Departmental and Program Assessment
Annual Assessment Plan Report

Academic Year: __2011-12_____

Academic Unit: __Africana Studies_____

Chair: ___Carol West_____

Student Assessment Plan (SAP) – Basic Check-list – If your answers are "yes" a question in this section, no further explanation is necessary.

1. Is there a current assessment plan for your department, program, or general education component? Current implies that this SAP is used by the department. It does not have to be rewritten unless your assessment plan has changed. It should be on the web at http://www.hendrix.edu/academics/academics.aspx?id=7264.

   □X yes □ no *If no, provide a timeline that will produce a plan by the end of the next academic year.*

2. Does the current SAP include student learning goals? Departmental/programmatic/general education component student learning goals should be able to stand alone as a list without pages of explanatory commentary.

   □X yes □ no *If no, provide a timeline that will produce student learning goals by the end of the next academic year.*

3. Does your SAP include a list of assessment data collected yearly? Assessment data lists should be able to stand alone without pages of explanatory commentary. Additionally, collected data should be of enough value to the department that it is read yearly. If not, it is probably not of sufficient use to collect.

   □X yes □ no *If no, provide a timeline that will produce an assessment data list by the end of the next academic year.*

4. Are student learning goals available to students on the web on the departmental/programmatic page(s)?

   □X yes □ no *If no, provide a timeline that will produce student access to the learning goals by the end of the next academic year.*

5. Are student learning goals, appropriate for each course, included in the course syllabi in your department or program?

   □X yes □ no *If no, provide a timeline that will produce student learning goals by the end of the next academic year.*

6. Does your SAP include direct assessments? "Direct" refers to evaluated student work.

   □X yes □ no *If no, provide a timeline that will produce a direct student assessment tool by the end of the next academic year.*

7. Describe which indirect assessments in your assessment plan have been collected for the year and which have not. "Indirect" refers to student surveys, interviews, or opinions.

   □X yes □ no *If no, provide a timeline that will produce an indirect student assessment tool by the end of the next academic year.* Faculty experience as instructors and advisers.

Student Assessment Plan Development - Departments and programs who have a complete and current SAP should consider the next step in SAP development. *This could easily be the annual action item for your department or program (next section #5).*

1. As a next step in SAP development, departments/programs are encouraged begin working on an assessment audit to determine how student learning goals fit across the courses in the major. This could be as complicated as a full grid of student learning goals, or a single learning goal, across the courses in the major. (This has not been required of departments, but it is a recommended next step when the SAP is up to date.)

   □ yes □ Xno *If yes, please provide the results in either in prose or as a table.*

   We do not have an Africana Studies major to assess, but the Africana Studies program faculty will meet in August to discuss the development of an appropriate assessment audit for our minor.

Yearly Assessment Report – each department or program is expected to have assessment discussions for at least two hours each academic year. If necessary, help is available from David Sutherland, just call.

1. What was your planned action item identified in your last report?

   The program web site's progress and the need to draw attention to the Africana Studies program through Odyssey-related activities and future Crossing opportunities.

2. Briefly summarize the topics discussed in your annual assessment meeting. (If you have not met this year, why not and when do you plan to meet?)

   We have communicated by e-mail, mainly to determine the best use of our very small budget.

3. What was the conclusion of your assessment discussion and how did the collected assessment data inform your conclusion? Specifically describe any curricular or programmatic changes that have been made that were based, at least in part, on the data in your SAP.

We did not have assessment data to discuss, since there were no graduating minors in 2011. We have at least four current Africana Studies minors, some of whom will be involved in the "Technology and African Literature" Odyssey project. We will need to assess the value of such programs in supplementing the standard curricular content of the AS minor.

4. What are the plans for improving student learning in your unit?

Until we can increase the disciplinary diversity of our program through the addition of faculty, we plan to make use of opportunities afforded by Odyssey (such as Carol West's "Technology and African Literature" project), Crossings (such as the "Development Studies" Crossing in which Allison Shutt and Daniel Whelan participated), and even the new Collegiate Center core component (for which Allison Shutt and Toni Jaudon are planning an "Engaged Citizen" section that focuses on the Caribbean).

5. Define at least one new action item for your unit that will be a goal of your assessment discussions next year?

(This action item could be to work on the SAP or on the assessment audit to correlate student learning goals with specific courses, described above.)

We will reinstate the annual fall meeting for students interested in studying abroad in Africa (or pursuing Odyssey projects there), an event which also provides an opportunity to publicize the Africana Studies program.