

## African American Studies Minor

### ASSESSMENT REPORT ACADEMIC YEAR 2017 – 2018 REPORT DUE DATE: 10/26/2018

#### I. LOGISTICS & PROGRAM LEARNING OUTCOMES

1. Please indicate the name and email of the program contact person to whom feedback should be sent (usually Chair, Program Director, or Faculty Assessment Coordinator).

Ronald R. Sundstrom, [rrsundstrom@usfca.edu](mailto:rrsundstrom@usfca.edu)

2. Were any changes made to the program mission statement since the last assessment cycle in October 2017? Kindly state “Yes” or “No.” Please provide the current mission statement below. If you are submitting an aggregate report, please provide the current mission statements of both the major and the minor program.

No.

**Mission statement:** 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.

3. Were any changes made to the program learning outcomes (PLOs) since the last assessment cycle in October 2017? Kindly state “Yes” or “No.” Please provide the current PLOs below. If you are submitting an aggregate report, please provide the current PLOs for both the major and the minor programs.

No.

### **African American Studies PLOs:**

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.
4. Which particular Program Learning Outcome(s) did you assess for the academic year 2017-2018?

PLO 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

## **II. METHODOLOGY**

5. Describe the methodology that you used to assess the PLO(s).

We used both an indirect and direct method. We selected one foundation course for the minor, and then collected its syllabi and representative major assignments. The whole advisory board met to discuss the materials and to discuss whether the course, as represented through those documents, satisfied our PLO 2.

After the indirect assessment, we selected the major writing assignment from the class and gathered a representative sample (7 individual papers) from the course. We made 4 copies of each paper for the direct assessment exercise.

A separate meeting was scheduled to engage in direct assessment of the course materials. Six professors took part in the assessment. The committee met to discuss the assessment plan, review PLO 2, and the rubric. The rubric is pasted below. We then selected one of the papers to perform a calibration exercise, after that calibration was completed we distributed one copy of each paper to each of the participants. The results of the assessment exercise are shared below.

## **III. RESULTS & MAJOR FINDINGS**

6. What are the major takeaways from your assessment exercise?

The students did exceptionally well satisfying PLO 2. This result matches the positive results of past assessments. It shows that PLO 2 accurately captures the pedagogical outcomes of the course, and that the course and its materials are doing an excellent job of satisfying PLO 2.

<b>Level</b>	<b>Percentage of Students</b>
Exemplary	54%
Minimal Acceptable	38%
Below Expectations	8%

#### **IV. CLOSING THE LOOP**

7. Based on your results, what changes/modifications are you planning in order to achieve the desired level of mastery in the assessed learning outcome? This section could also address more long-term planning that

your department/program is considering and does not require that any changes need to be implemented in the next academic year itself.

We are not going to make any changes. We were satisfied with the course, the papers, the assessment materials, and the result of the assessment.

8. What were the most important suggestions/feedback from the FDCD on your last assessment report (for academic year 2016-2017, submitted in October 2017)? How did you incorporate or address the suggestion(s) in this report?

It was suggested that we review our PLOs. Our review of the PLOs is ongoing.

## ADDITIONAL MATERIALS

### **PLO 2 + Proposed Alternative Rubric**

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.

- a) Below expectations: The student is did not examine social inequality, change and justice. They did not use an African American and intersectional framework. And they did not apply this framework to movements for social justice.
- b) Minimal acceptable: The student examined social inequality, change and justice. They used an African American and intersectional framework, **or** applied this framework to movements for social justice.
- c) Exemplary: The student examined social inequality, change and justice through a uniquely African American and intersectional framework and applied this framework to movements for social justice.