

Unit/Program Name: African and African American Studies Program Contact Name(s) and Email(s): Colleen M. Haas / colleen.haas@indstate.edu

Part 1a: Summary of Student Learning Outcomes Assessment

Data from Spring 2020 is missing due to COVID-19 transition issues that halted our assessment planning and we believe impacts the collection of student artifacts as well as the quality of student work.

a. What learning outcomes did you assess this past year?	b. (1) What assignments or activities did you use to determine how well your students attained the outcome? (2) In what course or other required experience did the assessment occur?	c. What were your expectations for student performance?	d. What were the actual data/results?	e. What changes or improvements will be made in response to these assessment results or feedback from previous year's report? Can expand on this in Part 2.
Analytical Writing (200 level)	For "essay 1" students analyzed an underlying theme in a literary work using examples to argue for the author's approach to that theme. (f2020 AFRI 212 African American Cultural Traditions / 6 student papers)	<p><i>Since we were looking at 200 level courses we chose to assess ways in which we could measure student knowledge and comprehension. We recognize that these are base line expectations and are developmental steps in learning how to approach analytical writing later in their college career.</i></p> <p>Therefore we expect that at the 200 level, our students truly understand and comprehend what they are writing about as demonstrated by their ability to</p>	<p>(see the APPENDIX for details) Summaries appear below.</p> <p>Out of 19 papers the total score in this dimension of learning as stated in objective 1. was: 40/57 pts (70%)</p> <p>In this category, 26% of the 19 students whose papers were</p>	<p>As the AFRI studies faculty meet, we will continue to develop curriculum goals (short term and long term). In addition we will strive to establish a common understanding of what key writing proficiencies should be developed in the core courses of our program, and at what degree</p>

		At least 75% of students should achieve this benchmark.	reviewed met our established benchmark.	of sophistication students should be challenged at both the 200 level and the 300 level.
	<p>“Essay 2” required students to draw a correlation between two authors who propose a response to a societal problem (racial oppression). Students began with an initial text and then chose an additional text (from a proposed list) to identify and explain the alignment between the two writers’ ideas who have contributed to the discipline of AFRI studies. (f2020 AFRI 212 African American Cultural Traditions / 6 student papers)</p>	<p>2. ...clearly explain, describe or express key points in their writing (range 0-3) Students must obtain a score of 3 to be deemed proficient.</p> <p>At least 75% of students should achieve this benchmark.</p>	<p>Out of 19 papers the total score in this dimension of learning as stated in objective 2. was: 39/57 pts (68%)</p> <p>In this category, 26% of the 19 students whose papers were reviewed met our established benchmark.</p>	<p>This year we limited our focus to assessing one primary skill (analytical writing) and experimented with a new assessment tool (a grading rubric and robust ranking system). We chose this route to help with prioritizing areas within our curriculum and to increase grading consistencies across various courses at the 200 level. Once we evaluate those tools and methods we will draft an assessment plan for the AY 2020-2021.</p>
	<p>“Medieval Africa” was an assignment requiring students to engage with 3 primary texts regarding Medieval Africa through multiple short problem sets. The various sections of writing prompts gave students practice with: focused reading with a purpose; identifying and explaining in writing their intentional selection of quotes; creating an argument with a specific quote; and evaluating types of sources that are challenging to read but important to students to evaluate towards their usefulness for historical context. (f2020 AFRI 222 African Cultural Traditions / 8 student papers)</p>	<p>3. ...organize the central ideas in their writing (range 0-3) Students must obtain a score of 3 to be deemed proficient.</p> <p>At least 75% of students should achieve this benchmark.</p>	<p>Out of 19 papers the total score in this dimension of learning as stated in objective 3. was: 33/57 pts (58%)</p> <p>In this category, only 16% of the 19 students whose papers were reviewed met our established benchmark.</p>	

Part 1b: Review of Student Success Data & Activities

Use [Blue Reports](#) to generate the following information (as well as any other information helpful to you). A dashboard has been created in the Chairs view:

- 1) Our cohort size remains steady. We are a small program, with currently 5 majors and around 12 minors. Students tend not to declare our major at first; they usually take an AFRI class as a FS-GPCD course and decide they like it and switch to our major. Our minors usually tack us on as an enhancement to what they are majoring in, usually after taking an AFRI GPCD course (i.e., AFRI 113, 212, or 222)
- 2) Year-to-Year Retention: We rarely loose students who declare AFRI studies as their major or minor, if anything we sometimes gain a few more majors and minors over a two year period. Blue Reports do not disaggregate data between HIST and AFRI, which makes it difficult to pull out AFRI-specific data.
- 3) 5-Year Graduation Rate (undergraduate): The average time to completion for our majors and minors is 4-5 years.

