

2015-2016 Annual Assessment Report Template

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Report:

Question 1: Program Learning Outcomes

Q1.1.

Which of the following Program Learning Outcomes (PLOs) and Sac State Baccalaureate Learning Goals (BLGs) **did you assess?** [Check all that apply]

- 1. Critical Thinking
- 2. Information Literacy
- 3. Written Communication
- 4. Oral Communication
- 5. Quantitative Literacy
- 6. Inquiry and Analysis
- 7. Creative Thinking
- 8. Reading
- 9. Team Work
- 10. Problem Solving
- 11. Civic Knowledge and Engagement
- 12. Intercultural Knowledge and Competency
- 13. Ethical Reasoning
- 14. Foundations and Skills for Lifelong Learning
- 15. Global Learning
- 16. Integrative and Applied Learning
- 17. Overall Competencies for GE Knowledge
- 18. Overall Competencies in the Major/Discipline
- 19. Other, specify any assessed PLOs not included above:

- a.
- b.
- c.

Q1.2.

Please provide more detailed background information about **EACH PLO** you checked above and other information such as how your specific PLOs are **explicitly** linked to the Sac State BLGs:

Our PLGs and their accompanying PLOs are not based on the two University PLOs (= the AAC&U "Intercultural Knowledge" and "Global Learning" rubrics), and so there is no direct linkage between them; however, there is significant alignment.

The HRS Humanities B.A. program with a Concentration in Religious Studies has two PLGs that fit well with the University PLO "Intercultural Knowledge and Competence" (AAC&U rubric), which emphasizes acquisition of cognitive, affective, and behavioral skills that support effective and appropriate interaction in a variety of cultural contexts. Our PLG 1, "Knowledge of Human Cultures," which is very similar to elements of the University BLG "Knowledge of Human Cultures and the Physical and Natural World," aligns well with "Intercultural Knowledge and Competence." Especially well aligned are our PLOs 1.1 and 1.3, which focus on the distinctive values and modes of expression in global cultures as well as on the comparative analysis of cultures. Our PLG 3, "Lifelong Learning," which connects well with the University BLG "Personal and Social Responsibility," fits nicely with "Intercultural Knowledge and Competence." Especially well aligned are our PLOs 3.4 and 3.5, which encourage reflection on "the diversity of communities and cultures" and the cultivation of an empathy that allows one to understand and adapt to the perspectives of others.

The program has two PLOs that align with the University PLO "Global Learning" (AAC&U rubric), which encourages students to become informed and open-minded people who understand and know how to act responsibly in the world's many diverse cultural settings. Our PLG 1, "Knowledge of Human Cultures," is clearly related to "Global Learning," and especially PLOs 1.1 and 1.3, which fit well with "Global Self-Awareness" (see the Benchmark and Milestone 2 descriptors). The same can be said of our PLG 3, "Lifelong Learning," and especially PLOs 3.4 and 3.5, which are clearly linked to the "Cultural Diversity" and "Perspective Taking" descriptors for "Global Learning."

Q1.2.1.

Do you have rubrics for your PLOs?

- 1. Yes, for all PLOs
- 2. Yes, but for some PLOs
- 3. No rubrics for PLOs
- 4. N/A
- 5. Other, specify:

Q1.3.

Are your PLOs closely aligned with the mission of the university?

- 1. Yes
- 2. No
- 3. Don't know

Q1.4.

Is your program externally accredited (other than through WASC Senior College and University Commission (WSCUC))?

- 1. Yes
- 2. No (skip to **Q1.5**)
- 3. Don't know (skip to **Q1.5**)

Q1.4.1.

If the answer to Q1.4 is **yes**, are your PLOs closely aligned with the mission/goals/outcomes of the accreditation agency?

- 1. Yes
- 2. No
- 3. Don't know

Q1.5.

Did your program use the *Degree Qualification Profile* (DQP) to develop your PLO(s)?

- 1. Yes
- 2. No, but I know what the DQP is
- 3. No, I don't know what the DQP is
- 4. Don't know

Q1.6.

Did you use action verbs to make each PLO measurable?

- 1. Yes
- 2. No
- 3. Don't know

(**Remember:** Save your progress)

Question 2: Standard of Performance for the Selected PLO

Q2.1.

Select **ONE(1)** PLO here as an example to illustrate how you conducted assessment (be sure you *checked the correct box* for this PLO in Q1.1):

Q2.1.1.

Please provide more background information about the **specific PLO** you've chosen in Q2.1.

The HRS Humanities B.A. program (Religious Religious Concentration) has two PLGs that fit well with the University PLO "Intercultural Knowledge and Competence" (AAC&U rubric), which emphasizes acquisition of cognitive, affective, and behavioral skills that support effective and appropriate interaction in a variety of cultural contexts. Our PLG 1, "Knowledge of Human Cultures," which is very similar to elements of the University BLG "Knowledge of Human Cultures and the Physical and Natural World," aligns well with "Intercultural Knowledge and Competence." Especially well aligned are our PLOs 1.1 and 1.3, which focus on the distinctive values and modes of expression in global cultures as well as on the comparative analysis of cultures. Our PLG 3, "Lifelong Learning," which connects well with the University BLG "Personal and Social Responsibility," fits nicely with "Intercultural Knowledge and Competence." Especially well aligned are our PLOs 3.4 and 3.5, which encourage reflection on "the diversity of communities and cultures" and the cultivation of an empathy that allows one to understand and adapt to the perspectives of others.

PLG 1

Knowledge of Human Cultures: Students majoring in Humanities (Religious Studies concentration) should be able to demonstrate knowledge of human cultures, their values and forms of expression in ways that prepare them to understand, adapt, and succeed in increasingly diverse and complex contexts.

- 1.1. Explain the distinguishing values and prominent forms of literary and artistic expression of the major eras of Western and Asian cultures.
- 1.3. Compare two or more cultures, identifying common themes or issues along with those that are distinctive.

PLG 3

Lifelong Learning: Students majoring in Humanities (Religious Studies concentration) should be able to acquire foundations and skills for lifelong learning for purposes of enhancing personal enrichment, intercultural awareness, and active engagement with the challenges and opportunities of the modern world.

- 3.4. Demonstrate evidence of self-reflection on perspectives because of working within and learning from diversity communities and cultures.
- 3.5. Express, listen, and adapt ideas and messages based on others' perspectives.

Q2.2.

Has the program developed or adopted **explicit** standards of performance for this PLO?

