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

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 Minor in Islamic Studies Assessment Plan on file with the University Assessment Team, two outcomes are being assessed in this cycle.

Student Learning Outcome #1: Students will complete a vocabulary-based assessment, such as a quiz, where they define and explain the significance of terms to understanding Islam and Muslim communities. 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 #2: Students will produce an essay that effectively communicates their argument using a primary source(s) on Islam and Muslim communities. 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?

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

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

2022-2023

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 #1: 53/60 (88.3%) of students reached the desired outcome of a B or above exceeding the desired benchmark of 75%. Students produced critical concept quizzes and essays to explain and apply key vocabulary.

Student Learning Outcome #2: 50/60 (83.3%) of students reached the desired outcome of a B or above exceeding the desired benchmark of 75%. Students produced analysis essays, online exhibits, and research essays based on primary documents/media/art.

Thus far, students have engaged well with these assignments. For student learning outcome #1, more time will be devoted to not only highlighting and explicating key vocabulary in class but participating in activities where these terms must be applied for students to understand nuance of meaning; diverse application; and the significance of terms to understand Islamic Studies. For student learning outcome #2, students will be given more structured support to assess the quality of a primary source for a research assignment. Second, more class time will be devoted reviewing the necessary aspects of analysis when determining the historical context, provenance, language, audience, objectives, and overall significance of a primary source.

Attachment(s):

None