

2017 - 2018 Annual Program Assessment Report

The Office of Academic Program Assessment
California State University, Sacramento

For more information visit our [website](#)
or [contact us](#) for more help.

Please begin by selecting your program name in the drop down.

If the program name is not listed, please enter it below:

BA Humanities Relig. Concentration

OR enter program name:

Section 1: Report All of the Program Learning Outcomes Assessed

Question 1: Program Learning Outcomes

Q1.1.

Which of the following Program Learning Outcomes (PLOs), Sac State Baccalaureate Learning Goals (BLGs), and emboldened Graduate Learning Goals (GLGs) **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, Competency, and Perspectives**
- 13. Ethical Reasoning
- 14. Foundations and Skills for Lifelong Learning
- 15. **Global Learning and Perspectives**
- 16. Integrative and Applied Learning
- 17. Overall Competencies for GE Knowledge
- 18. **Overall Disciplinary Knowledge**
- 19. **Professionalism**
- 20A. Other, specify any assessed PLOs not included above:

- a.
- b.
- c.

20B. **Check here if your program has not collected any data for any PLOs.** Please go directly to Q6 (skip Q1.2 to Q5.3.1.)

Q1.2.

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

Our HRS PLO 2.3 (Written Communication), which we last assessed in 2012-2013, states: "Use appropriate structure, development, usage, and reference sources to write clear, purposeful, analytical prose." This PLO aligns closely with the BLG "Intellectual and Practical Skills."

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", see <http://degreeprofile.org>) 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**)

Section 2: Report One Learning Outcome in Detail**Question 2: Standard of Performance for the Selected PLO****Q2.1.**

Select **OR** type in **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):

Written Communication

If your PLO is **not listed**, please enter it here:

Q2.1.1.

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

Written Communication is one of the four skill PLOs of our PLG #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."

(See also 1.2)

Q2.2.

Has the program developed or adopted **explicit program standards of performance/expectations** for this PLO? (e.g. "We expect 70% of our students to achieve at least a score of 3 or higher in all dimensions of the Written Communication VALUE rubric.")

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

Q2.3.

Please **1) provide and/or attach the rubric(s) AND 2) the standards of performance/expectations** that you have developed for *the selected PLO* here:

AAC&U Written Communication VALUE Rubric is attached.

Standards of performance/expectations: 90% should achieve 2.0 or better (of 4.0), 30% 3.0 or better.



Written Communication VALUE Rubric.pdf
93.66 KB

No file attached

Q2.4. PLO	Q2.5. Stdrd	Q2.6. Rubric	Please indicate where you have published the PLO , the standard (stdrd) 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 checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	6. In the assessment or program review reports, plans, resources, or activities
<input 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:

Term papers for the majors-only courses HRS 190D and HRS 198 (senior capstone seminar for Religious Studies Concentration) were collected by faculty teaching the courses.

(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 (key assignments, projects, portfolios, course work, student tests, etc.) 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 **1) provide and/or attach the direct measure** (key assignments, projects, portfolios, course work, student tests, etc.) you used to collect data, **THEN 2) explain here** how it assesses the PLO:

For HRS 190D, see attached Term Paper Assignment.

For HRS 198:

A 15-20 page paper bringing together all of the work you have done this semester. Although this will include insights from your other papers, you are expected to go beyond the work you've already done by synthesizing and connecting your arguments as well as including more of your interview and participant observation work. In this paper you will also be describing your methodology and approach to the material. You will use course materials and outside research, to support your claims.

Written Communication skills are vital for successful completion of these assignments (see, for example, the HRS 190D rubric categories for Thesis Development, Organization, Writing Quality, and Source Documentation).



HRS 190D Term Paper Instructions.pdf
154.85 KB



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.

Please enter the number (#) of faculty members who participated in planning the assessment data **collection** of the selected PLO?

Q3.5.1.

Please enter the number (#) of faculty members who participated in the **evaluation** of the assessment data for

the selected PLO?

