

Program-Level Continuous Improvement Process (CI-Process) Basics

Program Basics	<p>Program Name: State formal program name from list of ADHE- or UCA-recognized programs. African/African-American Studies BA</p>
	<p>Program Purpose: State WHY this program exists. The purpose should support the University, College, and Department mission statements, but it should NOT be a reiteration of those statements.</p> <p>The purpose of the African and African American Studies program is to provide majors with the knowledge and skills necessary to understand the diversity and complexity of African and African-American cultures and their contribution to the world. Because the program is comprised of courses taught across the UCA campus in art, communications, history, literature, music, philosophy and religion, political science, sociology, world languages, and writing, the program gives students the ability to solve problems from the perspectives of different disciplines. The programs equips students with the reading, writing, and critical thinking skills needed to succeed in a broad set of fields, particularly those that require an understanding of diversity, social justice, and world cultures.</p>
Program Goals (Typically programs have 2-4 goals)	<p>Goal 1: Program goals state the faculty's broad expectations of the knowledge, skills, or abilities held by program completers. Students completing the BA in A/A-A Studies will demonstrate an appreciation for the diversity of African and African-American cultures.</p>
	<p>Goal 2: Students completing the BA program in A/A-A Studies will demonstrate the ability to illustrate and document the complexity of African/African American cultures.</p>
	<p>Goal 3: Students completing the BA program in A/A-A Studies will be able to analyze major texts by Africans and African Americans and think critically about issues of race and social justice.</p>
	<p>Goal 4: Students completing the BA program in A/A-A studies will demonstrate the ability to communicate effectively in writing.</p>
	<p>Goal 5: Students completing the BA program in A/A-A studies will demonstrate an interest in African/African-American culture and/or issues of social justice beyond classroom activities.</p>

Program-Level Continuous Improvement Process (CI-Process) Plan

Closing the Loop Process	Data Collection	<p>Who & How: Indicate who will collect the data and how data will be collected. Faculty who teach AFAM 41xx will collect the data and give a hard copy to the program coordinator.</p>
		<p>Timeline: Indicate when the data will be collected. Compiled data will be given to the program coordinator each semester by 5pm on the day grades are due.</p>
	Data Analysis	<p>Who: Indicate who, by name or position, is responsible for organizing the data and performing an initial analysis of the data to determine the extent to which the benchmarks for the tested student learning outcomes were achieved. The program coordinator is responsible for organizing the data presented by the faculty and performing an initial analysis of the data to determine the extent to which the benchmarks for the tested learning objectives were achieved. The African/African American Studies Oversight Committee will assist the coordinator in this analysis.</p>
		<p>Timeline: Indicate when the data will be analyzed. By June 1.</p>
	Data Dissemination	<p>Who & How: Indicate who will share data will relevant faculty and how data will be shared. The program coordinator sends the results to the History Department chair and to members of the African/African-American Studies Oversight Committee. The program coordinator will charge appropriate subcommittees to discuss possible curricular and/or pedagogical changes.</p>
		<p>Timeline: Indicate when the data will be shared. At first meeting of the A/AA Studies Oversight Committee in the Fall semester.</p>
	Resulting Actions	<p>How: Indicate how the Program Director will formally share results and present desired program changes with the Responsible Authority The program coordinator and chair of the charged subcommittee collates faculty and subcommittee responses and considers them at the subsequent meeting of the Oversight Committee. Changes recommended by the program coordinator or subcommittee based on the above responses will be forwarded to the History Department and the African/African-American Studies Oversight Committee for approval and implementation.</p>
		<p>Timeline: Indicate when the data and faculty feedback will be shared. By the end of November.</p>
	Re-assessment/ Evaluation	<p>How: Indicate how the desired program changes will be put into place and what data will be collected following the changes. If process for collecting and analyzing data is different than what is stated above, indicate how it will be different here. The impact of these changes will be assessed by June 1 following the implementation of these changes. The data related to these changes will then be disseminated and analyzed according to the procedure outlined above.</p>
		<p>Timeline: Indicate when the data will be collected following these changes. Following year when the data has been collected and analyzed.</p>