What worked well in supporting student success this year?

As evidenced in these writing assignments our core curriculum in African and African American Studies excels in high impact practices that provide students with many opportunities to learn and to grow. Our faculty have designed courses that help students to discover the diversity of life experiences and cultural perspectives in the United States and in Africa; to develop their intellectual competencies by introducing them to important literature, seminal thinkers, and key debates in the discipline; and to provide practice at critical thinking through reading complex and challenging texts and responding to concepts and ideas through writing assignments.

What are the most significant opportunities for improvement upon which to focus in the coming year?

Faculty may need to focus more on *helping* students to improve their critical thinking and writing skills. Our students at the 200 level need structure and encouragement to take more time and care with their writing assignments, and faculty should continue to stress the importance of clear, organized and effective written communication. Many of our students are not conscious of what is expected with academic writing, and what actually goes into writing a good paper (i.e., time, outlining, revisions, etc.) There are other writing deficits we could focus on as well while championing their strengths as we see them, for example we could affirm their ideas while helping them to express them better, at the paragraph or sentence level etc.

Part 1c: Summary of Career Readiness Activities – required for undergraduate programs; optional for graduate programs

If you submitted a report last year, you only need to resubmit if there are changes to your current career readiness competencies map.

Submitted last year by the history department; no intervening changes at this time.

Part 2: Continuous Quality Improvement

Reflect on the information shared above regarding student learning, success, and career readiness. In no more than one page, summarize:

1) What discoveries did this assessment and data review have that have enabled you to make about student learning, success, and career readiness?

AFRI studies prepares students for a multitude of careers, but oral and written communication seem paramount to any occupational situation they might find themselves. Based on our artifacts, approximately 42% of the students know what aspects of their topic to address, however many students lose focus as their paper progresses by getting lost in the details, and many have difficulty with establishing relationships within a hierarchy of ideas (i.e., clearly delineating certain main points and sub-points). Some students (approx. 37%) were adequately successful with using examples (or details) to explain the points they wanted to make. However, there were considerable shortcomings when it came to limiting their discussions to the main thrust of the paper and connecting examples back to their main points. Students at the 200 level need the most help with paper organization and could benefit with more support in how to structure a paper.

2) findings-based plans and actions intended to improve student learning and/or success (expansion of Part 1a, box e as needed)

To prepare them as professionals, the 200 level courses could be a place where students learn in earnest to engage with our field. Amongst other things, students should learn how to craft formal prose and to be selective, effective, clear and organized when they present themselves. Therefore, we see it as a priority as faculty to provide ample practice and guidance with analytical writing. To maintain this pedagogical focus will require from faculty a sense of commitment, intention and planning for future semesters.

3) What will your assessment plan focus on in the coming year?

Within the coming year, AFRI faculty need to continue to refine our list of CORE learning objectives in our program. Our preliminary list consists of critical reading, analytical writing and information literacy. In the future we may want to add and be more specific about knowledge outcomes or experiences we want for our students and not just be focused on skills. Due to the information we gained this year, we might continue with another cycle assessing analytical writing or combine that with critical reading or other related learning objectives. The faculty of AFRI studies will have a conversation in the coming year on what to focus on for next year's assessment plan. We have generated a preliminary list of skills but could benefit by more reflection and decisions on content, our use of high impact practices and ways to address professional development. We also need to discuss/ evaluate the usefulness of the type of rubric we used this year and if we feel the assessment methods were effective.

4) How will this information be shared with other stakeholders?

Faculty members under the guidance of the AFRI executive director should arrive at a common understanding of what key writing proficiencies should be developed in the core courses of our program, and to have conversations about the degree of sophistication we should expect in terms of student development at the 200 and 300 levels. Then AFRI and affiliated faculty can reflect on those goals, and consciously align their writing assignments (developmental and summative) to some of these curriculum based objectives.

