**Africana Studies Department Assessment Report 2014/2015**

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**Department:** Africana Studies

**Chair: Dr**. Sylvia Macauley

In its Assessment Report for the last four years, the department noted the need to begin to re-evaluate its degree options to respond to students’ input about the major, students’ performance in courses, and to the shifting focus of the discipline in the national arena. We wanted to continue to strengthen our degree program by ensuring its continued relevance, integrity and utility in the academy. In an attempt to align the Africana Studies Department at California State University, Northridge with the assessment recommendations and advances in the discipline of Africana Studies we have introduced a program modification (approved by APC and EPC in the 2012/2013 AY) which includes a reduction in the number of Options from four to three; renaming of Options; changes to Core Requirements for all Options; changing requirements in Options; and adding new courses. Our recent curriculum reform, therefore, allowed us to restructure the Core curriculum requirements to give students essential, well-balanced and usable knowledge of the discipline. Our goal is to first evaluate the changes to our core, with particular focus on AFRS 100 (gateway course) and AFRS 498 (capstone course). To do this, a cross-sectional comparison of freshmen with seniors’ signature assignments was introduced. The gateway course will be used to determine the level of knowledge students enter into the major with. The capstone course, AFRS 498, will be used to determine the level of proficiency achieved by AFRS majors who apply for graduation status. It will be used also as a measurement of the effectiveness of the curriculum. We first held a course development workshop with all instructors of AFRS 100 to develop a standardized syllabus and standard rubric for evaluation. Then we trained faculty members to apply the same rubric for evaluation in multiple section courses. We are assessing students at the beginning of the lower division in our BA, then in a cross-sectional assessment, compare those results with seniors about to graduate. This will give us information about students’ knowledge base as they enter the major, and if the skills and abilities tested improve after completing the lower division and upper divisions. The results will be used as a measurement of the effectiveness of the curriculum modifications.

**Overview of Annual Assessment Projects**

The following Student Learning Outcomes were assessed in the 2014-15 AY:

SLO #1:Gain an understanding of the political, socio-historical and cultural perspectives of the African American experience in Africa and the African Diaspora.

SLO #2: Gain broad knowledge of the cultural, political and historical contexts in which the African and African American experience took place.

SLO #3: Develop appropriate skills in research design and methodology used to examine the various interdisciplinary areas of the Africana Studies Department curriculum.

**SLO #1 and SLO#2**

**Course: AFRS 100 Introduction to Black Studies and Culture**

A signature assignment was administered in AFRS 100. The assignment was intended to assess students’ 1) knowledge of the discipline of Africana Studies, 2) leading theories and methodologies in the field, and 3) students’ ability to identify elements of Black culture, including history, religion, social organization, politics, economics, psychology, and creative production. The following rubric was used in all courses to evaluate students’ performance on the assignment.

Rubric for Assessing AFRS Signature Assignment:

|  |  |  |  |
| --- | --- | --- | --- |
| Scoring Scale (0-2) | Identification: Question 1&2 | Description: Question 3 | Identification of Models: Question 4 |
| Excellent - 2 | Student was able to fully identify the key function of worldviews and the social movement that resulted in the discipline. | Student was able to correctly state the relevance of the discipline of Africana Studies. | Student was able to fully identify the three disciplinary models. |
| Satisfactory - 1 | Student was able to partially identify the key function of worldviews and the social movement that resulted in the discipline. | Student was only partially able to correctly state the relevance of the discipline of Africana Studies. | Student was able to partially identify the three disciplinary models |
| Unacceptable - 0 | Student was unable to identify the key function of worldviews and the social movement that resulted in the discipline. | Student was unable to correctly state the relevance of the discipline of Africana Studies. | Student was unable to identify the three disciplinary models |

Results

Data was assed using the system of SPSS. Data indicates an increase in students’ 1) knowledge of the discipline of Africana Studies, 2) leading theories and methodologies in the field, and 3) students’ ability to identify elements of Black culture, including history, religion, social organization, politics, economics, psychology, and creative production. The results will be used as a measurement of the effectiveness of the curriculum modifications. Additional data is being collected in order to establish a longitudinal assessment.

The Signature assignment was administered in two sections of AFRS 100 (Spring 2014 OL and Fall 2014). Data illustrates that students demonstrated an above average introductory level of knowledge in 1) discipline of Africana Studies, 2) theories and methodologies, and 3) Black culture. Data is provided below:

AFRS 100 instructors were surveyed to assess the effectiveness of the standardized course materials, signature assignment and rubrics. Based on the interviews (N=3) all professors cited a need to change the required textbook for the course. It was noted that the book was at the graduate level. The faculty recommended switching the book to *Introduction to Black Studies*, which is the most widely used text in the discipline. Faculty also reported using supplemental text to increase student’s knowledge about Black culture. Also, faculty reported a high level of usefulness of the evaluation rubrics. Finally 100% implemented the standardized signature assignment.

