

**Student Outcomes Assessment and Success Report AY2018-19** Consult with your college dean's office regarding due date and how to submit. Deans will submit reports to the Office of Assessment & Accreditation annually by October 15.

**Unit/Program Name:** \_\_African and African American Studies (AFRI)\_ **Contact Name(s) and Email(s)** \_\_\_\_\_Andrea Arrington  
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**Part 1a: Summary of Student Learning Outcomes Assessment**

<p><b>a. What learning outcomes did you assess this past year?</b></p> <p>If this is a graduate program, identify the Graduate Student Learning Outcome each outcome aligns with.</p>	<p><b>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?</b></p>	<p><b>c. What were your expectations for student performance?</b></p>	<p><b>d. What were the actual data/results?</b></p>	<p><b>e. What changes or improvements were made or will be made in response to these assessment results or feedback from previous year's report? Can expand on this in Part 2.</b></p>
<p>1. development of strong analytical, communication, and information skills</p>	<p>Three of our core classes (AFRI 212, 222, and 312) and most of our elective courses include moderate to heavy written components, many of which are developmental in nature. Our faculty use assignments for students to improve their writing, reading, and communication skills and expect students to develop information literacy. In online sections of AFRI 222, for example, students work on a semester long research paper that requires them to obtain the majority of their sources through the ISU library. This allows for conversations about valid, vetted sources, the research and writing goes through developmental stages throughout the semester, and requires students to work on their analytical and written</p>	<p>The expectation in AFRI 113, 212, and 222 is that these introductory level classes provide opportunities for students to develop strong analytical, communication, and informational skills. We expect to be able to assess them on their grasp of course content in those classes but we also expect our classes to prepare them for the higher level classes they will take, either in the AFRI program or in other programs. We expect to see improvement from the beginning to the end of the semester in terms of critical reading, writing, and thinking skills.</p> <p>Although it is difficult to provide a generalized set of expectations, we do expect our classes to include a moderate to significant</p>	<p>Based on analysis of student work at the beginning of the semester and at the end of the semester, we do see improvement in our students' writing and higher sophistication in their contributions to class discussions. In online sections of AFRI 222, for example, our instructor uses discussion boards and short writing assignments to track and address improvements and identify areas of weakness in students' writing and analytical skills. In one case, students struggled with incorporating textual evidence in a short writing assignment. The instructor then used subsequent discussion boards as a space for students to practice incorporating textual evidence. By the end of the</p>	<p>AFRI continues to develop its own assessment protocol. Previously, AFRI fell under the assessment of the Department of History. Our executive committee continues to think about and implement tools of assessment that are best suited to our students and our program goals.</p> <p>In particular, our program is embarking on conversations about if we want to try to streamline our classes more in terms of graded components. Because there is great variation between each instructor's graded work, we do see that it creates difficulty in assessing across the program. However, we are an interdisciplinary program so assessing a music performance class should</p>

	communication skills. In 212, students are asked to read multiple sources with commentary on one topic, and then compare the various positions those authors take on the topics- this is a strong example of how students in this class develop strong analytical and communication skills.	amount of reading and writing. In introductory level classes, students will likely read between 15-40 pages a week and write between 15-18 pages total throughout the semester, with at least one writing assignment that exceeds 3 pages. Students are expected to synthesize and analyze class material and are asked to recall and use that information in both written and oral formats.	semester, the short writing assignments showed improvement in terms of analysis and academic writing.  We do see that our students need more work on executing strong written arguments incorporating textual evidence. We also see a variance in the ways that each instructor evaluates students (writing assignments, group work, tests that are multiple choice vs short answer/essay, etc).	look different than assessing an upper level history elective. We continue to think about ways to assess across our program in a cohesive but not restrictive way.
2.				
3.				

Note: If you would like to report on more than three outcomes, place the cursor in the last cell on the right and hit "tab" to add a new row.

#### Helpful Hints for Completing this Table

- a. Use your outcomes library as a reference. Note any alignment with professional standards, as applicable.
- b. Each outcome should be assessed by at least one direct measure (project, practica, exam, performance, etc.). If students are required to pass an examination to practice in the field, this exam should be included as one of the measures. At least one of the program's outcomes must use an indirect measure (exit interview, focus group, survey, etc.). Use your curriculum map to correlate outcomes to courses. Describe or attach any evaluation tools such as rubrics, scales, etc.
- c. Identify the score or rating required to demonstrate proficiency (e.g., Students must attain a score of "3" to be deemed proficient; at least 80% of students in the program will attain this benchmark.)
- d. Note what the aggregate level of proficiency actually was and the number of students included in the cohort or sample (e.g., 85% of the 25 students whose portfolios were reviewed met the established benchmark).

### 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):

- 1) Cohort Sizes: Our cohort size remains steady. We are a small program, with between 5-8 majors and around 20 minors. Students don't tend to declare our major at first; they usually take an AFRI class as a GPCD 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.
- 2) Year-to-Year Retention:
- 3) 5 Year Graduation Rate:

What worked well in supporting student success this year?

