

**General Education Assessment Report Format
Form201
Spring 2012**

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Program: African American Studies

Assessed Outcomes

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No.1 COMMUNICATION: Demonstrate effective oral and written communication skills

No. 2 DIVERSITY AND INTERACTION: Demonstrate an understanding of cultural diversity and inter-relatedness, as well as human-environment interactions.

No. 5 RESPONSIBILITY AND ENGAGEMENT: Recognize the value of civic engagement and ethical, social, and environmental responsibilities.

No. 6 SCIENCE, TECHNOLOGY, SOCIETY, AND THE ENVIRONMENT: Demonstrate an understanding of the interactions between science, technology, society, and the environment.

Method of Assessment

The method of assessment was through the use of pre and post test instruments. These instruments were administered for the first time during the fall semester of 2008 to two classes in cultural diversity --- AFAM 1020.01 and AFAM 1020.61. Both of these classes were taught by the same instructor. In the spring of 2009 an assessment was administered to AFAM 1020.01. And, during the fall of 2009 assessment instruments were administered to two classes – AFAM 1020.01 and AFAM 1020.61. These classes were taught by different instructors. In the spring of 2010 pre-test instruments were again administered to two classes --- AFAM 1020.01 and AFAM 1020.61. These classes, once again, were taught by different instructors. The average score for AFAM 1020.01 was 40% and the average score for AFAM 1020.61 was 21%. The average post-test score for AFAM 1020.01 was 74%. The post test scores for AFAM 1020.61 was not available. In the Fall of 2010 pre-test were administered to two classes- AFAM 1020.01 and AFAM 1020.61. These classes were taught by two new instructors, one a Full-time lecturer and the other an adjunct faculty member. The average post-test score for AFAM 1020.01 was 82% and the average score for AFAM 1020.61 was 78%. In the Spring of 2011 the pre-test was administered to two classes- AFAM 1020.01 and AFAM 1020.62. One of these classes was taught by a Full-time lecturer and the other by a returning adjunct faculty member. The average pre-test scores for Spring 2011 were AFAM 1020.01 was 30% and for AFAM 1020.62 19%. The

post-test scores for Spring 2011 were AFAM 1020.01 was 90% and for AFAM 1020.62 it was 87%. In the Fall of 2011 pre-test and post-test were administered in four classes- AFAM 1020.01; AFAM 1020.02; AFAM 1020.61; and AFAM 1020.62. The average pre-test scores were as follows: AFAM 1020.01 was 30 %; AFAM 120.02 was 26%; AFAM.61 was 37%; and AFAM 1020.62 was 30%. The average post-test scores were: AFAM 1020.01 was 85%; AFAM 1020.02 was 80%; AFAM 1020.61 was 84%; and AFAM 1020.62 was 74%. Two sections of AFAM 1020 (sec. 01 and 02) were taught by a full-time lecturer. Two section of AFAM 1020 (sec. 61 and 62) were taught by an adjunct instructor.

Assessment Finding/Interpretations/Conclusions

I am listing here the data from six testing periods (Spring 09, Fall 09, Spring 10, Fall 10, Spring 2011, Fall 2011). Our three-year cycle of collecting trend data concluded in the fall 2011 semester. The spring 2012 semester marks the beginning of the next three year cycle. The program will continue to report data in three year increments so that the program will continue to use the trend data to improve student learning. The pre and post test results up until now (Spring 2011) are as follows:

AFAM 1020.01 Spring 09 (only one section was offered this semester)

