

Hendrix College
Department of Religious Studies
Student Assessment Plan

Departmental Learning Goals

Students completing a major in Religious Studies will be able to

1. **express** an empathetic understanding of a diversity of religious traditions
2. **think** critically and constructively about religion through engagement with appropriate cultural resources
3. **demonstrate** proficiency in a chosen tradition, method, or sub-discipline within the academic study of religion.
4. **reflect** with critical self-awareness on their own orientation to religion.
5. **communicate** effectively, both orally and in writing, in keeping with the standards of religious studies discourse.
6. **articulate** their academic interests and abilities in terms of career competencies valued by potential employers.

Curriculum Mapping

See Appendix A.

Plans for Gathering Information

We will collect data for all 6 learning goals every year as follows:

Department Learning Goal	Direct Assessment	Indirect Assessment
Learning Goal 1	See Direct Assessment Rubric 1.1-1.2 (Appendix B)	Senior Survey Q1 & Q2 (Appendix D)
Learning Goal 2	See Direct Assessment Rubric 2.1-2.3 (Appendix B)	Senior Survey Q3 (Appendix D)
Learning Goal 3	See Direct Assessment Rubric 3 (Appendix B)	Senior Survey Q4 (Appendix D)
Learning Goal 4	See Direct Assessment Rubric 4 (Appendix B)	Senior Survey Q5 (Appendix D)
Learning Goal 5	See Direct Assessment Rubric 5.1-5.2 (Appendix B)	Senior Survey Q6 & Q7 (Appendix D)
Learning Goal 6	See Direct Assessment Rubric 6 (Appendix B)	Senior Survey Q8 (Appendix D)

Assessment Schedule

We will assess each of the goals on a six-year cycle as follows:

Department Learning Goal	Academic Year
Learning Goal 1	2020-21
Learning Goal 2	2021-22
Learning Goal 3	2022-23
Learning Goal 4	2023-24
Learning Goal 5	2024-25
Learning Goal 6	2025-26

Appendix A
Religious Studies
Course Map

Course	Title	1. express an empathetic understanding of a diversity of religious traditions	2. think critically and constructively about religion through engagement with appropriate cultural resources	3. demonstrate proficiency in a chosen tradition, method, or sub-discipline within the academic study of religion.	4. reflect with critical self-awareness on their own orientation to religion.	5. communicate effectively, both orally and in writing, in keeping with the standards of religious studies discourse.	6. articulate their academic interests and abilities in terms of career competencies valued by potential employers.
RELI 109	Religion and Contemporary Culture	NA	I	NA	I	I	I
RELI 110	The World's Religions: An Intro	I	I	NA	NA	I	I
RELI 111	Asian Religions: An Intro	I	I	NA	NA	I	I
RELI 112	Exodus	I*	I	I	NA	I	I
RELI 121	Introduction to Biblical Hebrew I	NA	I	I	NA	NA	I
RELI 122	Introduction to Biblical Hebrew II	NA	D	D	NA	NA	I
RELI 123	Introduction to Hebrew Bible (OT)	I*	I	I	I	I	I
RELI 124	Introduction to the New Testament	I*	I	I	I	I	I
RELI 213	Yoga: Tradition & Modernity	D*	D	NA	I	D	D
RELI 216	Judaism	D*	D	D	I	D	D
RELI 218	Buddhist Contemplation	D*	D	I	D	D	D
RELI 223	Introduction to Hinduism	D*	D	D	I	D	D
RELI 225	Introduction to Buddhism	D*	D	D	I	D	D
RELI 226	Genesis and Its Interpreters	D*	D	D	I	D	D
RELI 227	Skeptics in Scripture: Eccl & Job	D*	D	D	D	D	D
RELI 228	The Gospels and Literary Theory	D*	D	D	D	D	D
RELI 230	Early & Medieval Christianity	D*	D	I	I	D	D
RELI 231	Modern Christianity and Reformation	D*	D	I	I	D	D
RELI 233	Jesus through the Centuries	D*	D	I	I	D	D
RELI 235	Leadership in a Multi-Faith World	I	I	D	D	D	D
RELI 270	Ecotheology: Greening Religion	I*	D	D	D	D	D
RELI 280	Topics	D*					
RELI 327	Race, Gender, Empire, & the Bible	M*	D	D	D	M	D
RELI 331	Revelation and Resistance	M*	D	D	D	D	D
RELI 332	Concepts of God	D*	D	M	D	D	D
RELI 334	Buddhist Sacred Biographies	D*	D	D	I	D	D
RELI 335	Shamans & Spirits	M*	D	D	D	D	D
RELI 358	Embodied Mind, Language, & Religion	D*	D	M	D	D	D
RELI 370	Philosophy of Religion	D*	D	M	D	D	D
RELI 395	Approaching the Study of Religion	NA	M	M	M	D	D
RELI 410	Topics in Asian Religions	D*					
RELI 440	Topics in Biblical Studies	D*					
RELI 450	Topics in Religion and Culture	D*					
RELI 460	Topics in Phil of Reli & Theology	D*					
RELI 497	Senior Colloquium	NA	D	M	M	M	M