- 1. Yes
- 2. No
- 3. Don't know
- 4. N/A

Q2.3.

Please **provide the rubric(s)** and **standards of performance** that you have developed for this PLO here or in the appendix.

AAC&U Rubric "Intercultural Knowledge and Competence" is attached.

Because this is the first time we have assessed this PLO, we cannot yet establish with integrity a reasonable standard. We would welcome evidence that might assist us in doing so (national surveys/studies of AAC&U scores).



InterculturalKnowledge.pdf
95.45 KB



No file attached

Q2.4. PLO	Q2.5. Stdrd	Q2.6. Rubric	Please indicate where you have published the PLO , the standard of performance, and the rubric that was used to measure the PLO:
<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	1. In SOME course syllabi/assignments in the program that address the PLO
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	2. In ALL course syllabi/assignments in the program that address the PLO
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	3. In the student handbook/advising handbook
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	4. In the university catalogue
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	5. On the academic unit website or in newsletters

<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	6. In the assessment or program review reports, plans, resources, or activities
<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	7. In new course proposal forms in the department/college/university
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	8. In the department/college/university's strategic plans and other planning documents
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	9. In the department/college/university's budget plans and other resource allocation documents
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	10. Other, specify: <input type="text"/>

Question 3: Data Collection Methods and Evaluation of Data Quality for the Selected PLO

Q3.1.

Was assessment data/evidence **collected** for the selected PLO?

- 1. Yes
- 2. No (skip to **Q6**)
- 3. Don't know (skip to **Q6**)
- 4. N/A (skip to **Q6**)

Q3.1.1.

How many assessment tools/methods/measures **in total** did you use to assess this PLO?

Q3.2.

Was the data **scored/evaluated** for this PLO?

- 1. Yes
- 2. No (skip to **Q6**)
- 3. Don't know (skip to **Q6**)
- 4. N/A (skip to **Q6**)

Q3.2.1.

Please describe how you collected the assessment data for the selected PLO. For example, in what course(s) or by what means were data collected:

The HRS Assessment Committee collected student papers from HRS 196 (an experimental version of HRS 190, a required seminar for all Humanities majors and Humanities majors with a Religious Studies concentration).

(Remember: Save your progress)

Question 3A: Direct Measures (key assignments, projects, portfolios, etc.)

Q3.3.

Were direct measures (key assignments, projects, portfolios, course work, student tests, etc.) used to assess this PLO?

- 1. Yes
- 2. No (skip to **Q3.7**)
- 3. Don't know (skip to **Q3.7**)

Q3.3.1.

Which of the following direct measures were used? [**Check all that apply**]

- 1. Capstone project (e.g. theses, senior theses), courses, or experiences
- 2. Key assignments from required classes in the program
- 3. Key assignments from elective classes

- 4. Classroom based performance assessment such as simulations, comprehensive exams, or critiques
- 5. External performance assessments such as internships or other community-based projects
- 6. E-Portfolios
- 7. Other Portfolios
- 8. Other, specify:

Q3.3.2.

Please **explain** and **attach** the direct measure you used to collect data:

The direct measure is the third of three papers assigned in HRS 196 (=HRS 190). The assignment is:
 You may either conduct a general discussion of Christian sainthood, and compare this paradigmatic ideal to the Confucian sagehood, or focus on a specific Christian saint and discuss his/her saintliness in light of the characteristics and attributes you have identified in the Confucian sage. What common features do they share and what unique ones do (does) the Christian saint embody and exemplify?

No file attached No file attached

Q3.4.

What tool was used to evaluate the data?

- 1. No rubric is used to interpret the evidence (skip to **Q3.4.4.**)
- 2. Used rubric developed/modified by the faculty who teaches the class (skip to **Q3.4.2.**)
- 3. Used rubric developed/modified by a group of faculty (skip to **Q3.4.2.**)
- 4. Used rubric pilot-tested and refined by a group of faculty (skip to **Q3.4.2.**)
- 5. The VALUE rubric(s) (skip to **Q3.4.2.**)
- 6. Modified VALUE rubric(s) (skip to **Q3.4.2.**)
- 7. Used other means (Answer **Q3.4.1.**)

Q3.4.1.

If you used other means, which of the following measures was used? [**Check all that apply**]

- 1. National disciplinary exams or state/professional licensure exams (skip to **Q3.4.4.**)
- 2. General knowledge and skills measures (e.g. CLA, ETS PP, etc.) (skip to **Q3.4.4.**)
- 3. Other standardized knowledge and skill exams (e.g. ETC, GRE, etc.) (skip to **Q3.4.4.**)
- 4. Other, specify: (skip to **Q3.4.4.**)

Q3.4.2.

Was the **rubric** aligned directly and explicitly **with the PLO**?

- 1. Yes
- 2. No
- 3. Don't know
- 4. N/A

Q3.4.3.

Was the **direct measure** (e.g. assignment, thesis, etc.) aligned directly and explicitly **with the rubric**?

- 1. Yes
- 2. No
- 3. Don't know
- 4. N/A

Q3.4.4.

Was the **direct measure** (e.g. assignment, thesis, etc.) aligned directly and explicitly **with the PLO**?

- 1. Yes

- 2. No
- 3. Don't know
- 4. N/A

Q3.5.

How many faculty members participated in planning the assessment data **collection** of the selected PLO?

3

Q3.5.1.

How many faculty members participated in the **evaluation** of the assessment data for the selected PLO?

3

Q3.5.2.

If the data was evaluated by multiple scorers, was there a norming process (a procedure to make sure everyone was scoring similarly)?

- 1. Yes
- 2. No
- 3. Don't know
- 4. N/A

Q3.6.

How did you **select** the sample of student work (papers, projects, portfolios, etc.)?

Randomly

Q3.6.1.

How did you **decide** how many samples of student work to review?

The assessment committee determined that five papers (out of nine submitted) was a reasonable sampling.

Q3.6.2.

How many students were in the class or program?

9

Q3.6.3.

How many samples of student work did you evaluated?

5

Q3.6.4.

Was the sample size of student work for the direct measure adequate?

- 1. Yes
- 2. No
- 3. Don't know

(Remember: Save your progress)

Question 3B: Indirect Measures (surveys, focus groups, interviews, etc.)

Q3.7.

Were indirect measures used to assess the PLO?

- 1. Yes
- 2. No (skip to **Q3.8**)
- 3. Don't Know (skip to **Q3.8**)

Q3.7.1.

