

Student Learning Summary Form AY2015-16

Due to your dean by June 1

Due from dean to assessment office by June 15

Degree Program Name: ___African and African American Studies BA/BS___ **Contact Name and Email** ___Andrea Arrington
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Before you complete the form below, review your outcomes library and curriculum map to ensure that they are accurate and up to date. If not, you may submit a new version along with this summary.

Part One

<p>a. What learning outcomes did you assess this year?</p> <p>If this is a graduate program, indicate the Graduate Student Learning Outcome* each outcome aligns with.</p>	<p>b. (1) What method(s) did you use to determine how well your students attained the outcome? (2) In what course or other required experience did the assessment occur?</p>	<p>c. What expectations did you establish for achievement of the outcome?</p>	<p>d. What were the actual results?</p>	<p>e. (1) Who was responsible for collecting and analyzing the results? (2) How were they shared with the program’s faculty?</p>
<p>development of “strong analytical, communication, quantitative, and informational skills”</p>	<p>The African and African American Studies (AAAS) Program Committee surveys work submitted by faculty and students from a range of survey and advanced courses for majors. The committee’s methods, scoring rubric, and summary of the Program committee’s approach are discussed in more detail in our assessment plan. We rely on our required senior seminar for majors (AFRI 486) as well as advanced, reading- and research-intensive courses offered at the 300 and 400 levels.</p>	<p>These expectations are set by faculty in our advanced courses, particularly our required survey courses (AFRI 113, 212, 222, 312) which are the foundation for taking advanced reading- and research-intensive courses offered at the 300 and 400 levels. Once students proceed to advanced courses these expectations are set by faculty again, in class and in the syllabi. The required senior seminar (AFRI 486) reinforces these expectations.</p>	<p>Please see attached report.</p>	<p>The AAAS Program Committee supervises collection of student work (which is coordinated by our administrative assistant through all teaching faculty), reviews and discusses collectively each student’s portfolio, and scores the work in the portfolio independently. The program committee chair summarizes the results in a report for the Department chair, and presents the committee’s findings to the entire faculty at a Department meeting. The Department faculty then discuss the results and consider revisions to the curriculum or assessment.</p>
<p>2. opportunity to receive “hands-on experience with the inquiry practices” of the discipline</p>	<p>The African and African American Studies (AAAS) Program Committee surveys work submitted by faculty</p>	<p>These expectations are set by faculty in our advanced courses, particularly our required survey courses (AFRI</p>	<p>Please see attached report.</p>	<p>The AAAS Program Committee supervises collection of student work (which is coordinated by our</p>

	<p>and students from a range of survey and advanced courses for majors. The committee's methods, scoring rubric, and summary of the Program committee's approach are discussed in more detail in our assessment plan. We rely on our required senior seminar for majors (AFRI 486) as well as advanced, reading- and research-intensive courses offered at the 300 and 400 levels.</p>	<p>113, 212, 222, 312) which are the foundation for taking advanced reading- and research-intensive courses offered at the 300 and 400 levels. Once students proceed to advanced courses these expectations are set by faculty again, in class and in the syllabi. The required senior seminar (AFRI 486) reinforces these expectations.</p>		<p>administrative assistant through all teaching faculty), reviews and discusses collectively each student's portfolio, and scores the work in the portfolio independently. The program committee chair summarizes the results in a report for the Department chair, and presents the committee's findings to the entire faculty at a Department meeting. The Department faculty then discuss the results and consider revisions to the curriculum or assessment.</p>
<p>3. development of intercultural knowledge and collaborative problem-solving skills</p>	<p>The African and African American Studies (AAAS) Program Committee surveys work submitted by faculty and students from a range of survey and advanced courses for majors. The committee's methods, scoring rubric, and summary of the Program committee's approach are discussed in more detail in our assessment plan. We rely on our required senior seminar for majors (AFRI 486) as well as advanced, reading- and research-intensive courses offered at the 300 and 400 levels.</p>	<p>These expectations are set by faculty in our advanced courses, particularly our required survey courses (AFRI 113, 212, 222, 312) which are the foundation for taking advanced reading- and research-intensive courses offered at the 300 and 400 levels. Once students proceed to advanced courses these expectations are set by faculty again, in class and in the syllabi. The required senior seminar (AFRI 486) reinforces these expectations.</p>	<p>Please see attached report.</p>	<p>The AAAS Program Committee supervises collection of student work (which is coordinated by our administrative assistant through all teaching faculty), reviews and discusses collectively each student's portfolio, and scores the work in the portfolio independently. The program committee chair summarizes the results in a report for the Department chair, and presents the committee's findings to the entire faculty at a Department meeting. The Department faculty then discuss the results and consider revisions to the curriculum or assessment.</p>
<p>4. development of "a proactive sense of</p>	<p>The African and African American Studies (AAAS) Program Committee surveys</p>	<p>These expectations are set by faculty in our advanced courses, particularly our</p>	<p>Please see attached report.</p>	<p>The AAAS Program Committee supervises collection of student work</p>