Semester and/or academic year for which the data applies: 2013-2014

CI-Process Student Learning Outcome Information Sheet

Repeat table as needed for each Student Learning Outcome

Student Learning Outcome	Student Learning Outcome	A Student Learning Outcomes is a specific and measurable indicator of student progress toward a program goal(s). Students will demonstrate an appreciation for the diversity of African and African-American cultures.
	Related Program Goal(s)	State the program goal addressed by this Student Learning Outcome. A "SLO" may address a single goal or multiple goals. Goal 1
	Assessment Activity	State the activity that will be directly assessed for the above Student Learning Outcome. AFAM 41xx: Degree Portfolio (see portfolio assignment attached)
	Assessment Method	Explain how the quality of the above activity will be assessed. Portfolio Rubric: Knowledge section (1)
	Benchmark	State the performance expectation for the above activity, and some justification for that expectation. ____% of students will score a 3 or higher on the knowledge (1) section of the Portfolio rubric (This is a new assessment and benchmarks have not yet been established.)
	Location	State whom will be assessed using the above activity AND where it will occur. All students enrolled in AFAM 41xx.
	Frequency	State when AND how frequently the above activity will be assessed. Every semester AFAM 41xx is offered (Note: AFAM 41xx is still in the proposal stage; assessment on this activity will begin the first semester that AFAM 41xx is offered.)
Observations	Data Summary	Provide a short summary of the results of the above activity AND the date these results were compiled. Data does not yet exist.
	Result	<input type="checkbox"/> Exceeded <input type="checkbox"/> Met <input type="checkbox"/> Did Not Meet The benchmark for this activity (stated above).
	Responsible Authority Analysis	Authority Responsible for Analysis: Program Coordinator. Date of Analysis: Provide the date on which Responsible Authority reviewed data Comments: Provide comments about data from Responsible Authority
Analysis	Department/ Area/ Program Faculty	Presented to Program Faculty by: Program Coordinator <i>Example:</i> Date of Presentation: Provide the date on which presentation to faculty was conducted. <i>Example:</i> Comments: Provide comments about the data from the relevant faculty <i>Example:</i>
	Conclusion	<input type="checkbox"/> Continue to assess next assessment period <input type="checkbox"/> Rotate out of assessment (to be assessed again: _____) <input type="checkbox"/> Curricular change <input type="checkbox"/> Pedagogic change <input type="checkbox"/> Assessment Process change <input type="checkbox"/> Benchmark change <input type="checkbox"/> Other: _____
Closing the Loop	Assessment Data-Driven Change	Planned Implementation Date: Provide date on which change(s) will be made based on data for this SLO.
	Acknowledgement	Provide signature of Department Chair acknowledging above results. _____ Date
	Acknowledgement	Provide signature of College committee chairperson or College Dean acknowledging above results. _____ Date

Semester and/or academic year for which the data applies: 2013-2014

CI-Process Student Learning Outcome Information Sheet

Repeat table as needed for each Student Learning Outcome

Student Learning Outcome	Student Learning Outcome	A Student Learning Outcomes is a specific and measurable indicator of student progress toward a program goal(s). Students will demonstrate the ability to illustrate and document the complexity of African/African American cultures.
	Related Program Goal(s)	State the program goal addressed by this Student Learning Outcome. A "SLO" may address a single goal or multiple goals. Goal 2
	Assessment Activity	State the activity that will be directly assessed for the above Student Learning Outcome. AFAM 41xx: Degree Portfolio (see portfolio assignment attached)
	Assessment Method	Explain how the quality of the above activity will be assessed. Portfolio Rubric: Knowledge section (2)
	Benchmark	State the performance expectation for the above activity, and some justification for that expectation. _____% of students will score a 3 or higher on the knowledge (2) section of the Portfolio rubric (This is a new assessment and benchmarks have not yet been established.)
	Location	State whom will be assessed using the above activity AND where it will occur. All students enrolled in AFAM 41xx.
	Frequency	State when AND how frequently the above activity will be assessed. Every semester AFAM 41xx is offered. (Note: AFAM 41xx is still in the proposal stage; assessment on this activity will begin the first semester that AFAM 41xx is offered.)
Observations	Data Summary	Provide a short summary of the results of the above activity AND the date these results were compiled. Data does not yet exist.
	Result	<input type="checkbox"/> Exceeded <input type="checkbox"/> Met <input type="checkbox"/> Did Not Meet The benchmark for this activity (stated above).
	Responsible Authority Analysis	Authority Responsible for Analysis: Program Coordinator. Date of Analysis: Provide the date on which Responsible Authority reviewed data Comments: Provide comments about data from Responsible Authority
Analysis	Department/ Area/ Program Faculty	Presented to Program Faculty by: Program Coordinator <i>Example:</i> Date of Presentation: Provide the date on which presentation to faculty was conducted. <i>Example:</i> Comments: Provide comments about the data from the relevant faculty <i>Example:</i>
	Conclusion	<input type="checkbox"/> Continue to assess next assessment period <input type="checkbox"/> Rotate out of assessment (to be assessed again; _____) <input type="checkbox"/> Curricular change <input type="checkbox"/> Pedagogic change <input type="checkbox"/> Assessment Process change <input type="checkbox"/> Benchmark change <input type="checkbox"/> Other: _____
Closing the Loop	Assessment Data-Driven Change	Planned Implementation Date: Provide date on which change(s) will be made based on data for this SLO.
	Acknowledgement	Provide signature of Department Chair acknowledging above results. _____ Date _____
	Acknowledgement	Provide signature of College committee chairperson or College Dean acknowledging above results. _____ Date _____