Process of Data collection and analysis:

Three faculty who teach 200 level courses were asked to make available a cross section sampling of student papers to the assessment committee. They were also encouraged to choose an assignment that was well suited to assess analytical writing. It was stated that though their assignments might carry a variety of learning goals the papers would only be assessed on three areas of writing competencies as stated above in the Rubric. The Assessment Rubric provided a specific set of guidelines in assessing the papers and used a number ranking system 0-3 to assess each student's level of mastery with *three dimensions of learning we thought to be aligned with a 200 level course.

We assessed 12 papers from the course AFRI 212 African American Traditions (6 of the same assignment, 6 of another), and 8 papers of the same assignment from the course AFRI 222 African Cultural Traditions. Names were redacted from the student papers, and instead were assigned a number and then sent to the evaluators. Each evaluator was given the 20 papers, the Assessment Rubric and an Assessment Form with instructions to fill in their results. Then Colleen Haas compiled those results. The scores for each learning area were based on an average of points given by the evaluators. The results can be viewed in the APPENDIX provided at the end of this document.

(See the next page for Assessment Rubric).

AFRI STUDIES ASSESSMENT RUBRIC

The CORE learning outcome in AFRI for Assessment cycle (Fall 2019-Sp 2020)

Analytical Writing at the 200 level

We expect that at the 200 level, our students truly understand and comprehend what they are writing about as demonstrated by how well they

- recognize and/or identify relevant items to include and discuss in their writing
- explain, describe or express key points in their writing and
- organize key, central ideas in their writing

Levels of achievement for ranking each essay	Very Good - Proficient, meets expectations	Acceptable - Meets some levels of expectations	Weak – Under-developed in terms of expectations	Insupportable/ Missing - Significantly absent of expectations
Essay shows that the student recognizes and/or identifies relevant items to include and discuss in their writing	3 pts Clear statement of focus and asserts points of significance.	2 pts / 1.5 pts Some statement of a topic, but no clearly defined or narrowed point of significance.	1 pt Some attempt at focus but may be vague, too general or not entirely grounded in the assignment.	0 pts No clear topic or point of significance is identified in the essay.
Student is able to explain, describe or express key points in their writing	3 pts Essay overall synthesizes general categories of discussion that are backed up with specific examples or thoughtful explanation.	2 pts / 1.5 pts Examples are used but no connection is made, or insufficient level of detail is present to connect examples to key points.	1 pt General statements are made with few to no explicit examples to back them up.	0 pts No explicit areas of explanation or description appear in the essay.
Student is able to organize key, central ideas in their writing	3 pts Sections of essay clearly and logically support the stated thesis or purpose of the paper. Paragraphs well organized with clear reader cues.	2 pts / 1.5 pts Sections relate to topic sentences but may not explicitly relate to any clear central points of significance.	1 pt Some pattern of organization is evident, but hard to detect a direction of or intention within various the sections of the essay.	0 pts Lack of overall organization and paragraph structure. Essay does not develop any relevant topics or ideas.

APPENDIX

Data analysis F2019: Scores on papers assessing skills in analytical writing (200 level)

Artifact 1 – “Essay 1” (Oct. 2019)

PAPER 1	AVG
Recognized and/or identified relevant items to include and discuss in their writing	2.5
Explained, described or expressed key points in their writing	3
Organized key, central ideas in their writing	2.5
PAPER 2	AVG
Recognized and/or identified relevant items to include and discuss in their writing	2.5
Explained, described or expressed key points in their writing	2.5
Organized key, central ideas in their writing	2.5
PAPER 3	AVG
Recognized and/or identified relevant items to include and discuss in their writing	1.5
Explained, described or expressed key points in their writing	2
Organized key, central ideas in their writing	1.5
PAPER 4	AVG
Recognized and/or identified relevant items to include and discuss in their writing	1
Explained, described or expressed key points in their writing	1
Organized key, central ideas in their writing	.5
PAPER 5	AVG
Recognized and/or identified relevant items to include and discuss in their writing	2.5
Explained, described or expressed key points in their writing	3
Organized key, central ideas in their writing	3
PAPER 6	AVG
Recognized and/or identified relevant items to include and discuss in their writing	1
Explained, described or expressed key points in their writing	1
Organized key, central ideas in their writing	1

Artifact 2 "Essay 2" (Nov. 2019)

