

Dalton State College

Detailed Assessment Report

2015-2016 HIST 3150

As of: 5/23/2016 08:07 AM EDT

(Includes those Action Plans with Budget Amounts marked *One-Time, Recurring, No Request*)

Course Description

This course is a general survey of key turning points in the history of Africa from the late pre-colonial period to the evolution of postcolonial Africa. The primary goal is to provide students with an historical framework for interpreting the current state of African societies and their relations with the World. So to understand the principal forces and processes that have been important in the emergence of modern Africa, the course will be multi-faceted and introduce students to broad historical events.

Divided into three parts, the first section briefly summarizes the state of the early nineteenth-century pre-colonial African societies and economies as well as Africa on the eve of European colonial conquest in the early 1880s. Topics will include the rise of Ancient Egypt and other early African kingdoms; traditional institutions; societies and states in pre-colonial Africa; the spread of Islam and Christianity; the trans-Saharan and Indian Ocean trades; institution of slavery in Africa and legacies of the transatlantic slave trade. The second part examines the political economy of the colonial conquest: historiographical perspectives on the reasons for the conquest; the nature of the colonial state; the imposition of colonial economics and the roots of underdevelopment; and African resistance, initiatives, and responses to colonial rule. The third and final section deals with the rise of African nationalism and independence movements; the processes of decolonization; the prospects and challenges of postcolonial social change, economic developments, and political transformations; and Africa in world affairs (e.g., the extension of the Cold War in Africa, African Continuities in the Diaspora).

Where appropriate and fitting, the course will also briefly address various themes affecting the African experience, such as religion, gender, ethnicity, racism, economics, and the environment. As may be obvious, the massive scope of African history and time limits may militate against the coverage of all necessary topics. For this reason, if a student has an interest in any uncovered topic, the instructor will be glad to discuss the particular topic during office hours or during other periods so that such discussions will not compromise specific assigned readings, class activities, etc.

The course assumes no prior background or knowledge in African Studies; however, it requires students to carefully read assigned material – gradually digesting the material to become familiar with historical themes and the names of African peoples and places. Here, an important theme of the course is to debunk much of the stereotype and falsehoods about African history, peoples, and cultures. Indeed, the history of Africa is most often portrayed as one long road ending in debt, disease, famine, and destruction. It is bad enough that these stereotypes are used to explain the present, but they are also projected onto the Africa past.

Program Outcomes

PO 1: Historical Knowledge

Students will demonstrate a broad knowledge of history and its role in society.

PO 2: Critical Thinking

Students will demonstrate the ability to think critically by analyzing and interpreting situations, events, practices, or historical texts.

PO 3: Writing Skills

Students will demonstrate competence in written communication, producing well-organized writing that meets conventional standards of correctness, exhibits appropriate style and awareness of audience, and presents substantial material.

PO 4: Presentation Skills

Students will demonstrate competence in oral communication, presenting ideas, perspectives, and arguments in an effective manner.

Outcomes, with Any Associations and Related Measures, Targets, Findings, and Action Plans

Outc. 1: Characteristics and Themes

Students will describe the characteristics of modern Africa in terms of geography, demography, peoples, cultures, and the central themes of African history.

Relevant Associations:

Standard Associations

SACSCOC 2012* Principles of Accreditation

3.3.1.1 educational programs, to include student learning outcomes

3.5.1 The institution identifies college-level general education competencies and the extent to which students have attained them. (College-level competencies)

General Education Goals Associations

6.1 Students will articulate an understanding of major forces and events, influences, or ideas that have shaped history and society.

9.1 Students will analyze, evaluate, and provide convincing reasons in support of conclusions and arguments.

9.2 Students will use technology and gather data to conduct research from various sources, including electronic media, and demonstrate an understanding of plagiarism by acknowledging and citing informational sources correctly.

9.3 Students will demonstrate an ability to evaluate observations, inferences, or relationships in works under investigation.

Institutional Mission Associations

- 1 Dalton State provides broad access to quality higher education for the population of Northwest Georgia, thereby enhancing the region's economic vitality and quality of life.
- 2 Dalton State offers targeted bachelor's degrees, a full range of associate's degrees and career certificate programs, and a wide variety of public service activities.

Related Measures

M 1: Two map quizzes

Students will be given two map quizzes covering the geography, demography, peoples, and cultures of colonial Africa and modern Africa.

