

Program Outcomes Assessment

BA/BS in African

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General Information (Program Outcomes Assessment)

Standing Requirements

Mission Statement

The mission of the Department of African and African American Studies (AAAS) at Indiana State University is to provide a high-quality educational experience for all those students who enroll in our courses. Our particular focus, however, is to provide for AAAS majors and minors an experience which will not only lead them to an understanding of the field of African and African American Studies and the connections between African and African American history and culture. In all AAAS courses we also foster the fundamental skills of critical thinking, reading, and writing. We intend to deepen the students' understanding of the complex, multicultural world in which they live and to stimulate effective participation in contemporary society.

Outcomes Library

BA/BS in African & African Amer Studies Outcome Set

BA/BS in African & African Amer Studies Learning Objectives:

Outcome	Mapping
<p>#1: Analytical and informational skills Students will develop "strong analytical, communication, quantitative, and informational skills (1)."</p> <p>1. Quoted sections within the "objectives" section derived from "Our Students' Best Work: A Framework of Accountability Worthy of Our Mission" (Washington DC: American Association of Colleges & Universities, 2004), pp. 5-6.</p>	<p>Foundational Studies: 10. Express themselves effectively, professionally, and persuasively both orally and in writing., 2. Critically evaluate the ideas of others.</p>
<p>#2: Hands-on experience Students will receive "hands-on experience with the inquiry practices" of the discipline (1).</p> <p>1. Quoted sections within the "objectives" section derived from "Our Students' Best Work: A Framework of Accountability Worthy of Our Mission" (Washington DC: American Association of Colleges & Universities, 2004), pp. 5-6.</p>	No Mapping
<p>#3: Intercultural knowledge Students will develop intercultural knowledge and collaborative problem-solving skills (1).</p> <p>1. Quoted sections within the "objectives" section derived from "Our Students' Best Work: A Framework of Accountability Worthy of Our Mission" (Washington DC: American Association of Colleges & Universities, 2004), pp. 5-6.</p>	No Mapping
<p>#4: Pro-active sense of responsibility Students will develop "a pro-active sense of responsibility for individual, civic, and social choices (1)."</p> <p>1. Quoted sections within the "objectives" section derived from "Our Students' Best Work: A Framework of Accountability Worthy of Our Mission" (Washington DC: American Association of</p>	No Mapping

Colleges & Universities, 2004), pp. 5-6.

#5: Habits of mind

Students will develop "habits of mind that foster integrative thinking and the ability to transfer skills from one setting to another (1)."

1. Quoted sections within the "objectives" section derived from "Our Students' Best Work: A Framework of Accountability Worthy of Our Mission" (Washington DC: American Association of Colleges & Universities, 2004), pp. 5-6.

Foundational Studies: 2. Critically evaluate the ideas of others.

Curriculum Map

Active Curriculum Maps

 **BA/BS in African & African Amer Studies** (See appendix)

Alignment Set: BA/BS in African & African Amer Studies Outcome Set

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Communication of Outcomes

Student learning outcomes are located in the assessment area of the program's web site.

Archive (This area is to be used for archiving pre-TaskStream assessment data and for current documents.)

Archive

File Attachments:

1. **African American Studies** (See appendix)
Checklist for Spring 2008 Student Outcomes Assessment Goals
.....
2. **Department of African and African American Studies** (See appendix)
Outcomes Assessment Plan- April 2008
.....

2010-2011 Assessment Cycle

Assessment Plan

Outcomes and Measures

BA/BS in African & African Amer Studies Outcome Set

BA/BS in African & African Amer Studies Learning Objectives:

#1: Analytical and informational skills

Students will develop "strong analytical, communication, quantitative, and informational skills (1)."

1. Quoted sections within the "objectives" section derived from "Our Students' Best Work: A Framework of Accountability Worthy of Our Mission" (Washington DC: American Association of Colleges & Universities, 2004), pp. 5-6.

▼ **Measure:** Portfolio
Direct - Student Artifact

Details/Description: For each student, committee members assigned each student's assessment portfolio a rating of 1 (no evidence of achievement) to 5 (much evidence of achievement) for each category; the chair then averaged each set of ratings (rounding fractions to the nearest tenth). Averages include the average of the scores for all eight students.

Target:

Implementation Plan (timeline):

Responsible Individual(s):

#2: Hands-on experience

Students will receive "hands-on experience with the inquiry practices" of the discipline (1).

1. Quoted sections within the "objectives" section derived from "Our Students' Best Work: A Framework of Accountability Worthy of Our Mission" (Washington DC: American Association of Colleges & Universities, 2004), pp. 5-6.

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Target:

Implementation Plan (timeline):

Responsible Individual(s):

#3: Intercultural knowledge

Students will develop intercultural knowledge and collaborative problem-solving skills (1).

1. Quoted sections within the "objectives" section derived from "Our Students' Best Work: A Framework of Accountability Worthy of Our Mission" (Washington DC: American Association of Colleges & Universities, 2004), pp. 5-6.

▼ **Measure:** Portfolio
Direct - Student Artifact

Details/Description: For each student, committee members assigned each student's assessment portfolio a rating of 1 (no evidence of achievement) to 5 (much evidence of achievement) for each category; the chair then averaged each set of ratings (rounding fractions to the nearest tenth). Averages include the average of the scores for all eight students.

Target:

Implementation Plan (timeline):

Responsible Individual(s):

#4: Pro-active sense of responsibility

Students will develop "a pro-active sense of responsibility for individual, civic, and social choices (1)."

1. Quoted sections within the "objectives" section derived from "Our Students' Best Work: A Framework of Accountability Worthy of Our Mission" (Washington DC: American Association of Colleges & Universities, 2004), pp. 5-6.

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Target:

Implementation Plan (timeline):

Responsible Individual(s):

#5: Habits of mind

Students will develop "habits of mind that foster integrative thinking and the ability to transfer skills from one setting to another (1)."

1. Quoted sections within the "objectives" section derived from "Our Students' Best Work: A Framework of Accountability Worthy of Our Mission" (Washington DC: American Association of Colleges & Universities, 2004), pp. 5-6.

▼ **Measure:** Portfolio
Direct - Student Artifact

Details/Description: For each student, committee members assigned each student's assessment portfolio a rating of 1 (no evidence of achievement) to 5 (much evidence of achievement) for each category; the chair then averaged each set of ratings (rounding fractions to the nearest tenth). Averages include the average of the scores for all eight students.

Target:

Implementation Plan (timeline):

Responsible Individual(s):

Assessment Findings

Finding per Measure

BA/BS in African & African Amer Studies Outcome Set

BA/BS in African & African Amer Studies Learning Objectives:

#1: Analytical and informational skills

Students will develop "strong analytical, communication, quantitative, and informational skills (1)."

1. Quoted sections within the "objectives" section derived from "Our Students' Best Work: A Framework of Accountability Worthy of Our Mission" (Washington DC: American Association of Colleges & Universities, 2004), pp. 5-6.

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Direct - Student Artifact

Details/Description: For each student, committee members assigned each student's assessment portfolio a rating of 1 (no evidence of achievement) to 5 (much evidence of achievement) for each category; the chair then averaged each set of ratings (rounding fractions to the nearest tenth). Averages include the average of the scores for all eight students.

Target:

Implementation Plan (timeline):

Responsible Individual(s):

Findings for Portfolio

Summary of Findings: 3.1

Recommendations :

Reflections/Notes :

#2: Hands-on experience

Students will receive "hands-on experience with the inquiry practices" of the discipline (1).

1. Quoted sections within the "objectives" section derived from "Our Students' Best Work: A Framework of Accountability Worthy of Our Mission" (Washington DC: American Association of Colleges & Universities, 2004), pp. 5-6.

▼ **Measure:** Portfolio
Direct - Student Artifact

Details/Description: For each student, committee members assigned each student's assessment portfolio a rating of 1 (no evidence of achievement) to 5 (much evidence of achievement) for each category; the chair then averaged each set of ratings (rounding fractions to the nearest tenth). Averages include the average of the scores for all eight students.