Application

The department is continuing its data collection of the signature assignment in AFRS 100 and will implement data collect in AFRS 498 in Spring 2016 in order to develop a longitudinal evaluation. A cross-sectional comparison of freshmen with seniors’ signature assignments will be conducted over the 2015-16 AY. The gateway course AFRS 100 was used to determine the level of knowledge students enter into the major with. The capstone course, AFRS 498, will be used to determine the level of proficiency achieved by Africana Studies majors who applied for graduation status. Results were used also as a measurement of the effectiveness of the curriculum. This gave us information about students’ knowledge base as they enter the major. The results will be used as part of a longitudinal study as a measurement of the effectiveness of the curriculum modifications. Additional data is required to assess improved student learning.

A course development workshop will be held during the 2015/16 AY to modify the AFRS 100 course, including the textbook.

**Assessing Critical Thinking**

Course: AFRS 300 Contemporary Issues in the African American Community Fall 2014

Assignment: Critical Research Article Review Paper

Assignment Prompt:

Research Article Review (Individual Assignment) **[No late papers accepted]** Students will read and critically review the two articles and provide a detail assessment of the articles (5 pages each article). Students must use the course readings to shape their analysis and are encouraged to use outside sources to further strengthen their arguments. 15points

Critical Article Review Paper Evaluation Rubric:

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| Assessment Criteria | 0 | 1 | 1.5 pts each | 2 pts each | 2.5 pts each | 3 pts each |
| Summary of author’s central argument | Lack of articulation of author’s central argument showing no ability to identify and summarize main points. | Poor articulation of author’s central argument showing lack of ability to identify and summarize main points. | Limited articulation of author’s central argument showing fair ability to identify and summarize main points. | Good articulation of author’s central argument showing good ability to identify and summarize main points. | Very good articulation of author’s central argument showing high ability to identify and summarize main points. | Outstanding articulation of author’s central argument showing excellent ability to identify and summarize main points. |
| Thesis | Lack of applications of original assessment of author’s work demonstrating no ability to analyze in order to form new arguments. | Poor applications of original assessment of author’s work demonstrating lack of ability to analyze in order to form new arguments. | Limited applications of original assessment of author’s work demonstrating fair ability to analyze in order to form new arguments. | Good applications of original assessment of author’s work demonstrating good ability to analyze in order to form new arguments. | Very good applications of original assessment of author’s work demonstrating high ability to analyze in order to form new arguments. | Outstanding applications of original assessment of author’s work demonstrating excellent ability to analyze in order to form new arguments. |
| Claims | Lack of development of original claims showing no ability to critically examine and challenge the author’s central argument. | Poor development of original claims showing lack of ability to critically examine and challenge the author’s central argument.  | Limited development of original claims showing fair ability to critically examine and challenge the author’s central argument. | Good development of original claims showing good ability to critically examine and challenge the author’s central argument. | Very good development of original claims showing high ability to critically examine and challenge the author’s central argument. | Outstanding development of original claims showing excellent ability to critically examine and challenge the author’s central argument. |
| Evidence/ Support | Lack of use of examples/illustrations from the author’s text that demonstrate no ability to synthesize evidence in analytical way to formulate clear conclusions. | Poor use of examples/illustrations from the author’s text that demonstrate lack of ability to synthesize evidence in analytical way to formulate clear conclusions.  | Limited use of examples/illustrations from the author’s text that demonstrate fair ability to synthesize evidence in analytical way to formulate clear conclusions.  | Good use of examples/illustrations from the author’s text that demonstrate good ability to synthesize evidence in analytical way to formulate clear conclusions.  | Very good use of examples/illustrations from the author’s text that demonstrate high ability to synthesize evidence in analytical way to formulate clear conclusions.  | Outstanding use of examples/illustrations from the author’s text that demonstrate excellent ability to synthesize evidence in analytical way to formulate clear conclusions. |
| Implications | Lack of discussion of the implications demonstrating no ability to support new arguments. | Poor discussion of the implications demonstrating lack of ability to support new arguments. | Limited discussion of the implications demonstrating fair ability to support new arguments. | Good discussion of the implications demonstrating good ability to support new arguments. | Very good discussion of the implications demonstrating high ability to support new arguments. | Outstanding discussion of the implications demonstrating excellent ability to support new arguments. |

Critical Research Review Paper Guidelines/Checklist

For each article students must provide no less than 10 pages typed (double-spaced, font size-12). Remember this is neither an opinion paper nor a summary. 15pts

Guidelines: Please follow the guideline below when writing your critical response.

