



SAINT LOUIS
UNIVERSITY

Saint Louis University
Program Assessment Plan

Program (Major, Minor, Core): Major
Department: African American Studies Program
College/School: CAS
Person(s) Responsible for Implementing the Plan: Program Director and core faculty
Date Submitted: November 15, 2015

Program Learning Outcomes	Curriculum Mapping	Assessment Methods	Use of Assessment Data
<p><i>What do you expect all students who complete the program to know, or be able to do?</i></p>	<p><i>Where is the outcome learned/assessed (courses, internships, student teaching, clinical, etc.)?</i></p>	<p><i>How do students demonstrate their performance of the program learning outcomes? How does the program measure student performance? Distinguish your direct measures from indirect measures.</i></p>	<p><i>How does the program use assessment results to recognize success and "close the loop" to inform additional program improvement? How/when is this data shared, and with whom?</i></p>
<p>Students will demonstrate an understanding of the rich complexities of the social, political, economic and cultural life primarily of people of African descent in the United States but also those in the African diaspora and on the continent.</p>	<p>Courses: AAM 2000 (Intro to African American Studies); AAM 2010 (Contemporary Black America); AAM 4010 (Research and Writing); AAM 4960 (Capstone).</p> <p>Students will also gain knowledge and content by participating in conferences and programming (such as Black History Month events, lectures and other off-campus programs)</p>	<p>Scholarship and knowledge are assessed through embedded questions in exams/ quizzes, papers and presentations. A collaboratively constructed rubric will be used to measure outcomes in the required courses for majors/minors. Student evaluations will also act as indirect measures of the outcome. To directly evaluate the outcome, the faculty will meet yearly to review samples of course materials of the core courses.</p>	<p>Using the data gathered throughout the school-year, during the annual summer retreat, the faculty will review the program's core courses-AAM 2000 (Introduction to African American Studies), AAM 2010 (Contemporary Black America), AAM 4010 (Research Methods), and AAM 4960 (Capstone) –to evaluate the efficacy of the current learning outcomes and to determine future learning outcomes.</p>

<p>African American Studies is an interdisciplinary field. The African American Studies core faculty represents four different disciplines in the humanities and social sciences. Inasmuch, students will interweave arguments and approaches from multiple disciplines into their assignments and projects.</p>	<p>Core required courses: AAM 2000; AAM 2010; AAM 4010; AAM 4960</p>	<p>Every African American Studies Major/Minor must complete a capstone project that reflects their ability to apply a multi-disciplinary analysis to their own research. Using an agreed upon rubric, the core faculty will assess the major/minor's ability to employ interdisciplinary analyses.</p>	<p>In May of every academic year the capstone final interdisciplinary project is presented to the African American Studies faculty and advisory committee, which represents at least 10 departments throughout the university. The presentations will be discussed and evaluated by faculty present. The comments and evaluations of the advisory committee members and other visitors will be shared among the African American Studies faculty following the capstone presentations.</p>
<p>Students will engage in activities that encourage them to interact with and serve the African American and/or African Diasporic community in order to critically assess public positions regarding critical and controversial issues facing the African, African American and African Diasporic people.</p>	<p>Service Learning Courses: AAM 2000 and AAM 2010 (both required courses for Majors/Minors) integrate service learning activities.</p> <p>Students will also gain knowledge and content by participating in conferences and programming (such as Black History Month events, lectures and other off-campus programs)</p>	<p>Syllabi will be collected and reviewed to ensure that this requirement is consistently implemented in the service learning courses. The faculty will collaboratively construct a rubric to assess the outcome. Efficacy will also be determined by attendance and the brief written reflections of students, which is required in specific African American Studies courses.</p>	<p>The data will be evaluated in accordance with standards set by the program faculty to gauge the success of this outcome. Also, once each semester the program will report its findings in the African American studies newsletter, <i>The Griot</i>. The faculty will also share unsolicited feedback from colleagues, students, alumni, and community members regarding the program's events.</p>

- 1. It is not recommended to try and assess (in depth) all of the program learning outcomes every semester. It is best practice to plan out when each outcome will be assessed and focus on 1 or 2 each semester/academic year. Describe the responsibilities, timeline, and the process for implementing this assessment plan.**

Fall 2015: Assessing the knowledge and content outcomes of one course (AAM 2010) by reviewing materials from the course and by discussing future outcomes.

Summer 2016: the program will assess the knowledge and content outcomes of the remaining core courses (AAM 2000, AAM 4010; AAM 4960). We will evaluate the course materials and determine the efficacy of the learning outcomes for those courses during the faculty retreat.

Summer 2017: the program will assess the interdisciplinarity outcome by examining course materials for all of the core courses (AAM 2000, AAM 2010, AAM 4010; AAM 4960). Additionally, the program will assess the role of the advisory committee insofar as the committee members' ability to offer courses and contribute to the interdisciplinary nature of the program's curriculum.

Summer 2018, the program will assess the community building/engagement outcome by evaluating the programmatic events of the previous school-year and planning for the upcoming year. The program will also evaluate the efficacy of the service-learning component of AAM 2000 and AAM 2010.

2. Please explain how these assessment efforts are coordinated with Madrid (courses and/or program)?

N/A

3. The program assessment plan should be developed and approved by all faculty in the department. In addition, the program assessment plan should be developed to include student input and external sources (e.g., national standards, advisory boards, employers, alumni, etc.). Describe the process through which your academic unit created this assessment plan. Include the following:

- a. Timeline regarding when or how often this plan will be reviewed and revised. (This could be aligned with program review.)
This plan will be reviewed and revised every six years in alignment with the program review.
- b. How students were included in the process and/or how student input was gathered and incorporated into the assessment plan.
 - i. Although the program hasn't included students directly in the development of this assessment plan, the program intends to solicit student feedback on the program learning outcomes in spring 2016 and during the spring of each year following.
 - ii. The program will review student evaluations to find responses that indirectly address the outcomes in the plan.
 - iii. The program will create and employ exit interviews that directly address the outcomes of the program.
- c. What external sources were consulted in the development of this assessment plan?
The African American Studies program viewed the assessment plans of Africana Studies programs at multiple universities and multiple academic units at SLU. The program also consulted with the Saint Louis University assessment professional.
- d. Assessment of the manageability of the plan in relation to departmental resources and personnel
Managing the plan will be difficult, if the current personnel situation remains the same or if an additional faculty member becomes unavailable. The program consists of four joint-appointed tenure track and one fte non-tenure track faculty member. The fte non-tenure track faculty member is working in administration, which forces the program to rely upon the extra work of joint-appointed faculty members, who must help to plan program assessments in their tenure departments and in the AAS program. That makes for difficulties in scheduling. In short, without the addition of at least one more fte tenure track or non-tenure track faculty member, it will be very difficult to maintain the assessment plan with the current resources.