Target:

Implementation Plan (timeline):

Responsible Individual(s):

Findings for Portfolio

Summary of Findings: 3.4

Recommendations :

Reflections/Notes :

#3: Intercultural knowledge

Students will develop intercultural knowledge and collaborative problem-solving skills (1).

1. Quoted sections within the "objectives" section derived from "Our Students' Best Work: A Framework of Accountability Worthy of Our Mission" (Washington DC: American Association of Colleges & Universities, 2004), pp. 5-6.

▼ **Measure:** Portfolio
Direct - Student Artifact

Details/Description: For each student, committee members assigned each student's assessment portfolio a rating of 1 (no evidence of achievement) to 5 (much evidence of achievement) for each category; the chair then averaged each set of ratings (rounding fractions to the nearest tenth). Averages include the average of the scores for all eight students.

Target:

Implementation Plan (timeline):

Responsible Individual(s):

Findings for Portfolio

Summary of Findings: 3.5

Recommendations :

Reflections/Notes :

#4: Pro-active sense of responsibility

Students will develop "a pro-active sense of responsibility for individual, civic, and social choices (1)."

1. Quoted sections within the "objectives" section derived from "Our Students' Best Work: A Framework of Accountability Worthy of Our Mission"

▼ **Measure:** Portfolio
Direct - Student Artifact

Details/Description: For each student, committee members assigned each student's assessment portfolio a rating of 1 (no evidence of achievement) to 5 (much evidence of achievement) for each category; the chair then averaged each set of ratings (rounding fractions to the nearest tenth). Averages include the average of the scores for all eight students.

Target:

Implementation Plan (timeline):

Responsible Individual(s):

(Washington DC: American Association of Colleges & Universities, 2004), pp. 5-6.

Findings for Portfolio

Summary of Findings: 3.4

Recommendations :

Reflections/Notes :

#5: Habits of mind

Students will develop "habits of mind that foster integrative thinking and the ability to transfer skills from one setting to another (1)."

1. Quoted sections within the "objectives" section derived from "Our Students' Best Work: A Framework of Accountability Worthy of Our Mission" (Washington DC: American Association of Colleges & Universities, 2004), pp. 5-6.

▼ **Measure:** Portfolio
Direct - Student Artifact

Details/Description: For each student, committee members assigned each student's assessment portfolio a rating of 1 (no evidence of achievement) to 5 (much evidence of achievement) for each category; the chair then averaged each set of ratings (rounding fractions to the nearest tenth). Averages include the average of the scores for all eight students.

Target:

Implementation Plan (timeline):

Responsible Individual(s):

Findings for Portfolio

Summary of Findings: 3.2

Recommendations :

Reflections/Notes :

Overall Recommendations

No text specified

Overall Reflection

No text specified

2011-2012 Assessment Cycle

Assessment Plan

Outcomes and Measures

BA/BS in African & African Amer Studies Outcome Set

BA/BS in African & African Amer Studies Learning Objectives:

#1: Analytical and informational skills

Students will develop "strong analytical, communication, quantitative, and informational skills (1)."

1. Quoted sections within the "objectives" section derived from "Our Students' Best Work: A Framework of Accountability Worthy of Our Mission" (Washington DC: American Association of Colleges & Universities, 2004), pp. 5-6.

▼ **Measure:** Portfolio
Direct - Student Artifact

Details/Description: For each student, committee members assigned each student's assessment portfolio a rating of 1 (no evidence of achievement) to 5 (much evidence of achievement) for each category; the chair then averaged each set of ratings (rounding fractions to the nearest tenth). Averages include the average of the scores for all eight students.

Target:

Implementation Plan (timeline):

Responsible Individual(s):

#2: Hands-on experience

Students will receive "hands-on experience with the inquiry practices" of the discipline (1).

1. Quoted sections within the "objectives" section derived from "Our Students' Best Work: A Framework of Accountability Worthy of Our Mission" (Washington DC: American Association of Colleges & Universities, 2004), pp. 5-6.

▼ **Measure:** Portfolio
Direct - Student Artifact

Details/Description: For each student, committee members assigned each student's assessment portfolio a rating of 1 (no evidence of achievement) to 5 (much evidence of achievement) for each category; the chair then averaged each set of ratings (rounding fractions to the nearest tenth). Averages include the average of the scores for all eight students.

Target:

Implementation Plan (timeline):

Responsible Individual(s):

#3: Intercultural knowledge

Students will develop intercultural knowledge and collaborative problem-solving skills (1).

1. Quoted sections within the "objectives" section derived from "Our Students' Best Work: A Framework of Accountability Worthy of Our Mission" (Washington DC: American Association of Colleges & Universities, 2004), pp. 5-6.

▼ **Measure:** Portfolio
Direct - Student Artifact

Details/Description: For each student, committee members assigned each student's assessment portfolio a rating of 1 (no evidence of achievement) to 5 (much evidence of achievement) for each category; the chair then averaged each set of ratings (rounding fractions to the nearest tenth). Averages include the average of the scores for all eight students.

Target:

Implementation Plan (timeline):

Responsible Individual(s):

#4: Pro-active sense of responsibility

Students will develop "a pro-active sense of responsibility for individual, civic, and social choices (1)."

1. Quoted sections within the "objectives" section derived from "Our Students' Best Work: A Framework of Accountability Worthy of Our Mission" (Washington DC: American Association of Colleges & Universities, 2004), pp. 5-6.

▼ **Measure:** Portfolio
Direct - Student Artifact

Details/Description: For each student, committee members assigned each student's assessment portfolio a rating of 1 (no evidence of achievement) to 5 (much evidence of achievement) for each category; the chair then averaged each set of ratings (rounding fractions to the nearest tenth). Averages include the average of the scores for all eight students.

Target:

Implementation Plan (timeline):

Responsible Individual(s):

#5: Habits of mind

Students will develop "habits of mind that foster integrative thinking and the ability to transfer skills from one setting to another (1)."

1. Quoted sections within the "objectives" section derived from "Our Students' Best Work: A Framework of Accountability Worthy of Our Mission" (Washington DC: American Association of Colleges & Universities, 2004), pp. 5-6.

▼ **Measure:** Portfolio
Direct - Student Artifact

Details/Description: For each student, committee members assigned each student's assessment portfolio a rating of 1 (no evidence of achievement) to 5 (much evidence of achievement) for each category; the chair then averaged each set of ratings (rounding fractions to the nearest tenth). Averages include the average of the scores for all eight students.

Target:

Implementation Plan (timeline):

Responsible Individual(s):

Assessment Findings

Finding per Measure

BA/BS in African & African Amer Studies Outcome Set

BA/BS in African & African Amer Studies Learning Objectives:

#1: Analytical and informational skills

Students will develop "strong analytical, communication, quantitative, and informational skills (1)."

1. Quoted sections within the "objectives" section derived from "Our Students' Best Work: A Framework of Accountability Worthy of Our Mission" (Washington DC: American Association of Colleges & Universities, 2004), pp. 5-6.

▼ **Measure:** Portfolio
Direct - Student Artifact

Details/Description: For each student, committee members assigned each student's assessment portfolio a rating of 1 (no evidence of achievement) to 5 (much evidence of achievement) for each category; the chair then averaged each set of ratings (rounding fractions to the nearest tenth). Averages include the average of the scores for all eight students.

Target:

Implementation Plan (timeline):

Responsible Individual(s):

Findings for Portfolio

Summary of Findings: Data for eight students who graduate in Summer 2009, Fall 2009, or Spring 2010.

Average of 3.1 on a five point scale. Range from 2.3 to 4.8.

Scale = 1 (no evidence of achievement) to 5 (much evidence of achievement)

Results: Target Achievement: Not Met


Recommendations : The objectives that could see the most improvement are in the areas of analysis/communication and integrative thinking (Objectives I and V).


The quality of student writing, in particular, is a perennial problem. Recommendations to improve student writing include reminding professors in the program to encourage students to use the writing center and the inclusion in our core classes of one or more assignments that are multi-stage and involve revision.

