

2018 - 2019 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.

This year OAPA has refined the annual assessment reporting process to make it simple, clear, and of high quality at the same time.

IMPORTANT REMINDER:

Please use the "[Guidelines](#)" and "[Examples for Answering Open-Ended Questions](#)" to answer each question in the template as you complete the report. Please provide and attach the following information:

1. PLO Assessed (Q1.1, Q2.1)
2. Definition of the PLO(s) (Q2.1.1)
3. Rubrics and Explicit Program (not class) Standards of Performance/Expectations (Q2.3)
4. Direct Measures (Q3.3.2)
5. Data Table(s) (Q4.1)
6. Curriculum Map (Q21.1)
7. Most Updated Assessment Plan (Q20.2)

Please provide only relevant information and limit all of your attachments to 30 pages.

Please save your progress. There is NO "submit" button. After July 1, 2019, the saved report will be considered the final submission.

DEADLINE TO SUBMIT: JULY 1, 2019.

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

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

OR enter program name:

Section 1: Report All of the Program Learning Outcomes Assessed

Question 1: All the Program Learning Outcomes Assessed

Q1.1.

Which of the following Program Learning Outcomes (PLOs) including Sac State Baccalaureate Learning Goals (BLGs) or 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**
20. **Research**
- 21A. Other, specify any assessed PLOs not included above:

a.

b.

c.

- 21B. **Check here if your program has not collected any data for any PLOs.** Please go directly to Q6 (skip Q1.3.a. to Q5.3.1.)

Q1.3.a.

Are your PLOs closely aligned with the mission and/or the [strategic plan](#) of the university?

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

Undo

(Remember: Save your progress. There is NO "submit" button. After July 1, 2019, the saved report will be considered the final submission.)

Section 2: Report One Learning Outcome in Detail

Question 2: Detailed Information 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):

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

Q2.1.1.

Please provide the definition for this PLO ([See Appendix 15 Sample Answer to Q2.1.1](#)).

Our Critical Thinking PLO for the Humanities BA is included along with the other four WASC core competencies under the Program Learning Goal "Intellectual and Communication Skills." This PLG states: Students majoring in Humanities 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. The Critical Thinking PLO states: Demonstrate comprehensive exploration of issues, ideas, artifacts, and events before accepting or formulating an opinion or conclusion.

Q2.2.

Has the program developed or adopted **explicit program standards of performance/expectations** for this PLO? (e.g. "We expect 80% 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

Undo

Q2.2.a.

Please provide the standards of performance/expectations for this PLO:

90% should receive 2.0 or better (out of 4.0), 30% should receive 3.0 or better.

Q2.3.

Please **provide and/or attach the rubric(s)** that you used to evaluate your assignment ([See Appendix 15 Sample Answer to Q2.3](#)):



Critical Thinking Value Rubric REVISED for Honors FLC.docx
15.49 KB

Click here to attach a file

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 checked="" 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 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**)

Undo

Q3.1.1.

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

1

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**)

Undo

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 core-requirement seminar were collected by faculty teaching the course.

(Remember: Save your progress. There is NO "submit" button. After July 1, 2019, the saved report will be considered the final submission.)

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**)

Undo

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 **attach the assignment instructions that the students received to complete the assignment** ([See Appendix 1 Sample Answer to Q3.3.2](#)):

HRS 190

Saints, Relics, and Miracles in Late Antique and Medieval Europe

Final Essay

Final Draft Due Friday, December 14th (8pm)

- Your task in this final essay is to craft an argument about one or two primary sources and enrich that argument with a thoughtful engagement with at least one of our secondary sources. This is your opportunity to dive more deeply into one or more of our sources and/or analytical issues that we have explored in this class.
- The first step is to choose your source(s). You may choose from any of our assigned primary source readings.
- You are also welcome to find a text or image that we have not discussed in class. If you are using a source we have not discussed, please make sure to have your choice approved by me before you begin writing.
- Once you have read your source(s), the second step is to define a scholarly question that your essay will answer. You are welcome to use one of the questions from our weekly response essays. You are also welcome to use a prompt that you have answered for a weekly writing prompt. If you come up with your own question, make sure it is solid scholarly question. For example, "Antony of Egypt battled demons" is not a question and "Was Antony of Egypt a holy man?" is not a scholarly question. "What do Athanasius' descriptions of Antony of Egypt's battles with demons tell us about the role the body played in the emerging ascetic ideal?" is much better—it is a question and will lead one to provide an analytical answer. You are also welcome to construct a comparative question using two sources.
- A rough draft is due 5 days before your scheduled workshop (that is, due either by 11:59pm on Saturday November 24th or 11:59pm on Saturday December 1st). Failing to complete this step will result in a drop of five points in your final paper grade.
- Papers should be approximately 10-12 pages in length. They must have a compelling motive, an original thesis, and loads of supporting textual evidence (from both your primary and secondary sources). Moreover, they must be free of grammatical errors and typos. Make sure to proofread your work!
- Please use footnotes for citations, following the Chicago Manual of Style (CMS). A helpful link for how to construct CMS footnotes can be found here:

http://www.chicagomanualofstyle.org/tools_citationguide.html

 Click here to attach a file

 Click here to attach a file

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.**)

Undo

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

Undo

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

Undo

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

Undo

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

Undo

Q3.6.

