

**College of Arts and Sciences  
Africana Studies Assessment Plan  
Africana Studies, BA**

**I. Broad Learning Goals**

*A. Knowledge*

Students master a comprehensive body of interdisciplinary knowledge of facts, concepts, and theories about the cultures and histories of people of African descent and those in the African Diaspora.

*B. Skills*

Students learn interdisciplinary frameworks, and research methods including, data collection, and critical analysis, with interpretation of findings and results in the contexts of the cultures, experiences, and histories of African societies, African Americans, and those of the Diaspora.

*C. Responsibility*

Students will acquire and embrace the values of acting locally and thinking globally across 'racial' and regional spaces/domains and embrace obligations for advancing civil and human rights; students will be advocates for the aspirations of disenfranchised peoples, and participate in activities of political and economic reform and change for social justice in all societies.

**II. Student Learning Outcomes**

A. Students will identify and explain the causes and effects of cultures, histories, and their moral or ethical worldviews on Africans on the continent and their descendants in the Diaspora.

B. Students will use interdisciplinary research, methods and analytical skills to compare, contrast, and explain differences or similarities in the cultures, experiences, and histories of Africans and peoples of African descent.

C. Students will support and formulate habits for the promotion and practice of life-long learning as a personal value in the acquisition and dissemination of knowledge, and be agents of change in the enhancement of diversity, equity, inclusion, democratic citizenship, liberty and social justice for all.

Academic Program  
Plan for Assessment of Student Learning Outcomes  
The University of New Mexico

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**A. College, Department and Date**

1. College: *Arts & Sciences/Main Campus*
2. Department: *Africana Studies Program*
3. Date: *3 October 2014 revised*

**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**

This document (AFST BA Strategy.doc) represents our summary BA assessment plan.

**E. Assessment of Student Learning Three-Year Plan (2014 – 2016)**

1. The following matrix describes and illustrates how AFST will annually measure some program outcomes and measure all priority program outcomes at least once over two consecutive three-year review cycles.
2. **Student Learning Outcomes**

UNM Student Learning Goals	AFST Student Learning Outcomes	
<b>KNOWLEDGE</b>	Students will identify and explain the causes and effects of cultures, histories, and their moral or ethical worldviews on Africans on the continent and their descendants in the Diaspora.	<b>X</b>
<b>SKILLS</b>	Students will use interdisciplinary research, methods and analytical skills to compare, contrast, and explain differences or similarities in the cultures, experiences, and histories of Africans and peoples of African descent.	<b>X</b>
<b>RESPONSIBILITY</b>	Students will support and formulate habits for the promotion and practice of life-long learning as a personal value in the acquisition and dissemination of knowledge, and be agents of change in the enhancement of diversity, equity, inclusion, democratic citizenship, liberty and social justice for all.	<b>X</b>

### 3. Assessing our learning outcomes

#### A. What:

SLO	Means of Assessment	Criteria for Success
<b>KNOWLEDGE</b>	<p><b>DIRECT</b> - Review student exams in selected 300- 400 level courses</p> <p><b>INDIRECT</b>- Survey graduating seniors for self assessment of knowledge</p>	<p>Based on a rubric, 75% score “acceptable or better”</p> <p>75% rate themselves proficient</p>
<b>SKILLS</b>	<p><b>DIRECT</b> – Review student papers in selected 300 – 400 level courses</p> <p><b>INDIRECT</b> – Critical observation of students’ skills, integration of knowledge, events, and key facts, concepts, and theories</p>	<p>75% score “acceptable or better”</p> <p>Selected faculty will engage and assess student comprehension through frequent oral questioning and use of a critical discourse log. Performance ratings will include unsatisfactory, satisfactory, and excellent.</p>
<b>RESPONSIBILITY</b>	<p><b>DIRECT</b> – Assessment of support for social justice and democratic communities</p> <p><b>INDIRECT</b> – review curriculum and syllabi to sequencing of courses and determine which require changes for better scholarship and values of democratic citizenship</p>	<p>Oral examination of Foundation and Capstone coursework</p> <p>50% of 300 and 400-level course require critical thinking and writing across courses. A graduating senior participates in our program colloquia or a other special critical writing symposia</p>