Reflections/Notes : Students were weakest in the areas of analysis and communication and in integrative thinking. Qualitative comments on the student portfolios often noted a weakness with the use of high-quality scholarly sources, the use of citation, and particularly in writing. Recent changes in the curriculum will perhaps ameliorate some of these weaknesses for future students.

In particular, the combination of research methods with the Senior Seminar (AFRI 486) requires that students have a shared experience of learning to do original research with primary materials, do high-quality and in-depth literature reviews with scholarly sources, and become competent in a single citation style (Chicago style is required for the course).

Substantiating Evidence:

 AFRI - Undergraduate Outcomes Assessment Chart Spring 2012.pdf (Adobe Acrobat Document) (See appendix)

 AFRI Spring 2012 Assessment Committee Report (2).pdf (Adobe Acrobat Document) (See appendix)

These Findings are associated with the following Actions:

Strategies to improve student writing
(Action Plan; 2011-2012 Assessment Cycle)

#2: Hands-on experience

Students will receive "hands-on experience with the inquiry practices" of the discipline (1).

1. Quoted sections within the "objectives" section derived from "Our Students' Best Work: A Framework of Accountability Worthy of Our Mission" (Washington DC: American Association of Colleges & Universities, 2004), pp. 5-6.

▼ **Measure:** Portfolio
Direct - Student Artifact

Details/Description: For each student, committee members assigned each student's assessment portfolio a rating of 1 (no evidence of achievement) to 5 (much evidence of achievement) for each category; the chair then averaged each set of ratings (rounding fractions to the nearest tenth). Averages include the average of the scores for all eight students.

Target:

Implementation Plan (timeline):

Responsible Individual(s):

Findings for Portfolio

Summary of Findings: Data for eight students who graduate in Summer 2009, Fall 2009, or Spring 2010.

Average of 3.4 on a five point scale. Range from 2.3 to 4.5.

Scale = 1 (no evidence of achievement) to 5 (much evidence of achievement)

Results: Target Achievement: Met

Recommendations :

Reflections/Notes : In the areas of inquiry practices and social responsibility (Objectives II and IV), our graduates also have achieved quite well. Our students have learned the practices of the discipline and are able to apply them to their original work. In addition, the practical, real-world question of the discipline's application to the areas of social and ethical responsibility is an area of strength for our students.

#3: Intercultural knowledge

Students will develop intercultural knowledge and collaborative problem-solving skills (1).

1. Quoted sections within the "objectives" section derived from "Our Students' Best Work: A Framework of Accountability Worthy of Our Mission" (Washington DC: American Association of Colleges & Universities, 2004), pp. 5-6.

▼ **Measure:** Portfolio
Direct - Student Artifact

Details/Description: For each student, committee members assigned each student's assessment portfolio a rating of 1 (no evidence of achievement) to 5 (much evidence of achievement) for each category; the chair then averaged each set of ratings (rounding fractions to the nearest tenth). Averages include the average of the scores for all eight students.

Target:

Implementation Plan (timeline):

Responsible Individual(s):

Findings for Portfolio

Summary of Findings: Data for eight students who graduate in Summer 2009, Fall 2009, or Spring 2010.

Average of 3.5 on a five point scale. Range from 2.8 to 4.5.

Scale = 1 (no evidence of achievement) to 5 (much evidence of achievement)

Results: Target Achievement: Met

Recommendations :

Reflections/Notes : The committee finds that the area of strongest achievement is in the area of Objective III, intercultural knowledge (Avg. 3.5), the objective that perhaps most overlaps with the content area of the AFRI program.

#4: Pro-active sense of responsibility

Students will develop "a pro-active sense of responsibility for individual, civic, and social choices (1)."

1. Quoted sections within the "objectives" section derived from "Our Students' Best Work: A Framework of Accountability Worthy of Our Mission" (Washington DC: American Association of Colleges & Universities, 2004), pp. 5-6.

▼ **Measure:** Portfolio
Direct - Student Artifact

Details/Description: For each student, committee members assigned each student's assessment portfolio a rating of 1 (no evidence of achievement) to 5 (much evidence of achievement) for each category; the chair then averaged each set of ratings (rounding fractions to the nearest tenth). Averages include the average of the scores for all eight students.

Target:

Implementation Plan (timeline):

Responsible Individual(s):

Findings for Portfolio

Summary of Findings: Data for eight students who graduate in Summer 2009, Fall 2009, or Spring 2010.

Average of 3.4 on a five point scale. Range from 2.5 to 4.8.

Scale = 1 (no evidence of achievement) to 5 (much evidence of achievement)

Results: Target Achievement: Met

Recommendations :

Reflections/Notes : In the areas of inquiry practices and social responsibility (Objectives II and IV), our graduates also have achieved quite well. Our students have learned the practices of the discipline and are able to apply them to their original work. In addition, the practical, real-world question of the discipline's application to the areas of social and ethical responsibility is an area of strength for our students.

#5: Habits of mind

Students will develop "habits of mind that foster integrative thinking and the ability to transfer skills from one setting to another (1)."

1. Quoted sections within the "objectives" section derived from "Our Students' Best Work: A Framework of Accountability Worthy of Our Mission" (Washington DC: American Association of Colleges & Universities, 2004), pp. 5-6.

▼ **Measure:** Portfolio
Direct - Student Artifact

Details/Description: For each student, committee members assigned each student's assessment portfolio a rating of 1 (no evidence of achievement) to 5 (much evidence of achievement) for each category; the chair then averaged each set of ratings (rounding fractions to the nearest tenth). Averages include the average of the scores for all eight students.

Target:

Implementation Plan (timeline):

Responsible Individual(s):

Findings for Portfolio

Summary of Findings: Data for eight students who graduate in Summer 2009, Fall 2009, or Spring 2010.

Average of 3.2 on a five point scale. Range from 2.0 to 4.5.

Scale = 1 (no evidence of achievement) to 5 (much evidence of achievement)

Results: Target Achievement: Not Met

Recommendations : Recent changes in the curriculum will perhaps ameliorate some of these weaknesses for future students. In particular, the combination of research methods with the Senior Seminar (AFRI 486) requires that students have a shared experience of learning to do original research with primary materials, do high-quality and in-depth literature reviews with scholarly sources, and become competent in a single citation style (Chicago style is required for the course).

In addition, the revision of AFRI 312 from a course about Socio-Political Development and Change to a broad-based course on the African Diaspora will perhaps address students' weakness in the area of integrative thought. The course is an interdisciplinary look at culture and thought of the African Diaspora and covers a wide geographical area as well as a wide variety of topics from food to music to philosophy. A course like this offers students the opportunity to connect some of the variety of elective courses they have taken in areas such as history, literature, music, and political science under one broad rubric of the African Diaspora.

Reflections/Notes : The objectives that could see the most improvement are in the areas of analysis/communication and integrative thinking (Objectives I and V). In particular, students were weakest in the areas of analysis and communication and in integrative thinking. Qualitative comments on the student portfolios often noted a weakness with the use of high-quality scholarly sources, the use of citation, and particularly in writing. In addition, considering the interdisciplinary nature of the program, students also showed that they were somewhat weak in their ability to integrate materials across a wide variety of disciplines.

These Findings are associated with the following Actions:

Continue to monitor revised curriculum
(Action Plan; 2011-2012 Assessment Cycle)

Overall Recommendations

No text specified

Overall Reflection

No text specified

Action Plan

Actions

BA/BS in African & African Amer Studies Outcome Set

BA/BS in African & African Amer Studies Learning Objectives:

#1: Analytical and informational skills

Students will develop "strong analytical, communication, quantitative, and informational skills (1)."

1. Quoted sections within the "objectives" section derived from "Our Students' Best Work: A Framework of Accountability Worthy of Our Mission" (Washington DC: American Association of Colleges & Universities, 2004), pp. 5-6.

▼ Action: Strategies to improve student writing

This Action is associated with the following Findings

Findings for Portfolio

(Assessment Plan and Assessment Findings; 2011-2012 Assessment Cycle)

Summary of Findings: Data for eight students who graduate in Summer 2009, Fall 2009, or Spring 2010.