Semester and/or academic year for which the data applies: 2013-2014

CI-Process Student Learning Outcome Information Sheet

Repeat table as needed for each Student Learning Outcome

Student Learning Outcome	Student Learning Outcome	A Student Learning Outcomes is a specific and measurable indicator of student progress toward a program goal(s). Students will be able to engage critically with texts and sources.
	Related Program Goal(s)	State the program goal addressed by this Student Learning Outcome. A "SLO" may address a single goal or multiple goals. Goal 3
	Assessment Activity	State the activity that will be directly assessed for the above Student Learning Outcome. AFAM 41xx: Degree Portfolio (see portfolio assignment attached)
	Assessment Method	Explain how the quality of the above activity will be assessed. Portfolio Rubric: Skills section (3)
	Benchmark	State the performance expectation for the above activity, and some justification for that expectation. ____% of students will score a 3 or higher on Skills section (3) of Portfolio Rubric (This is a new assessment and benchmarks have not yet been established.)
	Location	State whom will be assessed using the above activity AND where it will occur. All students enrolled in AFAM 41XX.
	Frequency	State when AND how frequently the above activity will be assessed. Every semester AFAM 41xx is offered. (Note: AFAM 41xx is still in the proposal stage; assessment on this activity will begin the first semester that AFAM 41xx is offered.)
Observations	Data Summary	Provide a short summary of the results of the above activity AND the date these results were compiled. Data does not yet exist.
	Result	<input type="checkbox"/> Exceeded <input type="checkbox"/> Met <input type="checkbox"/> Did Not Meet ... The benchmark for this activity (stated above).
	Responsible Authority Analysis	Authority Responsible for Analysis: Program Coordinator. Date of Analysis: Provide the date on which Responsible Authority reviewed data Comments: Provide comments about data from Responsible Authority
Analysis	Department/ Area/ Program Faculty	Presented to Program Faculty by: Program Coordinator <i>Example:</i> Date of Presentation: Provide the date on which presentation to faculty was conducted. <i>Example:</i> Comments: Provide comments about the data from the relevant faculty <i>Example:</i>
	Conclusion	<input type="checkbox"/> Continue to assess next assessment period <input type="checkbox"/> Rotate out of assessment (to be assessed again)) <input type="checkbox"/> Curricular change <input type="checkbox"/> Pedagogic change <input type="checkbox"/> Assessment Process change <input type="checkbox"/> Benchmark change <input type="checkbox"/> Other: _____
Closing the Loop	Assessment Data-Driven Change	Planned Implementation Date: Provide date on which change(s) will be made based on data for this SLO.
	Acknowledgement	Provide signature of Department Chair acknowledging above results. Date
	Acknowledgement	Provide signature of College committee chairperson or College Dean acknowledging above results. Date

