

**Departmental and Program Assessment
Annual Assessment Plan Basic Update**

Academic Year: 2013-14

Academic Unit: Africana Studies Program

Chair: Carol West

Student Assessment Plan (SAP) – Basic Check-list

1. Have any changes been made to your program's student assessment plan or student learning goals?
Your recent version should be on the web at
<http://www.hendrix.edu/academics/academics.aspx?id=7264>. If you have made changes, then attach a copy of the new plan or goals.

☐ yes ☒ no
2. Are student learning goals available to students on the web on the departmental/programmatic page(s)? If not, then this will be considered as an action plan for the coming year.

☐ Xyes ☐ no
3. Are student learning goals, appropriate for each course, included in the course syllabi in your department or program? If not, then this will be considered as an action plan for the coming year.

☒ yes ☐ no

Student Assessment Plan Development - Departments and programs who have a complete and current SAP should consider the next step in SAP development.

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. Sometimes the term “scaffolding” is used to describe this process. 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.) Has your program already done this?

☒ X yes ☐ no *If yes, please provide any **new** results in either in prose or as a table. If no, then this could be the next annual action plan for your program.*

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?

We planned to schedule monthly meetings on Africa-related topics to create a sense of community among Africana Studies minors and to attract prospective minors. Since I was on sabbatical during the 2013 fall semester, this plan was not implemented. Africana Studies did, however, sponsor multiple programs open to AS minors and the Hendrix community, including evening events featuring research presentations by my “Technology and African Literature” students (October 2013) and by students pursuing African Development Studies research projects in Rwanda, in collaboration with Drs. Whelan and Shutt (November 2013). The spring 2014 semester featured three prominent guest-speaker public events, each focused on Africa. An unusually generous Africana Studies program budget helped to subsidize the costs of refreshments and other expenses of these events.

2. Briefly summarize the topics discussed in your annual assessment meeting.

The AS program assessments predictably reflect our curricular limitations, for which there are few immediate solutions. To offset these limitations on an admittedly temporary basis, Hendrix’s AS faculty have discussed ways in which Odyssey initiatives can diversify our students’ opportunities for Africa-focused travel and research. Odyssey Professorships held by Drs. West and Whelan are currently advancing this goal, and Dr. Allison Shutt is launching a fuller collaboration with Dr. Whelan and his Rwanda research project in 2014-15.

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 have not made any curricular or programmatic changes, but we reaffirmed the importance of encouraging and assisting our students to study abroad in Africa, where they can take African Studies courses that are not available here. We also need to remain alert to opportunities to include Africa in the development of ongoing and new programs at Hendrix, such as the Odyssey Professorship projects noted in our response above to question two, and in the new “Engaged Citizen” component of the Collegiate Center, represented by Drs. Allison Shutt and Toni Jaudon’s TEG focus on the

Haitian Revolution. As coverage of the African Diaspora is one of the weakest areas of our AS curriculum, this TEG addition is especially valuable.

4. Define one new action item for your assessment discussions next year.

If the budget permits, we need to discuss the possibility of hiring a student worker available for an hour per week (or a few hours per month) to maintain a current web site and research the post-Hendrix careers of our AS alums.