Source of Evidence: Academic direct measure of learning - other

Target:

Eighty percent of students will make a 80% or higher on map quiz.

Finding (2015-2016) - Target: Met

This class, HIST 3150, was a face-to-face course on the main campus of Dalton State College in Dalton, Georgia. There were ten students registered. In general, students continued to do well on the two map quizzes. On the first map quiz that dealt with precolonial/colonial Africa. Ninety percent of the students scored 80% or higher on the quiz. Indeed, 80% of the students scored the full 10 points. The total average for the class was 9.6 out of 10. On the second map quiz on modern or post-independence Africa, 80% of students scored 80% or above. The average score for the class was 8 out of 10.

Related Action Plans (by Established cycle, then alpha):

For full information, see the *Details of Action Plans* section of this report.

More in-class quiz preps on precolonial and colonial periods

Established in Cycle: 2013-2014

It became obvious that students had more difficulty with the precolonial and colonial periods. I attributed this to unfamiliarit...

Increase target to 80% or better

Established in Cycle: 2014-2015

Because students seem to do well on the map quizzes, I shall raise the measure of success to passing with a grade of B (80%) ...

Increased target and to continue use of map study guide and sample

Established in Cycle: 2015-2016

Giving students a sample and guide of the map quiz to study have aided in students' ability to do well on the map quiz. This has...

M 3: Midterm exam on central themes of African History

The midterm exam will consist of short answer questions that will cover the second part of the course and test students' knowledge of African history's central themes, e.g., problems in the study and teaching of African history, precolonial Africa, ancient African kingdoms, the transatlantic slave trade, European colonial rule.

Source of Evidence: Writing exam to assure certain proficiency level

Target:

Eighty percent of students will make a 70% or better on midterm exam.

Finding (2015-2016) - Target: Not Met

This class, HIST 3150, was a face-to-face course on the main campus of Dalton State College in Dalton, Georgia. There were ten students registered. Overall, only 70% of students scored a 70% or better. Three students did poorly - averaging about 40%. Still, seven students did very well - with an average score of 88%.

Related Action Plans (by Established cycle, then alpha):

For full information, see the *Details of Action Plans* section of this report.

Provide review questions to assist students prepare for the exam.

Established in Cycle: 2014-2015

After the poor midterm exam results, I shall now spend the first few minutes of the class to do a review of class topics, includ...

Continue to emphasize the importance of the weekly class review

Established in Cycle: 2015-2016

Although I have told students that the class review (question and answer) I conduct at the beginning of each class is primarily ...

M 4: Final exam on central themes of African History

The final exam will consist of short answer questions that will cover the second part of the course and test students' knowledge of African history's central themes, e.g., decolonization, African nationalism and struggle for independence, colonial legacy, post-colonial Africa.

Source of Evidence: Writing exam to assure certain proficiency level

Target:

Eighty of students will score a 70% or better on the central themes of African history, e.g., colonial legacy, decolonization, African nationalism, post-colonial Africa, Africa in World Affairs.

Finding (2015-2016) - Target: Not Met

This class, HIST 3150, was a face-to-face course on the main campus of Dalton State College in Dalton, Georgia, and the assessment is based on ten registered students - 70% of them scored a 'C' or better on the central themes of African history. Three students did poorly - bringing down the class average. However the remaining seven students did extremely well on the finals. They competently and correctly answered questions on the central themes of African history, particularly on the colonial and post-colonial periods.

Related Action Plans (by Established cycle, then alpha):

For full information, see the *Details of Action Plans* section of this report.

Increase measure of success target as well as continue with mock review questions

Established in Cycle: 2014-2015

Given the success of students, I'd consider increasing the measure of success target (80% pass rate instead of 70%) as well as c...

Continue with the weekly class review

Established in Cycle: 2015-2016

I'll probably spend more time with the weekly class review to help reinforce the questions and themes to be covered on the exam.

Outc. 2: Historical Periods

Students will identify major historical eras or periods in modern African history that have combined to help explain the major social, cultural, and economic challenges facing contemporary African states.

Relevant Associations:

Standard Associations

SACSCOC 2012* Principles of Accreditation

3.3.1.1 educational programs, to include student learning outcomes

3.5.1 The institution identifies college-level general education competencies and the extent to which students have attained them. (College-level competencies)

General Education Goals Associations

6.1 Students will articulate an understanding of major forces and events, influences, or ideas that have shaped history and society.

