

2005 Annual Academic Assessment for Religion

1. State the educational purpose of the assessment program:

The study of religion at Schreiner University seeks to move beyond the mere description of religion's cultural significance by exploring the way the Christian faith narrates the meaning and purpose of human life in God's redemptive activity in Jesus Christ. Informed by the Reformed tradition's conviction that faith is inseparable from life, the study of religion at Schreiner University will endeavor to challenge students to integrate what is learned academically with what is lived out in faith. At Schreiner University, the study of religion is a "humanity" and, therefore, understands itself to be open to and the beneficiary of other realms of knowledge described in the curriculum.

2. Educational goals, assessment for each goal, performance standards, and findings:

Upon graduating with a major in Religion a student will be able to:

Goal 1: Demonstrate familiarity with content and historical development of the Christian religion and its doctrines as a function of its cultural and philosophical foundations. Towards this end, one lower level course was taught in the history of the Christian church and an upper level course was offered in Christian theology. Satisfactory performance (C or better) in RELI 1322 & RELI 3322.

2004-2005 RI 1322 – 100 %; RELI 1304 – 100%
2005-2006 Collecting data.

Curriculum: The curriculum is implemented through:

- Class Participation
- Written quizzes and exams
- Two Discussion Papers

Faculty Development: Faculty is involved in developing lectures and pedagogical approaches in accordance with student needs.

Out-of-class Experience: Inevitably, students with some faith background through involvement in church or synagogue will be challenged to reflect on their belief systems and presuppositions through academic study.

Goal 2: Acclimatize students to a variety of world religions and diverse religious experiences that bring one's own cultural and religious perspectives into focus. A critical and academic method is employed in order to present a number of cultural traditions, as well as certain other esoteric belief systems, in an informative, fair and dispassionate manner. To this end, one lower level course was offered as a survey course in World Religions and an upper level topics course was taught on the subject of Mysticism and the Occult.

Satisfactory performance (C or better) in RELI 1320 & RELI 4370.

2004-2005 RELI 1320 – 92.9%; RELI 4370 – 95%
2005-2006 Collecting data.

Curriculum: The curriculum is implemented through:

- Class Participation
- Written quizzes and exams
- Two Discussion Papers

Faculty Development: Faculty is involved in developing lectures and pedagogical approaches in accordance with student needs.

Out-of-class Experience: Survey of World Religions is bound to force critical reflection on one's personal beliefs as well as challenge students to find their way in a wider world of religious thought far beyond the classroom walls. A study of Mysticism and esoteric traditions, moreover, evokes consideration of one's own conventional conditioning and appreciation for alternative ways of understanding human situatedness.

Goal 3: Students should be able to translate their specialized insights gleaned from a focused and thoughtful study of religion to other disciplines and to their lives in whatever community settings in which they find themselves. In furtherance of this aim, a lower level course was taught in the development of Christian ethics and an upper level course was offered focused on examining Religious Motifs in literature.

Satisfactory performance (C or better) in RELI 2311 & RELI 4363

2004-2005 RELI 2311 – 100%; RELI 4363 – 94.7%
2005-2006 Collecting Data

Curriculum: The curriculum is implemented through:

- Class Participation
- Written quizzes and exams
- Two Discussion Papers

Faculty Development: Faculty is involved in reading and researching current events, literature and contemporary culture in preparation to provide students with an awareness of cultural, political, and social conditions and attitudes that they are likely to encounter after graduation.

Out-of-Class Experience: My approach to Christian Ethics involved bringing in the campus minister to provide practical insights and advice on handling ethical issues from a particular Christian perspective. A portion of the Motifs in Literature class involved students bringing their own experiences from watching films and either reading unassigned texts or generating creative writing as a spur to religious imagination and dialogue.

Goal 4: Students will accomplish ‘capstone’ goals for experience and expertise in the field of religion by participating in ministerial activity or completing a senior project or research resulting in the writing of a senior thesis.

Satisfactory performance (C or better) in RELI 4398 &/or RELI 4399

2004-2005 RELI 4398 – 100%

2005-2006 Collecting Data

Curriculum: The curriculum is implemented through either active and productive exposure to ministerial activity with the accomplishment of pre-determined project goals or, in the case of a senior thesis, completion of a thirty page research paper on a pre-approved topic.

Faculty Development: Faculty are encouraged to keep up with current literature and developments in the field.

Out-of-class Experience: Where practicable, students are exposed to religious theorists, theologians, ministers, spiritual leaders, and counselors for observation and engagement.