



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: Minor, Islamic Studies Program

2. College/School: College of Liberal Arts & Education

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 Islamic Studies Program Minor has four student learning outcomes, with two outcomes assessed each year. Faculty assess student learning outcomes using direct measures from embedded assignments (e.g. exams, quizzes, and projects using rubrics).

4. Student Learning Outcomes -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.

Referencing the BA in Economics Program Assessment Plan on file with the University Assessment Team, two outcomes are being assessed in this cycle.

Student Learning Outcome #3: Students demonstrate familiarity with a textual and/or social science method as it is used to analyze Islam and Muslim communities and their larger socio-cultural context. The benchmark for success is to have at least 75% of students score a B or above based on the grading rubric for the assignment.

Student Learning Outcome #4: Students can produce independent research on Islam and Muslim communities that uses academic research methods and presents a defensible argument with supporting evidence on a chosen topic. The benchmark for success is to have at least 75% of students score a B or above based on the grading rubric for the assignment.

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

x	I. Jesuit & Mercy Values
x	II. Diversity & Cultural Awareness
x	III. Critical Thinking & Problem Solving

x	IV. Communication
x	V. Professionalism
x	VI. Lifelong Learning

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

2021-2022

7. Results, Planned Actions, and/or Actions Taken -Briefly summarize the assessment results, how they relate to benchmark(s), and how you are using them to enhance student learning and improve program quality.

Student Learning Outcome #3: 35/39 (89.7%) of students reached the desired outcome of a B or above exceeding the desired benchmark of 75%. Students produced essays using particular methods from media/literary studies and history.

Student Learning Outcome #4: 21/24 (87.5%) of students reached the desired outcome of a B or above exceeding the desired benchmark of 75%. Students produced group websites, with essays and visual/media objects, and gave oral presentations on a chosen research topic.

Thus far, students have engaged well with these assignments. For student learning outcome #3, more training will be integrated into teaching students historical analysis to strengthen their understanding of these methods as they can be used in the interdisciplinary field of Islamic Studies. For student learning outcome #4, more time will be devoted at the start of the assignment to train students in finding quality scholarly sources for their research beyond general introduction to library research methods (databases, ILL, keywords, etc.).