9.1 Students will analyze, evaluate, and provide convincing reasons in support of conclusions and arguments.

9.2 Students will use technology and gather data to conduct research from various sources, including electronic media, and demonstrate an understanding of plagiarism by acknowledging and citing informational sources correctly.

9.3 Students will demonstrate an ability to evaluate observations, inferences, or relationships in works under investigation.

Institutional Mission Associations

1 Dalton State provides broad access to quality higher education for the population of Northwest Georgia, thereby enhancing the region's economic vitality and quality of life.

2 Dalton State offers targeted bachelor's degrees, a full range of associate's degrees and career certificate programs, and a wide variety of public service activities.

Related Measures

M 2: Analytical essay on Achebe's 'Things Fall Apart'

Students will write an essay analyzing *Things Fall Apart* with a particular emphasis of the impact of colonialism on African peoples and cultures along with the conflict between the British imperial agents and the Igbo.

Source of Evidence: Written assignment(s), usually scored by a rubric

Target:

Eighty percent of students will make a 70% on the essay covering *Things Fall Apart*.

Finding (2015-2016) - Target: Met

This class, HIST 3150, was a face-to-face course on the main campus of Dalton State College in Dalton, Georgia. There were ten students registered. Except one student who did not turn in his paper, all nine students who submitted their essays did very well: 90% of the students scored a C or higher. In fact, the average grade was 80% or higher. I was pleased that students followed the more rigorous guidelines (e.g., bibliographical notes from African studies journals) in writing their papers. I have also noticed that Achebe's novel is quite popular with students as it tells in story form the impact of colonialism on African cultural and social institutions.

Related Action Plans (by Established cycle, then alpha):

For full information, see the *Details of Action Plans* section of this report.

Mandatory class for a discussion of Achebe novel

Established in Cycle: 2013-2014

Achebe's *Things Fall Apart* is an interesting read with a lot of story-telling - a characteristic of African cultures. But for s...

Increase measure of success including some tougher guidelines

Established in Cycle: 2014-2015

It is obvious from this semester's students' essays on the Achebe novel that students take time and effort in writing their paper...

Enforce rigorous guidelines and show a video of Achebe

Established in Cycle: 2015-2016

The guidelines provided to students were helpful. I shall continue to enforce these guidelines. As background, I all show a vide...

M 3: Midterm exam on central themes of African History

The midterm exam will consist of short answer questions that will cover the second part of the course and test students' knowledge of African history's central themes, e.g., problems in the study and teaching of African history, precolonial Africa, ancient African kingdoms, the transatlantic slave trade, European colonial rule.

Source of Evidence: Writing exam to assure certain proficiency level

Target:

Eighty percent of students will demonstrate on midterm exam score their knowledge of African historical periods covering the precolonial and colonial periods.

Finding (2015-2016) - Target: Not Met

This class, HIST 3150, was a face-to-face course on the main campus of Dalton State College in Dalton, Georgia. There were ten students registered. Given the scores on the midterm exam, just 70% of students could demonstrate their knowledge of African precolonial and colonial history. Again, the seven students who

did very well showed greater knowledge and competence of that period. The rest not so much.

Related Action Plans (by Established cycle, then alpha):

For full information, see the *Details of Action Plans* section of this report.

Provide mock exam questions as a class review - emphasizing historical themes and period.

Established in Cycle: 2014-2015

To help students do better and demonstrate knowledge of precolonial and colonial Africa historical themes and periods, I shall p...

Consider a weekly quiz or mock exam on the precolonial and colonial periods

Established in Cycle: 2015-2016

To help students gain greater knowledge on Africa's precolonial and colonial periods, I shall consider a weekly quiz or a mock e...

M 4: Final exam on central themes of African History

The final exam will consist of short answer questions that will cover the second part of the course and test students' knowledge of African history's central themes, e.g., decolonization, African nationalism and struggle for independence, colonial legacy, post-colonial Africa.

Source of Evidence: Writing exam to assure certain proficiency level

Target:

80% of students will demonstrate on final exam score their knowledge of African historical periods.

Finding (2015-2016) - Target: Met

This class, HIST 3150, was a face-to-face course on the main campus of Dalton State College in Dalton, Georgia. There were ten students registered. Although a few students did not do well overall on the finals, they were able to answer correctly a number of questions that demonstrated their knowledge of some African historical periods, such as the Second World War period and its impact on African decolonization. Together with the students who did well, exam scores showed that 85% of the students were able to identify certain African historical periods. Students were particularly good with their knowledge and understanding of the impact of colonialism on the contemporary African period.