<p>responsibility for individual, civic, and social choices”</p>	<p>work submitted by faculty and students from a range of survey and advanced courses for majors. The committee’s methods, scoring rubric, and summary of the Program committee’s approach are discussed in more detail in our assessment plan. We rely on our required senior seminar for majors (AFRI 486) as well as advanced, reading- and research-intensive courses offered at the 300 and 400 levels.</p>	<p>required survey courses (AFRI 113, 212, 222, 312) which are the foundation for taking advanced reading- and research-intensive courses offered at the 300 and 400 levels. Once students proceed to advanced courses these expectations are set by faculty again, in class and in the syllabi. The required senior seminar (AFRI 486) reinforces these expectations.</p>		<p>(which is coordinated by our administrative assistant through all teaching faculty), reviews and discusses collectively each student’s portfolio, and scores the work in the portfolio independently. The program committee chair summarizes the results in a report for the Department chair, and presents the committee’s findings to the entire faculty at a Department meeting. The Department faculty then discuss the results and consider revisions to the curriculum or assessment.</p>
<p>5. development of “habits of mind that foster integrative thinking and ability to transfer skills from one setting to another”</p>	<p>The African and African American Studies (AAAS) Program Committee surveys work submitted by faculty and students from a range of survey and advanced courses for majors. The committee’s methods, scoring rubric, and summary of the Program committee’s approach are discussed in more detail in our assessment plan. We rely on our required senior seminar for majors (AFRI 486) as well as advanced, reading- and research-intensive courses offered at the 300 and 400 levels.</p>	<p>These expectations are set by faculty in our advanced courses, particularly our required survey courses (AFRI 113, 212, 222, 312) which are the foundation for taking advanced reading- and research-intensive courses offered at the 300 and 400 levels. Once students proceed to advanced courses these expectations are set by faculty again, in class and in the syllabi. The required senior seminar (AFRI 486) reinforces these expectations.</p>	<p>Please see attached report.</p>	<p>The AAAS Program Committee supervises collection of student work (which is coordinated by our administrative assistant through all teaching faculty), reviews and discusses collectively each student’s portfolio, and scores the work in the portfolio independently. The program committee chair summarizes the results in a report for the Department chair, and presents the committee’s findings to the entire faculty at a Department meeting. The Department faculty then discuss the results and consider revisions to the curriculum or assessment.</p>

* See <https://www2.indstate.edu/graduate/forms/review.pdf>.

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.

Notes

- a. Use your outcomes library as a reference.
- b. Each outcome must 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 must be included as one of the measures. At least one of the outcomes must use an indirect measure (exit interview, focus group, survey, etc.). Use your curriculum map to correlate outcomes to courses.
- 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).
- e. This may be a specific individual, a position (e.g., assessment coordinator), or a group such as the department assessment committee. Minutes should reflect that results are shared with members of the department at least annually.

Part Two

In no more than one page, summarize 1) the discoveries assessment has enabled you to make about your students’ learning, the curriculum, departmental processes, and/or the assessment plan itself; 2) the changes and improvements you have made or will make in response to these discoveries and/or the coordinator’s feedback on the previous summary; and 3) what your assessment plan will focus on in the coming year.

If you would like to reference any supporting materials (departmental meeting minutes, detailed assessment results, etc.), please provide the URL at which they can be found.

