

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 information literacy in order to	1. (Reading) Demonstrate ability simultaneously to extract and construct meaning when reading diverse texts.	190 or 195	16/17	Reading response papers	Rubrics, developed by Assessment Committee	Coordinated by Assessment Committee	Data will be reported by Assessment Committee. 90% should achieve 2.0 or better (of 4.0), 30% 3.0 or better	Assessment Committee and instructor	Faculty will use data for enhancing course design and delivery
	2. (Critical Thinking) Demonstrate comprehensive	190 or 195	18/19	Research paper	Rubrics, developed by Assessment	Coordinated by Assessment	Data will be reported by Assessment	Assessment Committee	Faculty will use data for

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

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

ways that prepare them to understand, adapt, and succeed in increasingly diverse and complex contexts.	3. Compare two or more cultures, identifying common themes or issues along with those that are distinctive.	190	16/17	Research paper	Rubrics, developed by Assessment Committee	Coordinated by Assessment Committee	Data will be reported by Assessment Committee. 90% should achieve 2.0 or better (of 4.0), 30% 3.0 or better	Assessment Committee and instructor	Faculty will use data for enhancing course design and delivery
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	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
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	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