KEY
I = Introduced; D
= Developed; M =
Mastered; NA =
Not Applicable

*This course contributes to empathetic understanding of one tradition. To achieve diversity, students must also take courses focused on other traditions.

Appendix B
RELI Direct Assessment Rubric

LG #	Learning Goal	Artifact	High Achieving	Competent	Needs Improvement	Unsatisfactory
1.1	expresses an empathetic understanding of a diversity of religious traditions	Exit Interview (Q3)	In responding to the question, the student speaks of diverse traditions in exceptionally thoughtful and respectful ways.	In responding to the question, the student speaks of other traditions thoughtfully and respectfully.	In responding to the question, the student struggles to speak of diverse traditions thoughtfully and respectfully.	In responding to the question, the student speaks of diverse traditions in negative or insulting ways.
1.1	expresses an empathetic understanding of a diversity of religious traditions	Faculty Assessment	Through coursework, the student has demonstrated an exceptional capacity to engage diverse traditions in thoughtful and respectful ways	Through coursework, the student has generally been thoughtful and respectful in their engagement with diverse religious traditions	Through coursework, the student has struggled to be thoughtful and respectful in their engagement with diverse religious traditions	Through coursework, the student has been unable to engage diverse religious traditions in thoughtful and respectful ways.
1.2	expresses an empathetic understanding of a diversity of religious traditions	Exit Interview (Q3)	Without prompting, the student identifies insightful points about a tradition outside their concentration.	Without prompting, the student identifies relevant points about a tradition outside their concentration.	With prompting, the student identifies relevant points about a tradition outside their concentration.	Even with prompting, the student is unable to identify relevant points about a tradition outside their concentration
1.2	expresses an empathetic understanding of a diversity of religious traditions	Faculty Assessment	Through coursework, the student has demonstrated an exceptional understanding of a diversity of religious traditions	Through coursework, the student has demonstrated understanding of a diversity of religious traditions	Through coursework, the student has struggled to understand diverse religious traditions or has had minimal coursework related to diversity.	Through coursework, the student has not developed an understanding of diverse religious traditions
2.1	thinks critically and constructively about religion through engagement with appropriate cultural resources	Senior Project	The project engages in a sophisticated critical analysis of the chosen topic.	The project engages in critical analysis of the chosen topic but lacks sophistication.	The project engages in analysis but lacks critical discernment.	The project lacks critical analysis or asserts points without support.
2.2	thinks critically and constructively about religion through engagement with appropriate cultural resources	Senior Project	The project makes an original contribution to the field of religion, whether intellectual or practical.	The project makes a contribution to the field of religion, whether intellectual or practical, resembling similar contributions of others.	The project makes a contribution, whether intellectual or practical, merely by replicating the work of others	The project makes no discernible contribution to the field of religion, whether intellectual or practical.
2.3	thinks critically and constructively about religion through engagement with appropriate cultural resources	Senior Project	The project draws on well-selected cultural artifacts going beyond the most obvious.	The project draws on appropriate cultural artifacts but only the most obvious.	The project engages cultural artifacts but omits relevant artifacts or includes irrelevant artifacts.	The project fails to address relevant cultural artifacts.
3	demonstrates proficiency in a chosen tradition, method, or sub-discipline within the academic study of religion	Senior Project	The project demonstrates exceptional understanding of a particular tradition, method, or subdiscipline in the study of religion.	The project demonstrates a competent understanding of a particular tradition, method, or subdiscipline in the study of religion but lacks sophistication.	The project demonstrates a general awareness of a particular tradition, method, or subdiscipline in the study of religion but lacks depth and clarity.	The project fails to engage a chosen tradition, method, or subdiscipline within the study of religion, or demonstrates significant misunderstanding or misrepresentation.
4	reflects with critical self-awareness on their own orientation to religion	Exit Interview (Q4)	Without prompting, the student identifies insightful developments in their understanding of their own orientation to religion.	Without prompting, the student identifies one or more developments in their understanding of their own orientation to religion	With prompting, the student identifies one or more developments in their understanding of their own orientation to religion.	Even with prompting, the student is unable to identify developments in their understanding of their own orientation to religion.

