs, clients, agencies, etc.)
- Research Projects Reports
- Case Studies
- Term Papers
- Portfolio
- Artistic Performances, Recitals & Products
- Capstone Projects
- Poster Presentations
- Comprehensive Exams
- Thesis, Dissertation
- Pass Rates on Certification or Licensure Exams
- Group Projects
- In-/Out-of Class Presentations
- Competency Interviews (e.g., oral exams)
- Simulations
- Juried Presentations



Other: E-mail question/response directed to majors

## Brief description of student work products used to assess PLOs: \*

The THRS department exclusively services the core curriculum. We do not offer courses reserved for majors or minors (with one rare exception, THRS 101). Therefore, extraction of direct data from students poses particular challenges. This task is compounded by the very small number of majors and minors, sprinkled across a broad range of core courses. In any THRS given course, there may be only one or two of our majors or minors in a class of 40. Oftentimes there are none.

Therefore, rather than extracting data from every student in our courses, the vast majority of which would be irrelevant to the assessment of our major and minor program, this year we decided to extract data from our students directly, outside of the framework of particular courses. This method consisted in sending out a question by e-mail to all our majors and minors, requesting a response by return.

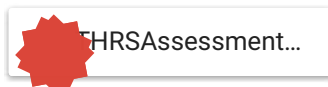
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## What tools did you use to evaluate the student work product(s) (e.g. rubric, test score)? \*

Rubric

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Please upload any tools used to evaluate student work product(s) here in PDF format only. Please use descriptive file names (e.g. "SociologyAssessmentRubric.PDF").



Who evaluated the student work product? Check all that apply. \*

- FT faculty members who were not instructor(s) of the course(s)
- FT faculty members who were instructor(s) of the course(s)
- PT faculty members who were not instructor(s) of the course(s)
- PT faculty members who were instructor(s) of the course(s)
- Other: FT faculty / question administered outside framework of a course

Describe the calibration procedure you employed, if any (i.e., how did you assure that faculty raters were consistent with each other in how they rated the student work products):

N/A

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## What indirect methods did you employ, if any?

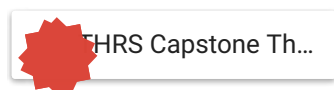
- Student Survey
- Student Interview
- Focus Groups
- Reflection Sessions
- Reflection Essays
- Faculty Survey
- Exit (end of program) Survey
- Exit (end of program) Interview
- Alumni Survey
- Employer Survey
- Diaries or Journals
- Data from Institutional Surveys
- Curriculum/Syllabus Analysis
- Other: .....

Please indicate and briefly describe what indirect methods you used (and/or attach the survey/script/interview below).

We asked graduating seniors to reflect on how their Capstone thesis related to the Social Justice PLO.

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Attach survey/script/interview here as needed



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## Results

### What were the direct data results? \*

Unsurprisingly, student response rates were low. Nonetheless, the responses from students who took the time to respond, were very encouraging and showed an excellent grasp of the social justice PLO. All responses successfully rooted the three elements of the PLO (social justice, good of human family, environment) in concrete religious tradition.

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### What were the indirect data results? (If applicable)

The indirect results were similarly encouraging. Students again clearly articulated how the PLO related to the subject of their capstone thesis and successfully rooted the three elements of the PLO in their work.

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### How do you interpret these results? What do they mean? \*

The conclusion is that our PLO is being very successfully met. Students in THRS clearly have a keen sense of how religious traditions embody concern for social justice, the good of the human family as a whole as well as the environment that sustains it.

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## Closing the Loop



"Assessment is most likely to lead to improvement when it is part of a larger set of conditions that promote change: Assessment alone changes little. Its greatest contribution comes on campuses where the quality of teaching and learning is visibly valued and worked at. On such campuses, the push to improve educational performance is a visible and primary goal of leadership; improving the quality of undergraduate education is central to the institution's planning, budgeting, and personnel decisions. On such campuses, information about learning outcomes is seen as an integral part of decision making, and avidly sought."

--9 Principles of Good Practice for Assessing Student Learning: American Association for Higher Education

Purpose: In the current field of higher education today, Assessment of student learning is seen as a critical tool to assist in the mission of student centered education. It is a way for faculty and the other university constituents involved in learning to use data driven results to bring about needed curricular or programmatic changes to improve student outcomes.