PAPER 7	AVG
Recognized and/or identified relevant items to include and discuss in their writing	2
Explained, described or expressed key points in their writing	1.5
Organized key, central ideas in their writing	1
PAPER 8	AVG
Recognized and/or identified relevant items to include and discuss in their writing	.5
Explained, described or expressed key points in their writing	0
Organized key, central ideas in their writing	0
PAPER 9	AVG
Recognized and/or identified relevant items to include and discuss in their writing	3
Explained, described or expressed key points in their writing	3
Organized key, central ideas in their writing	3
PAPER 10	AVG
Recognized and/or identified relevant items to include and discuss in their writing	2
Explained, described or expressed key points in their writing	2
Organized key, central ideas in their writing	1.5
PAPER 11	AVG
Recognized and/or identified relevant items to include and discuss in their writing	2
Explained, described or expressed key points in their writing	2
Organized key, central ideas in their writing	.5
PAPER 12	AVG
Recognized and/or identified relevant items to include and discuss in their writing	1.5
Explained, described or expressed key points in their writing	1.5
Organized key, central ideas in their writing	1

Artifact 3 Medieval Africa (Sept. 2019)

PAPER 13	AVG
Recognized and/or identified relevant items to include and discuss in their writing	3
Explained, described or expressed key points in their writing	3
Organized key, central ideas in their writing	2.5
PAPER 14	AVG
Recognized and/or identified relevant items to include and discuss in their writing	2
Explained, described or expressed key points in their writing	2
Organized key, central ideas in their writing	1
PAPER 15	AVG
Recognized and/or identified relevant items to include and discuss in their writing	3
Explained, described or expressed key points in their writing	3
Organized key, central ideas in their writing	3
PAPER 16	AVG
Recognized and/or identified relevant items to include and discuss in their writing	2
Explained, described or expressed key points in their writing	2
Organized key, central ideas in their writing	1.5
PAPER 17	AVG
Recognized and/or identified relevant items to include and discuss in their writing	3
Explained, described or expressed key points in their writing	2.5
Organized key, central ideas in their writing	2.5
PAPER 18 (inconclusive – corrupted file)	AVG
Recognized and/or identified relevant items to include and discuss in their writing	
Explained, described or expressed key points in their writing	
Organized key, central ideas in their writing	

PAPER 19	AVG
Recognized and/or identified relevant items to include and discuss in their writing	3
Explained, described or expressed key points in their writing	2
Organized key, central ideas in their writing	2.5

PAPER 20	AVG
Recognized and/or identified relevant items to include and discuss in their writing	2
Explained, described or expressed key points in their writing	2
Organized key, central ideas in their writing	2

TOTALS:

Recognized and/or identified relevant items to include and discuss in their writing	40/57 (70%)
Explained, described or expressed key points in their writing	39/57 (68%)
Organized key, central ideas in their writing	33/57 (58%)

Thank you so much for sharing your assessment process and findings for AY 2019-20 with the Assessment Council. You will find feedback and ratings on the rubric below. It is understood that some of the feedback might encompass practices that you already engage in but were not documented in this report. As the purpose of this evaluation is focused on recognizing great work and helping faculty improve assessment practice, it is not necessary to retroactively add documentation. Please feel free to let me know if you have any questions or if there is any way I can assist you in further developing assessment practice and use in your program.

This report will be shared with the Associate Dean(s) and Dean of your college and summarized findings will be shared as composite college/institutional data with the President's Office and the Provost's team.

Sincerely,

Kelley (x7975)

Program: B.A. African & African American Studies	Overall Rating: Exemplary (3.00/3.00)
Strengths	Recommendations
<ul style="list-style-type: none"> • Learning outcomes are clear, specific, and measurable. • Excellent assessment strategy incorporates rubric-based evaluation of learning outcomes by multiple faculty across multiple assignments in multiple courses. This strategy provides direct insight into student mastery, uses relevant artifacts, and allows for a richer sample than a single-point sampling strategy would. • Great information provided about the ongoing evolution of the learning outcome language and assessment approach in AFRI. It is abundantly clear that the faculty view these as supportive of student learning and mastery. Information is shared among the faculty and used to plan for pedagogical approaches to improve learning and assessment approaches to improve data on student learning. • Rubric is well-written with clearly distinguishable levels of performance. 	<ul style="list-style-type: none"> • I had some difficulty interpreting the data in column d. since it was presented differently than the targets in column c. Consider reporting student performance on the scale of 0-3 rather than the total score to ensure these align. Also, consider whether you would look at any performance change over time among the three assignments used for assessment by disaggregating scores. This could allow for a more developmental approach to teaching and assessment. The formative assessment of the first two papers can direct students to build upon feedback for greater success on their third paper. • In Part 2 there is a note about evaluating the rubric that was used. Please let me know if you would like any resources or assistance in doing so.

