**Islamic Studies Assessment Plan**

**Near Eastern Languages and Cultures**

**Revised March 2019**

The Department of Near Eastern Languages and Cultures will implement a new assessment plan for all majors. This plan has been developed with the following considerations in mind:

1. NELC is a small department (currently 11 faculty and one full-time Academic Program Coordinator) with three different major programs of study that cover four different language programs. We must standardize assessment across all three majors, despite differences in the programs, in order to implement it and collect data across the department.
2. Our majors can be small (Hebrew/Jewish Studies and Islamic Studies each graduate between 1-3 students each year) and our faculty is already stretched thin to offer necessary courses, particularly in Arabic (2 faculty members; 31 current Arabic majors; 72 minors).
3. Revisions to all academic programs have responded to requests from students, advisors and other departments at OSU (most notably, International Studies) for greater flexibility in pursuing NELC majors. That means students will be able to have more choices in tailoring their major to their interests and skills. But it also means that it is more difficult to track students through the program, since the progress of, for example, heritage language speakers will be very different from that of student who starts studying Arabic at OSU.

As a result, we have designed an assessment plan with feedback from the ASC Curriculum Committee (Dean Garett Heysel, Bernadette Vankeerbergen) and suggestions from the Department of Germanic Languages and Literatures (Carmen Taleghani-Nikazm) and Italian (Janice Aski) that seeks to assess our 3 programs of study through a combination of direct and indirect assessment.

Since this is a new approach to assessment for the department, we will need to assess the assessment plan each year. We expect to learn a great deal in the initial implementation in 2019-2020, and expect to revise the assessment plan as needed in the future.

**Means/Methods of Assessment**

Direct assessment:

1. Examination for graduating students: exam will assess students’ proficiency in reading, writing, and speaking Arabic, Persian or Turkish and knowledge of associated culture and literature. Developed by the department assessment officer, in consultation with the NELC Curriculum Committee and relevant instructional staff.
2. Student essays: papers written by graduating seniors in upper-division major courses will be collected and evaluated every three years.

Indirect assessment:

1. Student course evaluations: students will assess whether or not they believe they have improved their skills and met goals at the conclusion of each course that counts toward the major program.
2. Graduation survey: graduating students will complete an exit survey every year.

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| ***OUTCOMES*** | ***ASSESSMENT METHODS*** |
| **Linguistic Proficiency –** Students develop intermediate competency in reading, writing, speaking and listening one language relevant to Islamic Studies (Arabic, Turkish, Persian). | **Direct – Exit Test.** Graduating seniors will be required to complete a test that includes questions and activities designed to measure their proficiency in reading, writing, listening, and speaking Arabic, Persian or Turkish.  **Indirect – Course Evaluations.** All students in Arabic, Persian and Turkish language courses that count toward the major will answer the following questions on departmental course evaluation form at the end of the semester:  Please rank from 1-5, with 1 being very little and 5 being a great deal: I have improved my reading skills in Arabic/Persian/Turkish this semester. I have improved my writing skills in Arabic/Persian/Turkish this semester. I have improved my speaking skills in Arabic/Persian/Turkish this semester. I have improved my listening skills in Arabic/Persian/Turkish this semester.  **Indirect – Exit Survey.** Graduating seniors will be invited to complete an online exit survey about their language skills and experiences in the major. |
| **Knowledge –** Students demonstrate familiarity with Islamic cultures and communities in the past and present. | **Direct – Exit Test.** Graduating seniors will be required to complete a test that includes questions and activities designed to evaluate their familiarity with Islamic cultures and communities, past and present.  **Indirect – Course Evaluations.** All students in Arabic culture courses that count toward the major will answer the following questions on departmental course evaluation form at the end of the semester:  Please rank from 1-5, with 1 being very little and 5 being a great deal: After taking this course, I am more familiar with past or present Islamic cultures and communities.  **Indirect – Exit Survey.** Graduating seniors will be invited to complete an online exit survey, including questions meant to elicit their perceptions of their knowledge of Islamic cultures and communities. |
| **Critical Analysis** – Students read and interpret critically a diverse range of Islamic texts and material artifacts. | **Direct – Research paper from a 4000-level or 5000-level course.** Graduating seniors will submit a research paper from a major course taken during their two semesters of study. The paper will be evaluated using the rubric attached below. (Every three years)  **Indirect – Course Evaluations.** All students in Islamic Studies courses that count toward the major will answer the following questions on departmental course evaluation form at the end of the semester:  Please rank from 1-5, with 1 being very little and 5 being a great deal: In this course, I have acquired skills to read Islamic texts or examine material artifacts and to interpret them.  **Indirect – Exit Survey.** Graduating seniors will be invited to complete an online exit survey, including questions about their ability to read and interpret critically different Islamic texts and material artifacts. |
| **Religious traditions** – Students learn to interpret critically Islamic beliefs, thought and practices. | **Direct – Research paper from a 4000-level or 5000-level course.** Graduating seniors will submit a research paper from a major course taken during their two semesters of study. The paper will be evaluated using the rubric attached below. (Every three years)  **Indirect – Course Evaluations.** All students in Arabic courses that count toward the major will answer the following questions on departmental course evaluation form at the end of the semester:  Please rank from 1-5, with 1 being very little and 5 being a great deal:  In this course, I have learned to interpret Islamic beliefs, thought and/or practices.  **Indirect – Exit Survey.** Graduating seniors will be invited to complete an online exit survey, including questions about their ability to interpret Islamic beliefs, thought and practices.. |