In the previous section, you have analyzed the data to get some critical insights into student learning. This section is for our way forward, and touches upon a few core areas:

What might you do as a result of these assessment results? What curricular or programmatic changes might you implement? \*

- Revision of PLOs
- Changes in pedagogical practices
- Revision of program course sequence
- Revision of course(s) content
- Curriculum Changes (e.g. addition and/or deletion of courses)
- Modified program policies or procedures
- Designed measurement tools more aptly suited for the task
- Improved within and across school/college collaboration
- Improved within and across school/college communication
- Revised student learning outcomes in one or more courses
- Modified rubric
- Developed new rubric
- Developed more stringent measures (key assessments)
- Modified course offering schedules
- Changes to faculty and/or staff
- Changes in program modality of delivery
- Other: No major revision or new course of action required

## Description of the Proposed Changes (as checked above): \*

Given the very positive outcome of our evaluation, no substantial changes are necessary to ensure that this PLO is being met. Our students are clearly demonstrating an excellent mastery of this PLO. Nonetheless, we feel that particular instructors

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## Amendments to your assessment plan: If, in course of conducting current assessment, you felt a need to amend the assessment plan itself for future assessments, please discuss it here in a few sentences: \*

As outlined previously, extracting direct student data is problematic given the unique profile of our department as servicing the Core curriculum. This year's attempt at modifying our methods was partially successful. Ongoing and creative department discussion is required, however, to improve our data collection methods.

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Google Forms

Dear THRS Students,

As part of the process of evaluating the department's success in achieving our Program Learning Outcomes (<https://www.usfca.edu/catalog/undergraduate/arts-sciences/theology-religious-studies/major>), we would like you to answer the following question in a couple of paragraphs:

“Explain briefly with reference to the religious tradition you know best, how it works for social justice and the good of the entire human family, as well as the environment that sustains it.”

**Evaluation metric:**

- |                     |   |
|---------------------|---|
| Excellent mastery:  | roots three elements (social justice, good of human family, environment) in concrete religious tradition          |
| Good mastery:       | roots two elements (social justice, good of human family, environment) in concrete religious tradition            |
| Adequate mastery:   | roots one element (social justice, good of human family, environment) in concrete religious tradition             |
| Inadequate mastery: | roots none of these elements (social justice, good of human family, environment) to concrete religious tradition. |

In Spring 2017, the graduating seniors were asked to provide their thoughts on how their capstone thesis project addressed the social justice PLO.

*Question 2. The Social Justice component of the THRS's Program Learning Outcome for majors states as follows: Students will articulate how religious traditions work for social justice and the good of the entire human family as well as the environment that sustains it. In light of this, please describe how your Capstone thesis addresses the Social Justice component.*

