

**Annual Key Assessment Findings and Curricular Improvements  
Department of Semitic & Egyptian Languages and Literatures**

**Master's Program in Semitic & Egyptian Languages and Literatures  
Doctoral Program in Semitic & Egyptian Languages and Literatures  
2015-2016**

**Key Assessment Findings**

The rubrics put in place previously (2010-11) are now being routinely used in assessment of the comprehensive exams. This has been a great aid to tracking the effectiveness of student preparation and our academic counseling.

*MA Comprehensive Exams:* While no students took MA comprehensive exams in the Fall 2015 semester, three students successfully completed MA comprehensive exams in the Spring 2016 semester. Two of these students continued on to our PhD program, while the third is continuing his PhD studies in the School of Theology and Religious Studies.

*PhD Comprehensive Exams:* In the Fall 2015 semester, two students successfully completed PhD comprehensive exams and moved on to PhD candidacy. In the Spring 2016 semester, only one student took PhD comprehensive exams, and he failed. Because he had been recovering from a serious medical issue, the student was given extra time when he retook the exams in the Fall 2016 semester. Unfortunately, he once again failed the exam and will not be continuing in the program. One other student successfully took PhD comprehensive exams in Fall 2016 and is moving on to PhD candidacy.

As of Fall 2016, 10 students were at the dissertation stage. One student received the PhD degree in May, and another is expected to complete his PhD this Fall.

**Curricular Improvements**

In the Fall 2015 semester, we had instituted a new 1-credit course SEM 501, Research Methods, to help incoming students overcome their learning curve with regard to departmental requirements and general knowledge about the fields of study our department covers. The course had mixed results, and so we are re-assessing whether we want to continue this as a required course for incoming students in future years.

**Department of Semitics**  
**Rubric for Master's Comprehensive Exam**

Trait	Level						Mean	SD	Total N
	Exceeding Expectations (3pts)		Meeting Expectations (2pts)		Below Expectations (1pt)				
	N	%	N	%	N	%			
<b>1) Knowledge of the grammar, syntax, and basic vocabulary of the major and minor languages</b>	0	0%	3	100%	0	0%	2.00	0.00	3
<b>2) Identification and discussion of selected grammatical and syntactical features in an assigned text in a major or minor language</b>	0	0%	3	100%	0	0%	2.00	0.00	3
<b>3) Ability accurately to translate selected texts in the major and minor languages into English</b>	0	0%	3	100%	0	0%	2.00	0.00	3

- Note: 1) The "N" represents the number of students at each level of performance for each trait.  
2) The "%" represents the percentage of the number of students falling at the level performance for each trait against the total number of students.  
3) The mean is the average of all scores across the levels within the trait.  
4) The standard deviation (SD) is the measure of the variability of the data set, indicating how "spread out" these data are from the mean value.

**Table of Results**  
**Student Learning Assessment Rubric**  
**Department of Semitics**  
**Rubric for PhD Comprehensive Exam**

Trait	Level						Mean	SD	Total N
	Exceeding Expectations (3pts)		Meeting Expectations (2pts)		Below Expectations (1pt)				
	N	%	N	%	N	%			
<b>1)Mastery of the major and minor languages</b>	2	50%	1	25%	1	25%	2.25	0.96	4
<b>2)Correct reading and apt consideration of the selected texts in the major and minor languages</b>	2	50%	1	25%	1	25%	2.25	0.96	4
<b>3)Ability to use the selected texts in the major and minor languages adequately to answer questions of cultural, historical, or literary relevance</b>	2	50%	1	25%	1	25%	2.25	0.96	4
<b>4)Demonstration of knowledge of current scholarly work sufficient to engage in a discussion of historical, cultural, and literary issues relative to the selected texts</b>	2	50%	1	25%	1	25%	2.25	0.96	4

- Note: 1) The “N” represents the number of students at each level of performance for each trait.  
2) The “%” represents the percentage of the number of students falling at the level performance for each trait against the total number of students.  
3) The mean is the average of all scores across the levels within the trait.  
4) The standard deviation (SD) is the measure of the variability of the data set, indicating how “spread out” these data are from the mean value.