Which of the following indirect measures were used? [**Check all that apply**]

- 1. National student surveys (e.g. NSSE)
- 2. University conducted student surveys (e.g. OIR)
- 3. College/department/program student surveys or focus groups
- 4. Alumni surveys, focus groups, or interviews
- 5. Employer surveys, focus groups, or interviews
- 6. Advisory board surveys, focus groups, or interviews
- 7. Other, specify:

Q3.7.1.1.

Please explain and attach the indirect measure you used to collect data:

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 No file attached

Q3.7.2.

If surveys were used, how was the sample size **decided**?

Q3.7.3.

If surveys were used, how did you **select** your sample:

Q3.7.4.

If surveys were used, what was the response rate?

Question 3C: Other Measures (external benchmarking, licensing exams, standardized tests, etc.)

Q3.8.

Were external benchmarking data, such as licensing exams or standardized tests, used to assess the PLO?

- 1. Yes
- 2. No (skip to **Q3.8.2**)
- 3. Don't Know (skip to **Q3.8.2**)

Q3.8.1.

Which of the following measures was used? [**Check all that apply**]

- 1. National disciplinary exams or state/professional licensure exams
- 2. General knowledge and skills measures (e.g. CLA, ETS PP, etc.)
- 3. Other standardized knowledge and skill exams (e.g. ETC, GRE, etc.)
- 4. Other, specify:


Q3.8.2.

Were other measures used to assess the PLO?

- 1. Yes
- 2. No (skip to **Q4.1**)
- 3. Don't know (skip to **Q4.1**)

Q3.8.3.

If other measures were used, please specify:

 No file attached

 No file attached

(Remember: Save your progress)

Question 4: Data, Findings, and Conclusions

Q4.1.

Please provide simple tables and/or graphs to summarize the assessment data, findings, and conclusions for the selected PLO for **Q2.1**:

"Intercultural Knowledge and Competence" rubric scores are attached.



HRS 196 Rubric scores.pdf
14.87 KB



No file attached

Q4.2.

Are students doing well and meeting the program standard? If not, how will the program work to improve student performance of the selected PLO?

The direct measure is the third of three papers assigned in HRS 196 (=HRS 190). The assignment is:
You may either conduct a general discussion of Christian sainthood, and compare this paradigmatic ideal to the Confucian sagehood, or focus on a specific Christian saint and discuss his/her saintliness in light of the characteristics and attributes you have identified in the Confucian sage. What common features do they share and what unique ones do (does) the Christian saint embody and exemplify?



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Q4.3.

For the selected PLO, the student performance:

- 1. **Exceeded** expectation/standard
- 2. **Met** expectation/standard
- 3. **Partially** met expectation/standard
- 4. Did not meet expectation/standard
- 5. No expectation/standard has been specified
- 6. Don't know

Question 4A: Alignment and Quality

Q4.4.

Did the data, including the direct measures, from all the different assessment tools/measures/methods directly align with the PLO?

- 1. Yes
- 2. No
- 3. Don't know

Q4.5.

Were **all** the assessment tools/measures/methods that were used good measures of the PLO?

- 1. Yes
- 2. No
- 3. Don't know

Question 5: Use of Assessment Data (Closing the Loop)

Q5.1.

As a result of the assessment effort and based on prior feedback from OAPA, do you anticipate *making any changes* for your program (e.g. course structure, course content, or modification of PLOs)?

- 1. Yes

- 2. No (skip to **Q5.2**)
- 3. Don't know (skip to **Q5.2**)

Q5.1.1.

Please describe *what changes* you plan to make in your program as a result of your assessment of this PLO. Include a description of how you plan to assess the impact of these changes.

In past years, we used University (= AAC&U) PLOs that aligned very closely with our own programmatic PLOs. This made assessment easier and more rewarding. The University PLOs we chose this year did not fit nearly as well with our programmatic PLOs. For example, their emphasis on using knowledge of cultural traditions in order to act effectively, responsibly, and ethically in diverse cultural settings fits very well with respect to knowledge but not nearly as well with respect to action.

For this reason, we do not intend to use the University (= AAC&U) rubrics. Instead, we intend to develop our own rubrics, which will be directly aligned with our own PLOs.

This year's assessment process did not yield sufficient information to justify making major changes to our program.

Q5.1.2.

Do you have a plan to assess the *impact of the changes* that you anticipate making?

- 1. Yes
- 2. No
- 3. Don't know

Q5.2.

How have the assessment data from the last annual assessment been used so far? [**Check all that apply**]

	1. Very Much	2. Quite a Bit	3. Some	4. Not at All	5. N/A
1. Improving specific courses	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>
2. Modifying curriculum	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>
3. Improving advising and mentoring	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>
4. Revising learning outcomes/goals	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>
5. Revising rubrics and/or expectations	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
6. Developing/updating assessment plan	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
7. Annual assessment reports	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
8. Program review	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
9. Prospective student and family information	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>
10. Alumni communication	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>
11. WSCUC accreditation (regional accreditation)	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>
12. Program accreditation	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>
13. External accountability reporting requirement	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>
14. Trustee/Governing Board deliberations	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>
15. Strategic planning	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>
16. Institutional benchmarking	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>
17. Academic policy development or modifications	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>
18. Institutional improvement	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>
19. Resource allocation and budgeting	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>
20. New faculty hiring	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>
21. Professional development for faculty and staff	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>
22. Recruitment of new students	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>

23. Other, specify:

Q5.2.1.

Please provide a detailed example of how you used the assessment data above:


HRS 108, "Seminar in Approaches to Religious Studies," is our required theory course for the B.A. in Humanities (Religious Studies concentration). The major course requirement in Spring 2016 was an annotated bibliography requiring students to demonstrate their ability to assess, identify, and summarize some of the central primary and secondary sources in the field of Religious Studies. The assignment is described on the syllabus as a "15-page annotated bibliography, covering the major thinkers, themes, and approaches in religious studies, including an explanation of the methodology used in choosing resources. The bibliography was assessed and graded based on a student's ability to identify relevant sources, perform concise exposition, succinct analysis, and demonstrate informed research.


(Remember: Save your progress)

Additional Assessment Activities

Q6.

Many academic units have collected assessment data on aspect of their program *that are not related to the PLOs* (i.e. impacts of an advising center, etc.). **If** your program/academic unit has collected data on program *elements*, please briefly report your results here:

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 No file attached

Q7.

