

## Q7. Annual Assessment Report

This assessment report documents student learning from the 2019-20 academic year. Please indicate the learning outcome you are focusing on; if you collected evidence on more than one outcome, please complete the form for each outcome. Please discuss the results, and provide an indication of what types of changes will result.

For Spring 2020, the COVID-19 response will impact previous plans. However, it is important to document the student learning that did occur, realizing it may not be comparable.

The Annual Assessment Report and Assessment Plan for both graduate and undergraduate departments/programs are due June 15 along with the Department/Program Annual Report. All AY 2019-20 reporting deadlines have been extended due to the disruptions caused by the Novel Coronavirus COVID-19 pandemic. The Annual Assessment Report, Assessment Plan, and Department/Program Annual Report for both graduate and undergraduate departments/programs are due **June 30, 2020**.

## Q8. Academic Year

2019-20 ▼

## Q11. Division/School:

Humanities - Kevin O'Brien, Dean ▼

## Q15. Department of:

HUMA: Religion - Suzanne Crawford O'Brien, Chair ▼

## Q17. Please confirm Associate Dean/Chair/Director's email:

crawfosj@plu.edu

## Q1. What learning outcome was assessed?

1. Explain "Religion" as a category of analysis in academic contexts, identifying when and how religious beliefs, interpretations, and practices shape human life, culture, and history, as well as how they change over time. 4. Demonstrate the ability to engage in constructive dialogue as they explore tensions between universal truths and particular interpretations and practices, and between historical movements and the urgent challenges of today.

Q2. What evidence of student learning was collected to measure this outcome? (You may select more than one)

- Test question (selected or constructed responses)
- Writing sample or essay
- Self-reflection
- Performance assessment (presentation, project, etc.)
- Survey of students
- Interview with students
- Other
- Other

Q3. What criteria were used to measure achievement of the learning outcome? (You may select more than one)

- Rubric
- Scoring guide or checklist
- Benchmarks
- Correct response (test answer)
- Other

Q4. How was the data analyzed and summarized (including when and by whom)? What meaningful categories were used to aggregate and review the data?  
(in 1500 words or less)

Indirect assessment: Two questions were added to student course evaluations for fall and spring semesters. Because of the impact of covid-19, we felt Spring evaluations were not reliable data, and omitted them. . In fall, 92.69% of students agreed or strongly agreed that "this class helped me better identify when and how religious beliefs and practices shape human life, culture, and history, and how religious traditions change over time." 86.42% of general education students agreed that "this course helped me make connections between universal truths and specific religious beliefs or practices, and/or between moments in history and the urgent challenges of today." Direct assessment: Our capstone grading rubric for presentations and papers were updated this year to better reflect our learning outcomes. This rubric was scored by faculty advisors, and scores were uploaded to a shared google drive. Again, this spring may have been a less reliable source of data, given the challenges and stresses that Covid placed upon our students.

Q5. What did you learn from this assessment? (Include summary of student performance based on evidence)  
(in 1500 words or less)

We learned that our majors are meeting or exceeding our learning outcomes. We learned that a 84%-92% of general education students feel the courses are meeting these learning outcomes. Much of our learning this year has more to do with the need to sort out a process for assessment. First, it is difficult to assess our LOs in 200 and 300 level classes because the great majority of our students are not majors. Using student evaluations tells us about general education students' perceptions, not our majors. We are discussing starting a process next year where faculty pull the work of religion majors and assess them separately, with LOs in mind. Second, we are recognizing the difficulty of assessing LOs when we have different LOs for majors, for RC courses, and for RG courses, not to mention the many Interdisciplinary Programs to which many of our courses contribute. Doing separate assessments for each of these may be impractical.

Q6. What are the next steps for this particular outcome?  
(in 1500 words or less)

We can see clear evidence that we are meeting LO #1. This is a common theme emphasized in nearly all of our classes. A challenge, when assessing this next, will be to develop direct assessments in 200 and 300 level classes, that target our majors. LO #2 is less evident in student perception. Certain classes do this very well, while others do it in a more subtle and less overt fashion. It is not necessary that every class address this LO, however, but rather than our majors encounter and practice these notions prior to their capstone. Indirect evidence and capstone outcomes suggest we are doing this. Our next step will be to develop direct modes of assessing this outcome, in two year's time.

Q19. This is the end of the survey. After clicking next, your report will be submitted to the Office of the Provost, and forwarded to your School/Division.

**Please use the "Download PDF" function on the following summary page to save a copy of your submitted report for your Department/Program records.**

If you have any questions, please contact the Office of the Provost ([provost@plu.edu](mailto:provost@plu.edu)).