Pre-test: Average Score = 33%

Post-test: Average Score = 83%

AFAM 1020.01 Fall 09

Pre-test: Average Score = 35%

Post-test: Average Score = 74%

AFAM 1020.61 Fall 09

Pre-test: Average Score = 11%

Post-test: Average Score = 76%

AFAM 1020.01 Spring 2010

Pre-test: Average Score = 40%

Post-test: Average Score = 74%

AFAM 1020.61 Spring 2010

Pre-test: Average Score = 21%

Post-test: Average Score – not available

Spring 2010 Post-test Average = 74%

Number of students scoring 90% or above = 3

Number of students scoring in the range of 80-90% = 6

Number of students scoring in the range of 70-80% = 3

Number of students scoring in the range of 60-70% = 3

AFAM 1020.01 Fall 2010

Pre-test: Average Score= 18%

Post-test: Average Score= 82%

AFAM 1020.61 Fall 2010

Pre-test: Average Score= 16%

Post-test: Average Score= 78%

Fall 2010 AFAM 1020.01

Number of students scoring 90% or above= 4

Number of students scoring in the range of 80-90%= 4

Number of students scoring in the range of 70-80%= 4

Number of students scoring in the range of 60-70%= 1

Fall 2010 AFAM 1020.61

Number of students scoring 90% or above= 7

Number of students scoring in the range of 80-90%= 4

Number of students scoring in the range of 70-80%= 3

Number of students scoring in the range of 60-70%= 1

Fall 2010 Total

Number of students scoring 90% or above= 11

Number of students scoring in the range of 80-90%= 8

Number of students scoring in the range of 70-80%= 7

Number of students scoring in the range of 60-70%= 2

AFAM 1020.01 Spring 2011

Pre-test: Average Score= 30%

Post-test: Average Score= 90%

AFAM 1020.62 Spring 2011

Pre-test: Average Score= 19%

Post-test: Average Score= 87%

AFAM 1020.01 Spring 2011

Number of students scoring 90% or above= 12

Number of students scoring in the range of 80-90%= 5

Number of students scoring in the range of 70-80%= 4

Number of students scoring in the range of 60-70%= 1

AFAM 1020.62 Spring 2011

Number of students scoring 90% or above= 9
Number of students scoring in the range of 80-90%= 4
Number of students scoring in the range of 70-80%= 1
Number of students scoring in the range of 60-70%= 3

Spring 2011 Total

Number of students scoring 90% or above= 21
Number of students scoring in the range of 80-90%= 9
Number of students scoring in the range of 70-80%= 5
Number of students scoring in the range of 60-70%= 4

AFAM 1020.01 Fall 2011

Pre-test Average Score: 30%
Post-test Average Score: 85%

AFAM 1020.02 Fall 2011

Pre-test Average Score: 26%
Post-test Average Score: 80%

AFAM 1020.61 Fall 2011

Pre-test Average Score: 37%
Post-test Average Score: 84%

AFAM 1020.62 Fall 2011

Pre-test Average Score: 30%
Post-test Average Score: 74%

AFAM 1020.01 Fall 2011

Number of students scoring 90% or above= 8
Number of students scoring in the range of 80-90%= 1
Number of students scoring in the range of 70-80%= 2
Number of students scoring in the range of 60-70%= 1

AFAM 1020.02 Fall 2011

Number of students scoring 90% or above= 19
Number of students scoring in the range of 80-90%= 1
Number of students scoring in the range of 70-80%= 1
Number of students scoring in the range of 60-70%= 0

AFAM 1020.61 Fall 2011

Number of students scoring 90% or above= 12
Number of students scoring in the range of 80-90%= 1
Number of students scoring in the range of 70-80%= 1

Number of students scoring in the range of 60-70%= 0

AFAM 1020.62 Fall 2011

Number of students scoring 90% or above= 11

Number of students scoring in the range of 80-90%= 1

Number of students scoring in the range of 70-80%= 2

Number of students scoring in the range of 60-70%= 2

Grading Scale:

145-133=A

132-120=B

119-107=C

106-94=D

93 & below =F

As mentioned in a previous report there was a 38 point improvement between the pre and posttest for AFAM 1020.01 in the Fall 08 and a 27 point improvement between pre and posttest for section 61 of the same class in the Fall of 08. It was speculated that the initial 22 point difference between pre and posttest between each class was caused by the age difference between the students enrolled in each class with the evening students generally being older than the day students and, therefore, having more travel experience and more experience with other cultures throughout the world. In the fall of 2009, however, the day students averaged 24 points more than the evening students --- 35% vs. 11%. This shift possibly could be explained by a shift in demographics between the students enrolled in each section and/or by the fact that this time there may be older students enrolled in the day section. This may also explain the 50 point difference on the post test. One other factor may have played a role in this difference and that is the instructor for the evening section (61) was a part-time instructor with no experience in administering the test. Therefore, the instructions given to the students may have influenced the outcome. In the fall of 2010, the scores on the pre and post-test for both courses, both day and evening, were virtually identical for the first time. The program had an increase in the number of freshman students taking these courses which could explain the low pre-test scores, 16% and 18% respectively, compared to previous courses that had older students who probably came with a stronger introductory knowledge base on cultural diversity. Our post-test scores increased significantly and were the highest that we have seen since first administering the assessment instrument. In the spring of 2011, there was a significant difference between the pre-test scores for the two courses, 30% vs. 19% respectively, but the post-test scores were similar, 90% vs.