What PLO(s) do you plan to assess next year? [Check all that apply]


- 1. Critical Thinking
- 2. Information Literacy
- 3. Written Communication
- 4. Oral Communication
- 5. Quantitative Literacy
- 6. Inquiry and Analysis
- 7. Creative Thinking
- 8. Reading
- 9. Team Work
- 10. Problem Solving
- 11. Civic Knowledge and Engagement
- 12. Intercultural Knowledge and Competency
- 13. Ethical Reasoning
- 14. Foundations and Skills for Lifelong Learning
- 15. Global Learning
- 16. Integrative and Applied Learning
- 17. Overall Competencies for GE Knowledge
- 18. Overall Competencies in the Major/Discipline
- 19. Other, specify any PLOs not included above:


a. Knowledge of Human Cultures (HRS programmatic PLO)


b.


c.

Q8. Please attach any additional files here:

 No file attached

 No file attached

 No file attached

 No file attached

Q8.1.

Have you attached any files to this form? If yes, please list every attached file here:

"Intercultural Knowledge and Competence" rubric

HRS 196 (= 190) rubric scores

HRS Assessment Plan (includes Curricular Map)

Program Information (**Required**)

P1.

Program/Concentration Name(s): [by degree]

BA Humanities & Religious Studies

P1.1.

Program/Concentration Name(s): [by department]

Humanities & Religious Studies BA

P2.

Report Author(s):

Brad Nystrom, Jeffrey Brodd, Harvey Stark

P2.1.

Department Chair/Program Director:

Brad Nystrom

P2.2.

Assessment Coordinator:

Harvey Stark

P3.

Department/Division/Program of Academic Unit

Humanities & Religious Studies

P4.

College:

College of Arts & Letters

P5.

Total enrollment for Academic Unit during assessment semester (see Departmental Fact Book):

47 majors

P6.

Program Type:

1. Undergraduate baccalaureate major
2. Credential
3. Master's Degree
4. Doctorate (Ph.D./Ed.D./Ed.S./D.P.T./etc.)
5. Other, specify:

P7. Number of **undergraduate degree programs** the academic unit has?

2

P7.1. List all the names:

B.A. in Humanities

B.A. in Humanities (Religious Studies concentration)

P7.2. How many concentrations appear on the diploma for this undergraduate program?

1

P8. Number of **master's degree programs** the academic unit has?

1

P8.1. List all the names:

M.A. Humanities

P8.2. How many concentrations appear on the diploma for this master's program?

0

P9. Number of **credential programs** the academic unit has?

0

P9.1. List all the names:

P10. Number of **doctorate degree programs** the academic unit has?

0

P10.1. List all the names:

When was your **assessment plan...**

1. Before	2. 2011-12	3.	4. 2013-14	5. 2014-15	6. No Plan	7. Don't
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	2010-11		2012-13				know
P11. developed?	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
P11.1. last updated?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

P11.3.

Please attach your latest **assessment plan**:



HRS Assessment Plan_June 2016.docx
167.33 KB

P12.

Has your program developed a **curriculum map**?

- 1. Yes
- 2. No
- 3. Don't know

P12.1.

Please attach your latest **curriculum map**:



No file attached

P13.

Has your program indicated in the curriculum map where assessment **of student learning** occurs?

- 1. Yes
- 2. No
- 3. Don't know

P14.

Does your program have a capstone class?

- 1. Yes, indicate:
- 2. No
- 3. Don't know

P14.1.

Does your program have **any** capstone project?

- 1. Yes
- 2. No
- 3. Don't know

(**Remember: Save your progress**)

INTERCULTURAL KNOWLEDGE AND COMPETENCE VALUE RUBRIC

for more information, please contact value@aacu.org



The VALUE rubrics were developed by teams of faculty experts representing colleges and universities across the United States through a process that examined many existing campus rubrics and related documents for each learning outcome and incorporated additional feedback from faculty. The rubrics articulate fundamental criteria for each learning outcome, with performance descriptors demonstrating progressively more sophisticated levels of attainment. The rubrics are intended for institutional-level use in evaluating and discussing student learning, not for grading. The core expectations articulated in all 15 of the VALUE rubrics can and should be translated into the language of individual campuses, disciplines, and even courses. The utility of the VALUE rubrics is to position learning at all undergraduate levels within a basic framework of expectations such that evidence of learning can be shared nationally through a common dialog and understanding of student success.

Definition

Intercultural Knowledge and Competence is "a set of cognitive, affective, and behavioral skills and characteristics that support effective and appropriate interaction in a variety of cultural contexts." (Bennett, J. M. 2008. Transformative training: Designing programs for culture learning. In *Contemporary leadership and intercultural competence: Understanding and utilizing cultural diversity to build successful organizations*, ed. M. A. Moodian, 95-110. Thousand Oaks, CA: Sage.)

Framing Language

The call to integrate intercultural knowledge and competence into the heart of education is an imperative born of seeing ourselves as members of a world community, knowing that we share the future with others. Beyond mere exposure to culturally different others, the campus community requires the capacity to: meaningfully engage those others, place social justice in historical and political context, and put culture at the core of transformative learning. The intercultural knowledge and competence rubric suggests a systematic way to measure our capacity to identify our own cultural patterns, compare and contrast them with others, and adapt empathically and flexibly to unfamiliar ways of being.

The levels of this rubric are informed in part by M. Bennett's Developmental Model of Intercultural Sensitivity (Bennett, M.J. 1993. Towards ethnorelativism: A developmental model of intercultural sensitivity. In *Education for the intercultural experience*, ed. R. M. Paige, 22-71. Yarmouth, ME: Intercultural Press). In addition, the criteria in this rubric are informed in part by D.K. Deardorff's intercultural framework which is the first research-based consensus model of intercultural competence (Deardorff, D.K. 2006. The identification and assessment of intercultural competence as a student outcome of internationalization. *Journal of Studies in International Education* 10(3): 241-266). It is also important to understand that intercultural knowledge and competence is more complex than what is reflected in this rubric. This rubric identifies six of the key components of intercultural knowledge and competence, but there are other components as identified in the Deardorff model and in other research.

Glossary

The definitions that follow were developed to clarify terms and concepts used in this rubric only.