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.)?

All papers written by Religious Studies Concentration students for seminars were collected.

Q3.6.1.

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

Used all available samples.

Q3.6.2.

Please enter the number (#) of students that were in the class or program?

Q3.6.3.

Please enter the number (#) of samples of student work that you evaluated?

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:

 No file attached

 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, please enter 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:

(Remember: **Save your progress**)

Question 4: Data, Findings, and Conclusions

Q4.1.

Please provide tables and/or graphs to summarize the assessment data, findings, and conclusions for the selected PLO in **Q2.1** (see Appendix 12 in our [Feedback Packet Example](#)):

See attached spreadsheet.



HRS 190D and 198 Written Communication Rubric scores, Spring 2018.xlsx
55.36 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?

Our standards call for 90% achieving 2.0 or greater, and 30% achieving 3.0 or greater. 80 % (4 out of 5 papers) scored greater than 2.0; the other paper scored 1.6. One paper scored 2.9, but none of the five scored 3.0 or higher. The overall average score is 2.3.

The HRS Department will continue to emphasize improvement of student writing through frequent assignments and careful and timely evaluation and feedback. The Department also plans to increase opportunities for independent research and writing.



No file attached



No file attached

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.

The Department is currently revising the HRS 190 series (190B, 190C, 190D, 190H, 190M) to make each of these courses Writing Intensive. This will standardize expectations with regard to writing assignments and sequential evaluation and feedback.

Q5.1.2.

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

- 1. Yes, describe your plan:

The Department assessed PLO 2.3 in 2012-2013 and plans to do so again in 2022-2023. We also are collecting papers from intervening years. These steps will allow for a longitudinal study in 2022-2023 that should help to measure the impact of changes made.

- 2. No
- 3. Don't know

Q5.2.

To what extent did you apply **previous assessment results** collected through your program in the following areas?

1.	2.	3.	4.	5.
Very Much	Quite a Bit	Some	Not at All	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 checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>
3. Improving advising and mentoring	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>
4. Revising learning outcomes/goals	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input 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 checked="" type="radio"/>	<input 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 type="radio"/>	<input type="radio"/>	<input checked="" 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 type="radio"/>	<input type="radio"/>	<input checked="" 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 checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>
21. Professional development for faculty and staff	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" 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: <input type="text"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>

Q5.2.1.

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

Some of our faculty have introduced in-class exercises in critical reading of primary source materials (HRS 10, 131, 132, 190D, 190M, 195), oftentimes accompanied by assigned written response papers. Students in HRS 190D ("Death and Afterlife" seminar for junior and senior majors), for example, are required to analyze texts from different cultures and of varying genres (e.g., "Egyptian Book of the Dead," "Tibetan Book of the Dead," social historian Philippe Aries' "Western Attitudes Toward Death," philosopher and psychologist Ernest Becker's "Denial of Death"). These assignments have been developed in part and improved upon based on results of assessment of reading during the 2016-2017 academic year.

Q5.3.

To what extent did you apply **previous assessment feedback** from the Office of Academic Program Assessment in the following areas?

	1.	2.	3.	4.	5.
	Very Much	Quite a bit	Some	Not at All	N/A
1. Program Learning Outcomes	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

2. Standards of Performance	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
3. Measures	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>
4. Rubrics	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
5. Alignment	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
6. Data Collection	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
7. Data Analysis and Presentation	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
8. Use of Assessment Data	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>
9. Other, please specify: <input type="text"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>

Q5.3.1.

Please share with us an example of how you applied **previous feedback** from the Office of Academic Program Assessment in any of the areas above:

Previous feedback has encouraged the Department to develop and then to revise the program standards of performance, which we now have established with 3.0 rather than 2.0 as the target and 2.0 as the minimum for all but 10%. We have adopted a reporting system whereby percentages of students who meet these standards are recorded. We also have been advised to create a means by which we generate a larger data pool. We have commenced on this by creating a shared drive folder and requesting faculty to submit relevant papers (from HRS 108, the various HRS 190 seminars, and the capstone seminar HRS 198).

