

**Form 201BC: Assessment Report Form for Instructional Programs (Spring/Fall 2017)**

Name Dr. Kim Dulaney

Program: African American Studies

**A. Outcomes**

1. Demonstrate a high level of knowledge in the subject fields of African American Studies as specified in the African American Studies Matrix (attached).
2. Evaluate the complexity of the historical and Contemporary African American experience within both a national and global context.
3. Use interdisciplinary academic preparation in African American Studies for further graduate education in African American Studies and various other liberal arts disciplines and diverse careers in both the public and private sector.

**B. Method of Assessment**

<u>Assessment</u>	<u>Learning Outcome</u>	<u>Criteria</u>
1. Final Exam/paper from AFAM 1000, 1010, or 1020	1, 2,	70+
2. Final Exam/paper from AFAM 2020 or 3020	1, 2, 4, 6	A or B
3. A Term Paper from AFAM 3500 or upper level AFAM major course	1, 2, 6	A or B
4. Senior Assessment Portfolio	1, 2, 3	Satisfied or Very Satisfied

**African American Studies Assessment Matrix (developed Spring 2008)**

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1. Students should be familiar with the foundations of the discipline of African American Studies and recognize key figures and events in the intellectual genealogy and development of the field.

**Courses: AFAM 1000, 3010, 3030, 3500, 4000;**

2. Students should have a working knowledge and understanding of the general chronology of the global African experience, with particular emphasis on the period of late modernity and the experience of African people in the United States.

**Courses: AFAM 1000, 2010, 2020, 2040, 2050, 2100, 2450, 2900, 3030, 3040, 3500, 3510, 3520; HIST 2710, 2830, 2840; POL 3510; ENG 2910, 4322, 4382; ANTH 2120; ART 4121; GEOG 3060; SOC 4300; MUS 4040; PSYC 3200; ELCF 4610.**

3. Students should be familiar with the theories, methods of inquiry, techniques, and procedures employed in African American Studies.

**Courses: AFAM 1000, 2000, 2020, 3010, 3500, 4000**

4. Students should be familiar with understanding and theorizing the universal abstractions of oppression, resistance, and liberation in studying phenomena or solving human problems, especially as they relate to the African American experience.

**Courses: AFAM 1000, 1020, 2010, 2020, 2040, 2050, 2100, 2450, 2900, 3030, 3040, 3500, 3510, 3520; HIST 2710, 2830, 2840; POL 3510; ENG 2910, 4322, 4382; ANTH 2120; ART 4121; GEOG 3060; SOC 4300; MUS 4040; PSYC 3200; ELCF 4610.**

5. Students should demonstrate critical thinking skills for studying institutional dimensions of Africana life and activity (i.e., environment, history, economic organization, social organization, political organization, ideology, aesthetics, language and literature and the dynamics of cultural continuity and change).

**Courses: AFAM 1000, 1020, 2010, 2020, 2040, 2050, 2100, 2450, 2900, 3030, 3040, 3500, 3510, 3520; HIST 2710, 2830, 2840; POL 3510, 3520; ENG 2910, 4322, 4382; ANTH 2120; ART 4121; GEOG 3060; SOC 4300; MUS 4040; PSYC 3200; ELCF 4610.**

6. Students should have a working knowledge of the African American historical experience as a discrete element of world history and demonstrate sensitivity to a comparative approach in understanding the impact of cultural differences on human interaction.

**Courses: AFAM 1000, 1020, 2010, 2020, 2040, 2050, 2450, 2900, 3030, 3040, 3500, 3510.**

7. Students should understand basic facts, principles, and methods in other disciplines, especially as they relate to African American subject matter, including history, political science, literature, sociology, anthropology, and geography, and the arts.

**Courses: 9 hours of elective courses listed under four rubrics: 1) African American history and politics, 2) African American literature, 3) Black music, art, and theatre, and 4) Black Africa.**

8. Students should understand national and global issues related to issues of ethnic and cultural diversity.

**Courses: AFAM 1000, 1020, 2010, 2040, 2050, 3030, 3040.**

9. Students should develop reading, writing, and critical thinking skills.

**Courses: AFAM 1000, 1020, 2000, 2010, 2020, 2040, 2050, 2450, 2900, 3000, 3010, 3030, 3040, 3500, 3510, 4000.**

10. Students should develop critical thinking skills and be able to understand, compare, and evaluate competing theoretical perspectives.

**Courses: AFAM 1000, 1020, 2000, 2010, 2020, 2450, 2900, 3000, 3010, 3030, 3040, 3500, 3510, 3520, 4000.**

11. Students should be computer literate and acquire basic literacy for engaging in qualitative and quantitative research.

**Courses: AFAM 1000, 1020, 2000, 2010, 2020, 2040, 2050, 2450, 2900, 3000, 3010, 3030, 3040, 3500, 3510, 3520, 4000.**

12. Students should develop research and library skills through the use of important bibliographic reference tools that display a wide variety of primary and secondary source material on the African-American experience.

**Courses: AFAM 1000, 1020, 2000, 2010, 2020, 2450, 2900, 3000, 3010, 3030, 3040, 3500, 3510, 3520, 4000.**

### **EXPLANATION OF ASSESSMENT INSTRUMENTS**

#### **INSTRUMENT #1**

Final exam or major assignment from AFAM 1000 or 1020.

#### **INSTRUMENT #2**

Final exam/paper from AFAM 2020, the first required 2000-level course that satisfies African American Studies major requirements or AFAM 3020 or 3030 the term paper, a grade of A or B earned.