#### B. Who:

We believe that the goals and assessments of student learning outcomes (SLO) are interactive processes of curriculum development, instructional evaluation, and student learning. Therefore our assessment of goals and SLO will include and involve reviews of students’ knowledge of Africana Studies subject matter, research skills in scholarly endeavor, and employment in a global economy. In each of the two years, we will conduct direct assessments of exams and term papers in at least two courses, alternating between culture, history, politics, literature and education of Africans and peoples of the African Diaspora.

Every student who declares a major in Africana Studies after December 31, 2014 will prepare a portfolio before graduation. Faculty members will consult with the AFST Assessment Committee on the development of assessment rubrics for each SLO.

In each of the first two years of the program, before most of the graduating seniors will have been required to compile a portfolio of their work; we will conduct direct assessments of exams and papers for a sample of all majors drawn from at least two classes, for a sample of 10 – 15 students. As we have between 30 and 35 majors and minors, this covers about 50 percent of them, enough to make valid inferences about the outcomes we measure.

All graduating majors will fill out a self-assessment of the Student Learning Outcomes that includes contact information, and immediate and long-term career plans and goals. The contact information will allow us to track the job placements and advanced academic work in the Africana Studies domains of knowledge, skills, and social responsibility.

4. The following matrix (see page 5) shows how we will assess our learning outcomes, as well as when and in what forum the results of the assessment will be discussed.
5. Future considerations for our assessment work include:
  - a. Systematic/systemic studies and cultural appropriateness of SLOs across the undergraduate learning experience
  - b. Enhanced integration of ICES forms to analyze the interactions between and among students, instructors, and programs
  - c. Closer alignment of SLOs with curriculum development
  - d. Using subject matter/content experts in course visit evaluations
  - e. Ongoing assessment of knowledge, skills, and responsibility across all levels of the student undergraduate experience
  - f. Creation of appropriate rubrics (i.e., task description, scales (use of appropriate Likert-type Scale Response Anchors), dimensions and description of dimension) for AFST courses.
6. Faculty documentation and assessment for teaching and learning
  - a. Preparation of course and syllabi –
    - i. Review teaching philosophy and goals for teaching and learning AFST

- ii. Review individual teaching philosophy and goals for the UNM system
    - a. Seek concordance with department/program policies and procedures (P&Ps) for assessment and transparency
    - b. Review and use NCBS accreditation criteria
    - c. Understand how UNM views assessment for liberal arts and general education
    - d. Possible/probable placement of AFST assessment guidelines on the web page
    - e. Review AFST student life and academic support
    - f. Work with faculty on SWOT
  - b. Analyze and evaluate learning outcomes at different levels (i.e., Lessons, Course, Program, and Institutional) for system improvement for example:
    - i. Writing across curriculum
    - ii. How AFST makes decisions and uses data
    - iii. Future planning
  - c. Create undergraduate assessment process for SLOs with the best ways to benchmark education for AFST majors and minors:
    - i. Direct – samples of student work, and faculty review
    - ii. Indirect- survey with use of appropriate scales, focus groups, and possible incorporation of job placement rates
  - d. Data assessment measures include working with AFST goals, methods, emphasizing critical thinking, and communication
    - i. Analyze capstone projects
    - ii. Focus groups with current students meeting with Director/Assoc. Director
    - iii. Alumni Survey with rates and ranking
  - e. Focus on action issues:
    - i. What is most important?
    - ii. What areas show the greatest problems with learning?
    - iii. What is feasible?
  - f. Evaluating teaching and learning paradigms and performance over time
    - i. Formal (I know)
    - ii. Non-formal (I can do)
    - iii. Informal (I adopt and adapt) – Lifelong learning
    - iv. Making program distinctions between *effectiveness*, *efficiency*, and *efficacy*
    - v. Faculty ought to use or chose their own *Classroom Assessment Techniques*
      - a. Minute Paper, memory matrix, directed paraphrasing, one sentence summary, application cards or student-generated test quizzes
7. Program/department system improvement for select and indicated audiences (Who? For What? Needs to know what?)