(Remember: **Save your progress**)

Section 3: Report Other Assessment Activities

Other Assessment Activities

Q6.

If your program/academic unit conducted assessment activities that are **not directly related to the PLOs** for this year (i.e. impacts of an advising center, etc.), please provide those activities and results here:

Q6.1.

Please explain how the assessment activities reported in **Q6** will be linked to any of your PLOs and/or PLO assessment in the future and to the mission, vision, and the strategic planning for the program and the university:

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, Competency, and Perspectives**
- 13. Ethical Reasoning
- 14. Foundations and Skills for Lifelong Learning
- 15. **Global Learning and Perspectives**
- 16. Integrative and Applied Learning
- 17. Overall Competencies for GE Knowledge
- 18. **Overall Disciplinary Knowledge**
- 19. **Professionalism**
- 20. Other, specify any PLOs not included above:

a.

b.

c.


Q8.

Please explain how this year's assessment activities help you address recommendations from your department's last program review?


We are awaiting the final academic program review from our last cycle (2014-2015; Self-study submitted in December, 2016), and so we do not yet know about current recommendations. The review prior to that (2006-2007 cycle) included a recommendation (#2) that the Department "think strategically about how to carry out program review and assessment for its three programs..." In the meantime, we have fully revised our Assessment Plan, which now includes, along with PLGs and PLOs, curricular mapping and a long-term schedule for assessment. We have continued to revise the PLOs and we currently are working on reducing their number. Another recommendation (#4) encouraged the Department to "modify or create a set of rubrics that the Department will use for analyzing student work." Whereas the VALUE Written Communication rubric is appropriate as is, we have modified the VALUE rubric for Critical Thinking and we have developed a new rubric to assess our PLO 1.1 ("Explain the distinguishing values and prominent forms of literary and artistic expression of the major eras of Western and Asian cultures").

Q9. Please attach any additional files here:

 No file attached

 No file attached

 No file attached

 No file attached

Q9.1.

If you have attached **any** files to this form, please list **every** attached file here:

AAC&U VALUE Rubric, Written Communication

HRS 190D Term Paper Instructions

HRS 190D and 198 Written Communication Rubric scores, Spring 2018

HRS Assessment Plan

HRS Curricular Map_BA Humanities with Religious Studies Concentration

Section 4: Background Information about the Program

Program Information (**Required**)

Program:

(If you typed in your program name at the beginning, please skip to **Q11**)

Q10.

Program/Concentration Name: [skip if program name is already selected or appears above]

Select Program

Q11.

Report Author(s):

Jeffrey Brodd, Alyson Buckman, Brad Nystrom

Q11.1.

Department Chair/Program Director:

Brad Nystrom

Q11.2.

Assessment Coordinator:

Q12.

Department/Division/Program of Academic Unit (select):

Humanities & Religious Studies

Q13.

College:

College of Arts & Letters

Q14.

What is the total enrollment (#) for Academic Unit during assessment (see Departmental Fact Book):

44 majors (in Fall 2016, per 2017 Fact Book)

Q15.

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:

Q16. Number of **undergraduate degree programs** the academic unit has?**Q16.1.** List all the names:**Q16.2.** How many concentrations appear on the diploma for this undergraduate program?**Q17.** Number of **master's degree programs** the academic unit has?**Q17.1.** List all the names:**Q17.2.** How many concentrations appear on the diploma for this master's program?**Q18.** Number of **credential programs** the academic unit has?**Q18.1.** List all the names:**Q19.** Number of **doctorate degree programs** the academic unit has?**Q19.1.** List all the names:

When was your Assessment Plan...	1.	2.	3.	4.	5.	6.	7.	8.
	Before 2012-13	2013-14	2014-15	2015-16	2016-17	2017-18	No Plan	Don't know
Q20. Developed?	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Q20.1. Last updated?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>


Q20.2. (Required)Please **obtain** and **attach** your latest **assessment plan**:

 **HRS Assessment Plan.pdf**
607.79 KB

Q21.Has your program developed a **curriculum map**?

