

UNIVERSITY OF CENTRAL ARKANSAS

Proposal for Change in Assessment Plans/Processes

Date 10/5/2021

Department/Division History

Program/Unit African and African-American Studies BA

Action Item	Information Item
Check area of change: <input checked="" type="checkbox"/> New Assessment Plan <input type="checkbox"/> Assessment Plan revision <input type="checkbox"/> Post-EAPR/Accreditation Update <input type="checkbox"/> Alternative reporting method <input type="checkbox"/> Other	Check area of change: <input type="checkbox"/> Minor change of wording <input type="checkbox"/> Minor change in assessment criteria <input type="checkbox"/> Rubric updates <input type="checkbox"/> Curriculum/Curriculum Map update <input type="checkbox"/> Other

Description of change:

The AAAS Assessment Committee have drafted and attached a new Assessment Plan for the BA program.

Reason for change:

Effective Date of Change: Fall 2022

Change recommended by (for action items) or noted by (for information items):

	<u>Wendy E Lucas</u> 10/5/2021 Department/Chairperson Date
	College Dean 11/10/2021 Date
College Curriculum and Assessment Committee	<u>Mark Mullenbach</u> 11/9/2021 Committee Chairperson Date
Academic Assessment Committee	Committee Chairperson 11/16/21 Date

Note: Changes in Assessment Plans/Processes can be reviewed only during the regular academic year. Action-item proposals must be received by the Academic Assessment Committee at least one month before action is desired.

## Capstone

### Assignments and Evaluation:

Students will choose and refine two writing assignments from their previous African/African American studies classes. Students will choose the main and secondary papers that they will work on. Ultimately students should write at least a ten page main research paper and a seven page secondary paper.

Students should keep in regular contact with the instructor as they design and revise research projects throughout semester.

The two papers should adhere to the following guidelines:

- **Length: The main research paper must be at least ten pages long while the secondary paper should be at least seven pages long.**  
*Note*, I penalize excessive brevity and excessive length equally. If you can only come up with five pages (instead of the required 10 or 7), you need to reformulate your thesis. If you can only say what you have to say in 30 pages when 15 pages would have sufficed, you need to either edit some more or reformulate your thesis.
- **Sources and Citation Style:** Make sure you have at least ten different sources (including at least 4 primary sources) for the main research paper and seven (3 primary sources) for the secondary paper. The standard citation style in history is either the Turabian or the Chicago Manual of Style. In this paper, you should have **footnotes** and not end notes. Your paper must also have a **Bibliography page**.
- In addition to the above requirements, I consider the following factors in grading formal papers:
  - ✓ **Introduction with thesis statement**
  - ✓ **Proof of thesis**
  - ✓ **Organization**
  - ✓ **Conclusion**
  - ✓ **Style/clarity of thought**
  - ✓ **Grammar** (including sentence structure, punctuation and spelling),
  - ✓ **Sources and citations.**
- Unless I have overwhelming evidence to the contrary, I will assume that your failure to conform to these instructions indicates that you do not care about your paper. Since I do care about it, this would be a rather unfortunate assumption for me to have when grading your paper. Remember: Cover Page, Page Numbers, Title, Bibliography, Your Name.
- Note that you should maintain spacing consistency throughout the paper (only double space) even between paragraphs.

- In addition, you should take note of the following:
  - No Contractions.
  - No Passive voice
  - No Wordiness (verbosity)
  - No Informal speech
  - Where to put period-inside the quote

## **RACIAL AND ETHNIC RELATIONS WRITING PROJECT (online) (100PTS)**

\* **Choose** your own topic as long as it relates to the course. **Look in the E-text for topic options.**

\* Each paper should have a **Title pg.** and **Reference pg.** along with the **body of the paper.**

\* The format of the paper should be **Double-spaced, 12point font**, with **one inch margins** (top, bottom, right, and left) and **page numbers**. Use **section titles** for the body of the paper. (Ex. **Introduction, Literature Review, Summary/Conclusion**) USE **APA STYLE MANUAL** for both **REFERENCES** and **CITATIONS**. Make sure the paper is well written, organized, and free from spelling and grammatical errors. It should be **6-8 pgs.** in length, **not** including Title and Ref pg. **Paper Due: \*(June 21, 2021)\*** Paper should be submitted via Blackboard. **NO LATE PAPER WILL BE ACCEPTED!**

The paper (body) should have **labeled sections** and **should contain the information listed below** from each section: **Introduction** (1-2pgs at least) – NO ABSTRACT NEEDED

- A. Describe the topic (For ex. Racial, Ethnic, Gender, or Religious Prejudice and Discrimination, Legal and Illegal Immigration, Affirmative Action, etc. as long as the topic relates to the course) to be examined clearly and concisely.
- B. Consider your own personal values (things that are important to you) in relation to this topic.
- C. Why do you think by examining this topic that it would be beneficial to the discussion of racial and ethnic relations?

