

## African American Studies Minor

### ASSESSMENT REPORT ACADEMIC YEAR 2018 – 2019 REPORT DUE DATE: 11/01/2019

- Who should submit the report? – All majors, minors (including interdisciplinary minors), as well as graduate and non-degree granting certificate programs of the College of Arts and Sciences.
- Programs can combine assessment reports for a major and a minor program into one aggregate report as long as the mission statements, program learning outcome(s) evaluated, methodology applied to each, and the results are clearly delineated in separate sections.
- Undergraduate, graduate and certificate programs must submit separate reports
- It is recommended that each assessment report not exceed 10 pages. Additional materials (optional) can be added as appendices.
- A curricular map should be submitted along with each assessment report (we suggest that the curricular map should be informed by recent assessment outcomes).

#### Some useful contacts:

1. Prof. Alexandra Amati, FDCD, Arts – [adamati@usfca.edu](mailto:adamati@usfca.edu)
2. Prof. John Lendvay, FDCD, Sciences – [lendvay@usfca.edu](mailto:lendvay@usfca.edu)
3. Prof. Mark Meritt, FDCD, Humanities – [meritt@usfca.edu](mailto:meritt@usfca.edu)
4. Prof. Michael Jonas, FDCD, Social Sciences – [mrjonas@usfca.edu](mailto:mrjonas@usfca.edu)
5. Prof. Suparna Chakraborty, AD Academic Effectiveness – [schakraborty2@usfca.edu](mailto:schakraborty2@usfca.edu)

#### Academic Effectiveness Annual Assessment Resource Page:

<https://myusf.usfca.edu/arts-sciences/faculty-resources/academic-effectiveness/assessment>

Email to submit the report: [assessment\\_cas@usfca.edu](mailto:assessment_cas@usfca.edu)

Important: Please write the name of your program or department in the subject line.

For example: FineArts\_Major (if you decide to submit a separate report for major and minor);

FineArts\_Aggregate (when submitting an aggregate report)

## I. LOGISTICS

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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).

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2. Please indicate if you are submitting report for (a) a Major, (b) a Minor, (c) a Major and Minor aggregated report (in which case, each should be explained in a separate paragraph as in this template), (d) a Graduate or (e) a Certificate Program

Minor

3. Please note that a Curricular Map should accompany every assessment report. Have there been any revisions to the Curricular Map?

There have been no changes to the curricular map.

## II. MISSION STATEMENT & PROGRAM LEARNING OUTCOMES

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1. Were any changes made to the program mission statement since the last assessment cycle in October 2018? 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 programs. **YES**

- **Mission Statement (Minor):**

*The African American Studies minor exposes students to the interdisciplinary study and intellectual traditions of African Americans. Students are grounded in the fundamentals of African American history and learn how the African American experience is at the heart of our nation and world. The minor provides opportunities for students to engage in rigorous examinations of social inequality, change, and justice.*

2. Were any changes made to the program learning outcomes (PLOs) since the last assessment cycle in October 2018? 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 changes were made to the PLOs.

- **PLOs (Minor):**

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.
3. State the particular program learning outcome(s) you assessed for the academic year 2018-2019. What rubric did you use?

**PLO(s) being assessed (Minor):**

PLO #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.

### III. METHODOLOGY

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

For example, “the department used questions that were inputted in the final examination pertaining directly to the <said PLO>. An independent group of faculty (not teaching the course) then evaluated the responses to the questions and gave the students a score for responses to those questions.”

**Important Note** – WSCUC advises us to use “direct methods,” which consist of a direct evaluation of a student work product. “Indirect methods” like exit interviews or student surveys can be used only as additional complements to a direct method.

For any program with fewer than 10 students: If you currently have fewer than 10 students in your program (rendering your statistical analysis biased due to too few data points), it is fine to describe a multi-year data collection strategy here. It would be important to remember that every 3 years, we would expect you to have enough data to conduct a meaningful analysis.

**Important**: *Please attach, at the end of this report, a copy of the rubric used for assessment.*

- **Methodology used (Minor):**

The final assignment of the minor distribution course, Community Engagement: Fillmore (AAS200), was used to assess PLO 3. This assignment asked students to work in groups with community partners, in the Fillmore, and write a 25-30 page analytical essay. Students were expected to explain and evaluate the forces that have affected the growth of the black community in the Fillmore as well as the forces that have introduced

disparities in mental health and services. Students were also tasked with detailing how their community partners are combatting these disparities in the community.

An independent group of faculty then read and evaluated the papers using the rubric.

#### IV. RESULTS & MAJOR FINDINGS

What are the major takeaways from your assessment exercise?

This section asks you to highlight the results of the exercise. Pertinent information here would include:

- a. how well students mastered the outcome at the level they were intended to,
- b. any trends noticed over the past few assessment cycles, and
- c. the levels at which students mastered the outcome based on the rubric used.

To address this question, among many other options, one option is to use a table showing the distribution, for example:

##### Results (Minor):

After reading the four group papers, each assessor realized that the assignment does not accurately assess PLO 3. We had a discussion at our last African American Studies meeting (10/7/19) about how none of our courses or assignments assess PLO3. We realized that PLO 3 is mainly assessed through indirect measures such as conversations with students and advising meetings.

#### V. CLOSING THE LOOP: ACTION PLAN BASED ON ASSESSMENT RESULTS

1. Based on your analysis in Section 4, what are the next steps that you are 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 any changes to be implemented in the next academic year itself.

- **Closing the Loop (Minor):**

Based on what we learned from this assessment, we plan to revise PLO 3 in Spring 2020.

2. What were the most important suggestions/feedback from the FDCD on your last assessment report (for academic year 2017-2018, submitted in October 2018)? How did you incorporate or address the suggestion(s) in the more recent assessment discussed in this report?

- **Suggestions (Minor):**

The last assessment report suggested that we shorten the mission statement and continue to have conversations about adjusting the PLOs with language that demonstrates learning. We have shortened the mission statement and assessed PLO 3 to continue to refine it.

## VI. BIG PICTURE

What have you learned about your program from successive rounds of assessment? Is a picture of the whole program starting to emerge? For example, what areas of strength have emerged? What opportunities of improvement have you identified?

- **Big Picture (Minor):**

We have a very strong minor. We will continue to refine PLOs to ensure that they each have deliverable outcomes that are assessable.

## VII. Feedback to your Assessment Team

What suggestions do you have for your assessment team (the Faculty Directors of Curriculum Development and the Associate Dean for Academic Effectiveness)? What can we do to improve the process?

I personally preferred having an online form to fill out to submit assessment as opposed to doing this in a word document!

## ADDITIONAL MATERIALS

(Any rubrics used for assessment, relevant tables, charts and figures should be included here)

### Rubric:

**Below expectations:** students did not responsibly or respectfully engage in our common pursuit of justice by using their cultural and intellectual knowledge while working in an applied setting.

**Minimally acceptable:** students partially engaged in our common pursuit of justice by using some cultural and intellectual knowledge while working in an applied setting.

**Exemplary:** students responsibly and respectfully engaged in our common pursuit of justice by using their cultural and intellectual knowledge while working in an applied setting.