The AFRI program has a core group of faculty members that are fully invested in the success of our students. We work with many of our students individually to ensure that they complete our program successfully. In particular, we support student success by being flexible for our students who are close to finishing their degree. We offer independent study courses that allow those students to work on topics that are of particular interest to them, while also fulfilling some of the upper level requirements of the degree program. In our lower level courses, we as a faculty work hard at creating vibrant and engaging curriculum to attract students to our program and to give our majors and minors excellent classroom experiences. Our program understands that as an interdisciplinary field, we attract students with diverse interests and needs. We work hard at supporting all those students, and use our small number of core faculty to build individual relationships with our students. All of these efforts are done with the goal of supporting student success.

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

Our program needs to decide the best approach for assessment. We are a small program, with a small number of faculty serving on our executive committee. Although I do not think assessment should fall to one person because it is helpful to have multiple perspectives, it may be difficult to assemble an assessment committee when we are already so small in number. This is a question that the committee must address in the 2019/20 AY so that we can establish a plan of action on how to implement and sustain a consistent assessment plan. We also need to determine what is most useful for us to assess.

### **Part 1c: Summary of Career Readiness Activities**

Please submit your Career Readiness Competencies curriculum map along with this report as a separate attachment. You can find the template here: <https://www.indstate.edu/assessment/plan-components>

### **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) the discoveries assessment and data review have enabled you to make about student learning, success, and career readiness (ex: What specifically do students know and do well—and less well? What evidence can you provide that learning is improving? How might learning, success, and career readiness overlap? What questions do your findings raise?)**
- 2) findings-based plans and actions intended to improve student learning and/or success (expansion of Part 1a, box e as needed)**
- 3) what your assessment plan will focus on in the coming year**
- 4) how this information will be shared with other stakeholders**

The AFRI Program's students in many ways represent the importance of liberal arts education. Our students take a variety of classes that include historical studies, music, art, and literature, but they also complete several classes that are interdisciplinary in approach and content. Our students demonstrate intellectual curiosity and flexibility, which is a reflection of our interdisciplinary field. We know that our students can successfully complete music classes, while also succeeding in upper level history courses. We know that when they take an art course on African masks, they have been given the tools to connect what they learn there to what they have learned or will learn in their African culture and history classes. We see our students get excited when they make these connections and when they get to refer back to previous courses. One way we can measure the impact of their coursework and their intellectual growth is when they take their senior capstone course. This course allows them to design a research project to suit their interests; it is in their work on those projects that we see how much of their previous coursework fueled their interests and set them up to successfully complete their

capstones. As we move forward in assessment, the senior capstone project may likely (and appropriately) play a central role in how we think about gauging success in our program.

Although our students have these strengths, we also see deficits. Critical reading and writing skills continue to be something we must improve upon; many of our classes include significant reading loads and developmental writing assignments but we still seek ways to strengthen their reading and writing skills. Our program must also continue to find ways to be flexible to help our students as they near completion of their degree. Our faculty contributes multiple sections of courses to Foundational Studies, which means we sometimes don't have upper level courses offered to meet the needs and interests of our students. This problem would perhaps be relieved if we recruited more students and had higher demand for those upper level courses to be offered.

The AFRI program still has much to do in terms of assessment. So far, this has been an aspect of the program's operation that has not involved any of the core faculty members, with the exception of the Chair of the AFRI Executive Committee. Because assessment historically fell under the Department of History, it seems that the AFRI Executive Committee has not had to think critically about what assessment should be for our program. By the end of the 19/20 AY, a clear plan must be in place so that we can begin a more focused approach to assessment. The information we generate in terms of setting an assessment plan and actual assessment results will be relayed to the Department of History and the College and Arts and Sciences through documentation of and ongoing conversations about our strategy and findings.

*Please prepare this report as a Word document. Do not include any attachments. Instead, provide links to important supporting materials (e.g., detailed—but not student-specific—assessment results; rubrics; minutes; etc.), or upload them to the college’s assessment site in Blackboard.*

Dear Andrea,

Thank you so much for sharing your assessment process and findings for AY 2018-19 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 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)