### **Literature Review** (3-4pgs at least)

- A. The purpose of this literature review is to examine past and previous peer reviewed research to develop an analytic framework through which your topic may be viewed and analyzed into a larger body of systematic knowledge about racial and ethnic related issues. In your literature review, you should accomplish the following: **1. Demonstrate how the scientific literature supports your topic.**
- B. **2. Cite references pertinent to the issue.**

### **Summary/Conclusions** (1-2pgs at least)

- A. Indicate the possible outcomes/trends/conclusions drawn from the research.
- B. Provide an overall summary of your paper and discuss any policies/ laws / actions/or solutions to address your topic, if needed.



The **title** and **reference pages** should be in addition to the body of the paper and should include the following:

1. **Title pg.** - Title of the paper; student's name; e-mail address; and date should be centered on the page.
2. **Reference pg.** – There should be at least **4 - 6 references cited** for this paper. References should include some combination of books, journals, articles, etc. Use **APA style manual** for both **references** and **citations**. Your **E- textbook** can be used as one of your references.
3. **Possible Research Databases: SocIndex; JSTOR; EBSCO; PsychINFO; Google Scholar** or other peer reviewed research databases as long as they are related to the topic.

**\*PAPER DUE\***

**June 21, 2021**

**NO LATE PAPER WILL BE ACCPTED**

**AAAS BA Curriculum Map**

Courses and Activities Mapped to African/African-American Studies, Bachelor Outcome Set

<b>Outcome</b>		
SLO 1: Content knowledge  Students will demonstrate fluency in content knowledge related to African and African diaspora topics, including the ability to synthesize that knowledge to draw conclusions about the Black experience.	SLO 2: Research  Students will demonstrate research skills and the ability to analyze a variety of sources.	SLO 3: Writing  Students will exhibit strong written communication skills.

<b>Courses and Learning Activities</b>			
AFAM 1330 Intro to AAAS	<b>I*</b>	<b>I</b>	<b>I</b>
UD Literature ENGL 438X	<b>R</b>	<b>R</b>	A*
UD History Required 3000- or 4000-level History	<b>R</b>	A*	<b>R</b>
Crit Race Course in Critical Analyses of Race	A*	<b>R</b>	<b>R</b>
AFAM 4105 Senior Interdisciplinary Capstone	<b>R</b>	<b>R*</b>	<b>R*</b>

<b>Legend :</b>	<b>I</b> Introduced	<b>R</b> Reinforced	A    Applied	<b>I*</b> Introduced - Ass
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Major African American Writers  
Dr. Leavell  
Description: Expanded Paper  
Spring 2019

### **What Are the Next Steps?**

For the short paper, most likely you have utilized the skill of close reading as well as incorporated a few secondary sources to demonstrate how your argument connects to the questions and concerns of the larger field. What's next? How to expand your analysis into a longer paper (9.5-10 pages in length, citing 7-8 secondary sources)?

### **Expanding and Revising**

You must not only expand the short paper but also REVISE it for the final paper. The final paper needs to demonstrate that you have addressed the concerns that Dr. Leavell pinpointed in the short paper.

### **Pinpoint Your Driving Question(s)**

As you work to expand this paper, ask yourself the following: "What is the larger question that my short paper attempts to answer?" Here are just a few possibilities:

How does the text weigh in on a particular conflict of its period?

How does the text imagine an alternative of some kind?

How does the text problematize, destabilize, question, or instead support some kind of commonplace knowledge?

How does the text utilize literary conventions (and/or manipulate the conventions or blend genres) as it works to depict a situation, place, problem, etc.?

### **Other Types of Sources: Historical Primary Sources, Used as Secondary Sources**

You might want to look for some historical primary sources, such as newspaper articles and political pamphlets, that help you situate your literary text within its historical/cultural moment. (To clarify, these are sources that generally were not written by scholars for academic publications but rather sources penned for a more general audience from the period in which your literary text written.) These texts do not replace the secondary scholarly sources but can work in conjunction with them. Keep in mind that many nineteenth-century texts are not only in the public domain but have also been digitized (available in Google or in one of the library's databases). For example, a student writing on Brown's depiction of the slave market in *Clotel* might be interested in examining advertisements for such markets from the period. Someone writing on Brown's play might want to read reviews from the period of Brown's public readings to get a sense of how the play was received and what audiences noticed about it. If you want to pursue an idea like this, please talk to me, and we can brainstorm together!

