**2017-2018 Annual Program Assessment Report**

**College: Humanities**

**Department: Jewish Studies Interdisciplinary Program**

**Program:**

**Assessment liaison:**

1. **Please check off whichever is applicable:**

**A. \_\_\_x\_\_\_\_\_ Measured student work within program major/options.**

**B. \_\_\_\_\_\_\_\_ Analyzed results of measurement within program major/options.**

**C. \_\_\_\_\_\_\_\_ Applied results of analysis to program review/curriculum/review/revision major/options.**

**D. \_\_\_\_\_\_\_\_\_ Focused exclusively on the direct assessment measurement of General Education learning outcomes**

1. **Overview of Annual Assessment Project(s).** On a separate sheet,provide a brief overview of this year’s assessment activities, including:
* an explanation for why your department chose the assessment activities (measurement, analysis, application, or GE assessment) that it enacted
* if your department implemented assessment **option A**, identify which program SLOs were assessed (please identify the SLOs in full), in which classes and/or contexts, what assessment instruments were used and the methodology employed, the resulting scores, and the relation between this year’s measure of student work and that of past years: (include as an appendix any and all relevant materials that you wish to include)
* if your department implemented assessment **option B**, identify what conclusions were drawn from the analysis of measured results, what changes to the program were planned in response, and the relation between this year’s analyses and past and future assessment activities
* if your department implemented **option C**, identify the program modifications that were adopted, and the relation between program modifications and past and future assessment activities
* if your program implemented **option D**, exclusively or simultaneously with **options** **A, B, and/or C**, identify the basic skill(s) assessed and the precise learning outcomes assessed, the assessment instruments and methodology employed, and the resulting scores
* in what way(s) your assessment activities may reflect the university’s commitment to diversity in all its dimensions but especially with respect to underrepresented groups
* any other assessment-related information you wish to include, including SLO revision (especially to ensure continuing alignment between program course offerings and both program and university student learning outcomes), and/or the creation and modification of new assessment instruments

We assessed a pilot program we started in 2017-2018 to focus and deepen the knowledge of Judaism that students in RS 150, World Religions, take away from that course. RS 150 is not offered by the JSIP, but our program mission statement states that we "also seek to provide knowledge and resources to others on campus and to the public at large. The goal of the Jewish Studies Interdisciplinary Program is to help people understand the past and respond to important contemporary issues that affect their daily lives, contributing to a more thoughtful and compassionate society for all."

**Program SLO(s) assessed**

"describe the principal social contours of modern Jewish communities and families, and give examples of the complex and multifaceted forms of modern Jewish identity” and “define and analyze significant Jewish religious beliefs, ethics, religious practices, philosophies, and cultural expressions.” These SLOs speak to what we hope students in RS 150 will come away with--basic literacy about Jews and Judaism.

**Direct assessment ideas/plans/tools** *\*courses, assignments, rubrics*

RS 150 instructors participating in the pilot program selected from readings and lesson plan ideas provided by JSIP instructors and combined them with their own existing approaches to the course. JSIP instructors observed student participation and questions asked in a session of each of the four courses. This allowed JSIP instructors to see whether the lesson plans and readings worked the way they thought they would. JSIP instructors also discussed with the RS 150 instructors how well they thought the lesson plans worked. We would like to scale the program up to include more RS 150 instructors, and the instructors participating in the pilot program were the only ones who could tell us whether the existing program works and what changes might need to be made.

Students participated actively in the lessons observed and demonstrated through their questions and answers to instructor questions that they understood the material being taught.

Assessing this material helps to ensure that students maximize the opportunity to learn about diverse cultures and religions as part of their CSUN education.

As a result of this assessment activity that demonstrated the educational value of this pilot program, material developed for this program will be used in JS/SOC 306 in the future. This course typically enrolls Sociology majors who have not taken RS 150, so the material will provide an effective introduction and orientation to Judaism for these students as well.

1. **Preview of planned assessment activities for 2018-19.** Include a brief description as reflective of a continuous program of ongoing assessment.

We will be assessing JS 200, Jewish Religion and Culture OL, which is a GE Arts & Humanities course that sometimes has a high DFU rate. The GE SLO being assessed will be selected in consultation with the course instructor.