

SRJC Student Learning Outcome (SLO) Assessment Report Form

Department ISPhyR Course or Certificate/Major Religious Studies A.A. Academic Year 2012-13

Participating Instructor(s)/Staff Eric Thompson, Carla Grady, Jim Preston

Submitter Email/Phone ethompson@santarosa.edu / 527-4625

1	List Student Learning Outcome(s) to be assessed (add SLO number from Course Outline of Record)	<ol style="list-style-type: none"> 1. Demonstrate greater awareness of global religious traditions and their origins 2. Apply the appropriate lexicon to discuss religions in socio-historical contextual terms 3. Demonstrate skills in critical analysis of religious claims 4. Identify the major world religions and their major branches in order to distinguish among different types of religions.
2	Describe (a) the assessment method and (b) the criteria for success	This is a cumulative assessment: by virtue of a program map which shows that the material supporting the program SLO's in this major are taught in the required and restricted elective courses in the major, and by virtue of the fact that the operative course SLO's have now been assessed, then this program has thereby been effectively assessed.
3	Summarize assessment results	<p>SLO # 1 was assessed in PHIL 8 (date and specifics being gathered and go here), HUMAN 10.3 (fall 2008), HUMAN 8 (Sp 2008), and HUMAN 10.4 (2011-12). The assessment for these courses include to various degrees religious origins and global diversity of religions. The HUMAN 10.3 assessment dealt with the origins and diversity of the three main Monotheistic religions, the HUMAN 8 assessment dealt with cross-cultural comparison and diversity appreciation. HUMAN 10.4's assessment, although restricted to North America, effectively spoke to this SLO given the emphasis--in the course and in this particular assessment project--on the broad diversity of traditions and their origin. The religious landscape of the United States is one of the best places in the world to find representative examples of every kind of religion.</p> <p>SLO # 2 was assessed in RELS 1 (SUMMER 2012) and HUMAN 10.3 (2008). These assessment projects specifically required students to apply critical, theoretical vocabulary and sociological modes of analysis in describing religious ideas and practices.</p> <p>SLO #3 was assessed in HUMAN 10.1, HUMAN 10.2, HUMAN 10.3. In these assessment events, students had to evaluate evidence and make critical judgments about religious claims with respect to diverse theological and ethical claims in the Hebrew Bible (10.1), central tenets of Judaism,</p>

		<p>Christianity and Islam (10.3) and the historical Jesus (10.2).</p> <p>SLO #4 was assessed in PHIL 8, PHIL 11, HUMAN 8, HUMAN 10.1, 10.2, 10.3, 10.4, 10.5, 10.66, and RELS 1. All of these courses cover, mostly or partly, world religions and the diversity within and among them. A student taking all these courses and undergoing the assessment events we have data for would have been assessed for Judaism, Christianity, Islam (PHIL 8, HUMAN 10.1, 10.2, 10.3, 10.4, 10.5, 10.66), all main sectarian divisions and spinoffs of Islam (HUMAN 10.5), Taoism and Confucianism (PHIL 8 and PHIL 11), Hinduism, Buddhism (PHIL 8), Zoroastrianism (HUMAN 10.66), Asatru (HUMAN 8), Native American Religion (HUMAN 10.4, HUMAN 8), and Indigenous Mediterranean and Near Eastern Religions (HUMAN 8, 10.1, 10.2).</p> <p>Given that students must complete most of the above discussed courses to achieve the AA degree in Religious Studies, and assuming that the assessment data accumulated so far reflects reality, it is reasonable to say that students who have completed this major have probably achieved these four program student learning outcomes.</p>
4a	Response to results: Check off or describe how the assessment findings are being discussed and communicated.	<input checked="" type="checkbox"/> X Department dialogue <input checked="" type="checkbox"/> X Department meeting presentation <input type="checkbox"/> Presentation or workshop <input type="checkbox"/> Dialogue with colleagues who teach this course <input type="checkbox"/> Written report to department chair Other (please describe):
4b	Response to results: Change or no change?	<input type="checkbox"/> No change. Describe effective practice(s) confirmed by results: <input type="checkbox"/> Change. Explain changes:
5	Describe plans for follow-up assessment.	We will continue to assess the courses in this program on a regular cycle and continue to produce a cumulative, "bottom-up" assessment of the major. It would be desirable to supplement this with a survey, an exam or perhaps a portfolio, methods that will be the subject of ongoing department discussion.
6	Submit form to Department Chair according to department procedures.	Date entered in to Project LEARN SharePoint site: Details and data available through: Comments from Department Chair, Administrative Assistant, or other faculty/staff: