

## ASSESSMENT PLAN FOR THE RELIGIOUS STUDIES MAJOR

(version 4.4, revised November 1, 2011)

### A complete assessment plan consists of:

- 1) A list of disciplinary learning outcomes that are linked to the overarching university learning outcomes;
  - 2) For each disciplinary outcome, two or more measures that will enable you to assess whether your majors have achieved that outcome;
  - 3) A schedule for compiling and analyzing the measures and making subsequent modifications to your assessment plan.
- Note: A complete assessment plan need *not* include a disciplinary learning outcome for every overarching university learning outcome.

### Measures of assessment:

#### a. Direct measures:

- 1) Written assignments and examinations (e.g., capstone papers) *[through b.1 and b.4]*
- 2) Presentations, performances, or exhibits (e.g., Stander Symposium, capstone, other courses) *[through b.1 and b.5]*
- 3) GRE tests *[through b.1 and b.2]*
- 4) Senior theses *[through b.5]*

#### b. Indirect measures:

- 1) Student surveys and/or interviews
- 2) Alumni surveys
- 3) Employer surveys
- 4) Student reflective essays
- 5) Faculty surveys
- 6) Success in securing employment or admission to graduate school *[through b.1 and b.2]*

### “Means” of assessment included here:

- 1) **Student** surveys and/or exit interviews, to assess:
  - a) Written assignments and examinations
  - b) Presentations, performances, or exhibits
  - c) Success in securing employment or admission to graduate school
  - d) GRE tests (if applicable)
  - e) Community service/volunteering
- 2) **Alumni** surveys, to assess:
  - a) Success in securing employment or admission to graduate school
  - b) Honors, awards, and other achievements
  - c) GRE tests (if applicable)
- 3) **Employer** surveys
- 4) **Faculty** surveys, to assess:
  - a) Written assignments and examinations
  - b) Presentations, performances, or exhibits
  - c) Senior theses

**Outcome I: Graduating Religious Studies majors will demonstrate knowledge of basic concepts and categories of theological reflection.**

*Measures:*

1. In an anonymous survey and/or exit interviews of graduating majors, at least 80% of respondents will agree that
  - a. they acquired fundamental concepts and methods of more than one area of the field of Religious Studies;
  - b. they appropriated a general vocabulary of theological discourse and reflection.
2. At least 80% of a random sample of papers from the capstone seminar and/or other courses will demonstrate knowledge and appropriate use of basic concepts of theological discourse.
3. At least 80% of a random sample of senior theses (if applicable) will demonstrate knowledge and appropriate use of major concepts of theological discourse.

**Outcome II: Graduating Religious Studies majors will be able to employ multiple critical methods to their analysis of texts and will be able to locate the texts in their historical contexts, diachronically and synchronically.**

*Measures:*

1. In an anonymous survey and/or exit interviews of graduating majors, at least 80% of respondents will agree that in their courses they have appropriated and have used at least two different methods of textual interpretation.
2. At least 80% of a random sample of papers from the capstone seminar and other classes will demonstrate awareness of different critical approaches of texts and of the historical contexts of the texts analyzed; the papers will provide at least dates for their texts, will indicate possible sources of influence, and will show awareness of subsequent reception and usage of the texts.
3. At least 80% of a random sample of senior theses (if applicable) will demonstrate awareness of different critical approaches of texts and of the historical contexts of the texts analyzed; the papers will provide at least dates for their texts, will indicate possible sources of influence, and will show awareness of subsequent reception and usage of the texts.

**Outcome III: Graduating Religious Studies majors will be able to utilize effectively methods of research and argumentation appropriate to the field. They will locate and use appropriate information technologies when conducting research (book reviews, databases etc.), will evaluate and analyze critically information gathered from a variety of resources, will develop a thesis and an argument, will demonstrate knowledge of the mechanics of a paper production (e.g., use of citations), and will offer effective oral presentations of their research projects.**

*Measures:*

1. At least 80% of a random sample of major papers from the capstone seminar or other classes will demonstrate effective use of varied resources, proper application of basic structure rules, clarity of thesis, clarity and unity of discourse, and proper and consistent citations of sources.
2. In an anonymous survey and/or exit interviews of graduating majors, at least 80% of the respondents will agree that their paper presentations (in capstone seminar and/or at Stander) have shaped their ability to present their knowledge publicly.