Here are some databases that might help with this approach:

Slavery and Abolition, 1789-1887 (EBSCOhost)

ProQuest Historical Newspapers: The New York Times with Index, 1857-1922

ProQuest Historical Newspapers: The New York Times with Index, 1851-2013

### **Revisit Your Secondary Sources and Conduct More Research**

Return to the sources that you've already cited: Mine the bibliography of each source, and consult the sources that each source cites.

Conduct more research to get a better handle on the current concerns of the field regarding your primary text(s). Once you know those concerns, you will be in a better place to explain how your own question—and your argument—connects to the larger conversation.

Be open to the possibility that your argument will get significantly altered by subsequent research!

Put in requests for interlibrary loan materials if you haven't already. If you need a book that has been checked out of Torreyson, please ask the class in case one of us has it. The best academic communities share their resources! We can make arrangements for you to photocopy a chapter, etc.

### **Give More Thought to Counterarguments**

Now that you've had time to reflect on your argument, you'll be in a better place to recognize some of its weak points. Rather than ignore them, anticipate what a skeptical reader might say. How can you address potential criticism of your argument?

In addressing counterarguments, meta-commentary will prove helpful: "It could be said that Crafts's depiction of \_\_\_\_ in this scene suggests \_\_\_\_; however, I would argue that it is important to keep in mind the scene that occurs immediately before this one."

### **Give More Thought to the Question, "So What?"**

Be sure to address this question in the introduction. Expand on it in the conclusion.

### **Due Dates:**

Tuesday, April 23: FULL draft due for Workshop

Thursday, April 25: Final paper due (Submit the short paper with Dr. Leavell's comments, the draft of the expanded paper, workshop handout, and final version of the expanded paper)

Worth 100 points



***Kaffir Boy***  
**Book Review Instructions**

1. Read and understand Mark Mathabane's *Kaffir Boy*.
2. Before you review *Kaffir Boy* you must read and understand my article "Apartheid South Africa" which is Chapter 10 in the *Africana World in Perspective* textbook.

**Instructions**

1. Begin by describing the setting, the historical context, and the main themes covered by the book. (Make sure you introduce *apartheid* and explain what it meant, also explain why the book is titled *Kaffir Boy* and explain what the term "Kaffir" meant in the context of apartheid South Africa).
2. Identify and address the distinctive traits of the main character.
3. In what ways was the author and the black people of South Africa in general impacted by apartheid laws (explain with specific examples from the book and my article. Provide at least three instances/examples from both sources. At least two from the book and one from the article).
4. In what ways does living under apartheid rule in South Africa compare with the historical experiences of black people in the United States? Why did the world allow apartheid regime to survive for so long?
5. What have you learnt (if anything) from reading *Kaffir Boy*? Does the book teach any life lesson? If it does what is the lesson.
6. Conclude by stating your opinion about the book.

**NOTE:** The review should be written in a narrative essay form. The essay should be 3-4 pages long. The paper must be typewritten, double-spaced, and paginated. There should be at least, two (2) direct quotes from the novel, integrated in the body of the essay. Your quotes should come from different parts of the book. The book is divided into three main parts: Part 1-"The Road to Alexandra" (pg. 1-120), Part 2 - "Passport to Knowledge" (pg.121-212), and Part 3-"Passport to Freedom" (pg. 213-350). Make sure you derive your quotes from at least 2 of the 3 parts of the book. In addition you should have at least one quote from the article. Quotes however should be short (not more than three lines long) and should be cited accordingly. This is an example of how to quote and cite:

His decision reinvented his history, assured his progress, and as his mother predicted when he was a little boy: "Someday you will find yourself in a far away place, among strangers, who will take you in, clothe you and provide you with all the things you want" (52).

An example when quoting from my article is as follows “.....” (Kithinji, 40).