Evaluation Criteria	3 Exemplary	2 Mature	1 Developing	0 Undeveloped
Student Learning Outcomes	<p>Identified, aligned learning outcomes are specific, measurable, student-centered, and program-level. Outcomes directly integrate institution or college-level learning goals.</p> <p>Outcomes are consistent across modes of delivery (if applicable).</p> <p>More than one outcome is assessed this cycle, and rationale is provided for why they were selected for assessment.</p>	<p>Identified, aligned learning outcomes are specific, measurable, student-centered, and program-level. Outcomes support institution or college-level learning goals.</p> <p>Outcomes are consistent across modes of delivery (if applicable).</p> <p>At least one outcome is assessed this cycle, and rationale is provided for why it was selected for assessment.</p>	<p>Learning outcomes are identified and alignment with courses is demonstrated.</p> <p>Outcomes are consistent across modes of delivery (if applicable).</p> <p>At least one outcomes is assessed this cycle.</p>	<p>No (program) learning outcomes are identified, and/or alignment of learning outcomes to courses is not demonstrated (e.g. – curriculum map).</p>
Performance Goals & Measures	<p>Performance goals are clear and appropriate, and rationale is provided for why these were selected.</p> <p>Identified measures and tools are assigned to each outcome, are clear and intentionally designed to address student performance on aligned outcomes, and rationale and examples are provided (e.g. – rubrics, checklists, exam keys). Most are direct measures, and their design enhances the validity of findings.</p> <p>Licensure exams and high-impact practices are reflected in measures (if applicable).</p>	<p>Performance goals are clear and appropriate.</p> <p>Identified measures and tools are assigned to each outcome, are clear and intentionally designed to address student performance on aligned outcomes, and examples are provided (e.g. – rubrics, checklists, exam keys). At least one direct measure is included.</p>	<p>Performance goals are identified with little rationale or clarity.</p> <p>Identified measures are poorly suited to performance goals, underdeveloped, or are solely indirect measures.</p>	<p>No goals for student performance of learning outcomes are identified, and/or no measures are provided.</p>

Analysis & Results	<p>Data collection process is clear and designed to produce valid/trustworthy results. The process is useful to those collecting and/or interpreting data.</p> <p>Data is collected and analyzed with clear rationale and description.</p> <p>Results are provided with thoughtful discussion of analysis and description of conclusions that can be drawn.</p>	<p>Data collection process is clear and designed to produce valid/trustworthy results.</p> <p>Data is collected and analyzed with clear rationale and description.</p> <p>Results are provided with some discussion of analysis.</p>	<p>Description of data collection is unclear as to process and quality.</p> <p>Some data is collected and analyzed with little rationale or description.</p> <p>Some results are provided with no discussion of analysis.</p>	<p>No information is provided about the data collection process, and/or no data is being collected.</p> <p>No results are provided</p>
Sharing & Use of Results for Continuous Improvement	<p>A plan for sharing information and included program faculty and appropriate staff in discussion and planning is detailed and enacted. Outcomes and results are easily accessible on the program website or other appropriate designated area.</p> <p>Plans for improvement or change based on results are clear and connected to results. If few students met performance goals, this is included in discussion and plans.</p> <p>Reflection is offered about results or plans moving forward, and compares prior year plans to current outcomes in an effort to foster continuous improvement as a result of assessment process.</p>	<p>A plan for sharing information broadly across program faculty is detailed and enacted.</p> <p>Plans for improvement or change based on results are clear and connected to results. If few students met performance goals, this is included in discussion and plans.</p> <p>Reflection is offered about results or plans moving forward.</p>	<p>Information is provided about sharing results, but sharing is limited in scope or content.</p> <p>Plans for improvement or change based on results are incomplete, vague, or not clearly connected to results.</p> <p>Little reflection is offered about results or plans moving forward.</p>	<p>No information is provided about sharing results and/or plans for improvement or change based on results.</p> <p>No evidence of reflection on results is provided.</p>
Overall Rating	<input checked="" type="checkbox"/> Exemplary	<input type="checkbox"/> Mature	<input type="checkbox"/> Developing	<input type="checkbox"/> Undeveloped

Please see reviewer notes for more details.