Average of 3.1 on a five point scale. Range from 2.3 to 4.8.

Scale = 1 (no evidence of achievement) to 5 (much evidence of achievement)

Action Details: Recent changes in the curriculum will perhaps ameliorate some of these weaknesses for future students. In particular, the combination of research methods with the Senior Seminar (AFRI 486) requires that students have a shared experience of learning to do original research with primary materials, do high-quality and in-depth literature reviews with scholarly sources, and become competent in a single citation style (Chicago style is required for the course).

The program should, however, find ways to address some of the other weaknesses in students' work. The quality of student writing, in particular, is a perennial problem. Recommendations to improve student writing include reminding professors in the program to encourage students to use the writing center and the inclusion in our core classes of one or more assignments that are multi-stage and involve revision.

Implementation Plan (timeline): Given recent changes in the curriculum, the committee recommends re-evaluating students' progress in these areas in coming assessments to determine whether these changes have been effective in improving the achievement of our students in these areas of weakness.

Key/Responsible Personnel: Program faculty, program director, department chair

Measures:

Resource Allocations:

Priority:

#5: Habits of mind

Students will develop "habits of mind that foster integrative thinking and the ability to transfer skills from one setting to another (1)."

1. Quoted sections within the "objectives" section derived from "Our Students' Best Work: A Framework of Accountability Worthy of Our Mission" (Washington DC: American Association of Colleges &

▼ Action: Continue to monitor revised curriculum

This Action is associated with the following Findings

Findings for Portfolio

(Assessment Plan and Assessment Findings; 2011-2012 Assessment Cycle)

Summary of Findings: Data for eight students who graduate in Summer 2009, Fall 2009, or Spring 2010.

Average of 3.2 on a five point scale. Range from 2.0 to 4.5.

Scale = 1 (no evidence of achievement) to 5 (much evidence of achievement)

Universities, 2004), pp. 5-6.

Action Details: Recent changes in the curriculum will perhaps ameliorate some of these weaknesses for future students. In particular, the combination of research methods with the Senior Seminar (AFRI 486) requires that students have a shared experience of learning to do original research with primary materials, do high-quality and in-depth literature reviews with scholarly sources, and become competent in a single citation style (Chicago style is required for the course).

In addition, the revision of AFRI 312 from a course about Socio-Political Development and Change to a broad-based course on the African Diaspora will perhaps address students' weakness in the area of integrative thought. The course is an interdisciplinary look at culture and thought of the African Diaspora and covers a wide geographical area as well as a wide variety of topics from food to music to philosophy. A course like this offers students the opportunity to connect some of the variety of elective courses they have taken in areas such as history, literature, music, and political science under one broad rubric of the African Diaspora.

Given recent changes in the curriculum, the committee recommends re-evaluating students' progress in these areas in coming assessments to determine whether these changes have been effective in improving the achievement of our students in these areas of weakness.

Implementation Plan (timeline):

Key/Responsible Personnel: program director, department chair

Measures:

Resource Allocations:

Priority: High

 **Status Report**

Action Statuses

BA/BS in African & African Amer Studies Outcome Set

BA/BS in African & African Amer Studies Learning Objectives:

#1: Analytical and informational skills

Students will develop "strong analytical, communication, quantitative, and informational skills (1)."

1. Quoted sections within the "objectives" section derived from "Our Students' Best Work: A Framework of Accountability Worthy of Our Mission" (Washington DC: American Association of Colleges & Universities, 2004), pp. 5-6.

▼ **Action:** Strategies to improve student writing

Action Details: Recent changes in the curriculum will perhaps ameliorate some of these weaknesses for future students. In particular, the combination of research methods with the Senior Seminar (AFRI 486) requires that students have a shared experience of learning to do original research with primary materials, do high-quality and in-depth literature reviews with scholarly sources, and become competent in a single citation style (Chicago style is required for the course).

The program should, however, find ways to address some of the other weaknesses in students' work. The quality of student writing, in particular, is a perennial problem. Recommendations to improve student writing include reminding professors in the program to encourage students to use the writing center and the inclusion in our core classes of one or more assignments that are multi-stage and involve revision.

Implementation Plan (timeline): Given recent changes in the curriculum, the committee recommends re-evaluating students' progress in these areas in coming assessments to determine whether these changes have been effective in improving the achievement of our students in these areas of weakness.

Key/Responsible Personnel: Program faculty, program director, department chair

Measures:

Resource Allocations:

Priority:

Status for Strategies to improve student writing

No Status Added

#5: Habits of mind

Students will develop "habits of mind that foster integrative thinking and the ability to transfer skills from one setting to another (1)."

1. Quoted sections within the "objectives" section derived from "Our Students' Best Work: A Framework of Accountability Worthy of Our Mission" (Washington DC: American Association of Colleges & Universities, 2004), pp. 5-6.

▼ **Action:** Continue to monitor revised curriculum

Action Details: Recent changes in the curriculum will perhaps ameliorate some of these weaknesses for future students. In particular, the combination of research methods with the Senior Seminar (AFRI 486) requires that students have a shared experience of learning to do original research with primary materials, do high-quality and in-depth literature reviews with scholarly sources, and become competent in a single citation style (Chicago style is required for the course).

In addition, the revision of AFRI 312 from a course about Socio-Political Development and Change to a broad-based course on the African Diaspora will perhaps address students' weakness in the area of integrative thought. The course is an interdisciplinary look at culture and thought of the African Diaspora and covers a wide geographical area as well as a wide variety of topics from food to music to philosophy. A course like this offers students the opportunity to connect some of the variety of elective courses they have taken in areas such as history, literature, music, and political science under one broad rubric of the African Diaspora.

Given recent changes in the curriculum, the committee recommends re-evaluating students' progress in these areas in coming assessments to determine whether these changes have been effective in improving the achievement of our students in these areas of weakness.

Implementation Plan (timeline):

Key/Responsible Personnel: program director, department chair

Measures:

Resource Allocations:

Priority: High

Status for Continue to monitor revised curriculum

No Status Added

Status Summary

No text specified

Summary of Next Steps

No text specified

2012-2013 Assessment Cycle

Assessment Plan

Outcomes and Measures

BA/BS in African & African Amer Studies Outcome Set

BA/BS in African & African Amer Studies Learning Objectives:

#1: Analytical and informational skills

Students will develop "strong analytical, communication, quantitative, and informational skills (1)."

1. Quoted sections within the "objectives" section derived from "Our Students' Best Work: A Framework of Accountability Worthy of Our Mission" (Washington DC: American Association of Colleges & Universities, 2004), pp. 5-6.

▼ **Measure:** Portfolio
Direct - Student Artifact

Details/Description: For each student, committee members assigned each student's assessment portfolio a rating of 1 (no evidence of achievement) to 5 (much evidence of achievement) for each category; the chair then averaged each set of ratings (rounding fractions to the nearest tenth). Averages include the average of the scores for all eight students.

Target:

Implementation Plan (timeline):

Responsible Individual(s):

#2: Hands-on experience

Students will receive "hands-on experience with the inquiry practices" of the discipline (1).

1. Quoted sections within the "objectives" section derived from "Our Students' Best Work: A Framework of Accountability Worthy of Our Mission" (Washington DC: American Association of Colleges & Universities, 2004), pp. 5-6.

▼ **Measure:** Portfolio
Direct - Student Artifact

Details/Description: For each student, committee members assigned each student's assessment portfolio a rating of 1 (no evidence of achievement) to 5 (much evidence of achievement) for each category; the chair then averaged each set of ratings (rounding fractions to the nearest tenth). Averages include the average of the scores for all eight students.

Target:

Implementation Plan (timeline):

Responsible Individual(s):

#3: Intercultural knowledge

Students will develop intercultural knowledge and collaborative problem-solving skills (1).

1. Quoted sections within the "objectives" section derived from "Our Students' Best Work: A Framework of Accountability Worthy of Our Mission" (Washington DC: American Association of Colleges & Universities, 2004), pp. 5-6.

