

Academic Program:	African and African American Studies	Date:	October 26, 2022
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<p>Verify that each of the following documents is correct and current on the ISU Assessment Results Webpage by marking with an "X." Please submit any updated documents and/or corrections as soon as possible to Kelley Woods-Johnson, Assessment & Accreditation Coordinator at kelly.woods-johnson@indstate.edu.</p>		<p><input checked="" type="checkbox"/> Learning Outcomes (yes, except quantitative skills may not be as relevant to our discipline, unless prospective departmental partnerships change this.) <input checked="" type="checkbox"/> Curriculum Map (Not entirely current, some courses such as AFRI 334, 496, and 399 are missing) <input type="checkbox"/> Assessment Plan (Not current, also curriculum has been under revision for a few years)</p>	
<p>Is this program offered on-campus <u>AND</u> distance? If "Yes," reported data should include students of both, disaggregated.</p>		<p><input type="checkbox"/> Yes <input checked="" type="checkbox"/> No <input type="checkbox"/> Hybrid (some courses are distance or hybrid, depending)</p>	

Student Learning Outcomes Assessment Expand table cells as necessary to accommodate requested information.

Learning Outcome(s) Assessed Include actual outcome language; enter one per line, add lines as needed	Assessment Strategies Used			Established Benchmark for Proficiency	Actual Student Performance Relative to Benchmark	Prior Results for Comparison (if applicable)
	Course	Assignment/Activity	Evaluation Tool i.e. rubric, exam key, preceptor evaluation, etc.			
1.Student applies a thoughtful analysis. (range 0-3)	AFRI 312 The African Diaspora (UDIE – distance class)	<i>Compare and Contrast Paper on Slavery's end in two world regions (Research based - 4-5 pages)</i>	See Rubric for Analytical Writing (300 level) – attached to this report	Students must obtain a score of 3 to be deemed proficient.	[2/7 students (28.5%) had an average ranking of 2.5 or 2.75, no students reached a score of 3]	First year we assessed analytical writing at the 300 level - Our goal is to get 70-75% of our students performing at our benchmark level "3" for each learning objective.



2.Student provides focus and organization amongst a hierarchy of ideas (Main points/sub-points). (range 0-3)			Rubric for Analytical Writing (300 level)	Students must obtain a score of 3 to be deemed proficient.	[5/7 students (71%) had an average ranking of 2.5 or 2.75, no students reached a score of 3]	Our goal is to get 70-75% of our students performing at our benchmark level for this learning objective.
3.Student's written communication is effective and clear. (range 0-3)			Rubric for Analytical Writing (300 level)	Students must obtain a score of 3 to be deemed proficient.	[4/7 students (57%) had an average ranking of 2.5 or 2.75, no students reached a score of 3]	Our goal is to get 70-75% of our students performing at our benchmark level for this learning objective.
1.Student applies a thoughtful analysis	AFRI 329 Music in Africa (UDIE – in person)	<i>Critical Reading and Writing Assignment - African Music and Community Life (2-3 pages)</i>	Rubric for Analytical Writing (300 level)	Students must obtain a score of 3 to be deemed proficient.	[2/6 students (33.3%) had an average ranking of 2.5 or 2.75, no students reached an average score of 3]	First year we assessed analytical writing at the 300 level - Our goal is to get 70-75% of our students performing at our benchmark level for each learning objective.
2.Student provides focus and organization amongst a hierarchy of ideas (Main points/sub-points)			Rubric for Analytical Writing (300 level)	Students must obtain a score of 3 to be deemed proficient.	[3/6 students (50%) had an average ranking of 2.5, 2.75 or higher, 1 student had an average score of 3]	Our goal is to get 70-75% of our students performing at our benchmark level for each learning objective.
3.Student's written communication is effective and clear			Rubric for Analytical Writing (300 level)	Students must obtain a score of 3 to be deemed proficient.	[2/6 students (33.3%) had an average ranking of 2.5 or 2.75, no students reached an average score of 3]	Our goal is to get 70-75% of our students performing at our benchmark level for each learning objective.

Student Success Activities

Use the "Academic Chair" tab in [Blue Reports](#) to view your program's data related to retention, persistence, time to/rates of graduation, etc., as applicable (undergraduate v. graduate). Share reflections and activities of program faculty in the table below. Consider curricular, pedagogical, advising, co-curricular, and student support efforts.