Appendix B
RELI Direct Assessment Rubric

4	reflects with critical self-awareness on their own orientation to religion	Faculty Assessment	In coursework and conversation, the student demonstrates exceptional self-awareness and the ability to be critical of their own orientation to religion	In coursework and conversation, the student demonstrates the capacity to reflect critically on their own orientation to religion	In coursework and conversation, the student often lacks self-awareness about their own orientation to religion	In coursework and conversation, the student refuses to engage in critical self-reflection about their own orientation to religion
5.1	communicates effectively orally and in writing in keeping with the standards of religious studies discourse	Senior Oral Presentation	The oral presentation communicates the details of the project with exceptional clarity. The use of visuals enhances the presentation. The student responds insightfully to questions.	The oral presentation communicates the essentials of the project clearly and appropriately. The use of visuals complements the presentation. The student gives informed responses to questions.	The oral presentation communicates some aspects of the project but lacks clarity or completeness. Visuals are lacking or confusing. The student gives vague or evasive answers to questions.	The oral presentation fails to communicate the basic ideas of the project. Visuals are missing or detract from the presentation. The student is unable to respond or gives ill-informed responses to questions.
5.2	communicates effectively orally and in writing in keeping with the standards of religious studies discourse	Senior Project	The written project is exemplary in its clarity, organization, expression, and documentation.	The written project communicates its ideas clearly but lacks in terms of clarity, organization, expression, and/or documentation.	The written project can be understood by the reader but its effectiveness is hindered by issues with clarity, organization, expression, and/or documentation.	The written project cannot be understood by the reader because of issues with clarity, organization, expression, and/or documentation.
6	articulates their academic interests and abilities in terms of career competencies valued by potential employers	RELI 497 Competencies Assgt.	Clearly and thoughtfully connects the finer points of their academic experience with career competencies.	Connects the most significant aspects of their academic interests and abilities with career competencies but overlooks others.	Connects only the most obvious aspects of their academic interests and abilities with career competencies.	Unable to connect even the most obvious aspects of their academic interests and abilities with career competencies.

Appendix C
Hendrix Religious Studies Department
Senior Exit Interview

1. *What led you to pursue a religious studies major? Was this something you anticipated before you arrived at Hendrix? How did you discover the department and develop your interest?
2. *What were your expectations for the major and in what ways did it live up to your expectations? Fall short of your expectations?
3. *What were the most important things you learned during the course of your major about religious traditions other than your own?
4. *What were the most important things you learned during the course of your major about yourself and your own orientation to religion?
5. Did the program facilitate focused study concentrated on a coherent area, topic or method of study of special interest or distinctive concern?
6. Did you feel adequately advised in making decisions about your course selection and other requirements?
7. How intentionally did you connect your Odyssey experiences to the major? What type of projects for Odyssey credit related to the major did you do, if any?
8. How did your major in religious studies relate to your other curricular or co-curricular experiences at Hendrix? Did it adequately complement or connect to internship options, study abroad opportunities, and other “outside the classroom” experiences?
9. What do you plan or hope to do after your graduation from Hendrix? In what ways has this major prepared you or failed to prepare you to meet your future goals?
10. Do you have additional reflections that will help us to evaluate what we’re doing and how we could improve?

Appendix D
RELI Senior Survey

	As a result of my major in Religious Studies I have...	Strongly Agree	Agree	Neither agree nor disagree	Disagree	Strong Disagree	Comments
1.	gained factual knowledge of a diversity of religious traditions						
2.	learned to express my knowledge of those traditions in ways their adherents would recognize as true						
3.	developed the capacity to think critically and constructively about religion through engagement with appropriate cultural resources						
4.	gained proficiency in a particular tradition, method, or sub-discipline within the academic study of religion.						
5.	developed a critical self-awareness about my own orientation to religion						
6.	learned to communicate effectively in writing						
7.	learned to communicate effectively orally						
8.	learned to articulate my academic interests and abilities in terms of career competencies valued by potential employers.						