Requesting    College(s)/School(s)/Center(s): College of Philosophy & Letters

Requesting Department(s): ▢

| Academic Award: | ☒Certificate |
|---|---|
| Academic Level: | ☐Undergraduate<br>☐ |
| Title: | Certificate in Foundations of Christian Service |
| Program Start Term | ☐Fall 2017<br>☐<br>☐<br>☐ |

| SLU Approval Authority | Signature | Date |
|---|---|---|
| Department Chair | | |
| College/School/Center Curriculum Committee Chair | | |
| College/School/Center Dean | | |
| Chair, UAAC/GAAC | | |
| Council of Academic Deans and Directors | | |
| Governing Campus Vice President | | |
| Chair, Academic Affairs Committee of the University Board of Trustees | *Not Needed* | *n/a* |
| Chair, University Board of Trustees | *Not Needed* | *n/a* |

☐ HLC Approval Date: ▢

☐ U.S. Department of Education Title IV Eligibility Approval Date: ▢

*Note:  You are strongly encouraged to work with the University Assessment Coordinator (977-4189 or thatcherk@slu.edu) as you develop this portion of the proposal.  The University Assessment Coordinator can help you establish appropriate student learning outcomes, methods for measuring student progress and using the data to inform program improvement, and assist with all facets of academic assessment.*

4.1     **Student Learning Outcomes Assessment Plan**
Complete the table below to provide an overview of your plan to assess student progress toward achievement of desired program-level learning outcomes.  Note that results of evaluations of student performance against each learning outcome identified below will be reviewed as part of all college/school/center-level and University-level program reviews.

| Program-Level Student Learning Outcomes | Evaluation Method | Use of Assessment Data |
|---|---|---|
| *What are the most important (no more than five) specific learning outcomes you intend for all program completers to be able to <u>achieve and demonstrate</u> upon completion of the program?* | *How will students document/demonstrate their performance toward achievement of the learning outcomes?  How will you measure student performance toward achievement of the learning outcomes?*<br><br>*Describe any use of <u>direct</u> measures: capstone experiences/courses, standardized exams, comprehensive exams, dissertations, licensure exams, locally developed exams, portfolio reviews, course-embedded assessments, etc.*<br><br>*Describe any use of <u>indirect</u> measures: student, alumni or employer surveys (including satisfaction surveys); exit interviews/focus groups with grads; retention/transfer studies; graduation rates; job placement/grad school admission rates; etc.* | *How and when will student performance data be analyzed and then used to "close the assessment loop" and inform **program improvement**?  How will you document that?* |
| ***EXAMPLE:***<br><br>1.  *Demonstrate a thorough understanding of ethical problems being addressed in an individual case or class of cases.* | ***EXAMPLE:***<br><br>***Direct Measures:***<br><br>1.  *The following courses in the program specifically require formal case analyses designed to elicit direct evidence of student development toward this outcome:  BUS 500, BUS 522, BUS 600*<br><br>2.  *Embedded in the mid-term and final exams in certain required courses (BUS 550, MGMT 503, BUS 650) will be questions designed specifically to provide data enabling faculty and program administrators to evaluate student progress toward this outcome.*<br><br>***Indirect Measures***<br><br>1.  *End-of-course student surveys will solicit self-evaluations of their development in the context of this outcome.*<br><br>2.  *Alumni surveys (administered one and five post-graduation) will solicit from graduates self-evaluations of their continued development in the context of this outcome, and will particularly focus on how the program has impacted professional competency.* | ***EXAMPLE:***<br><br>*Assessment results will be analyzed annually against a standard rubric by the program director and a small team of faculty; recommendations for curriculum, pedagogy and/or assessment revisions will be made to the department faculty on an annual cycle that allows for appropriate implementation.*<br><br>*Reviews of the impact of any such program changes will also be conducted annually, and the records of those reviews will be maintained by our department assessment coordinator.* |

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|---|---|---|
| 1. **Outcome 1** Students are able to articulate key ideas and methods that are suitable for understanding and analyzing contexts of Catholic ministry<br><br>**SKILL LEVEL: I, III** | **Direct Measures:**<br><br>The capstone project will be evaluated according to its satisfaction of this outcome; the Dean will collect data from the instructor that indicates level of achievement of the specific outcome.<br><br>**Indirect Measures:**<br><br>Student and instructor feedback on the quality of these courses (exit survey, course evaluations) | Results will inform program development and advising on required courses and electives, so as to steer students into the more effective courses.<br><br>Specific improvements in the capstone course will be made to address identifiable weakness revealed by assessment. |
| 2. **Outcome 2** Students will be able to analyze specific challenges in the contexts of Catholic ministry<br><br>**SKILL LEVEL: II, III** | **Direct Measures:**<br><br>The capstone project will be evaluated according to its satisfaction of this outcome; the Dean will collect data from the instructor that indicates level of achievement of the specific outcome.<br><br>**Indirect Measures:**<br><br>Student and instructor feedback on the quality of these courses (exit survey, course evaluations) | Specific improvements in the capstone course will be made to address identifiable weakness revealed by assessment.<br><br>Results might also lead to revisions in course requirements.<br><br>Successes will be celebrated in ways appropriate to the student's professional and religious situation. |

**4.2    Curriculum Mapping**

Courses should contribute to student achievement of the program learning outcomes detailed above. Sequencing should be intentional and complementary, allowing for the development of curricular content at multiple levels and the application and demonstration of student understanding and skills at multiple levels. Accordingly, complete the two curriculum maps below, indicating the course(s) in which each learning outcome is intentionally addressed and at particular levels of intellectual complexity and rigor, using the level indicators* provided below. *Depending on the nature of the proposed program, the levels may seem more or less appropriate. Without veering from the spirit of the exercise, you may adapt the levels as deemed appropriate.*

| | Level I | Level II | Level III |
|---|---|---|---|
| | ▪ *Knowledge & Comprehension:*  Recall data or information; understand the meaning, translation, interpolations, and interpretation of instructions and problems; state a problem in one's own words. | ▪ *Application:*  Use a concept in new situations; unprompted use of an abstraction. Application of knowledge in novel situations.<br>▪ *Analysis:*  Separates material or concepts into component parts so organizational structure may be understood.  Distinguishes facts from inferences. | ▪ *Synthesis:*  Builds a structure or pattern from diverse elements.  Put parts together to form a whole, with emphasis on creating a new meaning or structure.<br>▪ *Evaluation:*  Make judgments about the value of ideas or materials. |

**Note:**  *When you first complete the curriculum maps, you may see that certain outcomes are not addressed in any developmentally-appropriate sequence, or that a particular outcome might not be addressed substantially enough; you might even see that you have included a course(s) in your curriculum that doesn't substantially contribute to the development of* any *outcome.  You should use the map to alter your program design, course syllabi and course sequencing to best facilitate and support student achievement of the outcomes.  The result of that exercise should be a final curriculum map presented below when you submit your proposal to UAAC.*

Curriculum Map

| Course Area: | Ethics | Applied Ethics | Moral Theology | Philosophical Foundations | Theological Foundations | Disciplinary Foundations | Capstone |
|---|---|---|---|---|---|---|---|
| **Course selections:** | PHIL 2050, or equivalent | PHIL 3300, 3400, 3410, 3430, etc., as relevant for capstone & approved by Dean | THEO 2510, 2515, or equivalent | Courses in Phil Human Nature, Metaphysics, Epistemology, etc., as relevant for capstone & approved by Dean | Courses in Systematic or Constructive Theology, Methodology, etc., as relevant for capstone & approved by Dean | Courses in disciplinary areas relevant for capstone & approved by Dean | PLJ 4960 or PHIL 5800 |
| **Outcome:** | 1 | 1, 2 | 1, 2 | 1 | 1 | 1 | 2 |
| **Level:** | I, III | I, II, III | I, II, III | I | I | I | I, II, III |

**Courses Offered by Home Department of Proposed Major or Minor:**

| Major or Minor Student Learning Outcomes | DEPT 101 | DEPT 102 | DEPT 203 | DEPT 204 | DEPT 205 | DEPT 206 | DEPT 307 | DEPT 308 | DEPT 309 | DEPT 410 | DEPT 411 |
|---|---|---|---|---|---|---|---|---|---|---|---|
| *Example: Outcome #1* | *1* | *1* | *1, 2* | *2* | *2* | *2* | | *3* | *3* | *2* | *2, 3* |
| | | | | | | | | | | | |
| | | | | | | | | | | | |

**Program Courses Offered by Other Departments:**

| Major or MInor Student Learning Outcomes | DEPT 100 | DEPT 110 | DEPT 220 | DEPT 230 | DEPT 340 | DEPT 350 | DEPT360 |
|---|---|---|---|---|---|---|---|
| *Example: Outcome #1* | *1* | *2* | *1* | | *2, 3* | | |
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* Adapted from Bloom's Taxonomy (1965)