• **In addition you should take note of the following:**

- Have a title page indicating your full name and the showing the book you are reviewing (indicate the author and full title of the book).
  - You should not repeat title and your name in the subsequent pages.
  - You should not have extra space between paragraphs. The entire paper should be in Times New Roman font 12 double-spaced.
  - Direct quotes should not exceed three lines long (have short quotes).
  - When you indicate someone’s name the first time provide his full name, subsequently indicate his last name only (not first name).
  - You should always italicize book titles e.g. *Kaffir Boy*. Do not have titles in quotation marks (no “Kaffir Boy”)
  - Avoid Contractions.
  - No Passive voice
  - No Wordiness (verbosity)
  - No Informal speech
  - You should post in Word document (not PDF or Google Doc)
- **You must submit your paper to SafeAssign and it must have a matching of less than 10%.**

**NB:** In South Africa being coloured (British spelling, not “colored” which is American spelling) meant you are mixed race. Unlike in the US, mixed race people in South Africa were categorized as a separate race not black.

## **Research Paper Instructions**

### **Stage 1: Identifying a Topic**

- Your research topic should be derived from modern Africa (Colonial and postcolonial period).
- The first stage is to identify your research topic. Since it's still early in the semester, it's your responsibility to explore further the main characters or issues that have shaped modern Africa in the colonial and postcolonial period. You can use the syllabus (see class schedule section) and the texts that we are using to guide you in formulating a research topic. Also, you can consult with me if you need guidance on topic selection.
  
- Here are some of the areas that you can select a research topic:
  - Prelude to Colonialism and the Scramble and Partition of Africa
  - Imposition & Consolidation of Colonial Rule and African Response
  - Colonial Political/Administrative Systems
  - World Wars I and II, African Involvement and Impact
  - Colonialism, Christianity & Western Education
  - Colonialism and Christianity
  - Pan-Africanism, Nationalism & Decolonization
  - Colonialism and Apartheid in South Africa
  - Colonialism and socio-cultural, economic and political impact of Colonialism
  - Neo-Colonialism
  - Challenges of nation building in postcolonial Africa
  - Cold War impact on Africa
  - Any other topic of relevance or interest
  
- Once you identify a topic, you should write a short (less than one page) description of the major features of your project and what you intend to achieve.
- You will submit your topic and prospectus to me for approval. Once I approve your topic, you will be free to commence your research and writing.

### **Stage 2: Research and Writing**

These instructions relate to the form of your paper. Failure to satisfy any of them will result in the loss of ten [10] points from your paper grade for each failure. Thus, a paper with 100 points without a title will receive no more than 90 points; a paper without a title and without page numbers will receive no more than 80 points.



- Your paper must be typed, **double-spaced**, on 8 and 1/2 by 11 white paper, with 1 inch margins on all four sides, in **12 point standard fonts (Times New Roman)**.
- **Your paper must have a cover page which contains the following information:**
  - Your name.
  - The paper's title.
  - Course title
- **Your paper must have a title that relates to the content of the paper.** Thus, a paper with the title "African History Paper," or "Paper," does not satisfy this requirement. Conversely, a paper with a title like "Emperor Menelik II and the Preservation of Ethiopia's Independence," will satisfy the requirement. Spending time thinking of a good title actually helps you formulate and refine your thesis.
- **Your paper must have typed page numbers.** Because I provide comments on papers, I need page numbers (e.g., the comment. "this section repeats the argument you made on page 3," is more difficult for me to make if you don't have page numbers.) Make sure you staple the paper in the upper left corner.
- **Length: Your paper must be SIX pages long with a word count of about 1500 words.** Note, I penalize excessive brevity and excessive length equally. If you can only come up with five pages, you need to reformulate your thesis. If you can only say what you have to say in 10 pages, you need to either edit some more or reformulate your thesis. Make use of the word count feature on your word processing program to calculate the size of the paper, and write the word count in at the end of each paper
- **Sources and Citation Style:** Make sure you have at least **seven different secondary sources and at least two primary sources**. The standard citation style in history is either the Turabian or the Chicago Manual of Style. In this paper, you should have **footnotes** and not end notes. Your paper must also have a **Bibliography page**.
- In addition to the above requirements, I consider the following factors in grading formal papers:
  - ✓ **Introduction with thesis statement**
  - ✓ **proof of thesis**
  - ✓ **organization**
  - ✓ **Conclusion**
  - ✓ **style/clarity of thought**
  - ✓ **grammar** (including sentence structure, punctuation and spelling),
  - ✓ **sources and citations.**
- Unless I have overwhelming evidence to the contrary, I will assume that your failure to conform to these instructions indicates that you do not care about your paper. Since I do care about it, this would be a rather unfortunate assumption for me to have when grading



your paper. Remember: Cover Page, Page Numbers, Title, Bibliography, Your Name, Word Count.

