

## **Africana Studies Assessment Tools**

AFST SLOs (approved by committee as “AFAM SLOs” on February 13, 2013; revised December 2017; approved by committee on January 22, 2018, completion of rubric for SLO #5 on February 19, 2018)

1. **Field-specific Knowledge**—Demonstrate an understanding about the rich complexities of social, political, economic, environmental, and cultural life among African, African American, and a variety of African diaspora peoples past and present, as well as the possible interrelations of peoples of African descent worldwide. (2012-13) FITS WITH COLLEGE-WIDE ASSESSMENT GOAL #2
2. **Conceptual Interdisciplinarity**—Demonstrate the ability to interweave arguments from multiple disciplines in a meaningful way to address issues regarding African, African American, and/or diverse African diaspora peoples. This assumes an understanding of the seminal concepts, theories, major figures and authors that inform Africana Studies, as well as cognate and related interdisciplinary fields (Black, African, African American, and African Diaspora Studies). (2013-14, repeated 2014-15)
3. **Research Skills**—Demonstrate an understanding of the major methodologies that inform Africana Studies. (2015-16) FITS WITH COLLEGE-WIDE ASSESSMENT GOAL #2
  - a. **Methodological interdisciplinarity**— Demonstrate an understanding of the major methodologies of Africana Studies.
  - b. **Basic dimensions of doing research**— Demonstrate intellectual curiosity in formulating a research question. Be able to locate and analyze primary sources, to locate and critically read and evaluate secondary sources, and to weave them into an argument.
  - c. **Research ethics**—Apply ethical practices in research, including ethical obligations to research subjects and to the world of scholarship.
  - d. **Linguistic competence**—Research skills may also include linguistic competence in languages needed for field, archival, and/or library research in Africana Studies.
4. **Written and Oral Communication Skills**—Communicate ideas well in written and oral form, appropriate for an academic setting, including proper citation, revision skills and responsiveness to constructive critique.
5. **Engagement**—Be able to critically assess public positions and understand scholars’ responses regarding central issues facing African, African American, and African Diaspora peoples, and peoples of African descent worldwide.

- Modified timetable:

Academic Year Ending in:	SLO to assess:
2013, 2019	#1 Field-specific Knowledge
2014, 2015, 2020	#2 Conceptual Interdisciplinarity
2016, 2021	#3 Research Skills

2017, 2022	#4 Written and Oral Communication Skills
2018, 2023	#5 Engagement

Instructions for Assessment Tools in Africana Studies:

- 1) please fill out **one** cover sheet for each course (checking boxes);
- 2) please fill out the rubric (with X's or circles or highlighting the correct boxes) for **each student** from each of your AFST-prefixed courses;
- 3) this year we are assessing students for SLO #XX based upon the final projects in your courses;
- 4) you don't need to reread those final projects (egads, no!), just look in your gradebook and remember the student's strengths and weakness in the areas listed (it is obviously best to complete this assessment task as soon after submitting grades for each course as possible);
- 5) I don't need or want students' names--just use numbers; the point is to see trends in what students are learning from our courses, not to evaluate individual students' names;
- 6) please remember to mark if the student is an AFST major, minor, or neither;
- 7) You'll find attached a file with the cover sheet and multiple copies of the rubric to fill out; please make as many copies as you need, fill them out electronically, and send them back to me as an attachment.

Thanks!

**AFRICANA STUDIES ASSESSMENT RUBRICS**

I. Course Cover Sheet (please fill out once per course, as a cover sheet)

Course Number/Title:

COMPS

Course addresses which of the following (check all that apply):

- |                          |                          |                          |      |                          |         |
|--------------------------|--------------------------|--------------------------|------|--------------------------|---------|
| <input type="checkbox"/> | African peoples          | <input type="checkbox"/> | past | <input type="checkbox"/> | present |
| <input type="checkbox"/> | African American peoples | <input type="checkbox"/> | past | <input type="checkbox"/> | present |
| <input type="checkbox"/> | African diaspora peoples | <input type="checkbox"/> | past | <input type="checkbox"/> | present |
| <input type="checkbox"/> | Society/Culture          |                          |      |                          |         |
| <input type="checkbox"/> | Arts/Cultural Production |                          |      |                          |         |
| <input type="checkbox"/> | Politics                 |                          |      |                          |         |
| <input type="checkbox"/> | Economics                |                          |      |                          |         |
| <input type="checkbox"/> | Environment              |                          |      |                          |         |

I am filling out the subsequent rubrics for SLO #  based upon:

- |                          |                               |
|--------------------------|-------------------------------|
| <input type="checkbox"/> | The course's final project    |
| <input type="checkbox"/> | A different course assignment |
| <input type="checkbox"/> | Comps                         |

This assignment is:

- |                          |                      |
|--------------------------|----------------------|
| <input type="checkbox"/> | A research paper     |
| <input type="checkbox"/> | A literature review  |
| <input type="checkbox"/> | A mock proposal      |
| <input type="checkbox"/> | An exam              |
| <input type="checkbox"/> | An oral presentation |

