

African American Studies Minor

ASSESSMENT REPORT

ACADEMIC YEAR 2019 – 2020

REPORT DUE DATE: December 4, 2020

This is our regular assessment template.

Given the unusual circumstances of the 2019-2020 academic year, each program/department/major/minor/certificate has two options of assessment:

- (a) Usual assessment report based on this template OR
- (b) Alternative assessment reflections on distance learning pivot based on the alternative attached template

Every program/department/major/minor/certificate can choose ONE of the two alternative reports to submit

- 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
2. Prof. John Lendvay, FDCD, Sciences – lendvay@usfca.edu
3. Prof. Mark Meritt, FDCD, Humanities – meritt@usfca.edu
4. Prof. Michael Jonas, FDCD, Social Sciences – mrjonas@usfca.edu
5. Prof. Suparna Chakraborty, AD Academic Effectiveness – 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

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

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).

J. Garrett-Walker, jgarrettwalker@usfca.edu

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

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. **No**

- **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):

We have taken this time to assess all three PLOs. Not in a direct assessment of the PLOs, but through indirect assessment on what the PLOs are, and if they truly reflect the program by reviewing the PLOs, discussing the structure of the minor program, and reviewing course materials.

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 program advisory committee explored the PLOS, using the Core Area Working Group's "Higher Order Learning Goals" (HOLGS) originally drafted in 2016 as part of USF's Core Assessment procedures, to determine if the PLOs met PLO guidelines. The committee found that the PLOs do not currently meet the university guidelines of PLOs.

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):

The current PLOs of the AfAm Studies minor are ambitious and communicates the program's mission, but they also contain outcomes that are not assessable using the methods and tools typically used for academic assessment. This is especially apparent in the 3rd PLO, which states as its goal that students "use their cultural and intellectual knowledge in their prospective careers" and "responsibly and respectfully engage in our common pursuit of justice." There are other elements of the 1st and 2nd PLOs that are also worthy as parts of a mission statement but are not learning outcomes and thus not accessible.

PLOs are things that a reader can identify in student work, they are supposed to be measurable. Their sheer presence or lack in student work is assessed, not the quality of the student's work. Thus, broader goals, such as reflected in the current 3rd PLO, do not belong in a PLO. Because the current PLOs are inappropriate as a PLO, we hope to revise them with attempts to capture the spirit and include some elements of the current PLOs.

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 on revising each of the three PLOS in AY 2021-2022.

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 use student surveys are part of our indirect assessment activities. However, due to COVID, we opted to engage indirect assessment through internal reflection of the PLOs instead of direct assessment of the PLOs.

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 edit all 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?

none

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.