Student Learning Summary Report Rubric :: Office of Assessment & Accreditation :: Indiana State University

Degree Program: Date:

	Level 0 – Undeveloped	Level 1 – Developing	Level 2 – Mature	Level 3 – Exemplary
1. Student Learning Outcomes	<input type="checkbox"/> No outcomes are identified. <input type="checkbox"/> No Curriculum Map was provided.	<input type="checkbox"/> Outcomes were identified. <input type="checkbox"/> Some of the outcomes are specific, measurable, student-centered, program-level outcomes. <input type="checkbox"/> A Curriculum Map was provided.	<input type="checkbox"/> Outcomes are specific, measurable, student-centered, program-level outcomes. See comments. <input checked="" type="checkbox"/> Outcomes at least indirectly support Foundational Studies Learning Outcomes or the Graduate Learning Goals. <input checked="" type="checkbox"/> The Curriculum Map identifies where/to what extent each outcome is addressed. <input type="checkbox"/> At least one outcome was assessed in this cycle.	<input type="checkbox"/> Outcomes are specific, measurable, student-centered program-level outcomes that span multiple learning domains. <input type="checkbox"/> Outcomes directly integrate with Foundational Studies Learning Outcomes or the Graduate Learning Goals. <input checked="" type="checkbox"/> Outcomes reflect the most important results of program completion (as established by an accreditor or other professional organization). <input type="checkbox"/> Learning outcomes are consistent across different modes of delivery (face-to-face and online.) <input type="checkbox"/> Outcomes are regularly reviewed (and revised, if necessary) by the faculty and other stakeholders. <input type="checkbox"/> The Curriculum Map identifies where/to what extent each outcome is addressed and offers evidence that students have sufficient opportunity to master the associated learning outcomes. <input checked="" type="checkbox"/> Two or more outcomes were

<p>2. Measures & Performance Goals</p>	<p><input type="checkbox"/> No measures are provided.</p> <p><input checked="" type="checkbox"/> No goals for student performance are identified.</p>	<p><input checked="" type="checkbox"/> Measures are provided, but some are vague and/or do not clearly assess the associated outcomes.</p> <p><input type="checkbox"/> Measures are primarily indirect.</p> <p><input type="checkbox"/> Measures include course and/or assignment grades, but there is no evidence that grades are calibrated to the outcomes.</p> <p><input type="checkbox"/> Performance goals are identified, but they are unclear or inappropriate.</p>	<p><input type="checkbox"/> At least one direct measure was provided for each outcome.</p> <p><input type="checkbox"/> Some information is provided to suggest that measures are appropriate to the outcomes being assessed.</p> <p><input type="checkbox"/> Measures include course and/or assignment grades, and general information is provided to indicate that grades are calibrated to the outcomes.</p> <p><input type="checkbox"/> Clear and appropriate standards for performance are identified.</p> <p><input type="checkbox"/> Mechanisms (rubrics, checklists, criterion-referenced exams, etc.) were provided.</p>	<p>assessed in this cycle.</p> <p><input type="checkbox"/> Multiple measures were provided, and a majority are direct.</p> <p><input type="checkbox"/> Detailed information is provided to show that measures are appropriate to the outcomes being assessed.</p> <p><input type="checkbox"/> Measures include course and/or assignment grades, and specific evidence is provided to demonstrate that grades are calibrated to the outcomes.</p> <p><input type="checkbox"/> Clear and appropriate standards for performance are identified and justified.</p> <p><input type="checkbox"/> If students are required to pass a certification or licensure exam to practice in the field, this was included as a measure.</p> <p><input type="checkbox"/> Measures assess some high impact practices (internships, capstone course projects, undergraduate research, etc.)</p> <p><input type="checkbox"/> Some measures allow performance to be gauged over time, not just in a single course.</p> <p><input type="checkbox"/> Mechanisms (rubrics, checklists, criterion-referenced exams, etc.) were provided that demonstrate that the measure provides clear evidence of what students know/can do.</p>
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				<input type="checkbox"/> If a measure is used to assess more than one outcome, a clear explanation is offered to substantiate how this is effective.
3. Results	<input type="checkbox"/> No data are being collected. <input type="checkbox"/> No information is provided about the data collection process. <input checked="" type="checkbox"/> No results are provided. <input type="checkbox"/> Students are meeting few of the performance standards set for them.	<input type="checkbox"/> Some data are being collected and analyzed. <input type="checkbox"/> Some results are provided. <input checked="" type="checkbox"/> Insufficient information is offered to demonstrate that data collection, analysis, and interpretation processes are valid. <input type="checkbox"/> Students are achieving some of the performance standards expected of them.	<input type="checkbox"/> Data are being collected and analyzed. <input type="checkbox"/> Results are provided. <input type="checkbox"/> Some information is offered to demonstrate that data collection, analysis, and interpretation processes are valid and meaningful. <input type="checkbox"/> Students generally are achieving the performance standards expected of them.	<input type="checkbox"/> Clear, specific, and complete details about data collection, analysis, and interpretation of results are provided to demonstrate the validity and usefulness of the assessment process. <input type="checkbox"/> Students generally are achieving the performance standards expected of them and demonstrate continuous improvement on standards they have yet to achieve/achieve less well. <input type="checkbox"/> If students are required to pass a certification or licensure exam to practice in the field, the pass rate meets the established benchmark.
4. Engagement & Improvement	<input type="checkbox"/> No one is assigned responsibility for assessing individual measures. <input type="checkbox"/> Assessment primarily is the responsibility of the program chair. <input checked="" type="checkbox"/> No improvements (planned or actual) are identified. <input checked="" type="checkbox"/> No reflection is offered about previous results or	<input type="checkbox"/> The same faculty member is responsible for collecting and analyzing most/all assessment results. <input type="checkbox"/> It is not clear that results are shared with the faculty as a whole on a regular basis. <input type="checkbox"/> Plans for improvement are provided, but they are not specific and/or do not clearly connect to the results.	<input type="checkbox"/> Multiple faculty members are engaged in collecting and analyzing results. <input checked="" type="checkbox"/> Results regularly are shared with the faculty. <input type="checkbox"/> The faculty regularly engages in meaningful discussions about the results of assessment. <input type="checkbox"/> These discussions lead to the development of specific, relevant plans for improvement.	<input checked="" type="checkbox"/> All program faculty members are engaged in collecting and analyzing results. <input type="checkbox"/> Faculty regularly and specifically reflect on students' recent achievement of performance standards and implement plans to adjust activities, performance goals, outcomes, etc. according to established timelines. <input type="checkbox"/> Faculty and other important

