

**General Education Assessment Report Format  
Form201BC  
Fall 2015**

**Name: Dr. Kelly Harris**

**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 inter-relatedness, 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 Fall 2015. Assessment instruments were administered for 2 classes: AFAM 1020.01 and 1020.51. These classes were taught by the same instructor. The average pretest score during the fall 2015 semester for AFAM 1020.01 was 52% and AFAM 1020.51 was 58%. The average post-test score during the fall 2015 semester for AFAM 1020.01 was 83% and AFAM 1020.51 was 75%.

**Assessment Finding/Interpretations/Conclusions**

I am listing here the data from one testing periods (Fall 2015). The pre and post test results from Fall 2015 are as follows:

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AFAM 1020.01 Fall 15

Pre-test: Average Score = 52%

Post-test: Average Score = 83%

AFAM 1020.51 Fall 15

Pre-test Average Score = 58%

Post-test Average Score = 75%

Fall 2015 AFAM 1020.01 Post-test Average = 83%

Number of students scoring 90% or above = 4

Number of students scoring in the range of 80-90% = 7

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

Number of students scoring in the range of 60-70% = 6

Fall 2015 AFAM 1020.51 Post-test Average = 75%

Number of students scoring 90% or above = 3

Number of students scoring in the range of 80-90% = 6

Number of students scoring in the range of 70-80% = 9

Number of students scoring in the range of 60-70% = 7

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 indicate improvement for both the spring and fall semesters, there is concern about the overall meaning of the results. First, an improvement is to be expected since the students come into the class unfamiliar with the material. Second, a semester's worth of information logically results in improvement in post-test scores. The scores for the online class (sec. 51) are consistently higher than in-class. We will continue to monitor the results and see if this trend continues.

**Plan for Assessment Modifications**

The coordinator has discussed with the AFAM 1020 faculty how it can further enhance student learning outcomes. The AFAM 1020 faculty are currently utilizing a pre and post essay. We will utilize a values rubric to better gauge how students analysis of issues has developed during the course of the semester. A values rubric should provide more meaning to the test scores.

**Resources Needed**

The department has been merged with four other departments and we share a common secretary. 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 plays. 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 a variety of courses more full-time faculty members are needed so the program can continue to offer numerous sections of AFAM 1000, 1020 and 3020 while expanding the overall course offerings. This has not changed since the last assessment.

### **Approved Changes**

Other than the pre and post essay, no changes have been made to the assessment process or to the assessment instrument itself. In the future we will utilize a values rubric and continue our evaluations to see if more changes are needed in this area.

### **Improved Student Learning**

The post-test essays reveal that most students grasped the core concepts and are able to delineate the various cultural responses to socio-political and socio-economic phenomena.

### **Feedback of Results**

This report was written by the coordinator of African American Studies, Dr. Kelly Harris with the assistance of Full-time Lecturer 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.