Other \_\_\_\_\_

**Rubrics for SLOs #1-5**

**II. Assessment Rubric: SLO#1: Field-specific Knowledge**

Course # \_\_\_\_\_

Student # \_\_\_\_\_

AFST minor

AFST major

neither

Through written or oral work in the assessed assignment, the student demonstrates an understanding of:	N/A	No Knowledge	Weak/ Beginning <i>(can name individual informational elements but not relate them to others)</i>	Satisfactory/Developing/ Expected at this course level <i>(draws connections and analyzes)</i>	Outstanding <i>(connects, analyzes, and draws conclusions with depth and creativity)</i>
Society/Culture (social org'tion, processes, and inequalities; beliefs/ ideas/ customs) among African, African American, and other African diasporic peoples <i>(please circle those that pertain)</i>					
Arts and cultural production among African, African American, and other African diasporic peoples <i>(please circle those that pertain)</i>					
Political structures and processes among African, African American, and other African diasporic peoples <i>(please circle those that pertain)</i>					

Economic structures and processes among African, African American, and other African diasporic peoples <i>(please circle those that pertain)</i>					
Environmental conditions and processes among African, African American, and other African diasporic peoples <i>(please circle those that pertain)</i>					

**II. Assessment Rubric: SLO# 2: Conceptual Interdisciplinarity**

Course # \_\_\_\_\_

Student # \_\_\_\_\_

AFST minor

AFST major

neither

Through written or oral work in the assessed assignment, the student demonstrates an understanding of:	N/A	No Knowledge	Weak/Beginning <i>(can name individual information elements but not relate them to others)</i>	Satisfactory/Developing/Expected at this course level <i>(draws connections and analyzes)</i>	Outstanding <i>(connects, analyzes, and draws conclusions with depth and creativity)</i>
1. Seminal concepts and theories in African, African American, and/or African Diaspora Studies <i>(please circle those that pertain)</i>					
2. Major figures and authors in African, African American, and/or African Diaspora Studies <i>(please circle those that pertain)</i>					
3. Meaningful interweaving of multiple disciplines addressing African, African American, and/or African Diaspora Studies <i>(please circle those that pertain)</i>					
3.a. Please list the disciplines that the student is interweaving:					

_____					
_____					
_____					
_____					
_____					
_____					

**IL Assessment Rubric: SLO# 3: Research Skills**

Course # \_\_\_\_\_

Student # \_\_\_\_\_

AFST minor

AFST major

neither

Through written or oral work in the assessed assignment, the student can:	N/A	No Knowledge	Weak/ Beginning	Satisfactory/Developing/ Expected at this course level	Outstanding
1. Methodological interdisciplinarity— a. multidisciplinary: Demonstrate an understanding of the major methodologies of two disciplines central to the student’s interests <i>Please list the two (or more) disciplines:</i> African American Studies _Cultural Studies_____					
1.b. interdisciplinarity: Demonstrate an understanding of a specifically interdisciplinary approach to research					
3. Basic dimensions of doing research— Demonstrate intellectual curiosity in formulating a research question: a. locate and analyze primary sources b. locate and critically read and evaluate secondary sources c. weave sources into an argument					

4. Apply ethical practices in research, including ethical obligations to research subjects and to the world of scholarship					
5. Shows linguistic competence in languages needed for field, archival, and/or library research in African, African American, and African Studies.  <i>Please list the languages:</i>					

***II. Assessment Rubric: SLO# 4: Written and Oral Communication Skills***

Course # \_\_\_\_\_ Student # \_\_\_\_\_

AFST minor

AFST major

neither

Through their work (final project in a course, or comps thesis) the student has demonstrated the following abilities in the learning goal of <i>writing effectively</i> :	Level 1 Poor	Level 2 Weak/ Beginning	Level 3 Satisfactory/Developing/ Expected at this course level	Level 4 Outstanding
<b>Learning Objective: Competent in Grammar, spelling, usage, citations</b>	Significantly impairs readability	Frequent or serious errors	Some minor errors	Virtually no errors
<b>Learning Objective: Competent in organizing material logically, coherently, and smoothly</b>	Needs significant reorganization	Structure is inconsistent; choppy transitions, redundancies, or disconnections	Structure supports the argument; clearly ordered sections fit together well	Structure enhances the argument; strong sections and seamless flow
<b>Learning Objective: Thesis is clear, readable</b>	Gets in the way of reading for content	Beginning to be comfortable with appropriate conventions but inconsistent	Effective prose style, follows relevant scholarly conventions; emergence of voice	Mastery of the genre, including elegant style; established voice
<b>...and of effective oral presentation:</b>	Level 1 Poor	Level 2 Weak/ Beginning	Level 3 Satisfactory/Developing/	Level 4 Outstanding

			<b>Expected at this course level</b>	
<b>Thesis of presentation is clear and understandable to the listening ear</b>	Presentation gets in the way of listening for content	Beginning comfort with conventions of prof. oral presentation, but inconsistent	Effective presentation style, follows relevant scholarly conventions; emergence of voice	Mastery of the genre, including elegant style; established voice
<b>Oral presentation is organized logically, is coherent, and flows smoothly</b>	Needs significant reorganization	Structure is inconsistent; choppy transitions, redundancies, or disconnections	Structure supports the argument; clearly ordered sections fit together well	Structure enhances the argument; strong sections and seamless flow
<b>Student makes sufficient eye contact and articulates well</b>				
<b>Accompanying PowerPoint, Prezi, or other visual aids supplement rather than distract from the oral presentation</b>				

**SLO #5: Engagement**—Be able to critically assess public positions and understand scholars’ responses regarding central issues facing African, African American, and African Diaspora peoples, and peoples of African descent worldwide.