	PLO1	PLO2	PLO3	PLO4
Program Learning Outcomes X Courses	1. <b>Human Dimensions</b> of Religion, Theology and Spirituality: Students articulate how religion, theology, and spirituality underlie and correlate with a broad range of human experience.	2. <b>Religious Diversity:</b> Students analyze various religious traditions, as encouraged by Vatican II's stance on the Catholic Church's relationship with other faiths.	3. <b>Social Justice:</b> Students investigate and articulate how religious and theological traditions can work effectively for social justice and for the good of the entire human family and the environment that sustains it.	4. <b>Theory &amp; Methods</b> of the Study of Religion: Students demonstrate knowledge of academic methods and practices characteristic of the study of theology and/or religion, including the different contributions of textual, historical, social, and interdisciplinary studies.
Courses or Program Requirement				
THRS 100 Christian Village	I = Introductory	I = Introductory	I = Introductory	I = Introductory
THRS 101 Methods & Theories in THRS	I = Introductory	I = Introductory	I = Introductory	I = Introductory
THRS 104 Mystery of God/Human Person	I = Introductory	I = Introductory	I = Introductory	I = Introductory
THRS 106 Introduction to Sacred Scriptures	I = Introductory	I = Introductory	I = Introductory	I = Introductory
THRS 143 History of Christianity	I = Introductory	I = Introductory	I = Introductory	I = Introductory
THRS 240 Women, Poverty & Catholic Social Thought	I = Introductory	I = Introductory	I = Introductory	I = Introductory
THRS 250 Filipino Music & Theology	I = Introductory	I = Introductory	I = Introductory	I = Introductory
THRS 256 First Semester Hebrew	I = Introductory	I = Introductory	I = Introductory	I = Introductory
THRS 257 Second Semester Hebrew	I = Introductory	I = Introductory	I = Introductory	I = Introductory
THRS 258 Third Semester Hebrew	I = Introductory	I = Introductory	I = Introductory	I = Introductory
THRS 262 Homosexuality and the Bible	I = Introductory	I = Introductory	I = Introductory	I = Introductory
THRS 270 African Theology/Cosmologies	I = Introductory	I = Introductory	I = Introductory	I = Introductory
THRS 275 Reading from the Margins: Diverse Biblical Interpretations	I = Introductory	I = Introductory	I = Introductory	I = Introductory
THRS 280 Migrant and Diaspora Religion	I = Introductory	I = Introductory	I = Introductory	I = Introductory
THRS 295 Transfer Year Seminars	I = Introductory	I = Introductory	I = Introductory	I = Introductory
THRS 305 Feminist Theology from the Third World(s)	I = Introductory	I = Introductory	I = Introductory	I = Introductory
THRS 306 Theology in HIV/AIDS Contexts	I = Introductory	I = Introductory	I = Introductory	I = Introductory
THRS 307 Exploring Buddhist Himalaya	I = Introductory	I = Introductory	I = Introductory	I = Introductory
THRS 308 Who is Jesus? An Introduction to Christology	I = Introductory	I = Introductory	I = Introductory	I = Introductory
THRS 310 Celebrating Sacraments	I = Introductory	I = Introductory	I = Introductory	I = Introductory
THRS 312 Christian Marriage	I = Introductory	I = Introductory	I = Introductory	I = Introductory
THRS 315 Greek and Roman Religion	I = Introductory	I = Introductory	I = Introductory	I = Introductory
THRS 318 Religious Non-Violence and the Politics of Interpretation: the Case of Israel and Palestine	I = Introductory	I = Introductory	I = Introductory	I = Introductory
THRS 320 Religion & Culture in Late Antiquity	I = Introductory	I = Introductory	I = Introductory	I = Introductory
THRS 321 Amazing Grace	I = Introductory	I = Introductory	I = Introductory	I = Introductory
THRS 322 Liberation Theology	I = Introductory	I = Introductory	I = Introductory	I = Introductory
THRS 324 Jewish and Islamic Mysticism	I = Introductory	I = Introductory	I = Introductory	I = Introductory
THRS 325 Modern Jewish Thought	I = Introductory	I = Introductory	I = Introductory	I = Introductory
THRS 326 Holocaust & Genocide	I = Introductory	I = Introductory	I = Introductory	I = Introductory
THRS 327 Social Justice, Activism & Jews	I = Introductory	I = Introductory	I = Introductory	I = Introductory
THRS 329 Contemporary Political Prophets	I = Introductory	I = Introductory	I = Introductory	I = Introductory
THRS 331 Reserved for Zambia Course	I = Introductory	I = Introductory	I = Introductory	I = Introductory
THRS 332 Society & Religion	I = Introductory	I = Introductory	I = Introductory	I = Introductory
THRS 333 Islam in the Modern & Contemporary World	I = Introductory	I = Introductory	I = Introductory	I = Introductory
THRS 334 East Asian Meditation Practices	I = Introductory	I = Introductory	I = Introductory	I = Introductory
THRS 335 What is Catholicism?	I = Introductory	I = Introductory	I = Introductory	I = Introductory
THRS 340 Pan-American Saints: Hagiography & Politics	I = Introductory	I = Introductory	I = Introductory	I = Introductory
THRS 341 Christian Contemplative Practice I: Practice	I = Introductory	I = Introductory	I = Introductory	I = Introductory
THRS 342 Christian Contemplative Practice II: Mystical Theology	I = Introductory	I = Introductory	I = Introductory	I = Introductory
THRS 343 Christian Contemplative Practice III: Christianity in Dialogue	I = Introductory	I = Introductory	I = Introductory	I = Introductory
THRS 344 Christian Contemplative Practice IV: Contemplation in Action	I = Introductory	I = Introductory	I = Introductory	I = Introductory
THRS 345 Religion of US Latinos	I = Introductory	I = Introductory	I = Introductory	I = Introductory
THRS 355 Philippine Theology and the Revolutions	I = Introductory	I = Introductory	I = Introductory	I = Introductory
THRS 360 Sacred Places, Sacred Times	I = Introductory	I = Introductory	I = Introductory	I = Introductory
THRS 361 Religion and the Environment	I = Introductory	I = Introductory	I = Introductory	I = Introductory
THRS 363 Religion in Latin America	I = Introductory	I = Introductory	I = Introductory	I = Introductory
THRS 365 Religion and Globalization	I = Introductory	I = Introductory	I = Introductory	I = Introductory
THRS 366 Religion and Spirituality in Asia	I = Introductory	I = Introductory	I = Introductory	I = Introductory
THRS 367 Intro to Buddhism	I = Introductory	I = Introductory	I = Introductory	I = Introductory
THRS 368 Japanese Religion & Soc	I = Introductory	I = Introductory	I = Introductory	I = Introductory
THRS 370 Zen Buddhism	I = Introductory	I = Introductory	I = Introductory	I = Introductory
THRS 371 Hinduism	I = Introductory	I = Introductory	I = Introductory	I = Introductory
THRS 373 Jewish-Christian Relationship	I = Introductory	I = Introductory	I = Introductory	I = Introductory
THRS 373 Introduction to Islam	I = Introductory	I = Introductory	I = Introductory	I = Introductory
THRS 376 Jews, Judaisms and Jewish Identities	I = Introductory	I = Introductory	I = Introductory	I = Introductory
THRS 378 The Jewish Mystical Imagination	I = Introductory	I = Introductory	I = Introductory	I = Introductory
THRS 379 Buddhist Paths in Asia and North America	I = Introductory	I = Introductory	I = Introductory	I = Introductory
THRS 380 Social Justice and the Israeli-Palestinian Conflict	I = Introductory	I = Introductory	I = Introductory	I = Introductory
THRS 381 Himalayan Religions and Cultures	I = Introductory	I = Introductory	I = Introductory	I = Introductory
THRS 388 Religion, Psychology, Modern Literature	I = Introductory	I = Introductory	I = Introductory	I = Introductory
THRS 390 Ethics	I = Introductory	I = Introductory	I = Introductory	I = Introductory
THRS 391 Buddhist Ethics	I = Introductory	I = Introductory	I = Introductory	I = Introductory
THRS 395 Special Topics	I = Introductory	I = Introductory	I = Introductory	I = Introductory
THRS 397 Community Internships	I = Introductory	I = Introductory	I = Introductory	I = Introductory
THRS 398 Directed Reading	I = Introductory	I = Introductory	I = Introductory	I = Introductory
THRS 404 Environmental Ethics	I = Introductory	I = Introductory	I = Introductory	I = Introductory
THRS 405 Catholic Moral Tradition: Not Your Grade School Ethics	I = Introductory	I = Introductory	I = Introductory	I = Introductory
THRS 422 Liberation Theology in Spanish	I = Introductory	I = Introductory	I = Introductory	I = Introductory
THRS 470 Contemp Moral Issues	I = Introductory	I = Introductory	I = Introductory	I = Introductory



