

**General Education Assessment Report Format
Form201
Spring 2013**

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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. The following information is from data gathered from Fall 2012 and Spring 2013. Assessment instruments were administered for 8 classes (4 during fall 2012 and 4 during spring 2013): AFAM 1020.01, 1020.02, 1020.51, and 1020.61. These classes were taught by different instructors. The average pretest score during the fall semester 2012 for AFAM 1020.01 was 42%; AFAM 1020.02 was 36%; AFAM 1020.51 was 25% and the average score for AFAM 1020.61 was 30%. The average post-test score during the fall semester 2012 for AFAM 1020.01 was 78%; AFAM 1020.02 was 73%; AFAM 1020.51 was 80% and AFAM 1020.61 was 72%. In the Spring of 2013 pre-tests were administered to four classes- AFAM 1020.01, 1020.02, 1020.51, and AFAM 1020.61. These classes were taught by two instructors, one a Full-time lecturer and the other an adjunct faculty member. The average pre-test score for AFAM 1020.01 was 53%; AFAM 1020.02 25%; AFAM 1020.51 was 55% and AFAM 1020.61 was 45%. The average post-test score during the Spring 2013 semester for AFAM 1020.01 was 82%; AFAM 1020.02 was 65%; AFAM 1020.51 was 81% and 1020.61 was 75%.

Assessment Finding/Interpretations/Conclusions

I am listing here the data from two testing periods (Fall 12 and Spring 2013). This begins our three-year cycle of collecting trend data. 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 from Fall 2012 and Spring 2013 are as follows:

AFAM 1020.01 Fall 12
Pre-test: Average Score = 42%
Post-test: Average Score = 78%

AFAM 1020.02 Fall 12
Pre-test Average Score = 36%
Post-test Average Score = 73%

AFAM 1020.51 Fall 12
Pre-test Average Score = 45%
Post-test Average Score = 80%

AFAM 1020.61 Fall 12
Pre-test Average Score = 30%
Post-test Average Score = 72%

AFAM 1020.01 Spring 2013
Pre-test Average Score = 53%
Post-test Average Score = 82%

AFAM 1020.02 Spring 2013
Pre-test Average Score = 25%
Post-test Average Score = 65%

AFAM 1020.51 Spring 2013
Pre-test Average Score = 55%
Post-test Average Score = 81%

AFAM 1020.61 Spring 2013
Pre-test Average Score = 45%
Post-test Average Score = 75%

Fall 2012 AFAM 1020.01 Post-test Average = 78%
Number of students scoring 90% or above = 8
Number of students scoring in the range of 80-90% = 5

Number of students scoring in the range of 70-80% = 2
Number of students scoring in the range of 60-70% = 6

Fall 2012 AFAM 1020.02 Post-test Average = 73%
Number of students scoring 90% or above = 5
Number of students scoring in the range of 80-90% = 3
Number of students scoring in the range of 70-80% = 3
Number of students scoring in the range of 60-70% = 6

Fall 2012 AFAM 1020.51 Post-test Average = 80%
Number of students scoring 90% or above = 8
Number of students scoring in the range of 80-90% = 6
Number of students scoring in the range of 70-80% = 2
Number of students scoring in the range of 60-70% = 7

Fall 2012 AFAM 1020.61 Post-test Average = 72%
Number of students scoring 90% or above = 4
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% = 8

Spring 2013 AFAM 1020.01 Post-test Average = 82%
Number of students scoring 90% or above = 10
Number of students scoring in the range of 80-90% = 6
Number of students scoring in the range of 70-80% = 4
Number of students scoring in the range of 60-70% = 6

Spring 2013 AFAM 1020.02 Post-test Average = 65%
Number of students scoring 90% or above = 3
Number of students scoring in the range of 80 – 90% = 2
Number of students scoring in the range of 70 – 80% = 7
Number of students scoring in the range of 60 – 70% = 7

Spring 2013 AFAM 1020.51 Post-test Average = 81
Number of students scoring 90% or above = 8
Number of students scoring in the range of 80 – 90% = 8
Number of students scoring in the range of 70 – 80% = 3
Number of students scoring in the range of 60 – 70% = 3

Spring 2013 AFAM 1020.61 Post-test Average = 75
Number of students scoring 90% or above = 6
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% = 5

Grading Scale:

90-100=A

80-89=B

70-79=C

60-69=D

59 & below =F

Plan for Academic Modification Using Findings

While the post-test scores indicate improvement for both the spring and fall semesters, there is concern about the overall meaning of the results. First, an improvement is to be expected since the students come into the class unfamiliar with the material. Second, a semester's worth of information logically results in improvement in post-test scores.

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. This has not changed since the last assessment.

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

Surprisingly, the overall post-test scores were the same for the Fall 2012 and Spring 2013 semesters. The overall average in the post-test scores for the Fall 2012 and Spring 2013 semester

were 75.7%. This may be a reflection that the courses have been taught by the same two professors. In fact, one of the professors teaches 75% of the AFAM 1020 classes.

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. It will also be shared with and made available to all interested faculty, students, administrators and community members who request it.