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

Q21.1.Please **obtain** and **attach** your latest **curriculum map**:

 HRS Curricular Map_BA Humanities with RS Concentration.pdf
28.26 KB

Q22.Has your program indicated explicitly in the curriculum map where assessment **of student learning** occurs?

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

Q23.

Does your program have a capstone class?

1. Yes, specify:

HRS 198: Seminar in Religious Studies

2. No
 3. Don't know

Q23.1.

Does your program have a capstone project(s)?

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

(Remember: Save your progress)

Save When Completed!

ver. 10.31.17

WRITTEN COMMUNICATION VALUE RUBRIC

for more information, please contact value@aacu.org



Definition

Written communication is the development and expression of ideas in writing. Written communication involves learning to work in many genres and styles. It can involve working with many different writing technologies, and mixing texts, data, and images. Written communication abilities develop through iterative experiences across the curriculum.

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	
Context of and Purpose for Writing <i>Includes considerations of audience, purpose, and the circumstances surrounding the writing task(s).</i>	Demonstrates a thorough understanding of context, audience, and purpose that is responsive to the assigned task(s) and focuses all elements of the work.	Demonstrates adequate consideration of context, audience, and purpose and a clear focus on the assigned task(s) (e.g., the task aligns with audience, purpose, and context).	Demonstrates awareness of context, audience, purpose, and to the assigned tasks(s) (e.g., begins to show awareness of audience's perceptions and assumptions).	Demonstrates minimal attention to context, audience, purpose, and to the assigned tasks(s) (e.g., expectation of instructor or self as audience).
Content Development	Uses appropriate, relevant, and compelling content to illustrate mastery of the subject, conveying the writer's understanding, and shaping the whole work.	Uses appropriate, relevant, and compelling content to explore ideas within the context of the discipline and shape the whole work.	Uses appropriate and relevant content to develop and explore ideas through most of the work.	Uses appropriate and relevant content to develop simple ideas in some parts of the work.
Genre and Disciplinary Conventions <i>Formal and informal rules inherent in the expectations for writing in particular forms and/or academic fields (please see glossary).</i>	Demonstrates detailed attention to and successful execution of a wide range of conventions particular to a specific discipline and/or writing task (s) including organization, content, presentation, formatting, and stylistic choices	Demonstrates consistent use of important conventions particular to a specific discipline and/or writing task(s), including organization, content, presentation, and stylistic choices	Follows expectations appropriate to a specific discipline and/or writing task(s) for basic organization, content, and presentation	Attempts to use a consistent system for basic organization and presentation.
Sources and Evidence	Demonstrates skillful use of high-quality, credible, relevant sources to develop ideas that are appropriate for the discipline and genre of the writing	Demonstrates consistent use of credible, relevant sources to support ideas that are situated within the discipline and genre of the writing.	Demonstrates an attempt to use credible and/or relevant sources to support ideas that are appropriate for the discipline and genre of the writing.	Demonstrates an attempt to use sources to support ideas in the writing.
Control of Syntax and Mechanics	Uses graceful language that skillfully communicates meaning to readers with clarity and fluency, and is virtually error-free.	Uses straightforward language that generally conveys meaning to readers. The language in the portfolio has few errors.	Uses language that generally conveys meaning to readers with clarity, although writing may include some errors.	Uses language that sometimes impedes meaning because of errors in usage.

California State University, Sacramento
Death & Afterlife
HRS 190D, Fall 2017

Term Paper Instructions

General Description and Choosing the Topic

As a major requirement of HRS 190D, each student will write a term paper (of approximately 15 pages) requiring substantial research and analysis. The term paper, along with review of another's draft, is worth 45% of the course grade. Students are free to choose from the wide spectrum of possible topics relevant to our study. Both primary and secondary textual sources are to be considered. Incorporation of assigned course readings is permitted.

