Education Assessment Data
School of Theology and Christian Ministry

Learning Outcome:
1d. Critical Thinking: Students will be able to examine, critique and synthesize information in order to arrive at reasoned conclusions.

Outcome Measure:
Students will write an essay responding to the prompt: Prompt: Please clearly state St. Anselm's argument for the existence of God from chapter two of *Proslogion*.

Criteria for Success (how do you judge if the students have met your standards):
65% of the students will have an average score of 2.5 or higher on the rubric.

Longitudinal Data:

	Percentage Scoring 2.5 or Higher													
	2015-16	Fall 16	Sp 17	Fall 17	Sp 18	Fall 18	Sp19	FA19	SP20	FA20	SP21	FA21	SP22	FA22
PHL2001	77%	89%	85%	79.5%	86.5%	81%	71%	70%	Covid	72%	80%	70%	85%	89%
PHL2011	74%	83%	90%	63.5%	86%	85%	92%	91%	Covid	91%	70%	85%	89%	75%

Conclusions Drawn from Data:
We have reached our goal for success for PHL 2001 and 2011. However, we have gone down a bit (rather than moving up) in 2011. We had some concern that we were evaluating too leniently in the past and so evaluation continues to be demanding this year and henceforth. We hope to increase the overall success rate in all our classes. This year we continued to have higher expectations. We believe our higher expectations are more representative of where we would like our students to be.

Changes to be Made Based on Data:
We have emphasized the critical argument more and earlier on in our PHL 2001 and 2011 classes with the hope of improving our students' critical engagement with the argument.

Note: It is likely that we will make a change to our assessment/rubric after our upcoming program review. Several factors have indicated that this method is less effective at real evaluation than we would like.

Rubric Used:

4	3	2	1
Issue/problem to be considered critically is stated clearly and described comprehensively, delivering all relevant information necessary for full understanding.	Issue/problem to be considered critically is stated, described, and clarified so that understanding is not seriously impeded by omissions.	Issue/problem to be considered critically is stated but description leaves some terms undefined, ambiguities unexplored, boundaries undetermined, and/or backgrounds unknown.	Issue/problem to be considered critically is stated without clarification or description.