87% respectively. These scores represent a significant improvement relative to scores reported for the Fall 2010 semester and now represent the highest post-test scores since administering this test. Although there were two new faculty members who taught these courses, the Chair of the department had a meeting with these professors to explain assessment and to guide them in administering the instrument and reporting the results in a timely manner to the Chair. Each professor was clear on what the assessment instrument was used to measure in the course and was better prepared to be successful on the post-test as a result of this preparation. The spring 2011 semester marks the first semester that the department has established some stability in the instruction of these courses and the coordinator is beginning to see the positive results of this. The faculty members are now in closer communication in teaching the course and they are actively sharing pedagogical strategies and approaches to improve the course.

With respect to the spring 2010 classes, two sections of AFAM 1020 (01 and 61) were offered and pretests were administered in both sections. Section 01 had an average score of 40% and section 61 had an average score of 21%. The 40% average for section 01 is the highest for a pre-test score since we began administering pre-test in the fall of 2008. The posttest average score for section 01 was 74%. This represented a 34% increase in the average post test score above the pretest score. I would account for both the increase in average pretest score and the average post test score to the possibility of having students who are both older and who have traveled more. The post test score, since it didn't increase or decrease relative to the post test score for this same section in the fall of '09, and represented a significant increase over the pretest scores for the same sections as being attributable to the pedagogical approach of the instructor and the sections being offered at similar times during the day.

The results from the post-test scores for fall 2011 indicate that there is some uniformity in the teaching for all four sections. The post-test scores of 80%, 85%, and 84% do not vary by much. The only class that had a significantly lower score was sec.62 (74%).

Plan for Academic Modification Using Findings

Prior to the fall 10 semester the program hired two new instructors to teach this course. Since one of the instructors hired was a Full-time lecturer, she was able to establish greater stability in administering this instrument. The Chair instituted a general orientation for assessment for the new faculty and they were prepared to administer the assessment instrument and to improve the delivery of the course to elevate student scores. Thus, the program has remedied one concern from last year in hiring a more experienced instructor. Although the two courses were taught by two different instructors, the chair, in response to observations from last year's assessment data about different pedagogical styles, instituted pedagogical conversations with the two faculty members to ensure they were collaborating and synchronizing their pedagogical strategies as much as possible. The post-test scores during the fall 2010 semester were the highest that we have had over the past three years and the scores actually increased again during the Spring 2011 semester. This may be attributed to the chair meeting early with the new instructors to emphasize the importance of covering the material in the syllabus according to the weekly schedule as listed in the syllabus while at the same time working to ensure that key material on the pre and post tests are covered.

The changes instituted as indicated above have been working. The fall 2011 results demonstrate that the usage of the same assessment instrument and same rubric is yielding positive results.

Plan for Assessment Modifications

The coordinator has discussed with the AFAM 1020 faculty how it can further enhance student learning outcomes. The AFAM 1020 faculty are currently discussing utilizing a values rubric and a pre and post essay.

Resources Needed

The department has been merged with four other departments and we share a common secretary. A budget for the program is still needed to enhance instructional delivery. Since AFAM 1020 is the focus of the program's Assessment, the students would benefit from field trips to museums, restaurant, movies, and plays. Furthermore, while the program has been able to bring in some speakers and provide some programs, the ability to bring in a diverse group for this course would be greatly enhanced by a budget allowing us to do so. As the program continues to develop a variety of courses more full-time faculty members are needed so the program can continue to offer numerous sections of AFAM 100, 1020 and 3020 while expanding the overall course offerings.

Approved Changes

Currently no changes have been made to the assessment process or to the assessment instrument itself. Results on future assessment instruments may necessitate changes in this area. There will be on-going evaluations to see if changes are needed in this area.

Improved Student Learning

The Spring 2011 pre-test scores were significantly higher than the Fall 2010 pre-tests on average and the post-test scores show that there was actually a 13 point improvement on average from the Fall 2010 semester. This is important because the Fall 2010 post-test scores showed that there was an 8 point improvement on average from Spring 2010 to Fall 2010. On the spring 2011 post-test, 30 students scored at the 80th percentile or above. This is reported from the combined total of 39 students in both sections who took the post-test. Thus, approximately 77% of the students scored at the 80th percentile or above versus 60% that scored in the 80th percentile or above in the fall 2010 semester. The trend data reveal that the upward trend on the post-test scores continued for fall 2011.

Feedback of Results

This report was written by the coordinator of African American Studies, Dr. Kelly Harris with the assistance of Full-time Lecturer Kim Dulaney. The report will be sent to the university assessment coordinators Dr. Gebeyehu Mulugeta and Dr. Jerald Henderson. It will also be shared with and made available to all interested faculty, students, administrators and community members who request it.