- Culture: All knowledge and values shared by a group.
- Cultural rules and biases: Boundaries within which an individual operates in order to feel a sense of belonging to a society or group, based on the values shared by that society or group.
- Empathy: "Empathy is the imaginary participation in another person's experience, including emotional and intellectual dimensions, by imagining his or her perspective (not by assuming the person's position)". Bennett, J. 1998. Transition shock: Putting culture shock in perspective. In *Basic concepts of intercultural communication*, ed. M. Bennett, 215-224. Yarmouth, ME: Intercultural Press.
- Intercultural experience: The experience of an interaction with an individual or groups of people whose culture is different from your own.
- Intercultural/cultural differences: The differences in rules, behaviors, communication and biases, based on cultural values that are different from one's own culture.
- Suspends judgment in valuing their interactions with culturally different others: Postpones assessment or evaluation (positive or negative) of interactions with people culturally different from one self. Disconnecting from the process of automatic judgment and taking time to reflect on possibly multiple meanings.
- Worldview: Worldview is the cognitive and affective lens through which people construe their experiences and make sense of the world around them.

INTERCULTURAL KNOWLEDGE AND COMPETENCE VALUE RUBRIC

for more information, please contact value@aacu.org



Definition

Intercultural Knowledge and Competence is "a set of cognitive, affective, and behavioral skills and characteristics that support effective and appropriate interaction in a variety of cultural contexts." (Bennett, J. M. 2008. Transformative training: Designing programs for culture learning. In *Contemporary leadership and intercultural competence: Understanding and utilizing cultural diversity to build successful organizations*, ed. M. A. Moodian, 95-110. Thousand Oaks, CA: Sage.)

Evaluators are encouraged to assign a zero to any work sample or collection of work that does not meet benchmark (cell one) level performance.

	Capstone 4	Milestones		Benchmark 1
		3	2	
Knowledge <i>Cultural self-awareness</i>	Articulates insights into own cultural rules and biases (e.g. seeking complexity; aware of how her/his experiences have shaped these rules, and how to recognize and respond to cultural biases, resulting in a shift in self-description.)	Recognizes new perspectives about own cultural rules and biases (e.g. not looking for sameness; comfortable with the complexities that new perspectives offer.)	Identifies own cultural rules and biases (e.g. with a strong preference for those rules shared with own cultural group and seeks the same in others.)	Shows minimal awareness of own cultural rules and biases (even those shared with own cultural group(s)) (e.g. uncomfortable with identifying possible cultural differences with others.)
Knowledge <i>Knowledge of cultural worldview frameworks</i>	Demonstrates sophisticated understanding of the complexity of elements important to members of another culture in relation to its history, values, politics, communication styles, economy, or beliefs and practices.	Demonstrates adequate understanding of the complexity of elements important to members of another culture in relation to its history, values, politics, communication styles, economy, or beliefs and practices.	Demonstrates partial understanding of the complexity of elements important to members of another culture in relation to its history, values, politics, communication styles, economy, or beliefs and practices.	Demonstrates surface understanding of the complexity of elements important to members of another culture in relation to its history, values, politics, communication styles, economy, or beliefs and practices.
Skills <i>Empathy</i>	Interprets intercultural experience from the perspectives of own and more than one worldview and demonstrates ability to act in a supportive manner that recognizes the feelings of another cultural group.	Recognizes intellectual and emotional dimensions of more than one worldview and sometimes uses more than one worldview in interactions.	Identifies components of other cultural perspectives but responds in all situations with own worldview.	Views the experience of others but does so through own cultural worldview.
Skills <i>Verbal and nonverbal communication</i>	Articulates a complex understanding of cultural differences in verbal and nonverbal communication (e.g., demonstrates understanding of the degree to which people use physical contact while communicating in different cultures or use direct/indirect and explicit/implicit meanings) and is able to skillfully negotiate a shared understanding based on those differences.	Recognizes and participates in cultural differences in verbal and nonverbal communication and begins to negotiate a shared understanding based on those differences.	Identifies some cultural differences in verbal and nonverbal communication and is aware that misunderstandings can occur based on those differences but is still unable to negotiate a shared understanding.	Has a minimal level of understanding of cultural differences in verbal and nonverbal communication; is unable to negotiate a shared understanding.
Attitudes <i>Curiosity</i>	Asks complex questions about other cultures, seeks out and articulates answers to these questions that reflect multiple cultural perspectives.	Asks deeper questions about other cultures and seeks out answers to these questions.	Asks simple or surface questions about other cultures.	States minimal interest in learning more about other cultures.
Attitudes <i>Openness</i>	Initiates and develops interactions with culturally different others. Suspends judgment in valuing her/his interactions with culturally different others.	Begins to initiate and develop interactions with culturally different others. Begins to suspend judgment in valuing her/his interactions with culturally different others.	Expresses openness to most, if not all, interactions with culturally different others. Has difficulty suspending any judgment in her/his interactions with culturally different others, and is aware of own judgment and expresses a willingness to change.	Receptive to interacting with culturally different others. Has difficulty suspending any judgment in her/his interactions with culturally different others, but is unaware of own judgment.

HRS 196 (R. Shek) final papers, Spring 2016

Intercultural Knowledge and Competence

	#1	#2	#3	#4	#5	Average
K1	3.0	2.7	3.0	1.8	2.7	2.6
K2	3.7	3.2	3.2	2.0	2.7	2.8
S1	3.3	3.0	3.0	2.0	2.7	2.7
S2	NA	NA	NA	NA	NA	NA
A1	3.0	2.5	2.8	2.2	2.3	2.5
A2	NA	NA	NA	NA	NA	NA
Average	3.3	2.8	3.0	2.0	2.6	2.6

Department of Humanities & Religious Studies

Assessment Plan (REV 6/16)

Learning Goals and Outcomes

1. Knowledge of Human Cultures: Students majoring in Humanities & Religious Studies should be able to demonstrate knowledge of human cultures, their values and forms of expression in ways that prepare them to understand, adapt, and succeed in increasingly diverse and complex contexts.
 - 1.1. Explain the distinguishing values and prominent forms of literary and artistic expression of the major eras of Western and Asian cultures.
 - 1.2. Analyze cultural transformations through time, recognizing both persistent aspects and innovations, and proposing well reasoned explanations for such.
 - 1.3. Compare two or more cultures, identifying common themes or issues along with those that are distinctive.

2. Intellectual and Communication Skills: Students majoring in Humanities & Religious Studies should be able to demonstrate analytical reading skills, critical thinking skills, written communication skills, and information literacy in order to facilitate clear understanding and articulation of subject matter in academic and professional pursuits.
 - 2.1. (Reading) Demonstrate ability simultaneously to extract and construct meaning when reading diverse texts.
 - 2.2. (Critical Thinking) Demonstrate comprehensive exploration of issues, ideas, artifacts, and events before accepting or formulating an opinion or conclusion.
 - 2.3. (Written Communication) Use appropriate structure, development, usage, and reference sources to write clear, purposeful, analytical prose. [These are adapted from the English Dept. Writing Assessment Scoring Rubric]
 - 2.4. (Information Literacy) Demonstrate ability to identify, locate, evaluate, and apply information.

