



Program Assessment Report (PAR)

Comparative Religion (CR) Baccalaureate Degree

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ACADEMIC YEAR COVERED BY THIS REPORT: [AcademicYear]

I. PROGRAM LEARNING OUTCOMES

Graduates will be able to (LO1) Graduates will demonstrate an understanding of how to study religion from an academic perspective. Studying religion from an academic perspective includes the following (a) applying to the study of religion the same categories of understanding used to study other elements of the human experience, including literary, historical, social, and cultural analysis (b) demonstrating the ability to apply this methodology to different belief systems (LO2) Graduates will demonstrate an understanding of the global diversity of religious traditions. An understanding of the global diversity of religious traditions includes the following (a) A basic understanding of beliefs and practices of several world religions (b) A basic understanding of the history and development of several world religions.

II. PROCEDURES USED FOR ASSESSMENT

A. Direct Assessment

Assessment of collected artifacts. All religion professors who taught courses in which assessable papers were assigned during the assessment period uploaded all of the papers from their courses onto a designated PILOT page. A random selection from all uploaded student papers was then made by the committee (every fourth paper from the list, for example), to ensure that the papers were selected at random and that there was a range of upper and lower division courses. They were then read and scored on a rating scale.

B. Scoring of Student Work

At the beginning of each semester, the chair of the assessment committee explained to the department the LOs to be assessed in that year. All three departments, Religion, Philosophy, and Classics, participate jointly in the assessment of these LOs. The Committee identified the courses taught during the semester in which papers were assigned that were appropriate artifacts to assess these LOs. These papers were collected on the DRPC Assessment Pilot site. The Committee assessed a representative selection of the papers, defined as 33%. These were assessed using a rating scale. The Committee communicated its findings by compiling an assessment report. This report will be provided to the chair, and the results will be communicated to the faculty at the annual department meeting devoted to assessment. At this meeting the faculty will discuss these findings and consider any course modifications or improvements they indicate.

C. Indirect Assessment

Indirect assessment was not done for this academic year. Plans to implement indirect assessment for academic year 2020-2021 will be discussed at the annual department meeting devoted to assessment.

III. ASSESSMENT RESULTS/INFORMATION:

For this assessment period, 32 papers were collected from a range of both upper and lower division courses taught by different faculty members (2 sections each of REL 3420, REL 2040, 3 sections of REL 2320, and one section of REL 3400). They were then assessed with respect to both learning outcomes on a scale of 1 to 4, with 1 = no demonstrated understanding, 2 = poor, 3 = good, and 4 = excellent.

LO1 (Graduates will demonstrate an understanding of how to study religion from an academic perspective), the average rating of all papers was 3.3, or good. Only one paper received a rating lower than 3 = good; 93% of the papers were rated 3 = good or higher, with 41% rated 4 = excellent. LO2 (Graduates will demonstrate an understanding of the global diversity of religious traditions), the average rating of all papers was 3.5, with no papers receiving a rating lower than 3 = good. 100% of papers were rated 3= good or higher, with 55% rated 4 = excellent.

Based on these ratings, the department is effectively teaching the academic methodology required for the study of religion (LOR1), while also effectively promoting an understanding of global diversity (LOR2).

IV. ACTIONS TO IMPROVE STUDENT LEARNING

This report will be circulated to all departmental faculty, and the results will be discussed at the annual department meeting devoted to assessment.

V. SUPPORTING DOCUMENTS

Additional documentation, when provided, is stored in the internal Academic Program Assessment of Student Learning SharePoint site.