**Annual Departmental Assessment Report**

**Department or Program: JDST**

**Academic Year of Report: 2020**

**Department Contact Person for Assessment: Gantt Gurley**

**Section 1: Learning Objectives Assessed for this Report**

For each major in the department, list the learning objectives that were assessed during this period.

JDST Majors:

1. All majors are required to take two years of a Jewish language (as of now that language is Biblical Hebrew). Students should be able to discuss how the language which they chose in their course of study is a Jewish language and why and how they focused on it.
2. Students should be able to discuss at least one historical event, stream of thought, genre, motif, and/theme across all three categories pertaining to Judaic Studies: ancient, medieval, modern.
3. Students should be able to identify at least one other historical event, stream of thought, genre, motif, and/or theme that was intellectually contiguous in at least two of their JDST core courses.
4. Students will be asked to identify something particular about their JDST degree that is unique in the UO experience and how that uniqueness is important to the life-goals they are beginning to set forth.

**Section 2: Assessment Activities**

1. Students are required to have six quarters of Biblical Hebrew or equivalent. Since the Hebrew curriculum is cumulative, students who pass 203 have completed proficiency in grammar, syntax, and morphology, as well as read broadly in three genre-driven categories. Proficiency is marked by the language instructor’s grading rubric and successful completion of program requirements.
2. The undergraduate advisor has meets with students throughout their study to discuss their progress in these categories and keeps track of this ongoing conversation. JDST has one graduating senior this year and I have met with the student several times this year. In addition, we are in close correspondence and I have been very pleased with their progress concerning this objective. We have discussed in detail law and social justice in the ancient world, medieval folklore and philosophy, and because the student was in Israel over winter break, we have had very strong social policy discussions on the Israeli rabbinical community.
3. The undergraduate advisor meets individually with students in their final two years and discusses progress in this category. For example, JDST 213 and JDST 330 are often utilized in this determination as they both reference the position and reflection of Jews in the modern world (since the Enlightenment). Often the contiguity is between the experience of Jews in America and those in either Europe or Israel.
4. This is again done through personal assessment. Because the program is small this is an area where I feel we are very helpful. Our current graduating senior is thinking about the rabbinate and I have been in deep conversation with them concerning possibilities and pro’s and con’s. They have identified how working with Professor Green in Biblical Hebrew and with Rabbi Goldstein, our senior Jewish educator, has specifically helped them determine their goal for study in the future.

**Section 3: Actions Taken Based on Assessment Analysis**

1. Because the students have been so vocal about the program teaching Modern Hebrew instead of Biblical Hebrew, we have made plans to transition the program into a more contemporary setting.

2,3,4. As long as the program remains small there is no reason in my view to change the assessment analysis. Students like and prefer the amount of attention and philosophical intimacy there is in this process. However, we will plan to send out a questionnaire to majors/minors next fall asking what other suggestions they might have concerning the revitalization of the program.

**Section 4: Other Efforts to Improve the Student Educational Experience**

The curriculum and minor are currently being redesigned to improve the quality of the program. Beginning next year, students will have a contemporary language to study in the program (yet have access to biblical Hebrew via Professor Green and Rabbi Goldstein). There will also be one or two new courses for the next AY including Jewish Literature and Art, and Jewish Image and Media. Rabbi Goldstein and I are also working with WISCR on a public speaking and social justice course. JDST is also going to submit an IHP proposal for the next AY in order to increase our curriculum offerings in the Holocaust. Another aspect that the program is focusing on is internships with Rabbi Goldstein at Oregon Hillel. We currently have two students who will participate in this educational enhancement opportunity. In order to gather more faculty support, I am planning a wine and cheese mixer with JDST faculty and interested faculty to be hosted at Hillel in a ecumenical setting.

**Section 5: Plans for Next Year**

JDST will have an interim director next year. This person will follow the guidelines set forth and be invited to change the plans as they see fit. We are likely to only have 2-3 majors so I believe there is no reason to make drastic changes. All four objectives will be assessed. Given that Rabbi Goldstein will be in his second year at UO, I believe he will be more involved and continue to be more and more of a support/advisor for the program. This will ease the strain of the incoming director. We have many more social and academic goals for next year which should continue to create momentum in the program as we redefine ourselves as a community-based academic community. In my opinion our budget is stable at this point in time.