Any topic relevant to death and afterlife as studied through the disciplinary perspectives of humanities or religious studies is fine. Three of our course's learning objectives are especially important to keep in mind when selecting the topic:

- Explore a topic in depth, yielding insight and information indicating special interest in the subject.
- Conduct thorough research germane to studying the humanities and religion using library resources.
- Demonstrate written communication skills, through using appropriate structure, development, usage, and reference sources to write clear, purposeful, analytical prose.

The topic therefore needs to be appropriate for the right sort of **research**:

- At least some work with primary sources is essential for producing an effective term paper. Depending on the topic and especially if there is disciplinary focus on the Humanities, primary sources could include "texts" beyond the written (i.e., artwork, music, etc.).
- Likely there will prove to be an abundance of secondary source material available. Part of the challenge is to be selective.

Another factor to consider when choosing the topic, and in order to produce a paper that is adequately "purposeful" and "analytical," is **thesis development**:

- The paper should be constructed around a thesis—a central idea or claim. This need not be "profound" or "radical"; but it should provide focus and enhance interest for the reader (and for the writer). Choosing the right thesis typically requires some amount of work with the material.
- Typically, development of one's thesis comes later, after significant research: Interest > research > questions > research > thesis > (research) defense of thesis.
- A clear thesis statement belongs in the first or second paragraph (usually in the last sentence).

And so, you'll want to choose a topic that presents an opportunity to make an *argument*—which is another way of saying that the paper will be constructed around a thesis. You'll want to be able to gather evidence and supporting ideas through your research in order to support the argument. The final factor to consider is *scope*, such that the topic is neither too narrow nor too broad. Fine-tuning of the topic's scope can be accomplished following the initial statement of topic idea(s). See the Appendix at the end of this document if you care to consider paper topics from past terms.

Schedule:

- October 30: initial statement of topic choice(s) due
- November 13: final statement of topic due
- November 27: extensive (8 pages minimum, not counting Bibliography/Works Cited) draft due (two copies); sharing of draft for peer review
- December 4: peer review of another student's draft due
- December 13: final draft of term paper due by 5:00 p.m.

Research and Writing

Both primary and secondary textual sources are to be considered. Incorporation of assigned course readings is permitted. Our Library and its website provides a wealth of information for conducting sound research; in addition to OneSearch, there are, for example, Database & Article searching (<http://xerxes.calstate.edu/sacramento/>) with its helpful links for “Humanities,” “Religious Studies,” et al., and Research Guides (<http://csus.libguides.com>).

The term paper needs to take full account of the Rubric (see below; see also “Notes on Rubric”). Source documentation is to comply with CMS (Chicago Manual of Style) or MLA, or ask the instructor if interested in using another style.

Avoid plagiarism; for the University’s policy see: <http://csus.libguides.com/plagiarism>. And ask the instructor if you have questions or concerns on this important issue.

Peer review

An extensive draft (two copies) of the paper is due by class time on **November 27**. One of the copies will go to the instructor, the other to the student doing the peer review. This draft needs to be at least 8 pages not including Bibliography/Works Cited (typed, double-spaced) and must include a bibliography of at least 6 sources. It is permissible to include some notes to the reader indicating possible new directions or questions for the reviewer. Be sure to insert page numbers in your draft (and retain them in your final draft).

The peer review does not need to be extensive. One page of commentary (single-spaced) will be sufficient. Writing short comments or marks directly on the draft can be helpful, but longer comments are to be typed. If you wish to reference a specific point in the draft with a longer comment, write a number or a letter (circle it for clarity) at that point, and then number/letter your typed comments accordingly. There is no specific format required for this review; simply strive to express your observations and suggestions as clearly as possible. Be sure to pay close heed to the “Term Paper Rubric” and the accompanying “Notes on Rubric categories” (as they set forth the ideals for this entire paper project). Make use of these categories for organizing most of your feedback (it works well to list them as I’ve done here, with commentary pertaining to each). Unless you see some glaring mistakes, don’t be concerned with **Source documentation**, and leave the assessment of **General procedure** up to the instructor—but do recall that this final category is pertinent to the peer review task itself (“Be diligent and helpful in your review of your colleague’s draft,” as the Rubric instruction sheet points out). The peer review is due by the following class session, on **December 4**.