▼ **Measure:** Portfolio
Direct - Student Artifact

Details/Description: For each student, committee members assigned each student's assessment portfolio a rating of 1 (no evidence of achievement) to 5 (much evidence of achievement) for each category; the chair then averaged each set of ratings (rounding fractions to the nearest tenth). Averages include the average of the scores for all eight students.

Target:

Implementation Plan (timeline):

Responsible Individual(s):

#4: Pro-active sense of responsibility

Students will develop "a pro-active sense of responsibility for individual, civic, and social choices (1)."

1. Quoted sections within the "objectives" section derived from "Our Students' Best Work: A Framework of Accountability Worthy of Our Mission" (Washington DC: American Association of Colleges & Universities, 2004), pp. 5-6.

▼ **Measure:** Portfolio
Direct - Student Artifact

Details/Description: For each student, committee members assigned each student's assessment portfolio a rating of 1 (no evidence of achievement) to 5 (much evidence of achievement) for each category; the chair then averaged each set of ratings (rounding fractions to the nearest tenth). Averages include the average of the scores for all eight students.

Target:

Implementation Plan (timeline):

Responsible Individual(s):

#5: Habits of mind

Students will develop "habits of mind that foster integrative thinking and the ability to transfer skills from one setting to another (1)."

1. Quoted sections within the "objectives" section derived from "Our Students' Best Work: A Framework of Accountability Worthy of Our Mission" (Washington DC: American Association of Colleges & Universities, 2004), pp. 5-6.

▼ **Measure:** Portfolio
Direct - Student Artifact

Details/Description: For each student, committee members assigned each student's assessment portfolio a rating of 1 (no evidence of achievement) to 5 (much evidence of achievement) for each category; the chair then averaged each set of ratings (rounding fractions to the nearest tenth). Averages include the average of the scores for all eight students.

Target:

Implementation Plan (timeline):

Responsible Individual(s):

 **Assessment Findings**

Finding per Measure

BA/BS in African & African Amer Studies Outcome Set

BA/BS in African & African Amer Studies Learning Objectives:

#1: Analytical and informational skills

Students will develop "strong analytical, communication, quantitative, and informational skills (1)."

1. Quoted sections within the "objectives" section derived from "Our Students' Best Work: A Framework of Accountability Worthy of Our Mission" (Washington DC: American Association of Colleges & Universities, 2004), pp. 5-6.

▼ **Measure:** Portfolio
Direct - Student Artifact

Details/Description: For each student, committee members assigned each student's assessment portfolio a rating of 1 (no evidence of achievement) to 5 (much evidence of achievement) for each category; the chair then averaged each set of ratings (rounding fractions to the nearest tenth). Averages include the average of the scores for all eight students.

Target:

Implementation Plan (timeline):

Responsible Individual(s):

Findings for Portfolio

No Findings Added

#2: Hands-on experience

Students will receive "hands-on experience with the inquiry practices" of the discipline (1).

1. Quoted sections within the "objectives" section derived from "Our Students' Best Work: A Framework of Accountability Worthy of Our Mission" (Washington DC: American Association of Colleges & Universities, 2004), pp. 5-6.

▼ Measure: Portfolio Direct - Student Artifact

Details/Description: For each student, committee members assigned each student's assessment portfolio a rating of 1 (no evidence of achievement) to 5 (much evidence of achievement) for each category; the chair then averaged each set of ratings (rounding fractions to the nearest tenth). Averages include the average of the scores for all eight students.

Target:

Implementation Plan (timeline):

Responsible Individual(s):

Findings for Portfolio

No Findings Added

#3: Intercultural knowledge

Students will develop intercultural knowledge and collaborative problem-solving skills (1).

1. Quoted sections within the "objectives" section derived from "Our Students' Best Work: A Framework of Accountability Worthy of Our Mission" (Washington DC: American Association of Colleges & Universities, 2004), pp. 5-6.

▼ Measure: Portfolio Direct - Student Artifact

Details/Description: For each student, committee members assigned each student's assessment portfolio a rating of 1 (no evidence of achievement) to 5 (much evidence of achievement) for each category; the chair then averaged each set of ratings (rounding fractions to the nearest tenth). Averages include the average of the scores for all eight students.

Target:

Implementation Plan (timeline):

Responsible Individual(s):

Findings for Portfolio

No Findings Added

#4: Pro-active sense of responsibility

Students will develop "a pro-active sense of responsibility for individual, civic, and social choices (1)."

1. Quoted sections within the "objectives" section derived from "Our Students' Best Work: A Framework of Accountability Worthy of Our Mission" (Washington DC: American Association of Colleges & Universities, 2004), pp. 5-6.

▼ Measure: Portfolio Direct - Student Artifact

Details/Description: For each student, committee members assigned each student's assessment portfolio a rating of 1 (no evidence of achievement) to 5 (much evidence of achievement) for each category; the chair then averaged each set of ratings (rounding fractions to the nearest tenth). Averages include the average of the scores for all eight students.

Target:

Implementation Plan (timeline):

Responsible Individual(s):

Findings for Portfolio

No Findings Added

#5: Habits of mind

Students will develop "habits of mind that foster integrative thinking and

▼ Measure: Portfolio Direct - Student Artifact

the ability to transfer skills from one setting to another (1)."

1. Quoted sections within the "objectives" section derived from "Our Students' Best Work: A Framework of Accountability Worthy of Our Mission" (Washington DC: American Association of Colleges & Universities, 2004), pp. 5-6.

Details/Description: For each student, committee members assigned each student's assessment portfolio a rating of 1 (no evidence of achievement) to 5 (much evidence of achievement) for each category; the chair then averaged each set of ratings (rounding fractions to the nearest tenth). Averages include the average of the scores for all eight students.

Target:

Implementation Plan (timeline):

Responsible Individual(s):

Findings for Portfolio

No Findings Added

Overall Recommendations

No text specified

Overall Reflection

No text specified

Action Plan

Status Report

2013-2014 Assessment Cycle

Assessment Plan

Outcomes and Measures

BA/BS in African & African Amer Studies Outcome Set

BA/BS in African & African Amer Studies Learning Objectives:

#1: Analytical and informational skills

Students will develop "strong analytical, communication, quantitative, and informational skills (1)."

1. Quoted sections within the "objectives" section derived from "Our Students' Best Work: A Framework of Accountability Worthy of Our Mission" (Washington DC: American Association of Colleges & Universities, 2004), pp. 5-6.

▼ **Measure:** Portfolio
Direct - Student Artifact

Details/Description: For each student, committee members assigned each student's assessment portfolio a rating of 1 (no evidence of achievement) to 5 (much evidence of achievement) for each category; the chair then averaged each set of ratings (rounding fractions to the nearest tenth). Averages include the average of the scores for all eight students.

Target:

Implementation Plan (timeline):

Responsible Individual(s):

#2: Hands-on experience

Students will receive "hands-on experience with the inquiry practices" of the discipline (1).

1. Quoted sections within the "objectives" section derived from "Our Students' Best Work: A Framework of Accountability Worthy of Our Mission" (Washington DC: American Association of Colleges & Universities, 2004), pp. 5-6.

▼ **Measure:** Portfolio
Direct - Student Artifact

Details/Description: For each student, committee members assigned each student's assessment portfolio a rating of 1 (no evidence of achievement) to 5 (much evidence of achievement) for each category; the chair then averaged each set of ratings (rounding fractions to the nearest tenth). Averages include the average of the scores for all eight students.

Target:

Implementation Plan (timeline):

Responsible Individual(s):

#3: Intercultural knowledge

Students will develop intercultural knowledge and collaborative problem-solving skills (1).

1. Quoted sections within the "objectives" section derived from "Our Students' Best Work: A Framework of Accountability Worthy of Our Mission" (Washington DC: American Association of Colleges & Universities, 2004), pp. 5-6.

▼ **Measure:** Portfolio
Direct - Student Artifact

Details/Description: For each student, committee members assigned each student's assessment portfolio a rating of 1 (no evidence of achievement) to 5 (much evidence of achievement) for each category; the chair then averaged each set of ratings (rounding fractions to the nearest tenth). Averages include the average of the scores for all eight students.