- a. Institutional/departmental improvement
- b. Institutional leaders and planners – change in recommendations, policies, principles, and procedures
- c. Accreditation – reports
- d. Prospective students – recruitment, enrollment, retention, and graduation
- e. Donors – philanthropic giving
- f. Trustees and legislators – funding oversights
- g. Public – interpreting AFST for businesses, employers, voters, and others
- h. Establishing good and promising practices in undergraduate education in AFST
  - i. Addressing community expectations
  - ii. Respect for diverse talents and ways of knowing and learning
  - iii. Establishing better contact between faculty and student learners
  - iv. Develops students interest in both team based and problem learning
    - a. Reciprocity
    - b. Cooperation
  - v. Encourages active learning
  - vi. Prompt feedback from instructors
  - vii. Maintains time on task

DRAFT

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## Learning Outcomes Matrix

Year	Semester	Action
<b>One</b>	Fall, 14	<ul style="list-style-type: none"> <li>Plan implementation of assessment requirements</li> <li>Plan and begin administrative assessment</li> <li>Write rubrics for SLO – Knowledge, Skills, and Responsibility</li> <li>Create pilot survey instrument</li> </ul>
	Spring, 15	<ul style="list-style-type: none"> <li>Continue administrative assessment</li> <li>Perform assessment Knowledge using term papers and exams</li> <li>Write rubrics for SLO Outcomes applied Skills and Responsibility</li> <li>Conduct survey of graduating seniors</li> </ul>
	Summer, 15	<ul style="list-style-type: none"> <li>Perform assessment of Skills and Responsibility using Spring 15 papers</li> <li>Prepare 2015 Assessment Report for August discussion by program faculty</li> </ul>
<b>Two</b>	Fall, 15	<ul style="list-style-type: none"> <li>Hold meeting of AFST Program Committee to assess, review SLO and make recommendations for changes and improvements</li> <li>Full faculty will consider the recommendations for changes</li> <li>Conclude administrative assessment</li> </ul>
	Spring, 16	<ul style="list-style-type: none"> <li>Pilot first portfolio/capstone seminar for graduating seniors.</li> <li>Conduct survey of graduating seniors</li> </ul>
	Summer, 16	<ul style="list-style-type: none"> <li>Perform assessment of Knowledge, Skills, and Responsibility using Spring 16 term papers and portfolios.</li> <li>Prepare 2016 Assessment Report for August discussion by program faculty, which will include a description of program changes (if any) in response to 2015 report</li> </ul>
<b>Three</b>	Fall, 16	<ul style="list-style-type: none"> <li>Hold meeting of AFST Program Committee to discuss Assessment Report and make recommendations to the program faculty.</li> <li>The full program faculty will consider recommendations and come to consensus</li> </ul>
	Spring, 17	<ul style="list-style-type: none"> <li>Collect portfolios/capstone projects from graduating seniors.</li> <li>Conduct survey of graduating seniors</li> </ul>
	Summer/Fall, 17	<ul style="list-style-type: none"> <li>Perform assessment of Knowledge, Skills, and Responsibility using portfolios</li> <li>Prepare 2017 Assessment Report for August discussion by program faculty which will include a description of program changes in response to 2016 report.</li> </ul>

## Faculty Decision Making Matrix

Goals/Objectives	Alumni Survey 5=Essential 1= Not competent	Alumni Student Achievement 7=Highest	Analysis of Capstone Student Projects	Focus Groups of Current Students
A. Knowledge Foundation/ Community Engagement				
B. Theoretical Models				
C. Data Collection, Analysis and Interpretation				
D. Mixed Methods/ 'Afrometrics'				
E. UNM Speaking and Writing Core				
F. UNM Mathematics Core				
G. UNM Foreign Languages and Literacy Core				
H. Leadership				



## SLO Curriculum Map

### Program/Department Learning Goals

### Africana Courses that Address UNM SLOs

	100 Level Remembering	200 Level Remembering and Understanding	300 Level Applying	400 Level Applying and Analyzing
<b>Goal # 1</b> Undoing Oppression				
<b>Goal # 2</b> Promoting Fair Justice, Equity and Inclusion				
<b>Goal #3</b> Helping students develop higher-order thinking skills				
<i>Additional Goals</i>				

Instructions for Faculty: For your course, place “C” for every goal that your course/syllabus covers but does not assess. May mention topic in class or assign readings, but you do not assess it making major tests exams, assignment of projects. Place “A” next to any goal that your class covers and assesses in tests, exams, assignments or projects.

