

Dominican School of Philosophy & Theology

Rubric for assessing student skills related to Institutional Goals

The following table is intended to guide students and faculty in connecting skills related to the institutional learning goals with the skills gained by students in degree programs and particular courses. They relate to the 2016 *Ratio Studiorum Generalis* (RSG), which governs the intellectual formation of Dominicans. These overarching skills are further specified in the outcomes for each program and in the outcomes listed in the syllabus for individual courses. N.B. Not every course will engage all of these goals.

INSTITUTIONAL GOALS

- A.1 **Integrative Thinking:** the ability to recognize, understand, retain, integrate, and apply the fundamental principles operative in a field of inquiry, and use them to make synthetic judgments.
- RSG I.14.1-5.* Students use critical thinking skills to grasp the content and methodologies of different philosophical and theological disciplines. They make synthetic judgements across these disciplines and identify and analyze problems appropriately and offer constructive solutions.
- A.2 **Intellectual Humility:** An interior disposition (*habitus*) that fosters intellectual collaboration, precludes both rigidity and passivity of mind, and recognizes that contrary opinions are not a threat, but provide the opportunity to test and deepen one's own grasp of the truth.
- RSG I.14.3, 6-7, 10.* Students have the skills to listening and dialoguing with others in order to build up communities and to evangelize competently.
- A.3 **Self-Direction:** An interior disposition (*habitus*) that takes responsibility for personal ongoing education, manifested in a keen intellectual interest in the topic of studies, and the ability to teach oneself through skilled and responsible research and resilient exploration.
- RSG I.14.2-5, 10.* Students engage in disciplined inquiry in order to apply principles in an interdisciplinary manner to contemporary contexts, working towards constructive solutions that benefit communities. As a life-long endeavor, students develop an intellectual framework that integrates different philosophical and theological perspectives with contemporary social, economic, and political realities.
- B.1 **Ability to Collaborate:** Expressed in good listening and communication skills which foster decisions stemming from and leading to an open, transparent, and mutually enriching dialog with others in order that the gifts of all can be appropriately acknowledged and utilized.
- RSG I.14.6-10.* In order to evangelize effectively, students possess relevant skills for public speaking, preaching, and teaching that include a basic facility with digital technologies, modern languages, and contemporary pedagogical methodologies.

CATEGORY	Failure	Unacceptable	Satisfactory	Good	Excellent
A.1 Integrative Thinking	Unable to understand and describe basic concepts and/or integrate this information in a meaningful manner.	Tends to get lost in the details; simply repeats information with little or no deeper analysis of the subject matter.	Regularly identifies and articulates the fundamental principles, but doesn't always see all the implications.	Regularly identifies and articulates the fundamental principles but misses nuances; some ability to make connections with other material and/or see implications.	Regularly identifies and articulates the fundamental principles operative in a text or situation; makes synthetic judgments; identifies the implications or ramifications of various positions.

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CATEGORY	Failure	Unacceptable	Satisfactory	Good	Excellent
A.2. Intellectual Humility	Uses source material primarily to reinforce one's own predetermined viewpoint; lacks any ability or willingness to consider new or different ideas, secondary sources, etc.	Not well-read across various sources; little or no ability to integrate philosophical or theological ideas with other academic disciplines; a rudimentary ability to consider new or differing ideas.	Basic knowledge of and ability to use both primary and secondary sources; occasionally misses important contemporary sources, or does not engage them sufficiently to develop a balanced argument.	Good knowledge of both historical and contemporary scholarly sources; regularly identifies and engages both primary and secondary sources, with an emerging ability to generate conclusions that are appropriately balanced and nuanced.	Reads broadly; regularly identifies and engages both primary and secondary sources, using both to develop a balanced conclusion; understands and articulates nuances in an argument.
A.3 Self-Direction	Shows no engagement in classroom with assigned material; has a significant number of outstanding assignments; when it is submitted, the work is late and/or of poor professional quality.	Misses assignments on a regular basis; barely engaged in classroom; little ability to do research on the topic; work is late and of sometimes of poor professional quality.	Interest and work limited to the assigned material; has a basic grasp of research tools related to the field; produces acceptable work that is usually on time.	Engaged with material and shows some interest in its application outside of the course. Has a good grasp of contemporary research methodology, but can miss some important sources; work is professional but somewhat diminished in quality; occasionally misses deadlines.	Takes personal initiative to go beyond assigned material; seeks ways to connect topic of study with personal and/or contemporary issues; conducts research and writing in a focused and professional manner, and meets deadlines.
B.1 Collaborative Leadership	Poor and unprofessional communication skills, e.g. often inflammatory and/or condescending when dealing with those of different viewpoints; demonstrates entrenched patterns of thinking and communicating.	Poor communication skills which are aimed more at advancing personal agendas than in a mutually enriching dialog; contributions frequently distract from the main point of discussion. Sometimes communicates in an unprofessional manner.	Contributes regularly to a group endeavor but not always in a way that advances the conversation; has difficulty engaging active listening skills and empathizing with divergent perspectives; occasionally communicates in an unprofessional manner.	Listens well to a variety of perspectives; communicates effectively, though; makes contributions which advance group endeavors.	Listens attentively with a goal to understand the perspective of others; communicates in an effective and professional manner both in the classroom and in co-curricular activities; makes regular positive contributes to group endeavors.