Describe current student success activities that are working well.	Cohort size by year: F2018 = 8, F2019 = 7, F 2020 = 6, F 2021 = 6 First year Retention – Year to Year: F2019 = 100% / F 2021 = 100% 5 year Graduation Report: data not clear ?
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	<p>Cohort Retention & Graduation: F2019 = 100%, F 2020 = 100%, F 2021 = 100%</p> <p>Based on this data it seems the retention and graduation of our students is working well. What has dropped off slightly is our numbers in terms of new majors.</p> <p>Our contributions of courses to the Foundational Studies curriculum introduces many students to our faculty and content areas which sometimes results in obtaining new majors and minors.</p> <p>We have some AFRI cross-listed courses which help to increase the visibility of our program. For example: AFRI 340/ENG 340, AFRI 383/ENG 346, AFRI 334/ARTH 388, AFRI 496/ARTH 489, AFRI 329/MUS 329, etc.</p>
<p>Based on Blue Reports data and review of current activities, what are the primary areas to focus on improving next year?</p>	<p>Student success efforts for the future: We are exploring the potential for new institutional partners such as in the departments of Communication, Business and/or Languages, Literatures and Linguistics for two strategic directions. The foundational courses, as well as some key electives we currently offer, are strong in terms of relevance and appeal to ISU students. Our goal on the horizon is to add a few new classes that address the 21st century student that integrates issues/ themes grounded in AFRI studies but that can combine with other concentrations. Possible interdisciplinary connections could be in media studies, seeing literature as activist literature, and mixing history with business for the topic of Black entrepreneurship. Bringing interdisciplinarity into our curriculum potentially can lead to more students focusing on AFRI studies either as their primary or secondary areas of study. We are also investigating the benefits of developing a certification component focused on intercultural fluency.</p>

If you don't have a Blue Reports account, you can request one using the webpage link, or your Department Chair, Associate Dean, or College Assessment Director can assist you.

Continuous Quality Improvement

<p>Describe primary insights gained from analysis of findings. <i>What was learned? What questions did it raise? How does current performance compare to past (if applicable), and how might any prior action plans have influenced performance?</i></p>	<p>Because students in the assessed classes were second semester sophomores and higher (mostly juniors and seniors), we expected that at least 70-75% of these students could achieve the "proficient" benchmarks.</p> <p><i>Both courses assessed in this cycle are Foundational Studies UDIE courses and the student artifacts are not necessarily representative of just AFRI majors and minors but of the general student as well.</i></p> <p>Based on our rubric, obtainable assessment levels could be anywhere from a 3-0. Students were to obtain a score of 3 to be deemed proficient (very good) in each learning outcome. We expect over time that at least 75% of the students in our 300 level courses can achieve this benchmark. However, we are currently seeing less than that goal of 75%.</p> <p>We wish to acknowledge that not all writing assignments involve the goals, or conventions of rhetorical/persuasive writing, and an assignment focused on analytical writing can be quite varied. Therefore it would be important for faculty to be clear on what kind of writing they are asking the students to do and to share that with them. While there are different genres of</p>
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	writing, instructors could ensure that students are constantly aware and aligned with the purpose of the assignment.
<p>What findings-based actions are planned to maintain strong performance and/or improve student learning and success?</p>	<p>Further conversations amongst faculty will be devoted to prioritizing areas in which we believe can support student development especially in areas where many still seem deficient such as analytical thinking, paper organization and clear and effective communication. There also could be more reflection on the type of writing assignments we want to give our students for both practice at the 200 level and later demonstration of analytical writing skills at the 300 level. We are also coming to more clarity on what analytical writing is, for example:</p> <p><i>In analytical writing at the 300 level students might be asked or expected to do <u>one</u> or just a few of these things in a single assignment</i></p> <p>Appraise, Analyze, Arrange, Categorize, Classify, Compare, Connect, Contextualize (example: time & place, social circumstances and events, etc.)</p> <p>Deconstruct, Differentiate, Dissect, Examine, Explain, Explore, Infer, Organize in particular ways for a focused discussion, Select aspects of a source or situation for discussion, Separate, or Question. Not <i>all</i> of these activities, or action steps need be present in one assignment, but this clues us in on what to look for when we assess dimensions of learning that are characteristics of analytical writing.</p>
<p>What learning outcomes will your assessment plan focus on next year, and what changes, if any, are planned to improve assessment strategies and yield stronger data?</p>	<p>We began 300 level assessment with one instructor's assignments in two FS (UDIE) courses, AFRI 312 & AFRI 329. We see this year's collection of artifacts and resulting data to be a partial assessment of analytical writing at the 300 level. For Spring term 2023 two instructors who teach 200 level classes, AFRI 222 & AFRI 212 will focus on <u>what aspects of analytical writing at the 300 level need more support at the 200 level</u> and they will focus on those aspects for a writing assignment in their 200 level course in the Spring term. These modified assignments will be designed as stepping stones to improving student outcomes later on in analytical thinking, paper organization and clear communication. We plan to collect student artifacts from these assignments at the 200 level from the Spring term to assess for the AY 2022-23 cycle. Then we will collect student artifacts from AFRI 312 again from an established control group of majors and minors who take their courses in sequence from the following academic year (AY 23-24) to see if we can detect any improvement from this targeted kind of scaffolding. We see these efforts as supporting writing as we are in tandem also rebuilding our AFRI curriculum. We plan to integrate these sequential steps of writing skills into our core requirements (AFRI 113, 222, 212 & 312) continually based on these assessment outcomes.</p>
<p>Describe faculty involvement in this assessment, and how will findings be shared with faculty/stakeholders (as applicable)?</p>	<p>For our assessment of AY 2021-22: Three faculty (not connected with these two courses) assessed 13 student artifacts using the rubric for analytical writing at the 300 level. Those results then were sent to Colleen Haas for data compilation, calculating averages and for the subsequent data analysis. These findings were then shared at an AFRI program meeting for</p>