#### **INSTRUMENT #3**

Term paper from preferably AFAM 3500 (Seminar in African American Studies) or from any upper level course (2000 or 3000) used to fulfill part of the requirements for the major in African American Studies. For the term paper, a grade of A or B earned. These high grades are demonstrated in the following ways:

**Grade of A:** An A paper is characterized by outstanding informative research and writing marked by superior readability and competent handling of content in African American Studies. The substance and organization follow a clear, logical sequence that makes the information easily accessible to the reader. The purpose is clearly expressed, and the selected details of the assignment reflect this purpose. The grammar, mechanics, and format of the research paper are flawless. Words are chosen and sentences are constructed to make the information easily understandable.

**Grade of B:** A B paper is characterized by excellent informative research and writing that successfully fulfills the requirements but contains some relatively minor, yet significant weaknesses. Although the research and writing is essentially well organized, the statement of purpose and/or the handling of African American Studies content is flawed. Although sentences are grammatically correct, their structure and/or length sometimes cause the reader to work unnecessarily hard in deciphering meaning. Some evidence of ambiguous or vague wording hinders precise communication. Evidence of some grammar, mechanics, and/or format flaws interferes with reading comprehension.

**Grade of C:** A C paper is characterized by satisfactory research and writing that is generally effective but contains some major weaknesses. Although satisfactorily written, the purpose is not clear and/or the body of the assignment is not clearly organized. There are fundamental problems in some aspect of the handling of African American Studies content in the paper. Frequent awkward sentences often make information and meaning difficult to extract. Wording interferes with readability, but the

reader can still discern the basic meaning. Repeated errors in grammar, mechanics, and/or format mar the paper.

#### **INSTRUMENT #4**

An assessment portfolio submitted to the Department of African American Studies at the time of graduation. The portfolio should consist of a current resume, personal statement and a table of contents. The resume is a chronological account (from recent to past events) of pertinent information including ones full name, current mailing address, phone number, and email, a brief statement of one's career objectives, educational background, employment history, organizational affiliations, awards, any special technical skills, and the names of at least three individuals who can provide references. The personal statement provides an overview of the students experience while at Chicago State University, especially in the African American Studies major. The personal statement should explain 1) why one chose to major in African American Studies and 2) how well certain courses and experiences in African American Studies have met your academic goals and serve as preparation for the next step after undergraduate school (i.e. graduate studies or the job market). The table of contents should provide a detailed description of the coursework to be submitted from Assessment instruments #1, #2, and #3, demonstrating progressive academic achievement in 1000 level, 2000 level, and 3000 level course work in African American Studies. Each entry should include the course number and title, and the title of the assignment.

#### **INSTRUMENT #5**

Within one year after graduation, the coordinator will contact you to request information about your experience after completing the program, and in particular, to find out how well your education at Chicago State facilitated success in your subsequent occupation or pursuit of further education, as well as to what degree your education has instilled an ongoing interest in the study and appreciation of African American Studies. You will be mailed Alumni survey instruments designed to measure your level of satisfaction with the African American Studies program in academically preparing you for future academic and/or job success.

#### **C. Assessment Findings/Interpretations/Conclusion**

Assessment instrument #3 was used from the spring and fall 2017 semesters. In the spring semester, AFAM 3040 (Protest Movements) was used. There were 9 students in the class (2 majors). One major received a grade of A and the other major earned a grade of B. There were a total of two A's, four B's, one C, one F, and a W. In the fall semester, AFAM 3030 (Pan-Africanism/DuBois) was used. There were 12 students in the class (3 majors). Two received an A, and the other a B. There were a total of five A's in the class, three B's, one C, one D, and two F's. We interpreted the results as showing a high-level of familiarity from our majors with the material and a need to introduce more complex readings, and more varied assignments to challenge and allow for practical application of the concepts for the majors.

#### **D. Decision-making Using Findings**

After considering the findings, particularly our alumni survey, we have decided to restructure our student preparation for graduation. Rather than collect a portfolio at the time of graduation, we are now asking students to provide a portfolio shortly after declaring African American Studies as their major. This will allow us to provide greater guidance for the students as they prepare for graduate school and/or are seeking employment after graduation. We have already begun this process by actively seeking out internships for our students and discussing specific graduate schools with students.

#### **E. Demonstrating Improved Learning**

In the collected papers and final exams of students in 3040 and we have noticed a high level of comprehension, synthesis, and analysis. Simply put, our students are writing better. We believe this is attributed to our students engaging the material in a variety of ways (i.e. readings, lectures, essays, and debating critical issues).

#### **F. Publicizing Student Learning**

The program plans to collect information to document student learning in the context of the student activities, including those of a reestablished African American Studies Association, the departmental club. In the interim, exceptional student achievements and accomplishments will be shared on our AFAM social media pages, as well as at AFAM sponsored events.

#### **G. Accomplishments and Challenges**

The student enrollment at the university has been in significant decline for years and that has impacted the number of majors for African American Studies. Overall student enrollment has declined by more than 4,000 students since the fall 2010 semester. Additionally, the state of Illinois had not had a full budget passed in a timely manner for the 2015-16 fiscal year. This development led to the university declaring financial exigency and terminating many employees. As a result, African American Studies was, and is left with one full time faculty member. Nevertheless, the program continues to make a huge impact on the students at CSU and the broader CSU community by use of creative programming and special events arranged with the Honors College, community partners, and faculty friends.