(The Term Paper Rubric is on following page...)

HRS 190D Term Paper Rubric

	Seriously Flawed (D)	Adequate (C)	Proficient (B)	Advanced (A)
Research	Used minimal resources. Little or no use of research collections.	Used moderate number and variety of resources. Used research collections and categories.	Used wide number and variety of resources. Judicious use and incorporation of quotations important to the research.	Demonstrated unusual facility in using sources. Used exceptional research techniques.
Thesis development	Develops an incomplete or inaccurate thesis.	Develops a coherent thesis from collected research.	Applies innovative concepts derived from research materials to derive or develop thesis.	Examines research materials in a focused manner to present a defensible thesis.
Organization	Displays random or confusing organization.	Demonstrates adequate organization.	Demonstrates a clear and coherent organization.	Demonstrates coherent and rhetorically sophisticated organization. Makes effective connections between ideas.
Analysis	Illustrates a lack of an adequate level of analysis, such that thesis receives little support from information.	Illustrates adequate level of analysis, making occasional effective points supporting thesis with information.	Illustrates a good level of analysis, making many effective points supporting thesis with information.	Illustrates highly sophisticated level of analysis in approach to defending thesis and integrating information.
Contextual Depth	Does not analyze topic within the broader context of Humanities perspectives.	Analyzes topic within narrow context of Humanities perspectives.	Analyzes topic within the context of Humanities perspectives.	Analyzes and interprets research material with information drawn from other HRS courses, and analyzes topic within the context of Humanities perspectives.
Writing Quality	Shows deficient control of syntax, word choice, and conventions of Standard English. Errors impede understanding.	Displays adequate control of syntax, sentence variety, word choice, and conventions of Standard English.	Displays consistent control of syntax, sentence variety, word choice, and conventions of Standard English.	Displays superior, consistent control of syntax, sentence variety, word choice, and conventions of Standard English.
Source documentation	Frequently neglects to cite sources appropriately or employs inconsistent documentation style in many instances.	Occasionally neglects to cite sources appropriately or employs inconsistent documentation style in several instances.	With only a few exceptions, cites sources appropriately and employs consistent documentation style.	Cites sources appropriately and employs consistent documentation style.
General procedure	Consistently late and/or haphazard.	Occasionally late and/or haphazard.	Late and/or haphazard with one or two phases of process.	Consistently on time and showing appropriate effort.

Notes on Rubric categories

Research

- At least some work with primary sources is essential for producing an effective term paper. Depending on the topic and especially if there is disciplinary focus on the Humanities, primary sources could include “texts” beyond the written (i.e., artwork, music, etc.).
- Likely there will prove to be an abundance of secondary source material available. Part of the challenge is to be selective.

Thesis development

- The paper should be constructed around a central idea or claim. This need not be “profound” or “radical”; but it should provide focus and enhance interest for the reader (and for the writer). Choosing the right thesis typically requires some amount of work with the material.
- Typically, development of one’s thesis comes later, after significant research: Interest > research > questions > research > thesis > (research) defense of thesis.
- A clear thesis statement belongs in the first or second paragraph (usually in the last sentence).

Organization

- The Rubric statements on Organization will hopefully prove self-explanatory as to the ideals; please ask the instructor if there is uncertainty.

Analysis

- The emphasis here is on making effective use of the information obtained through research, so that overall the thesis is strongly supported. This is not to imply that there should be no points at which information might argue against the thesis; including such a balanced point of view is laudable. On the whole, however, effective analysis will yield a strong defense of the thesis.