Related Action Plans (by Established cycle, then alpha):

For full information, see the *Details of Action Plans* section of this report.

Continue with mock review questions

Established in Cycle: 2014-2015

I believe the mock review questions contributed to the success of students on the finals, and will continue to do so in future c...

Conduct a mock exam before finals

Established in Cycle: 2015-2016

I'll try and find some time to conduct a mock final exam to help students.

Outc. 3: Historical Sources

Students will assess and think critically about the values, ideas, and practices drawn from various sources in African history.

Relevant Associations:

Standard Associations

SACSCOC 2012* Principles of Accreditation

3.3.1.1 educational programs, to include student learning outcomes

3.5.1 The institution identifies college-level general education competencies and the extent to which students have attained them. (College-level competencies)

General Education Goals Associations

6.1 Students will articulate an understanding of major forces and events, influences, or ideas that have shaped history and society.

9.1 Students will analyze, evaluate, and provide convincing reasons in support of conclusions and arguments.

9.2 Students will use technology and gather data to conduct research from various sources, including electronic media, and demonstrate an understanding of plagiarism by acknowledging and citing informational sources correctly.

9.3 Students will demonstrate an ability to evaluate observations, inferences, or relationships in works under investigation.

Institutional Mission Associations

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Outc. 4: Historical Interpretation

Students will read and interpret historical works in African history through formulating historical arguments and thought in writing based on material assigned throughout the course.

Relevant Associations:

Standard Associations

SACSCOC 2012* Principles of Accreditation

3.3.1.1 educational programs, to include student learning outcomes

3.5.1 The institution identifies college-level general education competencies and the extent to which students have attained them. (College-level competencies)

General Education Goals Associations

6.1 Students will articulate an understanding of major forces and events, influences, or ideas that have shaped history and society.

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Related Measures

M 5: Two Book Reviews interpreting African historical and contemporary readings

Students will complete two book reviews on African historical and contemporary works.

Source of Evidence: Written assignment(s), usually scored by a rubric

Target:

Eighty of students will write an acceptable two book reviews (using provided rubric/guideline) - passing with a grade of B or better.

Finding (2015-2016) - Target: Not Met

This class, HIST 3150, was a face-to-face course on the main campus of Dalton State College in Dalton, Georgia. There were ten students registered. The two books assigned for the ten students to review as part of their evaluation was a bit challenging this period. Since this is an upper level face-to-face class, reading and interpreting historical books on Africa is worthy. Granted one of the books, *King Leopold's Ghost*, is about 300 pages, but it reads like a novel. Indeed, one of the students remarked that, "It is very rare for a history book to be so interesting that it reads like a novel, but Adam Hochschild was able to do so in his book, *King Leopold's Ghost*." This book is particularly suitable for the class as it shows with the case of King Leopold and the Congo, the functions and disastrous consequences of European colonialism in Africa. For the students who didn't do well, it was very obvious they did not read the book, but found a review and summary somewhere and attempted to appropriate that for their work. Regarding the first book review on *Mistaking Africa*, five students obtained a 'B' or better. These same five students and another also obtained a 'B' or better on the second review on *King Leopold's Ghost*. In fact, four were particularly excellent with their review that they received an 'A.' On the whole for the two book reviews, only 60% were able to write acceptable reviews and passing with a grade of 'B' or better.

Related Action Plans (by Established cycle, then alpha):

For full information, see the *Details of Action Plans* section of this report.

Continue adding book reviews as part of student evaluation

Established in Cycle: 2014-2015

Because students hardly read the assigned text book (they even admitted to me in class), I shall continue to use the book review...

Extend book review deadlines

Established in Cycle: 2015-2016

Some students expressed that perhaps given them an extended period of time to read and write their reviews would have helped. Th...

Outc. 5: Historical Connections

Students will describe examples that connect individuals, groups, events, and societies that have determined the course of African history.

Relevant Associations:

Standard Associations

SACSCOC 2012* Principles of Accreditation

3.3.1.1 educational programs, to include student learning outcomes

3.5.1 The institution identifies college-level general education competencies and the extent to which students have attained them. (College-level competencies)

General Education Goals Associations

6.1 Students will articulate an understanding of major forces and events, influences, or ideas that have shaped history and society.