Semester and/or academic year for which the data applies: 2013-2014

CI-Process Student Learning Outcome Information Sheet

Repeat table as needed for each Student Learning Outcome

Student Learning Outcome	Student Learning Outcome	A Student Learning Outcomes is a specific and measurable indicator of student progress toward a program goal(s). Students will demonstrate the ability to communicate effectively in writing.
	Related Program Goal(s)	State the program goal addressed by this Student Learning Outcome. A "SLO" may address a single goal or multiple goals. Goal 4
	Assessment Activity	State the activity that will be directly assessed for the above Student Learning Outcome. AFAM 41xx: Degree Portfolio (see portfolio assignment attached)
	Assessment Method	Explain how the quality of the above activity will be assessed. Portfolio Rubric: Skills section (4)
	Benchmark	State the performance expectation for the above activity, and some justification for that expectation. ____ % of students will score a 3 or higher on Skills section (4) of Portfolio Rubric (This is a new assessment and benchmarks have not yet been established.)
	Location	State whom will be assessed using the above activity AND where it will occur. All students enrolled in AFAM 41xx.
	Frequency	State when AND how frequently the above activity will be assessed. Every semester AFAM 41xx is offered. (Note: AFAM 41xx is still in the proposal stage; assessment on this activity will begin the first semester that AFAM 41xx is offered.)
Observations	Data Summary	Provide a short summary of the results of the above activity AND the date these results were compiled.
	Result	<input type="checkbox"/> Exceeded <input type="checkbox"/> Met <input type="checkbox"/> Did Not Meet The benchmark for this activity (stated above).
	Responsible Authority Analysis	Authority Responsible for Analysis: Program Coordinator. Date of Analysis: Provide the date on which Responsible Authority reviewed data Comments: Provide comments about data from Responsible Authority
Analysis	Department/ Area/ Program Faculty	Presented to Program Faculty by: Program Coordinator <i>Example:</i> Date of Presentation: Provide the date on which presentation to faculty was conducted. <i>Example:</i> Comments: Provide comments about the data from the relevant faculty <i>Example:</i>
	Conclusion	<input type="checkbox"/> Continue to assess next assessment period <input type="checkbox"/> Rotate out of assessment (to be assessed again: _____) <input type="checkbox"/> Curricular change <input type="checkbox"/> Pedagogic change <input type="checkbox"/> Assessment Process change <input type="checkbox"/> Benchmark change <input type="checkbox"/> Other: _____
Closing the Loop	Assessment Data-Driven Change	Planned Implementation Date: Provide date on which change(s) will be made based on data for this SLO.
	Acknowledgement	Provide signature of Department Chair acknowledging above results. _____ Date _____
	Acknowledgement	Provide signature of College committee chairperson or College Dean acknowledging above results. _____ Date _____

Semester and/or academic year for which the data applies: 2013-2014

CI-Process Student Learning Outcome Information Sheet

Repeat table as needed for each Student Learning Outcome

Student Learning Outcome	Student Learning Outcome	A Student Learning Outcomes is a specific and measurable indicator of student progress toward a program goal(s). Students will demonstrate an interest in African/African-American culture and/or issues of social justice beyond classroom activities.
	Related Program Goal(s)	State the program goal addressed by this Student Learning Outcome. A "SLO" may address a single goal or multiple goals. Goal 5
	Assessment Activity	State the activity that will be directly assessed for the above Student Learning Outcome. Participation in program relevant activities outside the classroom, including but not limited to the following: related student organization; internships at museums, state agencies, and non-profit organizations; research presentations; community volunteering and service learning; research and educational travel.
	Assessment Method	Explain how the quality of the above activity will be assessed. Graduating Senior Exit Questionnaire
	Benchmark	State the performance expectation for the above activity, and some justification for that expectation. ___% of students will report involvement in one or more program-related activities outside the classroom. (This is a new assessment and benchmarks have not yet been established.)
	Location	State whom will be assessed using the above activity AND where it will occur. All graduating seniors in the program.
	Frequency	State when AND how frequently the above activity will be assessed. By the end of each term that a student graduates from UCA.
Observations	Data Summary	Provide a short summary of the results of the above activity AND the date these results were compiled.
	Result	<input type="checkbox"/> Exceeded <input type="checkbox"/> Met <input type="checkbox"/> Did Not Meet The benchmark for this activity (stated above).
	Responsible Authority Analysis	Authority Responsible for Analysis: Program Coordinator. Date of Analysis: Provide the date on which Responsible Authority reviewed data Comments: Provide comments about data from Responsible Authority
Analysis	Department/ Area/ Program Faculty	Presented to Program Faculty by: Program Coordinator <i>Example:</i> Date of Presentation: Provide the date on which presentation to faculty was conducted. <i>Example:</i> Comments: Provide comments about the data from the relevant faculty <i>Example:</i>
	Conclusion	<input type="checkbox"/> Continue to assess next assessment period <input type="checkbox"/> Rotate out of assessment (to be assessed again: _____) <input type="checkbox"/> Curricular change <input type="checkbox"/> Pedagogic change <input type="checkbox"/> Assessment Process change <input type="checkbox"/> Benchmark change <input type="checkbox"/> Other: _____
Closing the Loop	Assessment Data-Driven Change	Planned Implementation Date: Provide date on which change(s) will be made based on data for this SLO.
	Acknowledgement	Provide signature of Department Chair acknowledging above results. Date
	Acknowledgement	Provide signature of College committee chairperson or College Dean acknowledging above results. Date

AFAM 41xx Degree Portfolio Assignment

All students enrolled in AFAM 41xx must submit a degree portfolio of their written work, including:

A Textual Essay

Write and revise a 5-8 page essay that highlights and analyzes a literary, intellectual, or artistic work important to an African or African American culture. The essay must be well researched, carefully organized and edited, include a clear argument, and interact with the arguments of other scholars.