**Implementation Schedule:**

Direct assessment: Starting in Autumn 2019

Indirect assessment: course departmental surveys and exit surveys ongoing; focus groups 2019-2020

**Assessing the Assessment Plan:**

The Curriculum Committee will evaluate the first-year implementation of this assessment plan at the conclusion of 2019-2020. It will make recommendations to the Chair of Undergraduate Studies about this plan and suggest improvements.

APPENDIX: Rubrics

**Goal 3 Critical Analysis –** Students demonstrate the ability to read and interpret critically a diverse range of Islamic texts and material artifacts.

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| 4 | 3 | 2 | 1 |
| Student shows excellent ability to read and analyze texts or material artifacts, offers ample textual evidence to support the analysis, develops the analysis logically and persuasively. | Student shows good ability to read and analyze texts or material artifacts. Textual evidence offered supports the analysis, but is less ample. The student’s argument is developed logically but may not be fully persuasive. | Student shows somewhat limited ability to read and analyze texts or material artifacts. Some textual evidence is offered in the analysis, but may not entirely support the student’s analysis. The student’s argument is coherent, but not always logical and/or persuasive. | Student shows very limited ability to read and analyze texts or material artifacts. Little or no textual evidence is offered in the analysis, and evidence offered may not support the student’s analysis. The student’s argument is incoherent or not logically consistent. Student does not express ideas clearly or persuasively. |

An average score of 3.2/4 on all papers evaluated will be considered confirmation that this goal has been met.

**Goal 4 Religious traditions** – Students learn to interpret critically Islamic beliefs, thought and practices.

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| 4 | 3 | 2 | 1 |
| Student shows excellent ability to interpret critically Islamic beliefs, though and practices. Students offers ample textual evidence to support the analysis, develops the analysis logically and persuasively. | Student shows good ability to interpret critically Islamic beliefs, though and practices. Students offers textual evidence to support the analysis, develops the analysis logically but may not be fully persuasive. | Student shows somewhat limited ability to interpret critically Islamic beliefs, though and practices. Students offers some textual evidence, but may not entirely support the analysis. The student’s argument is coherent, but not always logical and/or persuasive. | Student shows very limited ability to interpret critically Islamic beliefs, though and practices. Little or no textual evidence is offered in the analysis, and evidence offered may not support the student’s analysis. The student’s argument is incoherent or not logically consistent. Student does not express ideas clearly or persuasively. |

An average score of 3.2/4 on all papers evaluated will be considered confirming that this goal has been met.