	PLO1	PLO2	PLO3	PLO4
Institutional Learning Outcomes X Program Learning Outcomes	<b>1. Human Dimensions</b> of Religion, Theology and Spirituality - Students articulate how religion, theology, and spirituality underlie and correlate with a broad range of human experience.	<b>2. Religious Diversity</b> - Students analyze various religious traditions, as encouraged by Vatican II's stance on the Catholic Church's relationship with other faiths.	<b>3. Social Justice</b> - Students investigate and articulate how religious and theological traditions can work effectively for social justice and for the good of the entire human family and the environment that sustains it.	<b>4. Theory &amp; Methods</b> of the Study of Religion – Students demonstrate knowledge of academic methods and practices characteristic of the study of theology and/or religion, including the different contributions of textual, historical, social, and interdisciplinary studies.
<b>Institutional Learning Outcomes</b>				
1. Students reflect on and analyze their attitudes, beliefs, values, and assumptions about diverse communities and cultures and contribute to the common good.	I = Introductory	I = Introductory	I = Introductory	D = Developing
2. Students explain and apply disciplinary concepts, practices, and ethics of their chosen academic discipline in diverse communities.	I = Introductory	I = Introductory	I = Introductory	D = Developing
3. Students construct, interpret, analyze, and evaluate information and ideas derived from a multitude of sources.	I = Introductory	I = Introductory	I = Introductory	D = Developing
4. Students communicate effectively in written and oral forms to interact within their personal and professional communities.	I = Introductory	I = Introductory	I = Introductory	D = Developing
5. Students use technology to access and communicate information in their personal and professional lives.	I = Introductory	I = Introductory	I = Introductory	D = Developing
6. Students use multiple methods of inquiry and research processes to answer questions and solve problems.	I = Introductory	I = Introductory	I = Introductory	D = Developing
7. Students describe, analyze, and evaluate global interconnectedness in social, economic, environmental and political systems that shape diverse groups within the San Francisco Bay Area and the world.	I = Introductory	I = Introductory	I = Introductory	D = Developing
	I = Introductory			
	D = Developing			
	M = Mastery			