

Section 1: Program and Contact Information

Q1.1. Which *programs* are covered by this report?

**African Studies Program**

Q1.2. Whom should we contact if we have questions about this report?

**James Delehanty**

Q1.3. e-mail:

**[jmdeleha@wisc.edu](mailto:jmdeleha@wisc.edu)**

Q1.4. Telephone:

**2-4458**

Section 2: Assessment Plan

Q2.1. Please review the assessment plan on file for those program(s), located at L&S Department and Program

Is this plan current? Does it cover all of your academic programs?

**The plan was produced in 2006 but it remains current. We will revise it ahead of the annual report deadline of 5 September 2014 but probably there will not be major changes.**

Section 3: Recent Assessment Activity Report

Q3.1. Assessment Purpose. Describe the overall goal or purpose of the assessment activity (e.g., to conduct a curricular or program review, to assess learning across a sequence of courses, to solve a problem with student performance, to honor MIU or other obligations, etc.)

**In October 2013 we undertook a survey of 106 recent (2012 and 2013) African Studies Undergraduate certificate recipients to assess the quality of our certificate curriculum, particularly how certificate recipients have translated the African studies and African languages knowledge and skills they learned at Wisconsin into employment skills.**

Q3.2. Learning Outcomes or Goals Assessed. Refer to the learning outcomes in your program assessment plan and identify the learning outcome(s) that were the focus of your assessment activity. What did you study about what you want students to know, value, do, or can easily apply beyond the classroom?

**As noted in our assessment plan, our main goal at the undergraduate level is to ensure that students gain a capacity to think about Africa (and through it the human condition) from multiple historical, scientific, and cultural perspectives. We believe that quite apart from the Africa-specific knowledge and skills that result from sustained cross-disciplinary study and thought about our subject, students practiced in the discipline and art of thinking (in our case about Africa) will find these abilities transferable to job situations, whether or not Africa knowledge per se is useful on the job. This assessment was mainly intended to gauge what share of our students were carrying on with Africa after graduation, whether as continuing students or in the workforce.**

Q3.3. Assessment Strategy. Describe your assessment project. What did you do to obtain evidence about student learning in the program (e.g., graduating student surveys, standardized tests, grades on embedded questions on exams, alumni surveys, focus groups or interviews with students or alumni,

evaluation of student work on papers, portfolios, capstone assignments, observations of student activities, reports from employers or internship supervisors, etc.)?

**We sent a 23-question survey to 106 recent graduates. Twenty-seven persons (25 percent) completed it.**

Q3.4. Key Findings and Impact. Summarize key findings (evidence/results) and discuss how the department or program plans to use this information (e.g., no curricular changes, propose program changes, further study). Include to whom results were reported, whether results provoked more study, plans to revise the assessment plan, or setting deadlines for achieving milestones related to implementing changes.

- **Sixteen of the recent graduates had studied an African language at Wisconsin; 15 of them report having used that language outside the classroom.**
- **Twenty-three of the 27 planned to go to graduate school at some point; of the 23, four already were enrolled (Stanford University, University of Iowa, Johns Hopkins University, University of Wisconsin-Madison). Most planned to concentrate on Africa in graduate school.**
- **Seventeen of the 27 reported that African Studies was “directly relevant to future study or career paths.”**
- **Most respondents (27 percent) reported working currently in the private (for-profit) sector. Another 19 percent work for the federal government, 14 percent are in graduate school, and 12 percent were K-12 teachers. The rest worked in a variety of capacities, including international organizations, state government, and the military.**
- **Fifteen of the 27 studied in Africa; 14 reported having done volunteer work in Africa.**
- **In the text comment section of the survey, students generally expressed high appreciation for African Studies at Wisconsin, with most negatives focused on absence of knowledge of the existence of African Studies until late in the undergraduate experience, insufficient publicity about Africa events, and the desirability of African Studies connecting more systematically with student organizations.**

**In general then, we found that our graduates highly valued the formal and informal Africa work at the UW-Madison facilitated by the African Studies Program; a high percentage of them anticipated a life-long engagement with Africa; most were at too early a post-collegiate stage to have activated their ambitions fully.**

#### Section 4. The Future

Q4.1. Please let us know what your next steps for assessing student learning will be.

**We will conduct similar surveys of students whose graduation date is at farther remove in order to better understand the long-term impact of undergraduate engagement with African studies at Wisconsin and steps we can take to better achieve the learning outcomes described in our Assessment Plan.**