

Year-end Program Assessment Report

Academic Year: 2015-16
Program: School of Graduate Studies
Filled Out By: Rick Sarason

Overview of Quantitative Data

Strongest Skills

1. Textual Interpretation
2. Scholarship & Use of Sources

Weakest Skills

1. Critique, Research & Write
2. Hebrew & Other Primary Source Language Fluency

Learning Trends within the Data

1. Language fluency and writing/critical skills continue to be areas that need work as students progress through the program
2. No multi-year longitudinal data yet for comparative purposes

Recommendations

1. Keep working on language and writing skills
 2. Make more use of Scribe House and tutoring for writing
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Narrative Reflection

Based on your ongoing dialog with faculty, are the results what you would expect to find? Why or not? Yes, the data cohere well with anecdotal evidence and the narrative assessments that faculty do each spring as we look at renewal of financial support for doctoral students

What impact do these findings have on student learning in your program?

They confirm where we need to continue drilling down on skills.

Discuss potential changes to future assessment efforts (if any) in light of these findings.

I'm thinking that we might need to generate a separate set of rubrics (level descriptions) for MA students, because currently they are being assessed on a rubric that was designed for PhD students. Since we hope to continue to have more MA students in future years, this would be something to think about.