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Outc. 6: Historiography

Students recognize the different procedures by which scholars of African history identify sources, collect evidence, and draw conclusions.

Relevant Associations:

Standard Associations

SACSCOC 2012* Principles of Accreditation

3.3.1.1 educational programs, to include student learning outcomes

3.5.1 The institution identifies college-level general education competencies and the extent to which students have attained them. (College-level competencies)

General Education Goals Associations

6.1 Students will articulate an understanding of major forces and events, influences, or ideas that have shaped history and society.

9.1 Students will analyze, evaluate, and provide convincing reasons in support of conclusions and arguments.

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Details of Action Plans for This Cycle (by Established cycle, then alpha)

Consider dropping presentation requirement

For my next class, I shall consider dropping the presentation requirement; but in order to address the goal/outcome on 'Historical Sources,' I shall ask for and assess such knowledge in exams and written assignments.

Established in Cycle: 2013-2014

Implementation Status: Planned

Priority: High

Continuing emphasis on the importance of research in referencing historical evidence and citations

I shall continue to emphasize the importance of research in referencing historical evidence and citations. I shall still require four reference sources in student essays.

Established in Cycle: 2013-2014

Implementation Status: Planned

Priority: High

Develop rubric for in-class final exam essay expectations

Although target was met, I still feel the class average could have been higher - especially given that I gave students the essays in advance to study. The weaknesses I observed in reading the essays were lack of analysis and failure to provide factual historical information to support narrative. Some narratives were rather short with not much information. Going forward, I'll spend some time to let students know what I expect in these in-class final essays. I shall develop a rubric to assist in this process.

Established in Cycle: 2013-2014

Implementation Status: Planned

Priority: High

Mandatory class for a discussion of Achebe novel

Achebe's *Things Fall Apart* is an interesting read with a lot of story-telling - a characteristic of African cultures. But for students who have never taken any course on African studies, it could be challenging. Since I'll continue to use the novel in my class, I'll devote a mandatory class including video clips of Achebe discussing his novel in African historical and cultural contexts. I'll deduct points from students who fail to make this portion of the class because when I devoted a class to a discuss the novel and watch a video of Achebe talking about his novel, only a handful of students showed up. I suspected they have not read the novel at that point even though I stressed in the syllabus that they should start reading the novel earlier. Again, I shall emphasize that students start reading the novel earlier in the class.

Established in Cycle: 2013-2014

Implementation Status: Planned

Priority: High

Relationships (Measure | Student Learning Outcome):

Measure: Analytical essay on Achebe's 'Things Fall Apart' | **Student Learning Outcome:** Historical Periods

More in-class quiz preps on precolonial and colonial periods

It became obvious that students had more difficulty with the precolonial and colonial periods. I attributed this to unfamiliarity with African names, peoples, and cultures. Indeed, I found out on the first day of class that almost all the students had no knowledge at all of anything African, except for the usual misconceptions and stereotypes about Africa. Students therefore had difficulty knowing, spelling, pronouncing, and remembering names of ancient African kingdoms, nations, states, and peoples. Students did much better on the post-colonial map quiz as that deals with modern African states and students had access to internet resources like 'Ilike2learn.com' to help them prepare for the map quiz. To address the shortcoming with the precolonial/colonial periods, I shall conduct in-class mini quizzes on the precolonial and colonial periods at the beginning of each class to make students more familiar with that era. I have since gathered some map resources that I'll share with students to help them study and prepare for that map quiz.

Established in Cycle: 2013-2014

Implementation Status: Planned

Priority: High

Relationships (Measure | Student Learning Outcome):

Measure: Two map quizzes | **Student Learning Outcome:** Characteristics and Themes

Pop quizzes and review of previous class lecture

Besides asking students to take notes during lectures as well provide a study guide, I shall at the beginning of each class do a pop quiz that will review the previous lecture. I started doing this but discovered students take the notes but don't read them. They found it to be a useful exercise and I shall continue to do that throughout the class period. I believe that once they know that this helps with the mid term, they'll do a review before coming to class and be able to

recollect information that will be on the midterm.

Established in Cycle: 2013-2014

Implementation Status: Planned

Priority: High

Provide examples of good written essays on African history

I shall provide a few examples of essays on African history that do a good job on interpretation and argument. Also, I shall make the final exam essays more specific like the first essay assignment that students did very well.

