



Annual Assessment Report for Academic Programs

The University Assessment Team advocates for the enhancement of student learning through purposeful, meaningful, and feasible student-outcomes assessment practices. The Assessment Team seeks to collaborate with programs, departments, and units to ensure that effective assessment of student learning occurs across the University. To assist in meeting this goal, the Team requests that you complete this Annual Assessment Report form to document student learning in your program. A PDF version of this completed form will be posted to the Academic Affairs Assessment website. Please note that this Annual Assessment Report form should only be completed after you have an Assessment Plan for Academic Programs forms on file with the University Assessment Team. The plan is completed once and only updated when revisions have been made to components of the plan.

1. Degree Level and Program Name: African American Studies minor

2. College/School: College of Humanities, Arts & Social Sciences

3. Assessment Overview - Briefly share how student learning outcomes assessment is conducted within your program/department (e.g. number of outcomes, examples of assignments used, and frequency of assessment).

This is my second year directing the program and I've made some efforts to address outstanding issues identified by my predecessors in past annual reports. With that in mind, I expect my assessment methods will continue to evolve in the coming years. In general, every AAS course requires students to write an original research paper that uses quality primary and secondary sources. This assignment is the best evidence students are meeting the program's core learning outcomes.

4. Student Learning Outcomes -Which student learning outcome(s) from the assessment plan filed with the University Assessment Team is/are being reported on in this report? Include the corresponding benchmark(s) for each outcome.

- a. Examine race, culture, and identity through urban, regional, national and global perspectives
- b. Express a basic knowledge of the African and African American culture and the issues and challenges that culture faces
- c. Recognize the interdependence of cultures in both domestic and global terms
- d. Recognize the intellectual and spiritual limitations of their own cultural assumptions and biases
- e. Develop a keener appreciation of the relationship between race, diversity and society
- f. Cultivate intercultural competence

AAS 2000 students are asked to demonstrate their expanded knowledge of African American culture and history via a research paper using quality primary and secondary sources. The benchmark for success is to have at least 70% of the students earn a rubric equivalent score of a C or better. AAS 4900 students are tasked with applying the knowledge gained from their previous coursework via a service learning project at an institution that engages in work relevant to the minor's subject matter. Because this is a capstone project for graduating students, the benchmark for success for this metric is a 100% success rate.



Institutional Outcomes - For which institutional outcome(s) do the reported student learning outcome(s) align?

| SLO Outcome Alignment | Institutional Outcome |
|-----------------------|--|
| | I. Jesuit & Mercy Values |
| Yes | II. Diversity & Cultural Awareness |
| | III. Critical Thinking & Problem Solving |
| | IV. Communication |
| | V. Professionalism |
| | VI. Lifelong Learning |

6. Assessment Period: Select the academic year for which you are reporting results (i.e. when data were collected):

2023-2024

7. Results, Planned Actions, and/or Actions Taken -Briefly summarize the assessment results, how they relate to benchmark(s), and how you are using them to enhance student learning and improve program quality.

A review of the student research papers from AAS 2000- Critical Perspectives in African American Studies and capstone projects from AAS 4900- Integrative Seminar shows the program is effectively meeting our outcomes. For the AAS 2000 course, over 90% of students who completed the research papers scored a B or better. The sole AAS 4900 capstone project for this year earned a perfect score.

Attachment(s):

[Rubric Justin Williams.pdf](#)