3. Lifelong Learning: Students majoring in Humanities & Religious Studies should be able to acquire foundations and skills for lifelong learning for purposes of enhancing personal enrichment, intercultural awareness, and active engagement with the challenges and opportunities of the modern world.
 - 3.1. Explore a topic in depth, yielding insight and information indicating special interest in the subject.
 - 3.2. Make explicit references to previous learning and apply in an innovative (new and creative) way that knowledge and those skills to demonstrate comprehension and performance in novel situations.
 - 3.3. Review prior learning (past experiences inside and outside of the classroom) in depth to reveal significantly changed perspectives about educational and life experiences, which provide foundation for expanded knowledge, growth, and maturity over time.
 - 3.4. Demonstrate evidence of self-reflection on perspectives because of working within and learning from diversity of communities and cultures.
 - 3.5. Express, listen, and adapt ideas and messages based on others' perspectives.

4. Integrative Learning: Students majoring in Humanities & Religious Studies should be able to demonstrate ability to synthesize and undertake cross-disciplinary study and learning in order to understand holistically the place and relevance of these fields and their subject matter.
 - 4.1. Apply learning acquired in Humanities & Religious Studies as context for studying (within and/or outside of HRS) from relevant disciplinary perspectives such as history, English, philosophy, and art history.
 - 4.2. Select and develop examples of life experiences, drawn from a variety of contexts (e.g., family life, artistic participation, civic involvement, work experience), to illuminate concepts/theories/frameworks of fields of study.
 - 4.3. Create wholes out of multiple parts (synthesize) or draw conclusions by combining examples, facts, or theories from more than one field of study or perspective.
 - 4.4. Adapt and apply skills, abilities, theories, or methodologies gained in one situation to new situations to solve problems or explore issues.

(Note: The two B.A. programs in HRS have divergent learning goals and outcomes for “competence in the disciplines”)

Humanities:

5. Competence in the Disciplines (Humanities): Students majoring in Humanities & Religious Studies with Humanities Concentration should be able to demonstrate knowledge and skills of theoretical and methodological approaches appropriate to the field in order to achieve advanced levels of interpretation and analysis of various forms of expression in a variety of cultures.
 - 5.1. Analyze the impact that key historical events have on changing styles and concepts in art, literature, and music (or on the changing cultural landscapes of their time).
 - 5.2. Develop a clear understanding and vocabulary of basic stylistic principles and ideas across the disciplines (literature, art, music, history and philosophy).
 - 5.3. Conduct cross-disciplinary research and analysis.
 - 5.4. Demonstrate the ability to use and apply a basic vocabulary of terms and principles that refer to the visual arts, literature and philosophy.
 - 5.5. Identify and analyze the stylistic expression of specific ideas in art, architecture, music, literature, and philosophy and show how they vary across cultural boundaries and historical contexts.

Religious Studies:

5. Competence in the Disciplines (Religious Studies): Students majoring in Humanities & Religious Studies with Religious Studies Concentration should be able to demonstrate knowledge and skills of theoretical and methodological approaches appropriate to the field in order to achieve advanced levels of interpretation and analysis of various manifestations of religion in a variety of cultures.
 - 5.1. Explain the historical development of the field of Religious Studies, identifying major thinkers and describing significant theoretical approaches.
 - 5.2. Demonstrate familiarity with the ways “religion” is conceptualized and categorized in academic study, and demonstrate ability to distinguish academic study of religion from personal perspectives (e.g. “faith” perspective).
 - 5.3. Applying appropriate academic approaches, explain characteristic beliefs, practices, and institutions of more than one religion and describe the place of these religions within their historical and cultural contexts.

Summary Plans for Next Program Review Cycle (2016/17 through 2020/21)

Humanities B.A.

Overarching Program Learning Goals	Corresponding Program Learning Outcomes (PLOs). (Each must directly relate to one or more Program Goals)	In which course(s) will the PLO(s) be assessed?	In which year will the PLO(s) be assessed and how often?	What types of assessment activities ¹ will be used to collect the data?	What types of tools ² will be used to score/evaluate the activity? Who will develop/modify the tool and/or evaluate the activities?	How will the data be collected? By whom?	How will the data be reported ³ (both aggregated and disaggregated), and by whom? What will be the standard of performance?	Who will analyze the data?	How will the data be used? By whom?
I. Knowledge of Human Cultures: Students majoring in Humanities & Religious Studies should be able to demonstrate knowledge of human cultures, their values and forms of expression in ways that prepare them to understand, adapt, and succeed in increasingly diverse and complex contexts.	1. Explain the distinguishing values and prominent forms of literary and artistic expression of the major eras of Western and Asian cultures.	190 or 195	16/17	Research paper	Rubrics, developed by Assessment Committee	Coordinated by Assessment Committee	Data will be reported by Assessment Committee. 90% should achieve 2.0 or better (of 4.0), 30% 3.0 or better	Assessment Committee and instructor	Faculty will use data for enhancing course design and delivery
	2. Analyze cultural transformations through time, recognizing both persistent aspects and innovations, and proposing well reasoned explanations for such.								
	3. Compare two or more cultures, identifying common themes or issues along with those that are distinctive.	190 or 195	16/17	Research paper	Rubrics, developed by Assessment Committee	Coordinated by Assessment Committee	Data will be reported by Assessment Committee. 90% should achieve 2.0 or better (of 4.0), 30% 3.0 or better	Assessment Committee and instructor	Faculty will use data for enhancing course design and delivery
II. Intellectual and Communication Skills: Students majoring in Humanities & Religious Studies should be able to demonstrate analytical reading skills, critical thinking skills, written communication skills, and information literacy in order to	1. (Reading) Demonstrate ability simultaneously to extract and construct meaning when reading diverse texts.	190 or 195	16/17	Reading response papers	Rubrics, developed by Assessment Committee	Coordinated by Assessment Committee	Data will be reported by Assessment Committee. 90% should achieve 2.0 or better (of 4.0), 30% 3.0 or better	Assessment Committee and instructor	Faculty will use data for enhancing course design and delivery
	2. (Critical Thinking) Demonstrate comprehensive	190 or 195	18/19	Research paper	Rubrics, developed by Assessment	Coordinated by Assessment	Data will be reported by Assessment	Assessment Committee	Faculty will use data for