discussion on any insights gained from this analysis. Once complete, this report will be shared again with all core and affiliated faculty in AFRI studies as well as the history department.

EXAMPLE OF TOOLS FOR MEASUREMENT

AFRI STUDIES ASSESSMENT RUBRIC (300 LEVEL COURSES)

The CORE learning outcome in AFRI for Assessment cycle Fall 2021 -Sp 2022
Analytical Writing at the 300 level

*COMMON ANALYTICAL ACTIVITIES or ACTION STEPS professors might ask students to do related to their ANALYTICAL WRITING ASSIGNMENTS APPEAR IN THE LIST BELOW.

Not *all* of these activities, or action steps need be present in one assignment, but this clues us in on what to look for when we assess dimensions of learning that are characteristics of analytical writing.

Also, please read the assignment prompts from the instructor before assessing particular artifacts to understand the intention of the assignment and what dimensions of analytical thinking/writing could be present in the artifacts.

In analytical writing students might be asked or expected to....

- Appraise
- Analyze
- Arrange
- Categorize
- Classify
- Compare
- Connect
- Contextualize (example: time & place, social circumstances and events, etc.)
- Compare & Contrast
- Deconstruct
- Differentiate
- Dissect
- Examine
- Explain
- Explore
- Infer
- Organize in particular ways for a discussion
- Select aspects of a source or situation for discussion



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Separate
Question

Areas of assessment:

In AFRI, we expect that at the 300 level, our students will have practice with and/or demonstrate competencies with analytical writing as demonstrated by how well students apply a thoughtful analysis, provide focus and organization around a hierarchy of ideas, and communicate effectively and clearly.