Target:

Implementation Plan (timeline):

Responsible Individual(s):

#4: Pro-active sense of responsibility

Students will develop "a pro-active sense of responsibility for individual, civic, and social choices (1)."

1. Quoted sections within the "objectives" section derived from "Our Students' Best Work: A Framework of Accountability Worthy of Our Mission" (Washington DC: American Association of Colleges & Universities, 2004), pp. 5-6.

▼ **Measure:** Portfolio
Direct - Student Artifact

Details/Description: For each student, committee members assigned each student's assessment portfolio a rating of 1 (no evidence of achievement) to 5 (much evidence of achievement) for each category; the chair then averaged each set of ratings (rounding fractions to the nearest tenth). Averages include the average of the scores for all eight students.

Target:

Implementation Plan (timeline):

Responsible Individual(s):

#5: Habits of mind

Students will develop "habits of mind that foster integrative thinking and the ability to transfer skills from one setting to another (1)."

1. Quoted sections within the "objectives" section derived from "Our Students' Best Work: A Framework of Accountability Worthy of Our Mission" (Washington DC: American Association of Colleges & Universities, 2004), pp. 5-6.

▼ **Measure:** Portfolio
Direct - Student Artifact

Details/Description: For each student, committee members assigned each student's assessment portfolio a rating of 1 (no evidence of achievement) to 5 (much evidence of achievement) for each category; the chair then averaged each set of ratings (rounding fractions to the nearest tenth). Averages include the average of the scores for all eight students.

Target:

Implementation Plan (timeline):

Responsible Individual(s):

Assessment Findings

Finding per Measure

BA/BS in African & African Amer Studies Outcome Set

BA/BS in African & African Amer Studies Learning Objectives:

#1: Analytical and informational skills

Students will develop "strong analytical, communication, quantitative, and informational skills (1)."

1. Quoted sections within the "objectives" section derived from "Our Students' Best Work: A Framework of Accountability Worthy of Our Mission" (Washington DC: American Association of Colleges & Universities, 2004), pp. 5-6.

▼ **Measure:** Portfolio
Direct - Student Artifact

Details/Description: For each student, committee members assigned each student's assessment portfolio a rating of 1 (no evidence of achievement) to 5 (much evidence of achievement) for each category; the chair then averaged each set of ratings (rounding fractions to the nearest tenth). Averages include the average of the scores for all eight students.

Target:

Implementation Plan (timeline):

Responsible Individual(s):

Findings for Portfolio

Summary of Findings: Data for five students collected 2013-2014

Average of 3.4 on a five point scale. Range from 3 to 4.


Scale = 1 (no evidence of achievement) to 5 (much evidence of achievement)

Results: Target Achievement: Met

Recommendations :

Reflections/Notes : The committee believes the curriculum is serving students well. This seems particularly clear with criteria 1-4. These are central themes in both the AFRI Foundational Studies courses and in most advanced electives.

Substantiating Evidence:

 AFRI - Undergraduate Outcomes Assessment Chart Spring 2014 (Word Document (Open XML)) (See appendix)

#2: Hands-on experience

Students will receive "hands-on experience with the inquiry practices" of the discipline (1).

1. Quoted sections within the "objectives" section derived from "Our Students' Best Work: A Framework of Accountability Worthy of Our Mission" (Washington DC: American Association of Colleges & Universities, 2004), pp. 5-6.

▼ **Measure:** Portfolio
Direct - Student Artifact

Details/Description: For each student, committee members assigned each student's assessment portfolio a rating of 1 (no evidence of achievement) to 5 (much evidence of achievement) for each category; the chair then averaged each set of ratings (rounding fractions to the nearest tenth). Averages include the average of the scores for all eight students.

Target:

Implementation Plan (timeline):

Responsible Individual(s):

Findings for Portfolio

Summary of Findings: Data for five students collected 2013-2014


Average of 3.2 on a five point scale. Range from 2 to 4.

Scale = 1 (no evidence of achievement) to 5 (much evidence of achievement)

Recommendations :

Reflections/Notes : The only evident weakness among these five students (admittedly a small sample) seems to be in criterion 5 (and to a lesser extent 2) with regards to integrative and analytical thinking. The committee recommends that faculty teaching AFRI required and elective courses be encouraged to make these skills a more evident priority, possibly focusing on more advanced research assignments that push students to work more in-depth with primary sources.

Substantiating Evidence:

 AFRI - Undergraduate Outcomes Assessment Chart Spring 2014 (Word Document (Open XML)) (See appendix)

#3: Intercultural knowledge

Students will develop intercultural knowledge and collaborative problem-solving skills (1).

1. Quoted sections within the "objectives" section derived from "Our Students' Best Work: A Framework of Accountability Worthy of Our Mission" (Washington DC: American Association of Colleges & Universities, 2004), pp. 5-6.

▼ **Measure:** Portfolio
Direct - Student Artifact

Details/Description: For each student, committee members assigned each student's assessment portfolio a rating of 1 (no evidence of achievement) to 5 (much evidence of achievement) for each category; the chair then averaged each set of ratings (rounding fractions to the nearest tenth). Averages include the average of the scores for all eight students.

Target:

Implementation Plan (timeline):

Responsible Individual(s):

Findings for Portfolio

Summary of Findings: Data for five students collected 2013-2014


Average of 4.0 on a five point scale. Range from 3 to 5.

Scale = 1 (no evidence of achievement) to 5 (much evidence of achievement)

Recommendations :

Reflections/Notes : The committee believes the curriculum is serving students well. Students seem equally served with criterion 3 as so many AFRI courses (including electives from other departments) focus on intercultural knowledge, while many AFRI courses in Foundational Studies (in particular) include group projects that emphasize collaborative solving skills (this is also evident in criterion 4, with significant overlap, in discussions and assignments that examine things like the civil rights movement or any collective actions aimed at social change and justice).

Substantiating Evidence:

 AFRI - Undergraduate Outcomes Assessment Chart Spring 2014 (Word Document (Open XML)) (See appendix)

#4: Pro-active sense of responsibility

Students will develop "a pro-active sense of responsibility for individual, civic, and social choices (1)."

1. Quoted sections within the "objectives" section derived from "Our Students' Best Work: A Framework of Accountability Worthy of Our Mission" (Washington DC: American Association of Colleges & Universities, 2004), pp. 5-6.

▼ **Measure:** Portfolio
Direct - Student Artifact

Details/Description: For each student, committee members assigned each student's assessment portfolio a rating of 1 (no evidence of achievement) to 5 (much evidence of achievement) for each category; the chair then averaged each set of ratings (rounding fractions to the nearest tenth). Averages include the average of the scores for all eight students.

Target:

Implementation Plan (timeline):

Responsible Individual(s):

Findings for Portfolio

Summary of Findings: Data for five students collected 2013-2014


Average of 4.6 on a five point scale. Range from 4 to 5.

Scale = 1 (no evidence of achievement) to 5 (much evidence of achievement)

Recommendations :

Reflections/Notes : The committee believes the curriculum is serving students well. This seems particularly clear with criteria 1-4. These are central themes in both the AFRI Foundational Studies courses and in most advanced electives. This is most evident with criterion 4, which focuses on civil and social choices within a framework of individual responsibility.

Substantiating Evidence:

 AFRI - Undergraduate Outcomes Assessment Chart Spring 2014 (Word Document (Open XML)) (See appendix)

#5: Habits of mind

Students will develop "habits of mind that foster integrative thinking and the ability to transfer skills from one setting to another (1)."

1. Quoted sections within the "objectives" section derived from "Our Students' Best Work: A

▼ **Measure:** Portfolio
Direct - Student Artifact

Details/Description: For each student, committee members assigned each student's assessment portfolio a rating of 1 (no evidence of achievement) to 5 (much evidence of achievement) for each category; the chair then averaged each set of ratings (rounding fractions to the nearest tenth). Averages include the average of the scores for all eight students.

Target:

Implementation Plan (timeline):

Framework of Accountability
Worthy of Our Mission"
(Washington DC: American
Association of Colleges &
Universities, 2004), pp. 5-
6.

