Core Course Assessment Plan

Section 1: General Information

Course Dept.: _AFS_____   Course #: _2000_____

Term when assessment will occur: ☐ ☐Spring ☐ Fall   Year: __2018_____

Course Title: "What is the African and African American Experience?"
Section Types and #:

☐ ☐Dayton face-to-face   ☐ Lake face-to-face
☐ Dayton online   ☐ Lake online
☐ Dayton Honors   ☐ Lake Honors

Attributes: __☐__   Integrative Writing in Core
                          ___☐_   Multicultural Competency in Core
                          ____   Service Learning in Core

Dept. Core Assessment Lead: Sharon L. Jones   sharon.jones@wright.edu
                                                  Name   email

List of faculty who will assess the students' work:
- Dr. Sharon L. Jones _____
- Dr. Opolot Okia_____
- Dr. Frank Eguaroje_____
- _____

Section 2: Assessment Plan

Course Outcomes (See 1, 2, and 3 on Instruction sheet)

1. a. Critically describe some of the African Diasporic political, social or economic systems, historical, cultural, or

   spiritual traditions, and/or technological innovations around the world.
2. b. Demonstrates an awareness of the diversity of people or traditions in our world in ways that promote effective engagement, both locally and globally
3. c. Use African Diasporic political, social, economic, historical, cultural, spiritual or technological knowledge to evaluate contemporary issues

Assignments (Select the appropriate assessments for all three outcomes – see 4 on the instruction sheet)

☐ Written assignment that addresses outcome(s) _____. Title _____ _____

☐ ☐Written test or exam essay question for outcome(s) _a.b.c._____. Provide the question(s) below.

1. How and why did the Civil Rights Movement in the 1960s change the social, cultural, and political landscape for African Americans?

☐ Multiple Choice Marker questions – 3 to 4 questions per outcome. List the outcome and question numbers.

1. Outcome Number _____ Questions _____ _____ _____ _____

2. Outcome Number _____ Questions _____ _____ _____ _____

3. Outcome Number _____ Questions _____ _____ _____ _____

☐ Pilot asynchronous discussion that addresses outcome(s). Provide the outcome number and the discussion question.

1. Outcome Number _____ Discussion Question _____
_____

2. Outcome Number _____ Discussion Question _____
_____

3. Outcome Number _____ Discussion Question _____
_____

Collecting and submitting the assignment(s) (See 5 on the instruction sheet)

__All students must upload their essays on pilot for this assessment.
_____

Rubric Selection. Select the items you feel best match your assignment(s) in the rubric(s) on the next few pages.

Item	Mastery 4	Partial Mastery 3	Progressing 2	Emerging 1
Global Self-Awareness	Effectively addresses significant issues in the natural and human world based on articulating one's identity in a global context.	Evaluates the global impact of one's own and others' specific local actions on the natural and human world.	Analyzes ways that human actions influence the natural and human world.	Identifies some connections between an individual's personal decision-making and certain local and global issues.
Perspective Taking	Evaluates and applies diverse perspectives to complex subjects within natural and human systems in the face of multiple and even conflicting positions	Synthesizes other perspectives (such as cultural, disciplinary, and ethical) when investigating subjects within natural and human systems.	Identifies and explains multiple perspectives (such as cultural, disciplinary, and ethical) when	Identifies multiple perspectives while maintaining a value preference for own positioning (such as cultural, disciplinary, and ethical).

	(i.e. cultural, disciplinary, and ethical.)		exploring subjects within natural and human systems.	
Understanding Global Systems	Uses deep knowledge of the historic and contemporary role and differential effects of human organizations and actions on global systems to develop and advocate for informed, appropriate action to solve complex problems in the human and natural worlds.	Analyzes major elements of global systems, including their historic and contemporary interconnections and the differential effects of human organizations and actions, to pose elementary solutions to complex problems in the human and natural worlds.	Examines the historical and contemporary roles, interconnections, and differential effects of human organizations and actions on global systems within the human and the natural worlds.	Identifies the basic role of some global and local institutions, ideas, and processes in the human and natural worlds.

