

**General Education Assessment Report Format
Form201BC
Spring 2016**

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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 spring 2016. Assessment instruments were administered for 1 class: AFAM 1020.51. The pretest score during the spring 2016 semester for AFAM 1020.51 was 45%. The post-test score during the spring 2016 semester for AFAM 1020.01 was 85%.

Assessment Finding/Interpretations/Conclusions

I am listing here the data from one testing periods (spring 2016). The pre and post test results from spring 2016 are as follows:

AFAM 1020.51 Spring 16

Pre-test: Average Score = 45%

Post-test: Average Score = 85%

Spring 2016 AFAM 1020.01 Pre-test Average = 45%

Number of students scoring 90% or above = 1

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% = 7

Spring 2015 AFAM 1020.01 Post-test Average = 85%

Number of students scoring 90% or above = 7

Number of students scoring in the range of 80-90% = 10

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

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

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 the spring semester, 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 utilizing a pre and post essay. There is still discussion about using a values rubric but the consensus is definitely to forego future use of the pre and posttest. The faculty member that regularly taught the online class and administered the assessment instrument was released as a part of university wide faculty cuts.

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 1000, 1020 and 3020 while expanding the overall course offerings. This has not changed since the last assessment.

Approved Changes

Other than the pre and post essay, no changes have been made to the assessment process or to the assessment instrument itself. In the future we will utilize a values rubric and continue our evaluations to see if more changes are needed in this area.

Improved Student Learning

The post-test essays reveal that most students grasped the core concepts and are able to delineate the various cultural responses to socio-political and socio-economic phenomena.

Feedback of Results

This report was written by the coordinator of African American Studies, Dr. Kelly Harris with the assistance of former 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.