Contextual depth

- This category involves the issue of intended readership. Write to your colleagues in the class, all of whom are Humanities & Religious Studies majors or graduate students in related fields.

Writing quality

- (This should be clear enough from the Rubric; please don’t hesitate to ask if there is need of further clarification.)

Source documentation

- Plagiarism must be avoided (and so, if in doubt, be safe and cite source material). Sometimes it is helpful for the reader to be informed of a relevant source even if a citation is not mandated by the rules governing plagiarism.
- The “documentation style” can be CMS (Chicago Manual of Style) or MLA (or ask the instructor if interested in using another style); be sure to be consistent.

General procedure

- Stay on schedule as per due dates.
- Commit an appropriate amount of effort to producing an initial statement of paper topic(s), a preliminary bibliography, and a draft.
- Be diligent and helpful in your review of your colleague’s draft.

APPENDIX: Examples of paper topics from past terms

- Death and afterlife in the art of medieval France

- Cultural myths of deceased musicians and other celebrities
- Ancient Roman art and architecture pertaining to death and afterlife
- The zombie phenomenon
- The vampire as global phenomenon
- Death as taboo with regard to children
- Japanese cultural influences on death and afterlife in videogames, anime, and manga
- Perspectives on death in ancient Greek and Roman mystery religions
- Death in Heavy Metal music
- Exploration of the Australian Aborigines' concepts of creation, the dreaming, and death
- The comparative view of death and afterlife (including certain rituals) in Buddhism and Islam
- Death and afterlife in voodoo
- Popular media psychics (e.g. Jon Edward, James Van Praagh, Sylvia Brown)
- Death in Japan: rituals and their meanings
- The connection of images of sex and death in society and art
- *Dies Irae* (as manifested in various works of Western music)
- A comparison of how death is presented in traditional/classical fairy tales with the Disney version of the same deaths; how are the deaths changed for an American audience?
- Death and mourning in the Victorian Era
- "Dance of Death"
- The study of the dead in Old Norse literature
- Perspectives on death and afterlife in the New Testament
- The phenomenon of the vampire
- Thug life: Tupac Shakur's life, views, and predictions of death and afterlife
- Channeling and shamanism (a comparative study)
- Artistic renderings of the Book of Revelation
- The Celtic view of death and afterlife
- Death and hell in video games
- Death and afterlife in Norse mythology and practice
- Hmong death rituals (including the crossing-over ritual)
- Hope: Christian, Jewish, Moslem perspectives and the Buddhist philosophy in regards to suicide
- Origins of African American religion, with focus on the views of death and afterlife of the African American slave culture
- Jewish death rituals
- Thoughts on soul, death, and resurrection in Islam
- Vampires: looking at the ritual of blood-letting and its history in relation to vampires; actual historical accounts of trying to gain immortality with vampire acts
- Eleusinian Mysteries
- Concepts of nirvana
- Native American views of the deceased in relation to the subject of repatriation
- Medieval art during Europe's plague years
- Resurrection and return of Jesus (i.e., "Second Coming")
- The "Goth scene": artistic motifs, fascination with death, relation to Romanticism
- Mormon views on death and afterlife
- Taoist conceptions concerning the immortality of the soul, death, and beyond
- Archetypal images depicting death and dying in paintings, sculptures and prose as used throughout medieval Europe (especially Italy) as didactical resources by the Catholic church
- Death ritual practices of the Australian Aborigines
- Perspectives on Navajo Religion
- Catholic perspectives on death and afterlife.

