

General Education Assessment Report Format  
Form201BC Spring 2018

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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 interrelatedness, 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 2018. Assessment instruments were administered for one class: AFAM 1020.01. No data is available for AFAM 1020.51, which was taught by faculty from a different program. The pretest score during the spring 2018 semester for AFAM 1020.01 yielded an average score of 18%. The post-test score during the spring 2018 semester for AFAM 1020.01 was 76%.

Assessment Finding/Interpretations/Conclusions

Data listed below is from one testing period (spring 2018). The pre and post test results from spring 2018 are as follows:

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AFAM 1020.01 Spring 18

Pre-test: Average Score = 18%

Post-test: Average Score = 76%

Spring 2018 AFAM 1020.01 Pre-test Average = 18%

Number of students scoring 90% or above = 0

Number of students scoring in the range of 80-90% = 0

Number of students scoring in the range of 70-80% = 0

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

Number of students scoring less than 60% = 26

Spring 2018 AFAM 1020.01 Post-test Average = 76%

Number of students scoring 90% or above = 4

Number of students scoring in the range of 80-90% = 11

Number of students scoring in the range of 70-80% = 8

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

Number of students scoring less than 60% = 0

AFAM 1020.51 Spring 2018

Pre-test: No data available

Post-test: No data available

Spring 2018 AFAM 1020.51 Pre-test Average= n/a

No data available.

Spring 2018 AFAM 1020.51 Post-test Average = n/a

No data available.

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 always indicate improvement because there are specific lessons designed to teach to the test, the instrument is outdated and does not readily align with much of the specific material in the current course text, or in the core material covered in the class.

## Plan for Assessment Modifications

The coordinator has discussed with the AFAM faculty how to revise the assessment instrument to ensure that it more accurately gauges the knowledge and mastery of core concepts, facts, and understandings related to the current thrust of the course. The AFAM 1020 faculty are currently utilizing a multidimensional test that uses short answer, a chart, definitions, and an essay. There is discussion about maintaining the varied types of questions that demonstrate a desire to address students varied strengths based on their learning styles, but the consensus is definitely to replace the chart portion of the tool. The faculty member that regularly teaches the online class and administers the assessment instrument did not teach the online section. In fact, the instructors for the online sessions were from a different department and did not use the assessment instrument. In order to help students to master varied portions of the pre and post test, the instructors would need to have knowledge and understanding of a particular theorist and be able to apply the theory to varied cultures.

## Resources Needed

The AFAM Department has been merged with four other departments and does not have a specific budget. 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 other cultural events. 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 and adjust to the heightened sense of cultural specificity in America, during current times, it would be most advantageous to have additional faculty fully committed to AFAM. This has not changed since the last assessment.

## Approved Changes

Other than the pre and post exam, no changes have been made to the assessment process or to the assessment instrument itself. In the future we will utilize an exam that asks specific questions about varied cultures that are prominent in American society and continue our evaluations to see if more changes are needed to attend to modern cultural realities.

## Improved Student Learning

The post-test reveals that most students grasped the core concepts and are able to delineate the various cultural responses to socio-political and socio-economic phenomena, as it is currently presented in the course.

## Feedback of Results

This report was written by the coordinator of African American Studies, Dr. 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.