Responsible Individual(s):

Findings for Portfolio

Summary of Findings: Data for five students collected 2013-2014


Average of 3.2 on a five point scale. Range from 2 to 5.

Scale = 1 (no evidence of achievement) to 5 (much evidence of achievement)

Recommendations :

Reflections/Notes : The only evident weakness among these five students (admittedly a small sample) seems to be in criterion 5 (and to a lesser extent 2) with regards to integrative and analytical thinking. The committee recommends that faculty teaching AFRI required and elective courses be encouraged to make these skills a more evident priority, possibly focusing on more advanced research assignments that push students to work more in-depth with primary sources.

Substantiating Evidence:

 AFRI - Undergraduate Outcomes Assessment Chart Spring 2014 (Word Document (Open XML)) (See appendix)

Overall Recommendations

No text specified

Overall Reflection

No text specified

 **Action Plan**

 **Status Report**

2014-2015 Assessment Cycle

Assessment Plan

Outcomes and Measures

BA/BS in African & African Amer Studies Outcome Set

BA/BS in African & African Amer Studies Learning Objectives:

#1: Analytical and informational skills

Students will develop "strong analytical, communication, quantitative, and informational skills (1)."

1. Quoted sections within the "objectives" section derived from "Our Students' Best Work: A Framework of Accountability Worthy of Our Mission" (Washington DC: American Association of Colleges & Universities, 2004), pp. 5-6.

▼ **Measure:** Portfolio
Direct - Student Artifact

Details/Description: For each student, committee members assigned each student's assessment portfolio a rating of 1 (no evidence of achievement) to 5 (much evidence of achievement) for each category; the chair then averaged each set of ratings (rounding fractions to the nearest tenth). Averages include the average of the scores for all eight students.

Target:

Implementation Plan (timeline):

Responsible Individual(s):

Supporting Attachments:

 Assessment Plan (Microsoft Word) (See appendix)

#2: Hands-on experience

Students will receive "hands-on experience with the inquiry practices" of the discipline (1).

1. Quoted sections within the "objectives" section derived from "Our Students' Best Work: A Framework of Accountability Worthy of Our Mission" (Washington DC: American Association of Colleges & Universities, 2004), pp. 5-6.

▼ **Measure:** Portfolio
Direct - Student Artifact

Details/Description: For each student, committee members assigned each student's assessment portfolio a rating of 1 (no evidence of achievement) to 5 (much evidence of achievement) for each category; the chair then averaged each set of ratings (rounding fractions to the nearest tenth). Averages include the average of the scores for all eight students.

Target:

Implementation Plan (timeline):

Responsible Individual(s):

#3: Intercultural knowledge

Students will develop intercultural knowledge and collaborative problem-solving skills (1).

1. Quoted sections within the "objectives" section derived from "Our Students' Best Work: A Framework of Accountability Worthy of Our Mission" (Washington DC: American Association of Colleges & Universities, 2004), pp. 5-6.

▼ **Measure:** Portfolio
Direct - Student Artifact

Details/Description: For each student, committee members assigned each student's assessment portfolio a rating of 1 (no evidence of achievement) to 5 (much evidence of achievement) for each category; the chair then averaged each set of ratings (rounding fractions to the nearest tenth). Averages include the average of the scores for all eight students.

Target:

Implementation Plan (timeline):

Responsible Individual(s):

#4: Pro-active sense of responsibility

Students will develop "a pro-active sense of responsibility for individual, civic, and social choices (1)."

1. Quoted sections within the "objectives" section derived from "Our Students' Best Work: A Framework of Accountability Worthy of Our Mission" (Washington DC: American Association of Colleges & Universities, 2004), pp. 5-6.

▼ **Measure:** Portfolio
Direct - Student Artifact

Details/Description: For each student, committee members assigned each student's assessment portfolio a rating of 1 (no evidence of achievement) to 5 (much evidence of achievement) for each category; the chair then averaged each set of ratings (rounding fractions to the nearest tenth). Averages include the average of the scores for all eight students.

Target:

Implementation Plan (timeline):

Responsible Individual(s):

#5: Habits of mind

Students will develop "habits of mind that foster integrative thinking and the ability to transfer skills from one setting to another (1)."

1. Quoted sections within the "objectives" section derived from "Our Students' Best Work: A Framework of Accountability Worthy of Our Mission" (Washington DC: American Association of Colleges & Universities, 2004), pp. 5-6.

▼ **Measure:** Portfolio
Direct - Student Artifact

Details/Description: For each student, committee members assigned each student's assessment portfolio a rating of 1 (no evidence of achievement) to 5 (much evidence of achievement) for each category; the chair then averaged each set of ratings (rounding fractions to the nearest tenth). Averages include the average of the scores for all eight students.

Target:

Implementation Plan (timeline):

Responsible Individual(s):

Assessment Findings

Finding per Measure

BA/BS in African & African Amer Studies Outcome Set

BA/BS in African & African Amer Studies Learning Objectives:

#1: Analytical and informational skills

Students will develop "strong analytical, communication, quantitative, and informational skills (1)."

1. Quoted sections within the "objectives" section derived from "Our Students' Best Work: A Framework of Accountability Worthy of Our Mission" (Washington DC: American Association of Colleges & Universities, 2004), pp. 5-6.

▼ **Measure:** Portfolio
Direct - Student Artifact

Details/Description: For each student, committee members assigned each student's assessment portfolio a rating of 1 (no evidence of achievement) to 5 (much evidence of achievement) for each category; the chair then averaged each set of ratings (rounding fractions to the nearest tenth). Averages include the average of the scores for all eight students.

Target:

Implementation Plan (timeline):

Responsible Individual(s):

Supporting Attachments:

 Assessment Plan (Microsoft Word) (See appendix)

Findings for Portfolio

No Findings Added

#2: Hands-on experience

Students will receive "hands-on experience with the inquiry practices" of the discipline (1).

1. Quoted sections within the "objectives" section derived from "Our Students' Best Work: A Framework of Accountability Worthy of Our Mission" (Washington DC: American Association of Colleges & Universities, 2004), pp. 5-6.

▼ **Measure:** Portfolio
Direct - Student Artifact

Details/Description: For each student, committee members assigned each student's assessment portfolio a rating of 1 (no evidence of achievement) to 5 (much evidence of achievement) for each category; the chair then averaged each set of ratings (rounding fractions to the nearest tenth). Averages include the average of the scores for all eight students.

Target:

Implementation Plan (timeline):

Responsible Individual(s):

Findings for Portfolio

No Findings Added

#3: Intercultural knowledge

Students will develop intercultural knowledge and collaborative problem-solving skills (1).

1. Quoted sections within the "objectives" section derived from "Our Students' Best Work: A Framework of Accountability Worthy of Our Mission" (Washington DC: American Association of Colleges & Universities, 2004), pp. 5-6.

▼ **Measure:** Portfolio
Direct - Student Artifact

Details/Description: For each student, committee members assigned each student's assessment portfolio a rating of 1 (no evidence of achievement) to 5 (much evidence of achievement) for each category; the chair then averaged each set of ratings (rounding fractions to the nearest tenth). Averages include the average of the scores for all eight students.

Target:

Implementation Plan (timeline):

Responsible Individual(s):

Findings for Portfolio

No Findings Added

#4: Pro-active sense of responsibility

Students will develop "a pro-active sense of responsibility for individual, civic, and social choices (1)."

1. Quoted sections within the "objectives" section derived from "Our Students' Best Work: A Framework of Accountability Worthy of Our Mission" (Washington DC: American Association of Colleges & Universities, 2004), pp. 5-6.

▼ **Measure:** Portfolio
Direct - Student Artifact

Details/Description: For each student, committee members assigned each student's assessment portfolio a rating of 1 (no evidence of achievement) to 5 (much evidence of achievement) for each category; the chair then averaged each set of ratings (rounding fractions to the nearest tenth). Averages include the average of the scores for all eight students.