facilitate clear understanding and articulation of subject matter in academic and professional pursuits.	exploration of issues, ideas, artifacts, and events before accepting or formulating an opinion or conclusion.				Committee	nt Committee	Committee. 90% should achieve 2.0 or better (of 4.0), 30% 3.0 or better	e and instructor	enhancing course design and delivery
	3. (Written Communication) Use appropriate structure, development, usage, and reference sources to write clear, purposeful, analytical prose.	190 or 195	17/18	Research paper	Rubrics, developed by Assessment Committee	Coordinated by Assessment Committee	Data will be reported by Assessment Committee. 90% should achieve 2.0 or better (of 4.0), 30% 3.0 or better	Assessment Committee and instructor	Faculty will use data for enhancing course design and delivery
	4. (Information Literacy) Demonstrate ability to identify, locate, evaluate, and apply information.	190 or 195	19/20	Research paper	Rubrics, developed by Assessment Committee	Coordinated by Assessment Committee	Data will be reported by Assessment Committee. 90% should achieve 2.0 or better (of 4.0), 30% 3.0 or better	Assessment Committee and instructor	Faculty will use data for enhancing course design and delivery
III. Lifelong Learning: Students majoring in Humanities & Religious Studies should be able to acquire foundations and skills for lifelong learning for purposes of enhancing personal enrichment, intercultural awareness, and active engagement with the challenges and opportunities of the modern world.	1. Explore a topic in depth, yielding insight and information indicating special interest in the subject.								
	2. Make explicit references to previous learning and apply in an innovative (new and creative) way that knowledge and those skills to demonstrate comprehension and performance in novel situations.								
	3. Review prior learning (past experiences inside and outside of the classroom) in depth to reveal significantly changed perspectives about educational and life experiences, which provide foundation for expanded knowledge, growth, and maturity over time.								
	4. Demonstrate evidence of self-reflection on perspectives because of working within and learning from diversity of communities and cultures.	190 or 195	17/18	Research paper	Rubrics, developed by Assessment Committee	Coordinated by Assessment Committee	Data will be reported by Assessment Committee. 90% should achieve 2.0 or better (of 4.0), 30% 3.0 or better	Assessment Committee and instructor	Faculty will use data for enhancing course design and delivery

	5. Express, listen, and adapt ideas and messages based on others' perspectives.	190 or 195	17/18	Research paper	Rubrics, developed by Assessment Committee	Coordinated by Assessment Committee	Data will be reported by Assessment Committee. 90% should achieve 2.0 or better (of 4.0), 30% 3.0 or better	Assessment Committee and instructor	Faculty will use data for enhancing course design and delivery
IV. Integrative Learning: Students majoring in Humanities & Religious Studies should be able to demonstrate ability to synthesize and undertake cross-disciplinary study and learning in order to understand holistically the place and relevance of these fields and their subject matter.	1. Apply learning acquired in Humanities & Religious Studies as context for studying (within and/or outside of HRS) from relevant disciplinary perspectives such as history, English, philosophy, and art history.								
	2. Select and develop examples of life experiences, drawn from a variety of contexts (e.g., family life, artistic participation, civic involvement, work experience), to illuminate concepts/theories/frame works of fields of study.								
	3. Create wholes out of multiple parts (synthesize) or draw conclusions by combining examples, facts, or theories from more than one field of study or perspective.								
	4. Adapt and apply skills, abilities, theories, or methodologies gained in one situation to new situations to solve problems or explore issues.	190 or 195	18/19	Research paper	Rubrics, developed by Assessment Committee	Coordinated by Assessment Committee	Data will be reported by Assessment Committee. 90% should achieve 2.0 or better (of 4.0), 30% 3.0 or better	Assessment Committee and instructor	Faculty will use data for enhancing course design and delivery
V. Competence in the Disciplines (Humanities) : Students majoring in Humanities & Religious Studies with Humanities Concentration should be able to demonstrate knowledge and skills of theoretical and	1. Analyze the impact that key historical events have on changing styles and concepts in art, literature, and music (or on the changing cultural landscapes of their time).								
	2. Develop a clear understanding and vocabulary of basic stylistic principles and ideas across the disciplines (literature, art, music, history and philosophy).								
	3. Conduct cross-disciplinary research and	195	19/20	Research paper	Rubrics, developed by Assessment	Coordinated by Assessment	Data will be reported by Assessment	Assessment Committee	Faculty will use data for

ways that prepare them to understand, adapt, and succeed in increasingly diverse and complex contexts.	3. Compare two or more cultures, identifying common themes or issues along with those that are distinctive.	190	16/17	Research paper	Rubrics, developed by Assessment Committee	Coordinated by Assessment Committee	Data will be reported by Assessment Committee. 90% should achieve 2.0 or better (of 4.0), 30% 3.0 or better	Assessment Committee and instructor	Faculty will use data for enhancing course design and delivery
II. Intellectual and Communication Skills: Students majoring in Humanities & Religious Studies should be able to demonstrate analytical reading skills, critical thinking skills, written communication skills, and information literacy in order to facilitate clear understanding and articulation of subject matter in academic and professional pursuits.	1. (Reading) Demonstrate ability simultaneously to extract and construct meaning when reading diverse texts.	108, 190, or 198	16/17	Reading response papers	Rubrics, developed by Assessment Committee	Coordinated by Assessment Committee	Data will be reported by Assessment Committee. 90% should achieve 2.0 or better (of 4.0), 30% 3.0 or better	Assessment Committee and instructor	Faculty will use data for enhancing course design and delivery
	2. (Critical Thinking) Demonstrate comprehensive exploration of issues, ideas, artifacts, and events before accepting or formulating an opinion or conclusion.	190 or 198	18/19	Research paper	Rubrics, developed by Assessment Committee	Coordinated by Assessment Committee	Data will be reported by Assessment Committee. 90% should achieve 2.0 or better (of 4.0), 30% 3.0 or better	Assessment Committee and instructor	Faculty will use data for enhancing course design and delivery
	3. (Written Communication) Use appropriate structure, development, usage, and reference sources to write clear, purposeful, analytical prose.	190 or 198	17/18	Research paper	Rubrics, developed by Assessment Committee	Coordinated by Assessment Committee	Data will be reported by Assessment Committee. 90% should achieve 2.0 or better (of 4.0), 30% 3.0 or better	Assessment Committee and instructor	Faculty will use data for enhancing course design and delivery
	4. (Information Literacy) Demonstrate ability to identify, locate, evaluate, and apply information.	190 or 198	19/20	Research paper	Rubrics, developed by Assessment Committee	Coordinated by Assessment Committee	Data will be reported by Assessment Committee. 90% should achieve 2.0 or better (of 4.0), 30% 3.0 or better	Assessment Committee and instructor	Faculty will use data for enhancing course design and delivery
III. Lifelong Learning: Students majoring in Humanities & Religious Studies should be able to	1. Explore a topic in depth, yielding insight and information indicating special interest in the subject.								
	2. Make explicit references to previous learning and apply in an innovative (new and								

