



# Annual Assessment Report for Academic Programs

The University Assessment Team advocates for the enhancement of student learning through purposeful, meaningful, and feasible student-outcomes assessment practices. The Assessment Team seeks to collaborate with programs, departments, and units to ensure that effective assessment of student learning occurs across the University. To assist in meeting this goal, the Team requests that you complete this Annual Assessment Report form to document student learning in your program. A PDF version of this completed form will be posted to the Academic Affairs Assessment website. Please note that this Annual Assessment Report form should only be completed after you have an Assessment Plan for Academic Programs forms on file with the University Assessment Team. The plan is completed once and only updated when revisions have been made to components of the plan.

1. **Degree Level and Program Name:** BA Religious Studies
2. **College/School:** College of Humanities, Arts & Social Sciences
3. **Assessment Overview** - Briefly share how student learning outcomes assessment is conducted within your program/department (e.g. number of outcomes, examples of assignments used, and frequency of assessment).

The BA Religious Studies has six learning outcomes. One outcome is assessed each year over a five-year period. Faculty assess outcomes using direct measures from embedded assignments (e.g., quizzes, exams, and reflection papers).

4. **Student Learning Outcomes & Benchmarks** -Which student learning outcome(s) from the assessment plan filed with the University Assessment Team is/are being reported on in this report? Include the corresponding benchmark(s) for each outcome.

Student Learning Outcome #4: Employ one or more academic methods in the study of religion (literary studies, history, philosophy, feminist studies, psychology, sociology, anthropology, cultural studies, or theology) to examine one or more religious traditions in depth.

Benchmark for SLO #4: at least 75% of students earn a Religious Studies writing rubric equivalent score of 75 or better on research papers in 4000-level courses with relevant assignments.

5. **Institutional Outcomes** - For which institutional outcome(s) do the reported student learning outcome(s) align?

| SLO Outcome Alignment | Institutional Outcome                    |
|-----------------------|------------------------------------------|
|                       | I. Jesuit & Mercy Values                 |
|                       | II. Diversity & Cultural Awareness       |
|                       | III. Critical Thinking & Problem Solving |
| Yes                   | IV. Communication                        |
|                       | V. Professionalism                       |
|                       | VI. Lifelong Learning                    |

6. **Assessment Period:** Select the academic year for which you are reporting results (i.e. when data were collected):  
2024-2025



7. **Program Assessment Results** -Briefly summarize the assessment results and how they relate to benchmark(s).

Outcome #4: 81% of students in RELS 4320 (23/29) earned a score of 75 or better, which is above the benchmark for group of students. 87.5% of students in RELS 4141 (14/16) earned a score of 75 or better, which is above the benchmark for the group. Strengths were found in the category "Clarity in Thinking" (average of 27/30 points) and "Structure and Presentation" (average of 18/20 points). Opportunities for improvement were noticeable in "Sources properly documented" (average 3/5 points) and "Arguments/analyses are thoughtful and memorable" (average 7/10 points).

8. **Planned Actions and/or Actions Taken in Response to Assessment Results** - Briefly summarize how you are using the assessment results to enhance student learning and improve program quality.

In response to these assessment results, the department reviewed and revised teaching on documenting scholarly sources accurately. The department also curated additional historical examples of thoughtful and memorable arguments to share with students and examined what made them so with students.