

# College of Arts and Sciences (CAS) 2016 - 2017 Yearly Assessment Report

If you would like to preview this form before you begin submitting, please follow this link:  
[https://myusf.usfca.edu/sites/default/files/2017\\_Yearly\\_Assessment\\_Report\\_preview.pdf](https://myusf.usfca.edu/sites/default/files/2017_Yearly_Assessment_Report_preview.pdf)

## NOTES:

- *2016-2017 Yearly Assessment Reports* for all CAS Majors, Minors, Graduate Programs, and Non-Degree Seeking Programs are due by 10/28/17; early submissions are welcome.
- Reports, including Curriculum Map(s) should be submitted to the Program Assistant; he/she will upload documents to Gnosis.
  - Undergraduate programs (majors and minors) must include two curricular maps – one showing how courses map onto Program Learning Outcomes (PLOs) and one showing how PLOs map onto Institutional Learning Outcomes (ILOs).
  - Graduate programs must include one curricular map showing how courses map onto PLOs.
  - Non-degree seeking programs must include one curricular map showing how PLOs map onto ILOs.
- This form **cannot be saved** once it is in-progress. If you close out of the form before submission, responses will be **discarded**. Please ensure you are ready to fill out the full form once you begin, and/or keep a backup copy of your responses.
- If you encounter any issues while utilizing this form, please contact Corie Schwabenland Garcia, Academic Data and Assessment Analyst, at x4285 or [ceschwabenland@usfca.edu](mailto:ceschwabenland@usfca.edu)

Identifying Information 

**Name of Program \***African American Studies

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**Type of Program \***

Minor ▼

**College of Arts and Sciences Division \***

Social Sciences ▼

**Name/Title/E-mail Address of Submitter \***Ja'Nina Garrett-Walker, Assistant Professor, Director African American Studies,  
jgarrettwalker@usfca.edu

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**Name(s)/E-mail Address(es) of Additional Individual(s) Who Should Receive Feedback**

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Submissions via the following Google form are strongly encouraged. However, if your department/program wishes to upload its assessment report in lieu of completing this form, you can do so here. Would you like to upload a PDF version of your Yearly Assessment Report?

 Yes No

## Yearly Assessment Report PDF Upload

If you wish to submit a separate PDF report, please be sure to include all the components listed in this google form (screen shots of the google form are available at

[https://myusf.usfca.edu/sites/default/files/2017\\_Yearly\\_Assessment\\_Report\\_preview.pdf](https://myusf.usfca.edu/sites/default/files/2017_Yearly_Assessment_Report_preview.pdf))

Please upload a PDF version of your Yearly Assessment Report here: \*

Please upload your program's PLO x Courses Curriculum map here (all file types allowed) \*

Please upload your program's PLO x ILO Curriculum map here (all file types allowed)

If you would like to upload any other files (i.e. rubrics used to evaluate student work products, scripts/surveys/other indirect methods used to evaluate student work), you may upload them here. Please use descriptive file names (i.e. "SociologyAssessmentRubric").

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## Mission Statement

Please type and/or copy-and-paste directly into the space below:

\*

The African American Studies minor exposes students to the interdisciplinary study of the history, politics, art, experiences, and intellectual traditions of African Americans. Our courses explore the rich cultural traditions of the evolving Black American life through the study of history, sociology, literature, philosophy, psychology, politics, theology, and the arts. Students are grounded in the fundamentals of African American history. and learn how the African American experience is at the heart of not only our nation's experience, but also the world's. The minor provides opportunities for students to engage in rigorous examinations of social inequality, change, and justice. These conversations confront students with the moral and political demands of social diversity, which includes class, culture, ethnicity, gender, race, and sexuality. This prepares students to responsibly and respectfully engage in our common pursuit of justice.

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## Program Learning Outcomes (PLOs)

Please type and/or copy-and-paste directly into the space below:

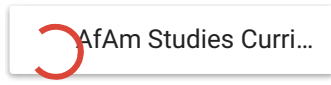
\*

1. The minor introduces students to the interdisciplinary study of the history, politics, art, experiences and intellectual traditions of African Americans. Through this educational experience, students will understand the vital role of African Americans and African American culture in the United States and globally.
  2. The minor prepares students to examine social inequality, change and justice through a uniquely African American and intersectional framework and to apply this framework to movements for social justice.
  3. The minor aims to train students for graduate and professional work in the humanities, social sciences, education, health and law; to use their cultural and intellectual knowledge in their prospective careers; and to responsibly and respectfully engage in our common pursuit of justice.
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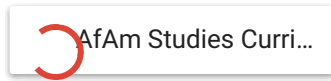
## Curriculum Maps

Please upload your Curriculum Maps below. All file types (Excel, PDF, etc.) are allowed.

Please upload your PLOs to Courses Curriculum map here \*



Please upload your PLOs to ILOs Curriculum map here \*



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## Assessment Methods

Which of your Program Learning Outcomes did you assess during 2016-2017? \*

PLO 1: The minor introduces students to the interdisciplinary study of the history, politics, art, experiences and intellectual traditions of African Americans. Through this educational experience, students will understand the vital role of African Americans and African American culture in the United States and globally.