3. At least 80% of a random sample of senior theses (if applicable) will demonstrate effective use of varied resources, proper application of basic structure rules, clarity of thesis, clarity and unity of discourse, and proper and consistent citations of sources.
4. At least 80% of presentations in the capstone seminar and Stander symposium will demonstrate effective practices of public delivery of research.
5. At least 80% of alumni responding to pertinent questions will agree or strongly agree that their coursework and related experience at UD has contributed significantly to their skills and practices of producing informed and well-organized research and of delivering this research in effective ways.

**Outcome IV: Graduating Religious Studies majors will be able to understand the cultural and social complexity of Catholic praxis and at doctrine and at least the praxis and doctrine of one other Christian tradition or of a non-Christian religious tradition.**

*Measures:*

1. At least 80% of a random sample of major papers from the capstone seminar or other classes (e.g., REL 304, 305, 306, 307, 308, 309, 326, 323, 324, 327, 328, 329, 358, 429, 474) will demonstrate awareness of the major role that diversity played in the formation of religious traditions, Catholic, other Christian, or non-Christian.
2. In an anonymous survey and/or exit interviews of graduating majors, at least 80% of respondents will indicate that at least two aspects of diversity (e.g., class, race, gender, ethnicity, nationality, sexual orientation) have figured significantly in their Religious Studies courses at UD and that, based on this experience, they can recognize that at least two aspects of diversity have shaped (in the distant past or in more recent times) religious praxis and doctrine, in Catholic and non-Catholic Christianity or in other religious traditions,
3. In an anonymous survey and/or exit interviews of graduating majors, at least 80% of respondents will indicate that exposure to diversity at UD has shaped the way in which they think about religion in general and/or the way in which they view their own religious traditions in particular, and they will agree that their UD experience has helped them recognize that in general diversity is important in the field of Religious Studies.
4. At least 80% of a random sample of senior theses (if applicable) will demonstrate awareness of the major role that diversity played in the formation of religious traditions, Catholic, other Christian, or non-Christian.

**Outcome V: Graduating Religious Studies majors will demonstrate an understanding of communal aspects of religious praxis, doctrine, and of inter-religious dialogue, and will possess the vocabulary necessary to express and contribute to these communal aspects, and to engage in respectful and informed dialogue with different religious traditions.**

*Measures:*

1. In an anonymous survey of graduating majors at least 80% of respondents will agree that they have acquired the necessary perspectives, values, and skills to engage in informed and respectful dialogue with diverse religious traditions.
2. At least 80% of a random sample of major papers from the capstone seminar or other classes (e.g., REL 262, 263, 264, 323, 324, 363, 364, 365, 366, 367, 368, 369, 472) will demonstrate the vocabulary necessary to express and contribute to these communal aspects.

**Outcome VI: Graduating Religious Studies majors will demonstrate awareness of the real human issues entailed by the communal aspects of religion and will agree that they can understanding these aspects with an aim for social transformation.**

*Measures:*

1. In an anonymous survey of graduating majors at least 80% of respondents will agree that they have an understanding of the real human issues entailed by the communal aspects of religion and of how these aspects may be used for social transformation.
2. In a survey of alumni at least 80% of respondents will indicate that their Religious Studies major has helped them form and express concerns about and attitudes toward social transformation.
3. At least 80% of a random sample of major papers from the capstone seminar or other classes (e.g., REL 262, 263, 264, 323, 324, 363, 364, 365, 366, 367, 368, 369, 472) will demonstrate the vocabulary necessary to appropriate, express, and contribute to these practical and transformative aspects of religion.

**Outcome VII: Graduating Religious Studies majors will indicate that their major studies have prepared them to move successfully into employment and/or graduate school.**

*Measures:*

1. In an anonymous survey of graduating majors at least 80% of respondents will strongly agree or agree that their major has prepared them to move successfully into employment or toward admission to graduate school.
2. In an anonymous survey of graduating majors at least 80% of respondents that have taken the GRE general test will indicate scores that meet graduate school admission standards.
3. In a survey of alumni at least 80% of respondents will agree or strongly agree that their Religious Studies major has helped them be successful in their occupations.