Instructions for Program/Department: Aggregate results to find out how various goals are addressed within the program as a whole.

### Task Description for Transdisciplinarity in AFST

Task Description	Excellent	Competent	Needs Work
Knowledge/Understanding 20%			
Thinking/Inquiry 30%			
Communication 20%			
Use of Tools 20%			
Presentation Skills 10%			

## Social Responsibility Assessment Rubric

Source adapted from a more comprehensive rubric: **Dordt College**. For more information see [www.dordt.edu/publications/assessment/apdxb.html](http://www.dordt.edu/publications/assessment/apdxb.html)

*Nature of the rubric:* Used for assessing students as part of freshman or first entering into a Major/Minor in AFST and towards the end of the student's career, a required essay or honor's paper on social challenges.

*Scores:* Provide a holistic score for the entire essay and analytic scores (on a seven-point scale) for each ability area.

*Other possible adaptations:* use in formative, summative, and self-assessments between the first and last years to track progress and foster growth of the capacities.

Scoring criteria	1 2	3 4 5	6 7
<b>Forms of moral judgment</b>	<ul style="list-style-type: none"> <li>External authorities arbitrary view of right and wrong</li> <li>Doing what you are told</li> </ul>	<ul style="list-style-type: none"> <li>Internalized authorities, knows answers but not sure why</li> <li>Right and wrong depend on/relative to situation</li> </ul>	<ul style="list-style-type: none"> <li>Attempts to understand and articulate norms and principles derived from internalized understanding of the value implications of one's faith commitment</li> </ul>
<b>Worldview</b>	<ul style="list-style-type: none"> <li>Simplistic</li> <li>Not aware of having a world view as explicit and interrelated system of beliefs, assumptions, and commitments</li> </ul>	<ul style="list-style-type: none"> <li>Worldview consists primarily of a synthesis of conventional beliefs, assumptions, and morals</li> <li>Little evidence of reflection on the more generalized implications of assumptions, beliefs, or commitments</li> </ul>	<ul style="list-style-type: none"> <li>Awareness of one's worldview as explicit system based on deliberate, conscious affirmation of values, assumptions, beliefs, and commitments</li> <li>Can evaluate others' systems from this vantage point</li> </ul>
<b>Acceptance of personal responsibility in response to challenges</b>	<ul style="list-style-type: none"> <li>Not my problem</li> <li>Shows little empathy</li> <li>Situation judged in terms of own needs and concerns</li> <li>Simplistic solution without evidence of personal commitment to action</li> </ul>	<ul style="list-style-type: none"> <li>Aware of personal impact and need for involvement</li> <li>Unclear as to the nature and extent of communal responsibility and action</li> <li>Solutions/suggestions are broader in scope, but not comprehensive</li> </ul>	<ul style="list-style-type: none"> <li>Clearly sees self as involved and responsible for dealing with issues in concrete, clearly articulated ways</li> <li>Sensitive to the broader communal impact of individual action</li> </ul>
<b>Historical/structural bias</b>	<ul style="list-style-type: none"> <li>No mention or acknowledge of historical development or impact of societal structures</li> <li>Problems based exclusively on personal responsibility</li> </ul>	<ul style="list-style-type: none"> <li>Mentions historical development and/or societal structures, but focus is on personal, immediate, or situational influences</li> </ul>	<ul style="list-style-type: none"> <li>Explicitly states that problems often have historical context, and that societal or cultural structures contribute to individual and societal problems</li> </ul>