Established in Cycle: 2013-2014

Implementation Status: Planned

Priority: High

Continue adding book reviews as part of student evaluation

Because students hardly read the assigned text book (they even admitted to me in class), I shall continue to use the book review format as a way to get students to read something on African studies. I found that it added to their understanding and knowledge of African history. For example, one student wrote that, "Hochschild's work is relevant in the study of history because it highlights a part of African history that is obscure ... The book further enhanced the knowledge of African history and explained the manner in which European powers continued to exploit Africa and its people after the official end of slavery." And on Keim's book, a student perceptively noted that "Keim has achieved the ambition of making his vision of the real Africa as interesting and compelling to the casual reader ... As this volume is largely intended to serve as a corrective to the entrenched common myth of Africa, that perfusion seems an incredibly vital asset."

Established in Cycle: 2014-2015

Implementation Status: Planned

Priority: High

Relationships (Measure | Student Learning Outcome):

Measure: Two Book Reviews interpreting African historical and contemporary readings | **Student Learning Outcome:** Historical Interpretation

Continue with mock review questions

I believe the mock review questions contributed to the success of students on the finals, and will continue to do so in future classes.

Established in Cycle: 2014-2015

Implementation Status: Planned

Priority: High

Relationships (Measure | Student Learning Outcome):

Measure: Final exam on central themes of African History | **Student Learning Outcome:** Historical Periods

Increase measure of success including some tougher guidelines

It is obvious from this semester's students' essays on the Achebe novel that students take time and effort in writing their papers - especially with the help of guidelines that assist them in writing what is required. With this in mind, I'd want to increase the measure of success to a pass grade of B or better. I shall also toughen the requirements a bit to require students to dig a little deeper with more analysis and interpretation.

Established in Cycle: 2014-2015

Implementation Status: Planned

Priority: High

Relationships (Measure | Student Learning Outcome):

Measure: Analytical essay on Achebe's 'Things Fall Apart' | **Student Learning Outcome:** Historical Periods

Increase measure of success target as well as continue with mock review questions

Given the success of students, I'd consider increasing the measure of success target (80% pass rate instead of 70%) as well as continue with the mock review questions at the beginning of each class. I believe they made a difference for students to do well.

Established in Cycle: 2014-2015

Implementation Status: Planned

Priority: High

Relationships (Measure | Student Learning Outcome):

Measure: Final exam on central themes of African History | **Student Learning Outcome:** Characteristics and Themes

Increase target to 80% or better

Because students seem to do do well on the map quizzes, I shall raise the measure of success to passing with a grade of B (80%) or higher to measure student achievement.

Established in Cycle: 2014-2015

Implementation Status: Planned

Priority: High

Relationships (Measure | Student Learning Outcome):

Measure: Two map quizzes | **Student Learning Outcome:** Characteristics and Themes

Provide mock exam questions as a class review - emphasizing historical themes and period.

To help students do better and demonstrate knowledge of precolonial and colonial Africa historical themes and periods, I shall provide mock exam questions at the beginning of each class period as preparation and overview.

Established in Cycle: 2014-2015

Implementation Status: Planned

Priority: High

Relationships (Measure | Student Learning Outcome):

Measure: Midterm exam on central themes of African History | **Student Learning Outcome:** Historical Periods

Provide review questions to assist students prepare for the exam.

After the poor midterm exam results, I shall now spend the first few minutes of the class to do a review of class topics, including possible questions that will appear on exam. I shall use this as preparation and seek answers to questions from students as practice. Since I don't give my PowerPoint notes to students, I shall also make sure I provide enough time for students to take notes which will help with answering exam questions.

Established in Cycle: 2014-2015

Implementation Status: Planned

Priority: High

Relationships (Measure | Student Learning Outcome):

Measure: Midterm exam on central themes of African History | **Student Learning Outcome:** Characteristics and Themes

Conduct a mock exam before finals

I'll try and find some time to conduct a mock final exam to help students.

Established in Cycle: 2015-2016

Implementation Status: Planned

Priority: High

Relationships (Measure | Student Learning Outcome):

Measure: Final exam on central themes of African History | **Student Learning Outcome:** Historical Periods

Consider a weekly quiz or mock exam on the precolonial and colonial periods

To help students gain greater knowledge on Africa's precolonial and colonial periods, I shall consider a weekly quiz or a mock exam to prepare students.