Target:

Implementation Plan (timeline):

Responsible Individual(s):

Findings for Portfolio

No Findings Added

#5: Habits of mind

Students will develop "habits of mind that foster integrative thinking and

▼ **Measure:** Portfolio
Direct - Student Artifact

the ability to transfer skills from one setting to another (1)."

1. Quoted sections within the "objectives" section derived from "Our Students' Best Work: A Framework of Accountability Worthy of Our Mission" (Washington DC: American Association of Colleges & Universities, 2004), pp. 5-6.

Details/Description: For each student, committee members assigned each student's assessment portfolio a rating of 1 (no evidence of achievement) to 5 (much evidence of achievement) for each category; the chair then averaged each set of ratings (rounding fractions to the nearest tenth). Averages include the average of the scores for all eight students.

Target:

Implementation Plan (timeline):

Responsible Individual(s):

Findings for Portfolio

No Findings Added

Overall Recommendations

No text specified

Overall Reflection

No text specified

Action Plan


Status Report

2015-2016 Assessment Cycle

 **Assessment Plan**

 **Assessment Findings**

 **Action Plan**

 **Status Report**

2016-2017 Assessment Cycle

 **Assessment Plan**

 **Assessment Findings**

 **Action Plan**

 **Status Report**

2017-2018 Assessment Cycle

 **Assessment Plan**

 **Assessment Findings**

 **Action Plan**


 **Status Report**

2018-2019 Assessment Cycle

 **Assessment Plan**

 **Assessment Findings**

 **Action Plan**

 **Status Report**

2019-2020 Assessment Cycle

 **Assessment Plan**

 **Assessment Findings**

 **Action Plan**

 **Status Report**

Appendix

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- A. **BA/BS in African & African Amer Studies** (Curriculum Map)
 - B. **African American Studies** (Adobe Acrobat Document)
 - C. **Department of African and African American Studies** (Adobe Acrobat Document)
 - D. **AFRI - Undergraduate Outcomes Assessment Chart Spring 2012.pdf** (Adobe Acrobat Document)
 - E. **AFRI Spring 2012 Assessment Committee Report (2).pdf** (Adobe Acrobat Document)
 - F. **AFRI - Undergraduate Outcomes Assessment Chart Spring 2014** (Word Document (Open XML))
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Department of African and African American Studies Student Based
Outcomes Assessment Plan
Adopted: April 1, 2008

Preamble

The mission of the Department of African and African American Studies (AAAS) at Indiana State University is to provide a high-quality educational experience for all those students who enroll in our courses. Our particular focus, however, is to provide for AAAS majors and minors an experience which will not only lead them to an understanding of the field of African and African American Studies and the connections between African and African American history and culture. In all AAAS courses we also foster the fundamental skills of critical thinking, reading, and writing. We intend to deepen the students' understanding of the complex, multicultural world in which they live and to stimulate effective participation in contemporary society.

The AAAS Department's Plan for Assessment of Undergraduate Student Outcomes is designed to measure the extent to which we have achieved the above goals, and to provide substantive information which will guide us both in improving our performance in areas where we may fall short, and in addressing the changing goals of students who choose specialization in AAAS as the main focus of their undergraduate careers. The main elements of the plan are focused on assessing our success in fostering student achievement through several specific steps.

Objectives¹

- I. AAAS majors should develop "strong analytical, communication, quantitative, and informational skills"

- II. AAAS majors should receive "hands-on experience with the inquiry practices" of the discipline

- III AAAS majors should develop intercultural knowledge and collaborative problem-solving skills

¹ Quoted sections within the "objectives" section derived from "Our Students' Best Work: A Framework of Accountability Worthy of Our Mission" (Washington, DC: American Association of Colleges & Universities, 2004), pp. 5-6.

IV. AAAS majors should develop "a pro-active sense of responsibility for individual, civic, and social choices"

V. AAAS majors should develop "habits of mind that foster integrative thinking and the ability to transfer skills from one setting to another"

Methodology

In order to assess the progress of each cohort of students, the following data shall be collected in the portfolio of each AAAS major:

1. If available, the student's relevant standardized test scores (e.g. SAT I verbal, ACT, etc.) at the time of his/her admission to the university.
2. A sample or samples of work from AFRI 113, 212, 222, 312, and 486. (It is recognized that there are practical difficulties in obtaining this data from all students; some students place out of these courses or declare their major after completing them, etc.)
3. A standardized, in-class writing assignment administered in AFRI 486. This writing sample can be excluded or included as part of the formal curriculum and grading of AFRI 486 at the instructor's discretion. The assignment shall be created by the program curriculum committee in consultation with the Department. This writing sample is intended to provide baseline data on the in-class writing, analytical, reading, and interpretive skills of each cohort of graduates at the beginning of their upper-level coursework.
4. An example of at least one other assignment, preferably research based, from AFRI 486, to serve as baseline data of students' abilities regarding assignments requiring revision and research.
5. Samples of work, preferably both take home and in-class assignments (essays and exams), from 300 and 400 level courses.
6. A list of all AAAS courses taken. If feasible, this list will include grades received.

7. A report from a standardized exit interview conducted during the semester in which the student intends to graduate.

The following data will also be collected by the program curriculum committee:

8. Graduation/retention rates of declared AAAS majors, including GPA figures (within major and overall),

Portfolio Review

During the fall semester, the program curriculum committee shall review the portfolios of all majors who graduated during the previous academic year to gauge the **progress of the cohort** based on the goals outlined in this document and other goals that seem relevant to the department. Given the changing nature of AAAS as a discipline, the committee and department shall retain the option to consider outcomes and factors not listed in this document.

There will be variation in the data collected in each portfolio, particularly based on the timing in which a student enrolls in AFRI 486. As a general guideline, items 1 and 2 shall be used as baseline data to determine the general abilities and training of the cohort as a whole before embarking on upper-level work. If the data are sufficient, we can also use these items to help assess the effectiveness of our 100 and 200 level AAAS program.

The committee will focus on the improvement (or lack thereof) demonstrated in the work collected from the students' upper-level courses. The list of courses will help the committee to see the range of students' experiences within the major. The exit interviews provide a powerful tool for learning the students' perceptions of the strengths and weaknesses of our program.

Item 8 will help us determine our effectiveness in improving student retention, a vital university goal.

Use of data

The most important role of this committee is to report our findings to the overall department and relevant departmental committees. Preferably, this report should be made in the fall at a departmental meeting and the data should be made easily available to all faculty members. The data can be effectively used by individual professors to

understand weaknesses of our students and program and address them, as appropriate, within their classes. Further, the data should be used by the department to help make decisions on a variety of issues, both in terms of the need for change and knowledge of areas in which our current policies seem to be highly effective. When appropriate, the committee shall make specific recommendations to the department. However, the recommendation of specific changes is not viewed as the primary purpose of this committee.

The committee may use the data to help determine nominations for student awards. Otherwise, the data are not intended to be used to evaluate individual students. The data is not to be used for the evaluation of individual faculty members.

The annual reports will be made available to university administrators and NCATE officials. The findings will be made available to the general public as appropriate.

FERPA Statement

In recognition of students' right to privacy as well as the FERPA law, all student portfolios shall be kept confidential.

Checklist for Spring 2008 Student Outcomes Assessment Goals

Department: African and African American Studies

Program: BA/BS

1. We have designated a faculty assessment team or individual faculty member to be responsible for coordinating the student learning outcomes assessment process for the program.

Yes No In progress

2. We have articulated clearly stated and viable intended student learning outcomes for the program.

Yes No In progress

3. We have completed a curriculum audit aligning required courses and other learning experiences with intended learning outcomes, to determine whether the program requirements are sufficient to support the intended outcomes.

Yes No In progress

4. We have determined what the best available evidence would be for assessing these outcomes, and whether additional evidence is needed.

Yes No In progress

Comments:

The new undergraduate assessment plan was recently approved and is now in place. Pending the administrative reorganization of the Department, assessment material will be collected by the current faculty members and kept by the interim chairperson. Beginning in the 2008-09 AY, a committee of program faculty members will assume full-time responsibility for assessment.