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

Papers by all 5 Humanities BA students who completed HRS 190M were collected.

Q3.6.1.

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

Used all available samples.

Q3.6.2a.

Please enter the number (#) of students **from ONLY your program** that were assessed for this program learning outcome (not all students in the class).

Q3.6.3a.

Please enter the number (#) of samples of student work **from ONLY your program** that were evaluated for this program learning outcome.

Q3.6.4.

Was the sample size of student work for this program assessment adequate for assessing this program learning outcome?

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

(Remember: Save your progress. There is NO "submit" button. After July 1, 2019, the saved report will be considered the final submission.)

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:

[Click here to attach a file](#)[Click here to attach a file](#)**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**)

Undo

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**)

Undo

Q3.8.3.

If other measures were used, please specify:

 Click here to attach a file

 Click here to attach a file

(Remember: Save your progress. There is NO "submit" button. After July 1, 2019, the saved report will be considered the final submission.)

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](#).) Please do **NOT** include student names and other confidential information. This is going to be a **PUBLIC** document:

See attached spreadsheet.



HRS 190M Critical Thinking Scoresheet.xlsx
11.37 KB



Click here to attach a file

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 ([See Appendix 15 Sample Answers to Q4.1-Q4.3](#))?

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 1.8. 40% (2 of 5) scored 3.0 or greater. The overall average score is 2.6. A larger sample size may have yielded fuller result.

We observe that the low score for all three reviewers was in 6.5, "Conclusions and related outcomes." The assessment committee will discuss this element with faculty in Fall 2019 and encourage development of assignments designed to foster cogent, logical, and comprehensive tying together of arguments into a central thesis supported throughout, especially in the conclusion.



Click here to attach a file



Click here to attach a file

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

Undo

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

Undo

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

Undo

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**)

Undo

Q5.1.1.

Please describe **what changes** you plan to make in your program as a result of your assessment of this PLO.

We are far along in course proposals designed to meet the GE Area A3 (Critical Thinking) criteria, which will fortify foundational learning within our major. We expect to see our first A3 course passed through curriculum review this Fall.

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 critical thinking in 2013-14, and we plan to assess it again in five years, at which point our new A3 course(s) will have produced data ripe for analysis. Examining critical thinking this year, 5 years ago, and 5 years from now will provide us with longitudinal data further enhanced by foundational, lower-division courses (A3).

2. No
 3. Don't know

Undo

Q5.2.

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

Undo 1-12 Undo 12-23

	1. Very Much	2. Quite a Bit	3. Some	4. Not at All	5. N/A
1. Improved specific courses	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>
2. Modified curriculum	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>
3. Improved advising and mentoring	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
4. Revised learning outcomes/goals	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
5. Revised rubrics and/or expectations	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
6. Developed/updated 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 checked="" type="radio"/>	<input type="radio"/>	<input 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 checked="" type="radio"/>	<input type="radio"/>	<input 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: <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:

Two of our faculty members won course development grants in order to promote critical thinking; these courses will enable us to further collection of data and improvement of major skills. Additionally, we have undergone syllabi review to align multi-section course expectations as defined by learning objectives, PLOs, and PLGs.

Q5.3.

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

Undo 1-9

	1. Very Much	2. Quite a bit	3. Some	4. Not at All	5. N/A
1. Program Learning Outcomes	<input checked="" type="radio"/>	<input 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 checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
6. Data Collection	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>
7. Data Analysis and Presentation	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
8. Use of Assessment Data	<input checked="" type="radio"/>	<input type="radio"/>	<input 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 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:

Unlike previous years, we analyzed data based not only on average scores for the entire rubric, but we also examined scores for each rubric category. This allowed us to make the important observation noted above, with regard to the relatively low score for 6.5. Ideally, student term papers should culminate in strongly supported conclusions, something we shall address throughout our curriculum .


(Remember: Save your progress. There is NO "submit" button. After July 1, 2019, the saved report will be considered the final submission.)


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:

 Click here to attach a file

 Click here to attach a file

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. **Research**
- 21. 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. As we reported last year, 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:

-
-

Q9.1.

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

Modified AAC&U VALUE Rubric, Critical Thinking; 190M Critical Thinking Scoresheet; HRS Assessment Plan; HRS Curricular Map, BA Humanities

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, Harvey Stark

Q11.1.

Department Chair/Program Director:

Alyson Buckman

Q11.2.

Assessment Coordinator:

Harvey Stark

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 (as of Fall 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:

Undo

Q16. Number of **undergraduate degree programs** the academic unit has?

2

Q16.1. List all the names:

BA Humanities

BA Humanities with Religious Studies Concentration

Q16.2. How many concentrations appear on the diploma for this undergraduate program?

2

Q17. Number of **master's degree programs** the academic unit has?

1

Q17.1. List all the names:

MA in Humanities

Q17.2. How many concentrations appear on the diploma for this master's program?

0

Q18. Number of **credential programs** the academic unit has?