- Note that you should maintain spacing consistency throughout the paper (only double space) even between paragraphs.
- No contractions.
- Passive voice
- Wordiness
- Where to put period-inside the quote
- Informal language

**UNIVERSITY OF CENTRAL ARKANSAS**  
**ACADEMIC ASSESSMENT PLAN**  
Requirements, Template, and Example

**Requirements**

1. *Submit with New Program Proposal*
  - a. *Programs are encouraged to consult with the Office of University Assessment.*
  - b. *Contact in\*formation [assessment@uca.edu](mailto:assessment@uca.edu)*
2. *Send copy of Assessment Plan to the Office of University Assessment, Wingo 215.*
3. *Update the Program Assessment Plan based upon EAPR or Accreditation Cycles.*

**Basic Information**

Program Name: AAAS / African and African American Studies BA

College: CAHSS

Department: History [interdisciplinary]

Program Level (check all that apply)

- Associate's
- Bachelor's
- Undergraduate Certificate
- Master's
- Doctoral
- Graduate Certificate

Date Plan Submitted: @@

College Dean & email: Dr. Tom Williams, [twilliams73@uca.edu](mailto:twilliams73@uca.edu)

College Curriculum Committee Chairperson & Email: Dr. Mark Mullenbach, [markm@uca.edu](mailto:markm@uca.edu)

Department Chairperson & email: Dr. Wendy Lucas, [wendyc@uca.edu](mailto:wendyc@uca.edu)

AAAS Program Assessment Committee Chairperson & email: Dr. Michael M. Kithinji, [mkithinji@uca.edu](mailto:mkithinji@uca.edu)

**1. Introduction** (identify college, unit, and degree programs)

- Purpose
- Unit Mission Statement

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 comprises of courses taught across the UCA campus in art, communications, history, literature, music, philosophy and religion, political science, sociology, linguistics, and writing, the program gives students the ability to solve problems from the perspectives of different disciplines. The program equips students with the reading, writing, and critical thinking needed to succeed in a broad set of fields, particularly those that require an understanding of diversity, social justice, and world cultures.



**Program Goals:**

1. Students completing the BA in A/A-A Studies will demonstrate an appreciation for the diversity of African and African-American cultures.
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.
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.
4. Students completing the BA program in A/A-A Studies will demonstrate the ability to communicate effectively in writing.
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.

The interdisciplinary African and African American Studies (AAAS) Program at UCA dedicates itself to teaching and researching about Africa and its various diasporas, especially in the Americas and Europe. The program brings together a wide spectrum of experts including literary critics, political scientists, philosophers, sociologists, historians, in addition to scholars of music, cultural studies, popular culture, gender, sexuality, race, and public policy to explore and reveal the multifarious experiences and perspectives of people of African descent as well as to theorize and historicize racism, sexism, classism, homophobia, and other markers of difference. Further, we interrogate and rethink the disciplinary methods that conventionally have rendered these experiences and markings invisible. In service of this ambition we offer courses and conduct research that investigates the contributions, challenges, aspirations, and achievements of those of African ancestry. Our aim is to produce thoughtful, well rounded, and globally competent graduates who are ready to function in a densely interconnected world.

**2. Student Outcomes**

- Learning Outcomes by Program (focused on student performance, clearly stated, and measurable)

**SLO 1: Content knowledge**

Students will demonstrate fluency in content knowledge related to African and African diaspora topics, including the ability to synthesize that knowledge to draw conclusions about the Black experience.

**SLO 2: Research**

Students will demonstrate research skills and the ability to analyze a variety of sources.

**SLO 3: Writing**

Students will exhibit strong written communication skills.

**3. Assessment Cycle**

- Assessment Cycle will be determined with assistance from the Office of Assessment

Attached.

**4. Curriculum Map**

- Office of Assessment will provide examples and consultative services to meet this requirement.

Attached.



## **5. Assessment Methods and Measures (Formative and Summative recommended)**

- Record the assessment measure(s) that evaluate each student learning outcome (note: each learning outcome should have an associated assessment measure).
- Direct Methods/Measures Preferred/Used at the Course and Program Levels (examples: writing examples, oral examinations, internships, clinicals, quizzes, test, team/group projects and presentations)
- Indirect Methods/Measures Preferred/Used at the Course and Program Levels (examples: surveys, quantitative data, course grades, alumni surveys, student evaluation of instruction)

The following six (6) items will be collected from each student. Each student will submit these items together as a portfolio, to be collected at the end of AFAM 4105 (a major requirement):

SLO1 (content) formative: AFAM 1330 paper (direct measure)

SLO2 (research) formative: UD HIST course research paper (direct measure)

SLO3 (writing) formative: UD ENGL course research paper (direct measure)

SLO1 summative: Critical analyses of race course paper (direct measure)

SLO2 summative: Revised HIST research paper from AFAM 4105 (direct measure)

SLO3 summative: Revised ENGL research paper from AFAM 4105 (direct measure)

## **6. Data Collection and Review**

- When will data be collected for each outcome?
- How will data be collected for each outcome?
- What will be the benchmark/target for each outcome?
- What individuals/groups will be responsible for data collection?

