## **MULTI-YEAR ASSESSMENT PLAN**

**Department: Religious Studies** 

Chair: Telford Work

Program Learning Outcomes	2017- 2018	2018- 2019	2019- 20	2020- 21	2021- 22	2022-	Assessment methods and tools	Benchmarks	Who is in charge?	How the loop will be clo /has been closed?
Hermeneutical competence		х			х		Final projects in RS-180 capstone course and final focus group.	Average performance at 4th of 5 performance standards described in the rubric, with 80% of students at that level or higher.	RS-180 teachers develop assignment and apply rubric; chair facilitates tabulation and discussion.	
2. Theological judgment			х			х	Same.	Same.	Same.	
3. Ecclesial engagement	х			х			Same.	Same.	Same.	
Key Questions							Means of inquiry and evaluation		Who is in charge?	Data-guided recommendations
How do we build a robust major that attracts more students?										
2. How do we reconfigure our understanding of Ecclesial Engagement or expand it to include global church realities and non-Christian religions?										
3. How do we balance academic rigor with the development of Christian										

affections, spirituality, and practice?					
4. Should we reconfigure religious studies curriculum into "concentrations" or "tracks"?					
5. Regarding sustainability, how do we most effectively meet General Education requirements (Common Context courses) and teach major courses so that we can pique the interest of students who do not want to take Common Context courses?					
GE Projects			Means of inquiry and evaluation	Who is in charge?	Data-guided recommendations
1.CUPA	Х		As part of GE assessment	Lisa deBoer	
3.					

## **Discussion/Comments/Reflections:**

Formal assessment focuses on PLOs, as envisioned and directed at the outset of formulating the department's PLOs.

Departmental Program Review Retreats							
Date	Agenda	Participants					

## Notes:

- 1. Adjust the Multi-Year Assessment Plan to your department six-year assessment cycle.
- 2. Align your program-level assessment with the institutional or General Education assessment whenever possible: e.g., if your department has outcome aligned with the Quantitative Literacy ILO it should be assessed in the 2016-2017 academic year, etc.