Multicultural Competency

Item	Mastery 4	Partial Mastery 3	Progressing 2	Emerging 1
Cultural self- awareness	Articulates insights into own cultural rules and biases (e.g. seeking complexity; aware of how her/his experiences have shaped these rules, and how to recognize and respond to cultural biases, resulting in a shift in self-description.)	Recognizes new perspectives about own cultural rules and biases (e.g. not looking for sameness; comfortable with the complexities that new perspectives offer.)	Identifies own cultural rules and biases (e.g. with a strong preference for those rules shared with own cultural group and seeks the same in others.)	Shows minimal awareness of own cultural rules and biases (even those shared with own cultural group(s)) (e.g. uncomfortable with identifying possible cultural differences with others.)
Knowledge of Afrocentric cultural worldview frameworks	Demonstrates sophisticated understanding of the complexity of elements important to members of another culture in relation to its history, values, politics, communication styles, economy, or beliefs and practices.	Demonstrates adequate understanding of the complexity of elements important to members of another culture in relation to its history, values, politics, communication styles, economy, or beliefs and practices.	Demonstrates partial understanding of the complexity of elements important to members of another culture in relation to its history, values, politics, communication styles, economy, or beliefs and practices.	Demonstrates surface understanding of the complexity of elements important to members of another culture in relation to its history, values, politics, communication styles, economy, or beliefs and practices.

Integrated Writing

Item	Mastery 4	Partial Mastery 3	Progressing 2	Emerging 1
Includes considerations of audience, purpose, and the circumstances surrounding the writing task(s).	Demonstrates a thorough understanding of context, audience, and purpose that is responsive to the assigned task(s) and focuses all elements of the work.	Demonstrates adequate consideration of context, audience, and purpose and a clear focus on the assigned task(s) (e.g., the task aligns with audience, purpose, and context).	Demonstrates awareness of context, audience, purpose, and to the assigned tasks(s) (e.g., begins to show awareness of audience's perceptions and assumptions).	Demonstrates minimal attention to context, audience, purpose, and to the assigned tasks(s) (e.g., expectation of instructor or self as audience).

Content Development	Uses appropriate, relevant, and compelling content to illustrate mastery of the subject, conveying the writer's understanding, and shaping the whole work.	Uses appropriate, relevant, and compelling content to explore ideas within the context of the discipline and shape the whole work.	Uses appropriate and relevant content to develop and explore ideas through most of the work.	Uses appropriate and relevant content to develop simple ideas in some parts of the work.
Sources and Evidence	Demonstrates skillful use of high-quality, credible, relevant sources to develop ideas that are appropriate for the discipline and genre of the writing	Demonstrates consistent use of credible, relevant sources to support ideas that are situated within the discipline and genre of the writing.	Demonstrates an attempt to use credible and/or relevant sources to support ideas that are appropriate for the discipline and genre of the writing.	Demonstrates an attempt to use sources to support ideas in the writing.
Control of Syntax and Mechanics	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 in the portfolio 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.

Submit the entire form to Pilot – Core Course Assessment Plan 2017-18. The next section is for UCRC Review only.

_____

Section 3: UCRC Committee Review ONLY

Item	Complete/NA	Revision Requested	Comments
Learning Outcomes for Global Traditions	x		**See suggestions below for possible rewording of LO 1 & 3**
Rubric for LOs	x		**To make the rubrics more specific to your course, either every outcome could include "from an African Diasporic perspective" or for the Afrocentric LO. Recommend adapting the rubric to measure important concepts from this perspective**
Rubric for MC Attribute	X		**Could clarify the measurement of Knowledge of Afrocentric cultural worldview frameworks. The current criteria seem to be general whereas the LO specifically states Afrocentric perspective. Could be useful to decide which perspective you want here.**
Rubric for IW Attribute	x		

Rubric for SRV/SRVI Attribute		**NA**	
Assigned Departmental Reviewers	**x**		

Committee Review Completed X

Committee Chair Signature *[signature]* Date 12/15/2017