A Contextual Essay

Write and revised a 5-8-page essay that analyzes the action of Africans and/or African Americans in their historical or social circumstances. The essay must be well researched, carefully organized and edited, include a clear argument, and interact with the arguments of other scholars.

Ideally, both essays will have begun as assignments in earlier courses in the African/African-American Studies major. Students must meet regularly with the AFAM 41xx instructor to plan and execute substantial revisions, including greater research and analysis, more engagement with the work of other scholars, and greater clarity in argument and organization. Students must be present one of the essays to an conference or symposium, such as the UCA College of Liberal Arts Undergraduate Research Symposium in April.

AFAM 41xx Portfolio Rubric

Student Name:				
Date:				
	Capstone 4	Milestones		Benchmark 1
		3	2	
Knowledge (1) <i>Cultural appreciation</i>	Explains clearly and with complexity African/African-American cultural diversity, the agency of Africans/African Americans in history, the value of African/African American literature and creative works, and/or their contributions to American and global history and culture.	Demonstrates an understanding of African/African-American cultural diversity, the agency of Africans/African Americans in history, the value of African/African American literature and creative works, and/or their contributions to American and global history and culture.	Demonstrates an awareness of the agency of Africans/African Americans in history, and/or the value of African/African American literature and creative works.	Shows an awareness of important moments in African/African American history, important works of African/African American literature or art.
Knowledge (2) <i>Employs content knowledge of cultural diversity and complexity</i>	Uses appropriate, relevant, and compelling content to illustrate mastery of the complexity and diversity of African or African American cultures.	Uses appropriate, relevant, and compelling content to explore some of the complexity and diversity of African or African American cultures	Uses appropriate and relevant content to develop and explore aspects of African or African American cultures through most of the work.	Uses appropriate and relevant content to develop simple depictions of African or African American cultures in some parts of the work.
Skills (3) <i>Critical use of texts and sources</i>	Recognizes possible implications of the relevant texts/sources for contexts, perspectives, or issues beyond the author's explicit message (e.g., might recognize broader issues at play, or might pose challenges to the author's message and presentation).	Uses evidence within relevant texts/sources and/or specific knowledge of the author's context to draw more complex inferences about the author's message and attitude.	Evaluates how specific features of the texts/sources (e.g., paragraph structure or vocabulary) contribute to the author's message; draws basic inferences about context and purpose of text.	Apprehends vocabulary appropriately to paraphrase or summarize the information the text or source communicates.
Skills (4) <i>Written communication</i>	Uses graceful language that skillfully communicates meaning to readers with clarity and fluency, and is virtually error-free.	Uses straightforward language that generally conveys meaning to readers. The language has few errors.	Uses language that generally conveys meaning to readers with clarity, although writing may include some errors.	Uses language that sometimes impedes meaning because of errors in usage.

Exit Questionnaire for B.A. African/African-American Studies

* Required

First Name: *

Last Name: *

Which month and year will you graduate? *

Activities Outside of the Classroom

Which of the following program-related extra-curricular activities, if any, did you participate in while at UCA? Check all that apply.

- Students for the Propagation of Black Culture (RSO)
- National Association for the Advancement of Colored People (RSO)
- Griot Society (RSO)
- National Association of Black Men United (RSO)
- Young, Gifted, and Black (RSO)
- internship
- community volunteer for non-profit
- presented research at a conference
- attended a program-related conference
- service learning activity
- History Day volunteer
- Honors society for related field (History, English, Philosophy, etc.)
- Other: _____

Briefly describe your participation in program-related extra-curricular activities, if any. Please give the name of any organizations or institutions you worked with, and please explain what your role was in any activities or organizations.

Post-graduation Plans

Semester and/or academic year for which the data applies: 2013-2014

Please indicate any plans you may have for graduate education. *Check all that apply.

- I do not plan to pursue graduate education.
- I have applied to a graduate program.
- I have been accepted to a graduate program.
- I plan to apply to graduate school at some point, but I have not yet done so.
- Undecided.

If you have applied to a graduate program, please indicate which type of program(s): Check all that apply.

- M.A. or Ph.D. program in related field (literature, history, American studies, Africana studies, etc.)
- M.A. or Ph.D. program in an unrelated field
- Law school
- Graduate program in Education.
-
- Other:

Please describe in the space below your post-graduate plans. *Include any plans you may have for employment, graduate school, or the like. Please be specific about schools, occupations, and/or employers, if you can.

Never submit passwords through Google Forms.