- Martyrdom
- Comparing perspectives on death and afterlife between ancient Egyptian religion and Islam
- Exploring the origins of purgatory
- Mummification and embalming, including modern mummification
- Haitian death cults and folklore relating to the phenomenon of zombification
- Perspectives in Mahayana Buddhism, including Nichiren Daishonin
- A study of the psychological effects of terminal diagnoses on patients and their families
- Comparing three Native American tribes (Hopewell, Hopi, Tlingit) on death rituals
- Heaven
- *Día de los Muertos*
- Medieval artistic representations of sodomites in the Christian afterlife
- The requiem mass
- The art of Ed Kienholz
- Lifton's "modes of immortality" as depicted in film
- The Iglesia Ni Cristo (a Christian sect's worldviews on death and afterlife)
- Spiritualism
- Abortion
- Euthanasia
- Rap music on death and the afterlife
- Comparison of burial practices in ancient Egypt, Greece, and Rome
- Western cultural changes in the value of life, reflected in attitudes toward elderly, suicide and assisted suicide
- Greek and Roman myth of death and the underworld as portrayed through art and architecture
- Themes of death and mourning in *Ulysses*
- The non-religious existential near-death experience, as seen in *House*
- Death in Disney
- Anxieties over death and destiny of the soul in England in wake of the Protestant Reformation and the English Renaissance
- Correlations between religiosity, age, and death anxiety
- Personification of death in fairy tales and folklore in the medieval and Renaissance periods
- Gnostic perspective of the afterlife
- Death and the afterlife as depicted in Renaissance art in sixteenth-century Europe
- The rationality of belief in continued existence after death
- Celtic perspectives
- The business of death in North America

**HRS 190D (Fall 2017; Papers A,B,C) and HRS 198 (Spring 2018; Papers D, E) term papers
Written Communication**

Paper	A				B				C			
	JB	AB	BN	Ave	JB	AB	BN	Ave	JB	AB	BN	Ave
Con/Purp	1.0	2.0	2.0	1.7	3.0	3.0	2.0	2.7	4.0	3.0	3.0	3.3
Con. Dev.	0.5	2.0	2.0	1.5	3.0	3.0	2.0	2.7	4.0	2.0	3.0	3.0
Genre/Disc.	2.0	2.0	1.5	1.8	2.5	2.0	2.0	2.2	3.5	2.0	2.5	2.7
Sources/Evid.	1.0	2.0	1.5	1.5	3.0	3.0	2.0	2.7	3.5	2.0	2.5	2.7
Synt./Mech.	1.0	2.0	2.0	1.7	3.0	2.0	2.0	2.3	3.5	2.0	3.5	3.0
Average	1.1	2.0	1.8	1.6	2.9	2.6	2.0	2.5	3.7	2.2	2.9	2.9

Paper	D				E				
	JB	AB	BN	Ave	JB	AB	BN	Ave	Ave.
Con/Purp	3.0	3.0	1.5	2.5	2.0	3.0	2.0	2.3	2.5
Con. Dev.	1.5	2.0	2.0	1.8	1.5	2.0	2.0	1.8	2.2
Genre/Disc.	2.0	2.0	2.5	2.2	2.0	2.0	2.5	2.2	2.2
Sources/Evid.	2.5	3.0	2.0	2.5	2.0	3.0	2.0	2.3	2.3
Synt./Mech.	1.0	2.0	2.5	1.8	2.0	2.0	2.0	2.0	2.2
Average	2.0	2.4	2.1	2.2	1.9	2.4	2.1	2.1	2.3

Department of Humanities & Religious Studies Assessment Plan (REV 11/4/16)

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 BA 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 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.

Humanities with Religious Studies Concentration:

5. Competence in the Disciplines (Religious Studies): Students majoring in Humanities 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)

BA Humanities

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 evaluated 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	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

information literacy in order to facilitate clear understanding and articulation of subject matter in academic and professional pursuits.	2. (Critical Thinking) Demonstrate comprehensive exploration of issues, ideas, artifacts, and events before accepting or formulating an opinion or conclusion.	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
	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%	Assessment Committee and instructor	Faculty will use data for enhancing course design and delivery

							3.0 or better		
	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 should be able to demonstrate knowledge and skills of theoretical and methodologi	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).								

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 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

BA in Humanities

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	

BA in Humanities with 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

Curricular Maps

BA in Humanities with 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