Established in Cycle: 2015-2016

Implementation Status: Planned

Priority: High

Relationships (Measure | Student Learning Outcome):

Measure: Midterm exam on central themes of African History | **Student Learning Outcome:** Historical Periods

Continue to emphasize the importance of the weekly class review

Although I have told students that the class review (question and answer) I conduct at the beginning of each class is primarily what will constitute the midterm exam, some students don't seem to take it seriously and/or are absent during class. My observation shows that students who are engaged and take notes during the review are the ones who do very well on the exam. Consequently, I shall continue to emphasize the importance of class attendance and taking notes/asking questions during the class reviews.

Established in Cycle: 2015-2016

Implementation Status: Planned

Priority: High

Relationships (Measure | Student Learning Outcome):

Measure: Midterm exam on central themes of African History | **Student Learning Outcome:** Characteristics and Themes

Continue with the weekly class review

I'll probably spend more time with the weekly class review to help reinforce the questions and themes to be covered on the exam.

Established in Cycle: 2015-2016

Implementation Status: Planned

Priority: High

Relationships (Measure | Student Learning Outcome):

Measure: Final exam on central themes of African History | **Student Learning Outcome:** Characteristics and Themes

Enforce rigorous guidelines and show a video of Achebe

The guidelines provided to students were helpful. I shall continue to enforce these guidelines. As background, I all show a video or two of Achebe discussing his novel.

Established in Cycle: 2015-2016

Implementation Status: Planned

Priority: High

Relationships (Measure | Student Learning Outcome):

Measure: Analytical essay on Achebe's 'Things Fall Apart' | **Student Learning Outcome:** Historical Periods

Extend book review deadlines

Some students expressed that perhaps given them an extended period of time to read and write their reviews would have helped. They claimed with competing classes and deadlines, they simply run out of time. I shall consider given students more time to finish their reviews, but also urge them to start reading when class begins because waiting till the deadline to submit their work will be a daunting task.

Established in Cycle: 2015-2016

Implementation Status: Planned

Priority: High

Relationships (Measure | Student Learning Outcome):

Measure: Two Book Reviews interpreting African historical and contemporary readings | **Student Learning Outcome:** Historical Interpretation

Increased target and to continue use of map study guide and sample

Giving students a sample and guide of the map quiz to study have aided in students' ability to do well on the map quiz. This has been helpful and I will continue to do that. Because of students doing very well on the map quiz, I also increased the success indicator from students making a 70% to 80% or higher as noted in previous year action plan.

Established in Cycle: 2015-2016

Implementation Status: Planned

Priority: High

Relationships (Measure | Student Learning Outcome):

Measure: Two map quizzes | **Student Learning Outcome:** Characteristics and Themes

Analysis Questions and Analysis Answers

What strengths and weaknesses did your assessment results show? In addition, please describe 2 to 3 significant improvements or continuous improvement measures you'll put in place as a result of your assessment findings.

This is the third year of teaching the class and I appear to be getting better with what and how to teach. As this is a survey and single class on African history, there is always too much material to cover. Some students complain about the amount of work and readings required to pass the course. But this is an upper level history class, and I expect students to be able to handle the material. Concerning weaknesses, I had a few weak students who just did not want to read anything but expected to pass the class. They did poorly on exams even though I did a weekly review of what is to be expected. Regarding strengths from the assessment, it showed that students are more interested in the colonial and post-colonial periods and did well with assessments on those periods; but I also found some discomfort among students when it came to the classes and discussions on the Atlantic Slave Trade and its impact on African society. But this a fundamental part of African history and it must be taught!

Anyway moving forward, I want to make a few changes as means of improvement. First, I shall make the textbook optional or recommended. I have found that students rarely read the textbook. I shall therefore rely more on my notes and weekly reviews. Second, because the textbook will be optional reading, I shall continue with requiring Achebe's essay and the two book reviews. If I don't do this, students will never read anything in the class. Third, I shall look for some more video clips to complement what I teach. I discovered that students showed keen interest when the class watched video and film clips on topics at hand. It made them ask questions and become more engaged. And finally, I shall cut down on my PowerPoint presentation notes. As these notes form the basis of my lecture, and as I expect students to take notes of the lectures - I found that with too many notes on a PowerPoint, students sometimes run out of time writing. There have been occasions when students have asked that I wait for them to finish with their writing before I move on to the next slide. So, having less notes on a slide and reducing the amount of information will go a long way to improve student comprehension and retention.