<b>Program: B.A. African and African American Studies</b>	<b>Overall Rating: Developing (1.13/3.00)</b>
<b>Strengths</b>	<b>Recommendations</b>
<ul style="list-style-type: none"><li>• Good description of student expectations relative to the learning outcome (see related recommendation).</li><li>• Great contextual information provided about the AFRI program, its structure within the History department, its interdisciplinary nature, its faculty, and its goals. This is really helpful to understand as you are in the early stages of planning the approach to assessment. I'm more than happy to be of assistance if you'd like me to come to a faculty meeting or talk one-on-one.</li><li>• Strong insights into the way grades will be different across different types of courses in your interdisciplinary study. This can make assessment challenging, but there are strategies to still gain useful insights without trying to fit everything into one mold.</li><li>• Good analysis of what findings are telling you about student learning.</li></ul>	<ul style="list-style-type: none"><li>• The learning outcome is pretty broad as written. Consider using specific verbs to describe the level of attainment students will develop.</li><li>• Once the learning outcome is more specific, you can summarize your expectations by the degree of achievement of the learning outcome you expect students to reach, or how many students you expect to reach it.</li><li>• As you continue to develop your assessment plan, reporting specific data on a larger sample of students rather than illustrating general insights with specific examples will become easier. This will also allow you to chart student learning outcome attainment over time more effectively.</li><li>• Also part of the assessment development process is adding tools that can help you with grading consistency, where appropriate. Rubrics, checklists, and other tools can make determining student achievement levels clearer, as well as provide consistency.</li><li>• Take the analysis one step further to make note of recommendations for improving areas of weakness.</li></ul>

Evaluation Criteria	Exemplary	Mature	Developing	Undeveloped
<p><b>Student Learning Outcomes</b></p>	<p>At least one learning outcome that is aligned with program coursework is assessed this cycle.</p> <p>Learning outcome(s) is specific, measurable, and student-centered.</p> <p>Rationale for assessment of this outcome(s) is made clear (ex: it is part of a standing assessment cycle, a need was identified, etc.)</p> <p>Learning outcome(s) directly link to college, institutional, and/or accreditor goals/standards.</p>	<p>At least one learning outcome that is aligned with program coursework is assessed this cycle.</p> <p>Learning outcome(s) is specific, measurable, and student-centered.</p> <p>Rationale for assessment of this outcome(s) is made clear (ex: it is part of a standing assessment cycle, a need was identified, etc.)</p>	<p>At least one learning outcome that is aligned with program coursework is assessed this cycle.</p> <p>Learning outcome(s) is measurable.</p>	<p>No learning outcomes are identified for assessment or the outcomes that are identified are not linked to program outcomes aligned with program coursework (e.g. – curriculum map) or are not measurable.</p>
<p><b>Performance Goals &amp; Measures</b></p>	<p>Performance goal identified for each learning outcome is clear and reasonable (ex: based on previous performance data, professional standards, etc.).</p> <p>Identified measures are designed to accurately reflect student learning, including at least one direct measure.</p> <p>Tools used to measure student performance are described and were reviewed for validity or trustworthiness prior to use (note this in the report; attach tools if applicable – ex: rubrics, checklists, exam keys, etc.).</p>	<p>Performance goal identified for each learning outcome is clear and reasonable (ex: based on previous performance data, professional standards, etc.).</p> <p>Identified measures are designed to accurately reflect student learning, including at least one direct measure.</p> <p>Tools or processes for evaluating student performance on measures are described (attach tools if applicable – ex: rubrics, checklists, exam keys, etc.).</p>	<p>Performance goal(s) is identified for each learning outcome. (somewhat)</p> <p>Identified measures (ex: assignments, projects, tests, etc.) are poorly suited to performance goals or are solely indirect measures.</p> <p>Tools or processes for evaluating student performance on measures are not described.</p>	<p>No goals for student performance of learning outcomes is identified, and/or no measures are provided.</p>

<b>Analysis &amp; Results</b>	<p>Data is collected using the measures and tools identified.</p> <p>Results are reported with clear description of quality analysis (e.g., analysis follows accepted statistical or qualitative procedures).</p> <p>Results are shared in relation to performance goals.</p> <p>Results are discussed in relation to college, institutional, and/or accreditor goals/standards.</p>	<p>Data is collected using the measures and tools identified.</p> <p>Results are reported with clear description of analysis (e.g., analysis follows accepted statistical or qualitative procedures).</p> <p>Results are shared in relation to performance goals.</p>	<p>Data is collected using the measures and tools identified.</p> <p>Results are reported with little description of analysis.</p>	<p>No data is being collected.</p> <p>No results are provided.</p>
<b>Sharing &amp; Use of Results for Continuous Improvement</b>	<p>Clear information is provided about sharing and using results to inform practice.</p> <p>Discussion of what was learned from results is provided and connected to plans for sharing and using results to inform practice.</p> <p>A plan for adjusting performance, goals, assessment, and/or program components based on results is outlined.</p>	<p>Clear information is provided about sharing and using results to inform practice.</p> <p>Discussion of what was learned from results is provided and connected to plans for sharing and using results to inform practice.</p>	<p>Limited information is provided about sharing or using results to inform practice.</p> <p>Some discussion of what was learned from results is provided.</p>	<p>No information is provided about sharing or using results to inform practice.</p> <p>No evidence of reflection on results is provided (ex: discussion, conclusions drawn)</p>
<b>Overall Rating</b>	<input type="checkbox"/> <b>Exemplary</b>	<input type="checkbox"/> <b>Mature</b>	<input checked="" type="checkbox"/> <b>Developing</b>	<input type="checkbox"/> <b>Undeveloped</b>