

## Department of Comparative Religion California State University Fullerton

### **I. Assessment Instruments:**

The following methods shall be used to measure learning outcomes and assess the degree of correlation between pedagogy and student accomplishment.

#### **A1. Direct Assessment of Outcome 1**

For this component, a reading comprehension and knowledge assessment will be conducted in CPRL 300 (Methods of Studying Religion) and CPRL 485T (Senior Seminar). Students will be presented with brief scholarly passages in which a concept or event is being analyzed or an argument presented. Students will be asked to answer a multiple-choice question related to each passage. The assessment committee will compare the results from the two classes to determine the level of student improvement.

#### **A2. Assessment of Outcomes 2 & 3**

The assessment committee will ask the instructors of CPRL 300 Methods of Studying Religion and CPRL 485T Senior Seminar (capstone course) to tally the results of the quality of papers written by CPRL Majors based upon the "Direct Assessment of Research Skills" rubric (see below). The assessment committee will compare the results and consider what progress towards the achievement of program objectives these papers reveal.

### **B. Indirect Assessment: Student Program Assessment Essay**

In CPRL 485T Senior Seminar, students will be asked to complete a two-three-page self-evaluation of their experience as a Religious Studies major. They will be asked to address such questions as:

- What are the goals (as you understand them) of the Religious Studies major?
- What are your personal goals for majoring in this field?
- Are these goals being met?
- Are you acquiring an overall grasp of how the world's religious traditions are distinct yet interrelated?
- Do you feel you are able to study worldviews other than your own comfortably and fairly?
- What have you found most (a) rewarding, (b) insightful, (c) difficult in religious studies thus far?

### **II. Assessment Committee**

The Department of Comparative Religion will appoint a committee consisting of two tenured or tenure-track full-time faculty for a three-year term. Their duties will include gathering and evaluating assessment data, and reporting back to the entire full-and part-time faculty on the success of the department's assessment efforts.

### **III. Assessment Schedule:**

The Department of Comparative Religion will employ an assessment program that will run on a seven-year cycle in tandem with the cycle of program reviews, thus making it possible to utilize data obtained through assessment to define more accurately department strengths and weaknesses. Implementation of the assessment instruments mentioned above will be immediate and ongoing. As soon as data are available we will consider what modification of our curriculum may be appropriate in the context of program objectives. We will also consider which entry-level skills may be necessary to ensure success in our program, and what testing instruments may have to be developed to facilitate that process.

For the most up-to-date information, please contact the program.

There are approximately 35 courses (when including multiple topics "T" courses) listed in our Curriculum Map. We will review approximately five courses a year, over the seven year period, beginning in Spring 2011.

Fall 10/Spring 11: 105 & 110

Fall 11/Spring 12: 200, 201, 210, 250, 270T (2 courses); 280

Fall 12/Spring 13: 300, 306, 330T (at least one course); 331T (at least one course), 335

Fall 13/Spring 14: 341, 342, 351, 352, 361, 362, 371, 372

Fall 14/Spring 15: 350T (at least one course); 358, 367, 370, 375

Fall 15/Spring 16: 380, 381, 397, 400

Fall 16/Spring 17: 401T (at least one course); 411, 485T

As each course is reviewed, we will create new direct measures as needed to assess each of the outcomes, and to determine the degree to which an outcome is achieved in a course.

For the most up-to-date information, please contact the program.