

**Annual Key Assessment Findings and Curricular Improvements
School of Theology and Religious Studies
B.A. in Theology and Religious Studies**

Key Assessment Findings

Curricular Improvements

The BA in Theology and Religious Studies underwent significant curricular changes over the course of AY 2011-2012. The Undergraduate Curriculum Committee, made up of nine faculty members, set three goals for the year. First, they wanted to revise the TRS 201 course required of majors and all CUA students. Second they wanted to revise the requirement for the BA in TRS. Third they wanted to revise the general distribution requirements of all CUA (non-TRS major or minor) students required to take four courses in TRS (or three in the professional schools). Goal three was set aside until the next year. Goal one was achieved. A new format for TRS 201 was devised, approved with faculty input, and implemented in all sections of TRS 201 for AY 2012-2013. The majors' requirements were also revised. Majors-only courses TRS 465 (Introduction to Theology) and TRS 485 (Introduction to Religious Studies) were implemented and are now required of all majors. The 200 vs. 300+ level distinction was eliminated as a basis for ensuring breadth of coverage in the major. Students are also required to take at least one course (at whatever level) in moral theology, Scripture, and liturgy / sacraments. The Committee decided to implement these changes, and revisit the need for further changes the following year.

UNDERGRADUATE COMPREHENSIVE EXAMINATION RESULTS
Arts & Sciences-Theology & Religious Studies
AY 2011-2012

	Fail		Pass		High Pass		Pass w/Honors		TOTAL
	#	%	#	%	#	%	#	%	
Major	1	6.67%	12	80.00%	0	0.00%	2	13.33%	15

Fourteen graduating seniors passed the comprehensive examination. Two passed with Honors.

Normally we track student learning outcomes from senior comprehensive exams using the graph below. However, this year we are unable to report these results as, due to a change in administrative leadership, we have been unable to locate that data. We will report it again next year.

Student Learning Outcomes

	Exceeds Expectations	Meets Expectations	Below Expectations
Knowledge of the Theological Tradition			
Language of Discourse			
Critical Thinking			
Theological Thinking			
Cultural/Social Context			

Annual Key Assessment Findings and Curricular Improvements
School of Theology and Religious Studies
Certificate Program in Pastoral Ministry

Key Assessment Findings

5 students in the certification program in Pastoral Ministry completed the program in AY2011-2012. Four graduated in May 2012 and one anticipates graduation in May 2013. We have been able to identify that two of the graduates are employed in full-time pastoral ministry. The other two have not replied to requests for information about their ministerial involvement since graduation.

The most important improvement in the CPM program recently came with the hire of Msgr. Michael Clay in the summer of 2012. Msgr. Clay, who will have the most immediate oversight for this program, possesses a doctorate, 16 years of experience in parish work doing pastoral ministry and an additional 15 years of pastoral supervision of seminarians. Msgr. Clay did a comprehensive assessment of the program and determined there is far more interest in the program than the number of students in the program recently indicates. Through better promotion and his own personal involvement, Msgr. Clay has already increased the number of students in the program.

Curricular Improvements

Msgr. Clay's comprehensive review of the CPM program results in no changes in the four courses required of students to complete the program. In light of interest in ministry with vulnerable populations (e.g., the homeless, half-way house, hospital chaplaincy), study is currently underway to develop a course that will provide the theological and pastoral fundamentals students will be required to know before placement in such ministry. Two very important curricular changes occurred early in the fall. First, more courses are now taught by instructors possessing doctorates and in settled permanent relationships with the University. Second, Msgr. Clay adjusted the internship requirements so that students would be in their placements during the same semester in which they are taking the theological integration course (TRS 450) associated with it and to make it more reasonable for students to accomplish the internship during full time studies.