	plans.	<input type="checkbox"/> Little reflection is offered about previous results or plans.	<input type="checkbox"/> Improvements in student learning have occurred as the result of assessment.	<p>stakeholders reflect on the history and impact of previous plans, actions, and results, and participate in the development of recommendations for improvement.</p> <p><input type="checkbox"/> Continuous improvement in student learning occurs as the result of assessment.</p> <p><input type="checkbox"/> Outcomes and results are easily accessible to stakeholders on/from the program website.</p> <p><input type="checkbox"/> Assessment is integrated with teaching and learning.</p>
Overall Rating	<input type="checkbox"/> Level 0 – Undeveloped	<input checked="" type="checkbox"/> Level 1 - Developing	<input type="checkbox"/> Level 2 – Mature	<input type="checkbox"/> Level 3 – Exemplary

COMMENTS

Strengths, Concerns, Recommendations for Improvement

1. Learning Outcomes

The program assessed five learning outcomes in this cycle. They generally are clear and measurable, though some are not written as learning outcomes (they lack verbs), and #2 is a program outcome, not a student learning outcome (because it describes what the program expects to provide students, not what students should be able to demonstrate by the time they graduate). Please take a look at the new curriculum map you provided— the second half of it is incomplete.

2. Measures & Performance Goals

Like the undergraduate history program, the AFRI program assesses student performance using a portfolio, but it is not clear what the contents of that portfolio are or how its various artifacts are aligned with each of the learning outcomes. No standards for performance were identified.

3. Results

No results were provided.

4. Engagement & Improvement

Part Two was not completed, but an attached document indicates that all faculty are involved in student learning assessment in one capacity or another. Next year, please detail what you learned from your assessment efforts, including the specific knowledge and skills students need to strengthen, what the program has done to address weaknesses, and what it plans to do. Thanks!