### Assessment of Course Student Learning Outcomes

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<th>COURSE ALPHA/NUMBER: REL 150</th>
<th>Semester/Year: Spring 2009</th>
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<td>Instructor: Sarah Hadmack</td>
<td>Date Submitted to Department Chair: 05/13/2009</td>
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#### Identify the Course Student Learning Outcomes assessed this semester.

1. Identify and define the following elements or dimensions: origin, doctrines, ethics, sacred literature, important figures/founders, rituals, worship, and institutions for each of the world’s major religious traditions.
2. Discuss the similarities and differences between two or more religions on the basis of the aforementioned dimensions.
3. Examine the relationship between religion and culture/society.
4. Question and think critically.

#### How do the above course SLOs align with the Associate of Arts or certificate program-level outcomes?

The above course SLOs align with the Associate of Arts program level outcomes numbers 1, 3, 4, 5, 8, 9, and 10.

#### What skills or competencies are necessary for the student to perform the selected SLOs?

There are several skills and competencies necessary for the student to perform the SLOs. Students must read the textbook, attend classes, engage in discussion, and participate in group work. They must develop skills in critical thinking, studying, note taking, analysis, synthesis, and writing both informative and argumentative papers.

#### What instructional methods or materials are used to prepare the students?

Students read *Religions of the World* by Lewis Hopfe and Mark Woodward in order to prepare. I created a workbook for taking notes and answering discussion questions which students also purchase from Pearson Publisters. Students informed me that it helped them stay organized and the structure allowed for better comprehension of the topics. I use PowerPoint/KeyNote presentations, discussion questions, videos, and group activities as instructional methods. Group activities include game shows for review before quizzes, debates to develop higher levels of thinking, crossword and word search puzzles for identification of important terms, etc.

#### What assessment task(s) or tools are being used to assess the outcomes? What are the criteria for success?

I use Embedded Assessment as the form of assessment for this course. I copied the following from my syllabus for the course in order to better answer this question:

- **Take three (3) exams.** Exams will be based on material covered in class and the course readings.
  - Exam 1 covers Hinduism, Jainism, Buddhism, and Sikhism. Exam 1 rewards collaborative learning since you will be allowed to work in groups while taking this exam.
Exam 2 covers Taoism, Confucianism, Chinese Buddhism, Shinto, and Japanese Buddhism. Exam 2 rewards resourcefulness since you will be allowed a note card while taking this exam.

Exam 3 covers Zoroastrianism, Judaism, Christianity, and Islam. Exam 3 rewards memorization since you will not have the help of your peers or a note card on this exam.

To do your best on each of the exams, it helps to cultivate good listening, studying, and note-taking skills.

- Complete two (2) paper assignments. You will be provided with a writing guideline and a list of specific questions to address within your paper. Papers must be typed and a minimum of two full pages double-spaced.
  - The first paper requires you to research a story in the news that centers on religion.
  - The second paper is an argumentative paper. You will be asked to provide evidence for your views on one of three possible topics.

- Complete a variety of in-class activities including think logs, card swaps, webbing, sentence stems, flashcard ‘quiz,’ movers and shakers, pair square, popcorn reading, role cards, role play, round table, silent Socratic dialogue, toss a ‘test,’ crossword puzzles, word searches, art symbolism identification, game shows, etc.
  - These assignments enhance your analysis, synthesis, and critical thinking skills. They also enable you to reflect on themes in class and comprehend the topics in a more sophisticated manner.
  - Groups will typically consist of 3-4 members, and will usually be randomly assigned. The instructor acknowledges that not all students feel comfortable performing in front of the class. You will not have to participate in all of the activities. For example, role-playing and popcorn reading calls on volunteers and is not a requirement in order to pass the class.
  - For some of these in-class activities you will receive detailed feedback. For other assignments you may only receive a check mark indicating full credit.
  - Since group assignments require being present for class, you will not be able to make-up these assignments, regardless of reason, if class is missed. On the other hand, if you have a coupon, you will be allowed to make-up think logs. It is also your responsibility to see me to get any make-up assignments.
  - Some of these assignments will be collected randomly. Keep all assignments in your pocket folder and bring it to every class.

Service Learning Option: Service Learning offers students the opportunity to practice what they learn in their classes. Working with the instructor, students who choose a service-learning component apply their learning through active participation in an approved community site. Students who choose the service-learning option will write about their experiences as part of their weekly course work. They will complete a service-learning project in the community in lieu of the argumentative paper. Service-learning projects might include a volunteer activity, community service, and/or an internship. If you choose this option, please see me during the first week of class to discuss your eligibility for approval.”

The criteria for success – at least 75% of students pass the assignments because every one of these assignments relate to one or more of the SLOs.

**What are the results of the assessment?**

I excluded the students who never showed up to the course and simply neglected to drop the class. 77% of the students successfully passed the assignments indicating their comprehension of the SLOs.
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How will you use the results? What changes do you propose to improve student learning? When?

Although my students passed the criteria for success I would like to raise the success rate each year. Before next semester I plan on adding a few activities in the hopes of increasing understanding on a few units that were difficult for the students to understand.

Will the changes require funding? How much will the changes cost?

No funding is required at this time.