Through their work (final project in a course, or comps thesis) the student has demonstrated the following abilities in the learning goal of <i>engagement</i> :	Level 1 Poor	Level 2 Weak/ Beginning	Level 3 Satisfactory/Developing/ Expected at this course level	Level 4 Outstanding
Student is fluent in (aware, and understands) <u>current events</u> regarding African, African American, and African Diaspora peoples, and peoples of African descent worldwide.				
Student is fluent in current events regarding <u>issues that affect</u> African, African				

<b>American, and African Diaspora peoples, and peoples of African descent worldwide.</b>				
<b>Student understands and can critically assess scholars' responses to these events and issues.</b>				
<b>Student demonstrates their engagement through interest in majoring or minoring in Africana Studies, (if not already doing so already).</b>				



*In addition, here are some forms we've developed to help majors think purposefully about their comps—should we get majors again! I've changed the name to Africana Studies.*

## **AFRICANA STUDIES** **Comps Intention Form**

Your completed form is **due by noon Friday, week 2, on Moodle, fall term of senior year**. The faculty strongly suggest that you fill out two such forms in order to more fully explore your comps options. Type your responses to the questions below. Be brief and clear. Bring this form to you 2 advisors for signatures in time to scan and upload the signed form into Moodle.

**What** do you propose to do?

- Topic: your area(s) of inquiry
- Questions or Problem: What will you investigate? What problem will you address?
- What kind of finished product do you envision?
- What is interdisciplinary about your plan?

**How** will you go about this? (Research Methods and Sources)

- What methodologies will you use?
- What sources do you intend to use?
- Is there a theoretical framework shaping this project?
- What particular challenges do you face with this topic? (If you propose a project other than a traditional research essay, address logistical challenges and how you'll meet them.)

**Why?**

- What is the potential importance of your project?
- Why will it be an appropriate capstone for *your* African & African American Studies major? How has your academic (or other) background prepared you for it?

**Who has agreed to be your advisor?**

- You must consult with at least one (and preferably two or three) faculty members expert in the areas relevant to your topic.
  - With whom have you consulted?
  - What help have they been able to provide?
  - What sorts of help would you like?

Advisor 1 Signature

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Advisor 2 Signature

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**AFRICANA STUDIES**  
**Comps Topic Development Worksheet**

Please complete the form below for at least two topics, and then follow up by meeting with relevant faculty and potential advisers and meeting with additional advisers as appropriate (e.g. librarian, technical adviser, community engagement, etc.) The form is **due by noon Friday of 8th week junior year.**

You're not committing to a comps topic here, but rather testing the viability of a few of your ideas. Next fall (by Friday of week 2), you will turn in a Comps Intention Plan, providing more specific detail on the single topic you choose as your comps focus.

**TOPIC I: (repeated for Topics II and III, with spaces for students to write in their responses)**

General area of inquiry:

Potential Research Questions:

Theoretical/Methodological Approaches to Apply

Relevant coursework (indicate whether completed or planned) & how specifically it equips my comps to attain sufficient depth

Which faculty members have you consulted and what feedback did they give you?

*...and our Major/Minor planning form:*  
**Minor Planning Form—Africana Studies**



Interdisciplinary Courses (AFST)	Distribution Courses				Senior Capstone Course
<i>one required</i>	<i>three required total</i>				AFST 398
	<i>at least two from</i>		<i>at least one 200 level</i>	<i>at least one 300 level</i>	
<b>Survey Courses</b>		<i>100 level</i>			
<i>two required</i>	<i>Lit/Art</i>				
	<i>Hum. Inq.</i>				
	<i>Soc. Inq.</i>				

# Major Planning Form—Africana Studies



Outline of Program of Study	Interdisciplinary Courses (AFST)	Distribution Courses				Senior Capstone Course
	one required (6 credits)	<i>five required total (30 credits)</i>				AFST 398 (2 credits)
		at least one each from these areas: ↓	100 level	at least three at 200 level	at least one 300 level	
	<b>Survey Courses</b>	<b>Lit/Art</b>				<b>Comprehensive Exercise</b>
	three required (18 credits)	<b>Hum. Inq.</b>				AFST 400 (6 credits)
		<b>Soc. Inq.</b>				
		addit'l credits: <b>Arts Practice</b>				
		<i>substantial research papers written in (list the courses):</i> _____ _____				
		<i>I learned methods in:</i> _____				