Levels of achievement for ranking each writing sample	Very Good - VG Highly Proficient, meets all expectations	Good - G Competent, Meets most expectations	Some Merit - SM Meets some levels of expectations	Weak – W Under-developed in terms of expectations	Insupportable/ Missing – I/M Significantly absent of expectations
APPLIES THOUGHTFUL ANALYSIS	3 pts Excellent use of ideas, examples or details to <i>support or advance analytical thinking or categorization.</i> Essay provides a thought-provoking discussion by synthesizing general categories with specific examples.	2 pts Details or examples are used but may not provide sufficient level of detail to clearly advance the analysis. <i>The areas up for *analysis could use more discussion.</i>	1.5 pts Examples are used but <i>no connection</i> is made to an initial thesis. <i>The *areas of analysis need more steps, explanation and/or discussion.</i>	1 pt General statements are made with no explicit examples or specifics to back them up. <i>Very little *analytical steps have been taken.</i>	0 pts No explicit examples have been used to separate ideas or connect points. Signs of inadequate engagement with the topic.
FOCUS, UNITY, ESSAY ORGANIZATION	3 pts Clear statement of focus and asserts points of significance. <i>Sections of essay clearly and logically support the stated thesis</i>	2 pts Focuses on topic and raises some points of significance, but points are broad and not particularly original. <i>Some</i>	1.5 pts Some attempt at focus but at times statements are vague or too general. Sections relate to topic sentence but may not relate to	1 pt Some statement of a topic but no clearly defined or narrowed point of significance. Sections of essay do not clearly relate to stated topic. Lack of	0 pts No clear topic or point of significance in the essay. Essay does not develop any relevant topics or ideas.



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	<p><i>or analytical purpose of the written work.</i> Paragraphs well organized with clear reader cues.</p>	<p><i>sections relate to a thesis or analytical intent, but more explicit connections are needed.</i> Paragraphs follow structure with some reader cues.</p>	<p><i>*points of significance for the paper.</i> Some pattern of organization is evident, but hard to detect a direction or main points.</p>	<p>overall organization and paragraph structure.</p>	
<p>EFFECTIVE, CLEAR COMMUNICATION (GRAMMAR, SENTENCE STRUCTURE, etc.)</p>	<p>3 pts Clear and <i>sophisticated</i> vocabulary and effective sentence patterns. Sentences demonstrate few grammatical or mechanical errors.</p>	<p>2 pts Clear sentences and academically appropriate vocabulary. Sentences demonstrate some grammatical or mechanical errors.</p>	<p>1.5 pts Some sentences are not clear, or vocabulary at times is not academically appropriate. Sentences demonstrate a variety of grammatical or mechanical errors.</p>	<p>1 pt Basic sentence patterns predominate. Many sentences are unclear and seriously detract. Wide variety and occurrence of grammatical or mechanical errors.</p>	<p>0 pts Basic sentence patterns with multiple fragments, and significant sections that are unclear. Extensive grammatical or mechanical errors.</p>

APPENDIX

Analysis of data 300 level - AY 2021-2022 [qualifies for COVID 19 pandemic considerations]

Data analysis F 2021/Sp 2022: Assessing analytical writing (300 level) criteria levels 3-0

Students must obtain a score of 3 to be deemed proficient. Because students in these classes are second semester sophomores and higher (but are mostly juniors and seniors), we expect that at least 70-75% of these students achieve the “proficient” benchmark. *Both courses are Foundational Studies UDIE courses and not necessarily representative of just AFRI majors and minors.* The scores below are an average based on the assessment provided by three different faculty evaluators.

Areas of assessment for both assignments:

Learning Outcome 1 – Student applies a thoughtful analysis

Learning Outcome 2- Student provides focus and organization amongst a hierarchy of ideas (main points and supportive sub-points to the paper)

Learning Outcome 3- Student’s written communication is effective and clear

See rubric for more details.

Course: AFRI 312 *The African Diaspora*

Assignment: *Compare and Contrast Paper on Slavery’s end in two world regions (Research based)*

Student Paper 1	AVG
applies a thoughtful analysis	2
provides focus and organization amongst a hierarchy of ideas	2
written communication is effective and clear	2

Student Paper 2	AVG
applies a thoughtful analysis	1.5
provides focus and organization amongst a hierarchy of ideas	2
written communication is effective and clear	2

Student Paper 3	AVG
applies a thoughtful analysis	2
provides focus and organization amongst a hierarchy of ideas	2.5
written communication is effective and clear	2.5

Student Paper 4	AVG
applies a thoughtful analysis	2.5



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provides focus and organization amongst a hierarchy of ideas 2.5
written communication is effective and clear 2.5

Student Paper 5 AVG
applies a thoughtful analysis 2
provides focus and organization amongst a hierarchy of ideas 2.5
written communication is effective and clear 2