acquire foundations and skills for lifelong learning for purposes of enhancing personal enrichment, intercultural awareness, and active engagement with the challenges and opportunities of the modern world.	creative) way that knowledge and those skills to demonstrate comprehension and performance in novel situations.								
	3. Review prior learning (past experiences inside and outside of the classroom) in depth to reveal significantly changed perspectives about educational and life experiences, which provide foundation for expanded knowledge, growth, and maturity over time.								
	4. Demonstrate evidence of self-reflection on perspectives because of working within and learning from diversity of communities and cultures.	190 or 198	17/18	Research paper	Rubrics, developed by Assessment Committee	Coordinated by Assessment Committee	Data will be reported by Assessment Committee. 90% should achieve 2.0 or better (of 4.0), 30% 3.0 or better	Assessment Committee and instructor	Faculty will use data for enhancing course design and delivery
	5. Express, listen, and adapt ideas and messages based on others' perspectives.	190 or 198	17/18	Research paper	Rubrics, developed by Assessment Committee	Coordinated by Assessment Committee	Data will be reported by Assessment Committee. 90% should achieve 2.0 or better (of 4.0), 30% 3.0 or better	Assessment Committee and instructor	Faculty will use data for enhancing course design and delivery
IV. Integrative Learning: Students majoring in Humanities & Religious Studies should be able to demonstrate ability to synthesize and undertake cross-disciplinary study and learning in order to understand holistically the place and relevance of these fields and their subject matter.	1. Apply learning acquired in Humanities & Religious Studies as context for studying (within and/or outside of HRS) from relevant disciplinary perspectives such as history, English, philosophy, and art history.								
	2. Select and develop examples of life experiences, drawn from a variety of contexts (e.g., family life, artistic participation, civic involvement, work experience), to illuminate concepts/theories/frame works of fields of study.								
	3. Create wholes out of multiple parts (synthesize) or draw conclusions by combining examples, facts, or theories from more than one field of								

	study or perspective.								
	4. Adapt and apply skills, abilities, theories, or methodologies gained in one situation to new situations to solve problems or explore issues.	190 or 198	18/19	Research paper	Rubrics, developed by Assessment Committee	Coordinated by Assessment Committee	Data will be reported by Assessment Committee. 90% should achieve 2.0 or better (of 4.0), 30% 3.0 or better	Assessment Committee and instructor	Faculty will use data for enhancing course design and delivery
V. Competence in the Disciplines (Religious Studies): Students majoring in Humanities & Religious Studies with Religious Studies Concentration should be able to demonstrate knowledge and skills of theoretical and methodological approaches appropriate to the field in order to achieve advanced levels of interpretation and analysis of various manifestations of religion in a variety of cultures.	1. Explain the historical development of the field of Religious Studies, identifying major thinkers and describing significant theoretical approaches.								
	2. Demonstrate familiarity with the ways “religion” is conceptualized and categorized in academic study, and demonstrate ability to distinguish academic study of religion from personal perspectives (e.g. “faith” perspective).	108 or 198	19/20	Research paper	Rubrics, developed by Assessment Committee	Coordinated by Assessment Committee	Data will be reported by Assessment Committee. 90% should achieve 2.0 or better (of 4.0), 30% 3.0 or better	Assessment Committee and instructor	Faculty will use data for enhancing course and curriculum design and delivery
	3. Applying appropriate academic approaches, explain characteristic beliefs, practices, and institutions of more than one religion and describe the place of these religions within their historical and cultural contexts.	108 or 198	20/21	Research paper	Rubrics, developed by Assessment Committee	Coordinated by Assessment Committee	Data will be reported by Assessment Committee. 90% should achieve 2.0 or better (of 4.0), 30% 3.0 or better	Assessment Committee and instructor	Faculty will use data for enhancing course and curriculum design and delivery

Curricular Maps

Humanities B.A.

PLOs Courses	1.1	1.2	1.3	2.1	2.2	2.3	2.4	3.1	3.2	3.3	3.4	3.5	4.1	4.2	4.3	4.4	5.1	5.2	5.3	5.4	5.5
	Required Courses																				
HRS 10	I	I	I	I	I	I	I				I	I	I		I		I	I	I	I	I
HRS 11	I	I	I	I	I	I	I				I	I	I		I		I	I	I	I	I
HRS 70	I	I	I	I	I	I	I				I	I	I		I		I	I	I	I	I
HRS 71	I	I	I	I	I	I	I				I	I	I		I		I	I	I	I	I
HRS 105	D	D		D	D	D	D		I		D	D	D		D	D	D	D	D	D	D
HRS 190	M	M	M	D	D	D	D	D	D		D	D	D		D	D	D	D	D	D	D
HRS 195	M	M	M	M	M	M	M	M	M	M	M	M	M		M	M	M	M	M	M	M

HRS B.A., Religious Studies Concentration

PLOs Courses	1.1	1.2	1.3	2.1	2.2	2.3	2.4	3.1	3.2	3.3	3.4	3.5	4.1	4.2	4.3	4.4	5.1	5.2	5.3	
	Required Courses																			
HRS 10	I	I	I	I	I	I	I				I	I	I		I					
HRS 11	I	I	I	I	I	I	I				I	I	I		I					
HRS 70	I	I	I	I	I	I	I				I	I	I		I					
HRS 71	I	I	I	I	I	I	I				I	I	I		I					
HRS 108				D	D	D	D		I		D	D	D		D	D	M	M		
HRS 140	D	D	D	D	D	D	I												I	I
HRS 190	M	M	M	D	D	D	D	D	D		D	D	D		D	D				
HRS 198				M	M	M	M	M	M	M	M	M	M		M	M	M	M	M	M