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What student work products did you use to assess your PLO(s)? Pick one or more direct methods from the list below and briefly describe below what specific work product(s) you used. \*

- Published (Standardized) Test (e.g., Major Field Test)
- Class Tests & Quizzes with Embedded Questions
- Class Presentations
- Off-Campus Presentations (NGOs, clients, agencies, etc.)
- Research Projects Reports
- Case Studies
- Term Papers
- Portfolio
- Artistic Performances, Recitals & Products
- Capstone Projects
- Poster Presentations
- Comprehensive Exams
- Thesis, Dissertation
- Pass Rates on Certification or Licensure Exams
- Group Projects
- In-/Out-of Class Presentations
- Competency Interviews (e.g., oral exams)
- Simulations
- Juried Presentations



Other: .....

### Brief description of student work products used to assess PLOs: \*

The final exam of the minor foundational course, African American History (HIST 125), was used to assess PLO 1. This exam asked students to choose five pairs of African American people/events and compose short identifications for each. In order to receive full credit, student responses must answer ALL of the following questions: 1. Who/What, When, Where for each term, 2. The significance of each term in U.S. history, and 3. The relationship between the two terms. Students were also asked to choose one of two comprehensive questions and compose a short, formal essay of 2-3 handwritten pages based on material from lectures, readings and class discussions being sure to use specific terms from their study guide as evidence.

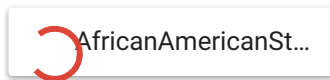
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### What tools did you use to evaluate the student work product(s) (e.g. rubric, test score)? \*

Rubric

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Please upload any tools used to evaluate student work product(s) here in PDF format only. Please use descriptive file names (e.g. "SociologyAssessmentRubric.PDF").



AfricanAmericanSt...

Who evaluated the student work product? Check all that apply. \*

- FT faculty members who were not instructor(s) of the course(s)
- FT faculty members who were instructor(s) of the course(s)
- PT faculty members who were not instructor(s) of the course(s)
- PT faculty members who were instructor(s) of the course(s)
- Other: .....

Describe the calibration procedure you employed, if any (i.e., how did you assure that faculty raters were consistent with each other in how they rated the student work products):

This year, the faculty who were assessing the exams worked together to develop a rubric and criteria which they felt fully assessed PLO1. However, they did not calibrate before each individually assess their set of exams.

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## What indirect methods did you employ, if any?

- Student Survey
- Student Interview
- Focus Groups
- Reflection Sessions
- Reflection Essays
- Faculty Survey
- Exit (end of program) Survey
- Exit (end of program) Interview
- Alumni Survey
- Employer Survey
- Diaries or Journals
- Data from Institutional Surveys
- Curriculum/Syllabus Analysis
- Other: .....

Please indicate and briefly describe what indirect methods you used (and/or attach the survey/script/interview below).

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Attach survey/script/interview here as needed

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## Results

### What were the direct data results? \*

Data revealed that 100% (26/26) of students meet or exceeded the expectations set forth by the assessment rubric.

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### What were the indirect data results? (If applicable)

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### How do you interpret these results? What do they mean? \*

This data indicates to us that our foundational course does a wonderful job of assessing PLO 1. Students in this course are introduced to the experiences of African Americans and the intellectual traditions of African Americans. Students are also able to clearly articulate the vital role of African Americans and African American culture in the United States and globally.

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## Closing the Loop

"Assessment is most likely to lead to improvement when it is part of a larger set of conditions that promote change: Assessment alone changes little. Its greatest contribution comes on campuses where the quality of teaching and learning is visibly valued and worked at. On such campuses, the push to improve educational performance is a visible and primary goal of leadership; improving the quality of undergraduate education is central to the institution's planning, budgeting, and personnel decisions. On such campuses, information about learning outcomes is seen as an integral part of decision making, and avidly sought."

--9 Principles of Good Practice for Assessing Student Learning: American Association for Higher Education

Purpose: In the current field of higher education today, Assessment of student learning is seen as a critical tool to assist in the mission of student centered education. It is a way for faculty and the other university constituents involved in learning to use data driven results to bring about needed curricular or programmatic changes to improve student outcomes.

In the previous section, you have analyzed the data to get some critical insights into student learning. This section is for our way forward, and touches upon a few core areas:

What might you do as a result of these assessment results? What curricular or programmatic changes might you implement? \*

- Revision of PLOs
- Changes in pedagogical practices
- Revision of program course sequence
- Revision of course(s) content
- Curriculum Changes (e.g. addition and/or deletion of courses)
- Modified program policies or procedures
- Designed measurement tools more aptly suited for the task
- Improved within and across school/college collaboration
- Improved within and across school/college communication
- Revised student learning outcomes in one or more courses
- Modified rubric
- Developed new rubric
- Developed more stringent measures (key assessments)
- Modified course offering schedules
- Changes to faculty and/or staff
- Changes in program modality of delivery
- Other: Assess additional classes

**Description of the Proposed Changes (as checked above): \***

We are very happy with our results and believe that our foundational course, HIST 125, effectively assesses PLO 1. Moving forward, we would like to assess our distribution courses (PSYC 316, POLS 324, PHIL 343, ENGL 203/204, SOC 238) to ensure that the core classes for the minor are all adequately assessing PLO 1. Additionally, we also plan to assess the other PLOs in a similar manner moving forward.

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**Amendments to your assessment plan: If, in course of conducting current assessment, you felt a need to amend the assessment plan itself for future assessments, please discuss it here in a few sentences: \***

n/a

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