Student Paper 6 AVG
applies a thoughtful analysis 2.5
provides focus and organization amongst a hierarchy of ideas 2.5
written communication is effective and clear 2.5

Student Paper 7 AVG
applies a thoughtful analysis 2
provides focus and organization amongst a hierarchy of ideas 2.5
written communication is effective and clear 2.5

SUB TOTALS > for the course AFRI 312 The African Diaspora

Learning Outcome 1 – Student applies a thoughtful analysis

[2/7 students (28.5%) had an average ranking of 2.5 or 2.75, no students reached a score of 3]

Learning Outcome 2- Student provides focus and organization amongst a hierarchy of ideas (main points and supportive sub-points to the paper)

[5/7 students (71%) had an average ranking of 2.5 or 2.75, no students reached a score of 3]

Learning Outcome 3- Student’s written communication is effective and clear

[4/7 students (57%) had an average ranking of 2.5 or 2.75, no students reached a score of 3]

Course: AFRI 329/MUS 329 Music in Africa

Assignment: Critical Reading and Writing Assignment - African Music and Community Life

Student Paper 1 AVG



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applies a thoughtful analysis	1
provides focus and organization amongst a hierarchy of ideas	1.5
written communication is effective and clear	1.5
Student Paper 2	AVG
applies a thoughtful analysis	2.5
provides focus and organization amongst a hierarchy of ideas	2
written communication is effective and clear	2.5
Student Paper 3	AVG
applies a thoughtful analysis	1.5
provides focus and organization amongst a hierarchy of ideas	1
written communication is effective and clear	2
Student Paper 4	AVG
applies a thoughtful analysis	1.5
provides focus and organization amongst a hierarchy of ideas	2
written communication is effective and clear	2
Student Paper 5	AVG
applies a thoughtful analysis	1.5
provides focus and organization amongst a hierarchy of ideas	2
written communication is effective and clear	2
Student Paper 6	AVG
applies a thoughtful analysis	2.5
provides focus and organization amongst a hierarchy of ideas	3
written communication is effective and clear	2.5

SUB-TOTALS > for the course AFRI 329 Music in Africa

Learning Outcome 1 – Student applies a thoughtful analysis

[2/6 students (33.3%) had an average ranking of 2.5 or 2.75, no students reached an average score of 3]



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Learning Outcome 2- Student provides focus and organization amongst a hierarchy of ideas (main points and supportive sub-points to the paper)

[3/6 students (50%) had an average ranking of 2.5, 2.75 or higher, 1 student had an average score of 3]

Learning Outcome 3- Student's written communication is effective and clear

[2/6 students (33.3%) had an average ranking of 2.5 or 2.75, no students reached an average score of 3]

TOTALS

On average for Learning Outcome 1 - Student applies a thoughtful analysis

[4/13 student papers (31%) had an average ranking of 2.5/2.75 or higher, no students reached a 3]

On average for Learning Outcome 2 - Student provides focus and organization amongst a hierarchy of ideas

[8/13 student papers (62%) had an average ranking of 2.5, 2.75 or higher, 1 student had an average score of 3]

On average for Learning Outcome 3 - Student's written communication is effective and clear

[6/13 students (46%) had a ranking of 2.5/2.75 or higher, no students reached a 3]

Student Outcomes Assessment & Success Report Evaluation AY 21-22

Program: BA African & African American History Evaluation: Exemplary

The purpose of SOAS Report evaluation is to promote high quality academic program assessment that results in relevant, useful, and accurate data about student learning outcome achievement that faculty can use in planning for and monitoring efforts toward continuous improvement. Faculty are encouraged to incorporate feedback they find useful into assessment practices, and resources are available to support assessment development.