0

Q18.1. List all the names:

Q19. Number of **doctorate degree programs** the academic unit has?

0

Q19.1. List all the names:

When was your Assessment Plan...	1.	2.	3.	4.	5.	6.	7.	8.
<input type="button" value="Undo"/>	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 type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>

Q20.2. (Required)

Please **obtain** and **attach** your latest **assessment plan**:

 **HRS Humanities BA Assessment Plan Revised.docx**
39 KB


Q21.

Has your program developed a **curriculum map**? Please note: A curriculum map is not a roadmap. A **roadmap** is a graphical representation of the courses students must take to graduate. A **curriculum map** is the matrix that represents in which course a certain program learning outcome (PLO), student learning outcome (SLO), or course learning outcome (CLO) was introduced, developed, and/or mastered.

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

Q21.1.

Please **obtain** and **attach** your latest **curriculum map**:

 **HRS Curricular Map_BA Humanities.docx**
17.5 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

Undo

Q23.

Does your program have a capstone class?

1. Yes, specify:

HRS 195

2. No
 3. Don't know

Undo

Q23.1.

Does your program have a capstone project(s)?

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

Undo

Q24.

BEFORE YOU SUBMIT: Please **check** that you have included all of the following key evidences:

1. PLO Assessed (**Q1.1, Q2.1**)
 2. Definition of the PLO(s) (**Q2.1.1**)
 3. Rubrics and Explicit Program (not class) Standards of Performance/Expectations (**Q2.3**)
 4. Direct Measures (**Q3.3.2**)
 5. Data Table(s) (**Q4.1**)
 6. Curriculum Map (**Q21.1**)
 7. The Most Updated Assessment Plan (**Q20.2**)

Please do **NOT** include student names and other confidential information. This is going to be a **PUBLIC** document.

Save When Completed!

(Remember: **Save your progress. There is NO "submit" button. After July 1, 2019, the saved report will be considered the final submission.**)

DEADLINE: July 1, 2019.

Thank you and have a great summer!

ver. 03.11.19

Critical Thinking Rubric [revised from VALUE Rubric]

Criterion	Capstone 4	Milestone 3	Milestone 2	Benchmark 1
6.1: Explanation of issues	Issue/problem to be considered critically is stated clearly and described comprehensively, delivering relevant information sufficient for full understanding.	Issue/problem to be considered critically is stated, described, and clarified so that understanding is not seriously impeded by omissions.	Issue/problem to be considered critically is stated but description leaves some terms undefined, ambiguities unexplored, boundaries undetermined, and/or backgrounds unknown.	Issue/problem to be considered critically is stated without clarification or description.
6.2: Evidence	Draws sufficient and relevant information from legitimate sources to enable the development of a coherent and comprehensive analysis or synthesis.	Draws relevant information from legitimate sources to enable the development of a coherent analysis or synthesis.	Draws information from sources, but not sufficiently to enable the development of a coherent analysis or synthesis.	Draws information from sources. Viewpoints are taken as fact, without question.
6.3: Influence of context and assumptions	Recognizes and evaluates the context and assumptions affecting the evidence when presenting a position.	Recognizes the context and assumptions affecting the evidence when presenting a position.	Partially acknowledges the context and assumptions affecting the evidence when presenting a position.	Shows a preliminary acknowledgment of context and assumptions.
6.4: Student's position (perspective, thesis/hypothesis)	Specific position (perspective, thesis/hypothesis) is imaginative, taking into account the complexities of an issue and indicating independent thought. Limits of position (perspective, thesis/hypothesis) are acknowledged.	Specific position (perspective, thesis/hypothesis) takes into account the complexities of an issue, suggesting independent thought.	Specific position (perspective, thesis/hypothesis) partially acknowledges the complexities of an issue.	Specific position (perspective, thesis/hypothesis) is stated, but is simplistic and obvious.
6.5: Conclusions and related outcomes (implications and consequences)	Conclusion is comprehensive, logical, and cogently tied to the evidence.	Conclusion is logical and cogently tied to the evidence.	Conclusion is logical and tied to the evidence.	Conclusion is inconsistently tied to some of the evidence and is oversimplified.

Department of Humanities & Religious Studies Assessment Plan (REV 6/20/19)

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 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	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

communication skills, and 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	Assessment Committee and instructor	Faculty will use data for enhancing course design and delivery

							4.0), 30% 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	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,								

cultures, their values and forms of expression in ways that prepare them to understand, adapt, and succeed in increasingly diverse and complex contexts.	proposing well reasoned explanations for such.								
	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	1. Explore a topic in depth, yielding insight and information indicating special interest in the subject.								

<p>& 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.</p>	<p>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.</p>								
	<p>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.</p>								
	<p>4. Demonstrate evidence of self-reflection on perspectives because of working within and learning from diversity of communities and cultures.</p>	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
	<p>5. Express, listen, and adapt ideas and messages based on others' perspectives.</p>	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
<p>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</p>	<p>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.</p>								
	<p>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.</p>								

these fields and their subject matter.	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 04	I	I	I	I	I	I	I												I	I
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 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

HRS Curricular Map_BA Humanities

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