AAAS assessment committee faculty rate student work on a scale of 0-4. The faculty have set a benchmark of 80%: 80% of students will earn scores of at least 2 ('developing') at the formative level, and scores of 3 ('proficient') or 4 ('mastered') at the summative level for each SLO. As students progress through the program, the expectation is that they will refine their communication and research skills in step with their content knowledge.

When students struggle to meet these benchmarks, faculty and advisors know to work with the student to improve in the area at issue. A variety of direct measures are used, and working toward improvement may involve meeting with faculty directly about a particular exam or writing assignment, or taking advantage of the university's academic support services (e.g., the Center for Writing and Communication)

## **7. Participation in Assessment Process**

- Who will participate in carrying out the assessment plan?
- What will be their specific role/s?

The AAAS assessment committee will conduct program assessment each year after the conclusion of the Spring semester. The committee will consist of at least three AAAS-affiliated faculty members.

## **8. Data Analysis**

- How will the data and findings be shared with faculty?

- Who was involved in analyzing the results?
- How are results aligned to outcomes and benchmarks?

The Assessment Committee will assess student portfolios (all 6 items) once per year, after the Spring semester. Results will be communicated yearly to all AAAS faculty, and to the chair of History, via email.

#### **9. Plan for Using Assessment Results to Improve Program**

- How will you use the results to improve your program?

Assessment data will be used to monitor student progress yearly. If student outcomes are found to be falling short of benchmarks over any 3-year period, the faculty will meet to decide on ways to improve those outcomes. Where student outcomes are found to be meeting or exceeding benchmarks, the Assessment Committee will evaluate those outcomes to determine how their processes/forms can be applied to other benchmarks that are not meeting expectations.

#### **10. What are the plans to evaluate students' post-graduate success?**

Graduating students complete a questionnaire in AFAM 4105 about their experience and future plans, including a non-UCA email address for keeping in touch.

#### **11. What are the plans to evaluate teaching effectiveness?**

As an interdisciplinary program, faculty teaching effectiveness is not formally assessed within the program itself; this process is left to each faculty member's home department or program.

AAAS faculty will all be informed yearly of AAAS program assessment data. If student performance falls short for any specific SLO over a 3-year period, the Assessment Committee will contact faculty who teach relevant courses (i.e., courses whose work is sampled in order to assess said SLO) and encourage them to reflect on possible improvements.

**12. Appendices-Required....Curriculum Maps by Program, Assessment Tools (examples: Rubrics, Surveys, Tests, etc.), any other important materials/documentation**

**Attachments:**

- a. Assessment Cycle table
- b. Curriculum Map
- c. Sample assignments for each of the 6 required artifacts:
  - i. AFAM 1330 writing assignment (SLO1, formative)
  - ii. UD HIST writing assignment (SLO2, formative)
  - iii. UD ENGL writing assignment (SLO3, formative)
  - iv. Critical Analyses of Race course assignment (SLO1, summative)
  - v. AFAM 4105 joint assignment: revision of HIST paper and of ENGL paper (SLO2 and SLO 3, summative)

### **13. Submit Assessment Plan**

- Send completed form electronically to [assessment@uca.edu](mailto:assessment@uca.edu)

For questions or concerns please contact:  
Dr. Jacob Held 450-5307 [jmhheld@uca.edu](mailto:jmhheld@uca.edu)  
Alyson McEntire 450-5086 [amcentire@uca.edu](mailto:amcentire@uca.edu)



African and African-American Studies (AAAS)

Fall 2021

BA Program Assessment Cycle

<b>Academic year</b>	<b>SLOs assessed</b>	<b>Comments</b>
2020-2021	1, 2, 3	completed
2021-2022	1, 2, 3	
2022-2023	1, 2, 3	
2023-2024	1, 2, 3	
2024-2025	1, 2, 3	
2025-2026	1, 2, 3	