Evaluation Key: Exemplary=Meets all standards, exceeds some; Mature=Meets all/most standards, no serious concerns; Developing=Meets some standards, multiple recommendations for improvement; Undeveloped=Meets few/no standards, serious concerns noted; Cannot Evaluate=Missing information prevents evaluation

Component of Practice	Areas of Exemplary Practice	Standards of Practice Highlighted practices were clear in the SOASR	Recommendations for Improvement (serious concerns highlighted)	Evaluation Relative to Standards
<p>Learning Outcomes Strong learning outcomes use language that focuses on what students will achieve and can be measured to demonstrate achievement.</p>		<p>At least one outcome is assessed this cycle</p> <p>Outcome(s) is specific as to what students will be able to know/do as a result of their learning</p> <p>Outcome(s) is measurable</p> <p>Outcome(s) is consistent across modes of delivery (if applicable)</p>		Mature
<p>Assessment Strategies Strong assessment strategies are designed to produce data of high enough quality to be useful to faculty trying to understand student learning outcome achievement, uncover potential issues, and determine next steps to support continuous improvement. They do not rise to the rigor of research methods, though they may draw on some related tenants and strategies.</p>	<p>Multiple points of assessment are taken from across the curriculum to provide data insights from a variety of perspectives.</p> <p>Rubric is a well-developed analytical tool that isolates related skills of independent LOs for more accurate analysis.</p>	<p>Assessment measure(s) is designed for precise alignment to designated outcome(s)</p> <p>Overall assessment strategy relies primarily on direct assessment measure(s)</p> <p>Indirect assessment measure(s) is included to provide supplemental perspectives</p> <p>Assessment data comes from multiple sources, either within a significant course or across the curriculum</p> <p>Assessment measures include rich and/or relevant displays of student learning (i.e. experiential learning, intensive writing, problem-based learning, licensure exams, etc.)</p> <p>Tools for evaluating student achievement are clearly described when necessary (i.e. rubrics, exam alignment key, preceptor evaluation, etc.)</p>		Exemplary

<p>Results & Analysis Clear depiction of results and strong analysis pairs with strong assessment strategies to allow faculty to determine appropriate interpretation of data and use of findings. Use of student achievement data rather than anecdotes, comparison to thresholds of proficiency, and thoughtful use of disaggregation to uncover potential group differences that might exist are all good practices.</p>	<p>Threshold for proficiency set a high expectation, and faculty use assessment findings to inform practice that will work toward helping students achieve the expected level of mastery.</p> <p>Discussion of results includes questions about how concepts related to the LOs are taught across a variety of courses using a variety of assignments with different instructors. Thoughtful suggestions on how to ensure faculty share an understanding of program LOs and implementation strategies while preserving the diversity of teaching approaches is included.</p>	<p>The threshold for proficiency for each outcome is clearly stated relative to the measure/evaluation tool used</p> <p>The threshold for proficiency reflects reasonably high expectations for the program</p> <p>Actual student performance data on assessment measures is shared relative to the stated threshold for proficiency and (when applicable) the evaluation tool used</p> <p>Thoughtful discussion of faculty insights gained from findings is included</p> <p>When appropriate, student performance data is disaggregated by group, without identifying any specific student (ex: on-campus & distance cohorts in a program offering both forms of delivery)</p> <p>When applicable, missing data or significant limitations to how data may be interpreted or applied are described</p>	<p>It was noted that data may include non-majors due to the courses used for assessment being UDIEs. Since the SOAS Report focuses on program LO achievement, it is best to report only on data from students from the AFRI program.</p>	<p>Exemplary</p>
<p>Continuous Improvement Assessment is about sharing and use of results to celebrate strong performance and improve in intentional ways. Assessment for continuous improvement includes engaging multiple faculty in assessment, comparing prior results to current results to examine our interventions, using findings to plan for the future, and sharing what we have learned.</p>	<p>Excellent notes regarding how future assessment strategies can provide data that supports earlier insights and interventions into student LO mastery over the course of the program.</p> <p>It is clear that the AFRI assessment approach is intentionally designed and implemented with student learning success at its core and faculty engagement as a value.</p>	<p>Multiple program faculty are involved in the assessment process</p> <p>Plans for maintaining strong performance and/or improving student learning are clearly driven by assessment findings</p> <p>Plans for maintaining strong performance and/or improving student learning are within reasonable purview of program faculty</p> <p>If data from prior assessments is provided, reflection on changes over time and the possible impact any prior interventions is discussed</p> <p>A commitment to ongoing assessment is demonstrated in clear plans for upcoming assessment</p> <p>Assessment findings are shared with program faculty and any applicable stakeholders</p>		<p>Exemplary</p>

Contact Kelley Woods-Johnson at kelley.woods-johnson@indstate.edu or x7975 with questions or for support.