

Academic Program
Plan for Assessment of Student Learning Outcomes
College of Arts and Sciences
The University of New Mexico

A. College, Department and Date

1. College: *Arts and Sciences*
2. Department: *Africana Studies*
3. Date: *8/28/17*

B. Academic Program of Study*

B.A. Africana Studies

C. Contact Person(s) for the Assessment Plan

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D. Broad Program Goals & Measurable Student Learning Outcomes

1. Broad Program Learning Goals for this Degree/Certificate Program

- A. Graduates have knowledge of the features of the discipline—including its emphasis on initiative and agency—and are skilled activist intellectuals who understand global linkages from the perspective, interests, aspirations, possibilities and envisioned destinies African descended peoples.

2. List of Student Learning Outcomes (SLOs) for this Degree/Certificate Program

- A.1. UNM Goals: Knowledge Skills Responsibility
Demonstrate basic understanding of the meaning, origin, relevance, scope, and expansion of Africana Studies.
- A.2. UNM Goals: Knowledge Skills Responsibility
Demonstrate ability to analyze how enslavement and oppression shape the racial, gendered, social, economic, and political realities of African descended people.
- A.3. UNM Goals: Knowledge Skills Responsibility
Develop and answer an advanced research question that expresses knowledge and understanding of the multilayered frameworks that inform the discipline.
- A.4. UNM Goals: Knowledge Skills Responsibility
Recognize and respond to ethical challenges/social justice issues that affect local, national and/or international Black communities.

* Academic Program of Study is defined as an approved course of study leading to a certificate or degree reflected on a UNM transcript. A graduate-level program of study typically includes a capstone experience (e.g. thesis, dissertation, professional paper or project, comprehensive exam, etc.).

E. Assessment of Student Learning Three-Year Plan

All programs are expected to measure some outcomes and report annually and to measure all program outcomes at least once over a three-year review cycle.

1. **Timeline for Assessment**

YEAR/SEMESTER	ASSESSMENT ACTIVITIES
Year 1; Fall	Assess SLO A.1 through AFST 104 portfolio
Year 1; Spring	Discuss results and write up reports
Year 2; Fall	Assess SLO A.2 through AFST 285/307 paper evaluation Assess SLO A.3 through AFST 3xx paper evaluation
Year 2; Spring	Discuss results and write up reports
Year 3; Fall	Assess SLO A.4 and 5 through AFST 498
Year 3; Spring	Discuss results and write up reports

2. **How will learning outcomes be assessed?**

A. What:

SLO A.1 will be assessed through evaluation of final student portfolios in AFST 104, Introduction to Africana Studies. Course instructors will be asked to evaluate how well each portfolio meets the SLO expectations using a four-point scale: 1-Well Below Expectations, 2-Below Expectations, 3-Meets Expectations, 4-Exceeds Expectations. If at least 90% of portfolios are rated at a 3 or 4, then we will have met our goal. For any portfolio scores below a 3 or 4, the instructor will provide comments, which will be used to improve the curriculum in future semesters. This is a direct measure of student learning.

SLO A.2 will be assessed through an evaluation of student papers in AFST 285, Survey of Africana American History and AFST 307, Blacks in the SW. Course instructors will be asked to evaluate how well each paper meets the SLO expectations using a four-point scale: 1-Well Below Expectations, 2-Below Expectations, 3-Meets Expectations, 4-Exceeds Expectations. If at least 90% of portfolios are rated at a 3 or 4, then we will have met our goal. For any portfolio scores below a 3 or 4, the instructor will provide comments, which will be used to improve the curriculum in future semesters. This is a direct measure of student learning.

SLO A.3 will be assessed through an evaluation of student research proposals in 3xx, Critical Africana Philosophy and Methods. Course instructors will be asked to evaluate how well each research proposal meets the SLO expectations using a four-point scale: 1-Well Below Expectations, 2-Below Expectations, 3-Meets Expectations, 4-Exceeds Expectations. If at least 90% of portfolios are rated at a 3 or 4, then we will have met our goal. For any proposal scores below a 3 or 4, the instructor will provide comments, which will be used to improve the curriculum in future semesters. This is a direct measure of student learning.

SLO A.4 will be assessed through an evaluation of student Sr. Paper or Project in AFST 498, Sr. Seminar. Course Advisors will be asked how well the Paper or project meets the SLO expectations using a four-point scale: 1-Well Below Expectations, 2-Below Expectations, 3-Meets Expectations, 4-Exceeds Expectations. If at least 90% of papers or projects are rated at a 3 or 4, then we will have met our goal. For any portfolios scoring below a 3 or 4, the committee will provide comments, which will be used to analyze areas where the program could be improved. This is a direct measure of student learning.

All SLOs will be evaluated indirectly via a student exit survey, which will be required of all students before completing their Sr. Seminar. The exit survey is listed in Appendix B.

B. Who:

Because we will be assessing in courses and/or stages required of all students, we anticipate collecting assessment data from all students in our program.

3. What is the unit's process to analyze/interpret assessment data and use results to improve student learning?

All faculty will participate in the assessment process. Anyone teaching 104, 285, 307, 3XX, 3XX will be involved in data collection. The results from the rubrics and survey will be shared with the entire faculty annually at a program meeting for discussion. These meetings will especially focus on the comments provided as part of the assessment process as these will help provide a more detailed view of what might be lacking in individual classes and/or across the program curriculum. The program director will compile a report annually which will be shared with the larger department and submitted to the College Assessment Review Committee.

APPENDIX A: SLO RUBRIC

The applicable part of this rubric will be used for direct assessment of SLOs 1-4

	1-Well Below Expectations	2-Below Expectations	3-Meets Expectations	4-Exceeds Expectations
Demonstrate basic understanding of the meaning, origin, relevance, scope, and expansion of Africana Studies.				
Comprehensive ability to analyze how enslavement and oppression shape the racial, gendered, social, economic, and political realities of African descended people.				
Develop an advanced research question that expresses knowledge and understanding of the multilayered frameworks that inform the discipline.				
Recognize and respond to ethical challenges/social justice issues that affect local, national and/or international Black communities.				

APPENDIX B: EXIT SURVEY

In our ongoing efforts to improve our Senior Seminar, we ask every graduating student to tell us how we did and how we could do better. Please take a few minutes to complete the following anonymous survey. Thank you for your time, effort, and ideas!

1. Will you graduate or did you graduate this academic year? (ADD YEAR) ___ Yes ___ No
2. What do you plan on doing after graduation? ___ Graduate School ___ Other (please specify)

Please rate your confidence in your ability to do the following:	Not at all confident	Not Confident	Confident	Very Confident
Demonstrate basic understanding of the meaning, origin, relevance, scope, and expansion of Africana Studies.				
Comprehensive ability to analyze how enslavement and oppression shape the racial, gendered, social, economic, and political realities of African descended people.				
Develop an advanced research question that expresses knowledge and understanding of the multilayered frameworks that inform the discipline.				
Recognize and respond to ethical challenges/social justice issues that affect local, national and/or international Black communities.				

Please use the back of this document to explain the following:

1. If applicable, why did you select “Not Confident” or “Not at All Confident?”
2. What was your favorite aspect about the program?
3. What was your least favorite aspect?
4. Is there anything else you would like to say or add?