* Introduction:
	+ Review of Article (include the following)
		- For each article tell the Author(s) and (year of research). Do not tell the article title in the body of the paper.
		- Tell the major question the researcher(s) sought to answer, their sample, the method(s) they used.
		- Briefly describe their instruments (questionnaires, content analysis, etc.)
		- Then tell the findings and discuss the implications of those findings.
		- Tell what important questions remain unanswered.
	+ Thesis/Focus or Central Argument (last sentence in first paragraph)
* Body Paragraphs:
	+ Introduce major claims that support your thesis or central argument
	+ Provide examples/illustrations from the article that support your claim
	+ Discuss implications of your claim
* Conclusion:
	+ Summarize your major claims and draw your final conclusions
* Review:
	+ Review your paper.
	+ Remember to proofread.
	+ Remember to properly cite all quotes and sources (MLA, APA, etc.)
	+ Don’t forget your works cited page ( -1 points if you fail to include)

Student Sample Paper:

Welch (2007) discusses the impact of the stereotyping effect on racial profiling of Black Americans as criminal offenders. Through a content analysis, Welch explains this phenomenon through a critical analysis of previous research that sampled African Americans throughout American History. This research attempts to understand how Black criminal stereotypes have been used to justify racial profiling. The researcher found that while Blacks are indeed disproportionally arrested for crimes, the public sentiment does not accurately reflect African American involvement in criminal activity. These findings reveal that there exists an embedded assumption about Black Americans which directly leads to Blacks being stereotyped as criminals, and may in turn cause law enforcement to unfairly target African Americans. Although Welch was able to provide an analysis of previous research to support her claim that Black criminal stereotypes lead to racial profiling, she failed to adequately link these stereotypes to the racism embedded in American society, which if left unaddressed will aid in the continuation of profiling Blacks as criminals.

 Even though Welch identifies the fact that since the Civil Rights era a link between crime and African Americans was developed, she neglects the role of the pre-Civil Rights era of Jim Crow in creating these stereotypes in the first place.  The stereotyping of Blacks as criminals is historically rooted in the 19th century race-based notions of Blackness. According to Michelle Alexander, in The New Jim Crow, this era placed African Americans in position of second-class citizenship in the same way that mass incarceration currently places those convicted of felonies. Yet, Welch fails to mention this connection. Instead, Welch focuses on the role that the media plays in perpetuating these ideas linking Blacks to criminal activity. According to Welch, “the media provide readily accessible depictions of criminality, which may help to shape perceptions about crime and subsequent justice practices” (281). While this may be true, any accurate discussion of the role of the media must take into consideration that from which media has adopted these concepts. Given Welch’s argument that the common stereotype of Blacks as criminals has erroneously served as a subtle rationale for the unofficial policy and practice of racial profiling by criminal justice practitioners, it is vitally important that research connect these practices to the historical foundations of race in America in order to challenge and ultimately change these systems.

Results

Critical Article Review Papers were submitted by 31/33 students. On average students scored 13.83 out of 15. Students demonstrated an outstanding ability to critically analyze information. They demonstrated very good articulation of author’s central argument showing high ability to identify and summarize main points. Also, a very good applications of original assessment of author’s work demonstrating high ability to analyze in order to form new arguments. Third, a very good development of original claims showing high ability to critically examine and challenge the author’s central argument. Fourth, students demonstrated a very good use of examples/illustrations from the author’s text that demonstrate high ability to synthesize evidence in analytical way to formulate clear conclusions. And finally, a very good discussion of the implications demonstrating high ability to support new arguments.

**Assessing Oral Communication**

Course: AFRS 300 Contemporary Issues in the African American Community Fall 2014

Assignment: Critical Debate Presentations

Assignment Prompt

Each student will need to select a debate topic and there will be 3 pro and 3 con slots available for each debate. The debate presentations will follow an 18 minute format and this format will include a 3 minute introduction, 3 minute rebuttal, and a 3 minute closing for each debate group. The only material that each debater can use is one 3 by 5 note card. At least two class readings and two outside sources must be used to support the debater’s claims. Students are required to develop a three-part argument for or against their topic that explores and critically analyzes the issue in relation to its impact on the African American community. Students are expected to incorporate quantitative evidence to support their claims. Students must analyze and respond to the opposing team’s argument. Your debate group will be expected to answer questions from the audience after your presentation. Students must turn in a list of references used in the debate.

Debate Presentation Evaluation Rubric

|  |  |  |  |
| --- | --- | --- | --- |
| **Criteria** | **1 Point (each)** | **2 Points (each)** | **3 Points (Each** |
| Presentation | Unclear & Poor time management. | Timely but limited clarity in argument. | Presented a timely clear debate. |
| Argument | Poor synthesis of evidence resulting in weak argument. | Limited synthesis of evidence leading to fair support for argument. | Synthesized evidence in analytical way to formulate clear argument. |
| Addressing Opposing Argument | Poor critique of opposing argument & no use of sources. | Limited evidence for challenging opposing argument. | Critically examined and challenged the opposing argument with evidence |
| Addressing Audience Questions | Relied too heavily on opinions and not authorities.  | Limited use of authorities in response to questions. | Accurately relied on authorities in response to questions.  |
| Sources | Lacked empirical evidence to support claims. | Limited use of empirical research. | Incorporated quantitative data to support claims.  |

Student Evaluation Form

Your group’s debate presentation was evaluated on the five categories listed below. Each category is worth three points. The debate presentation is worth a total of 15 points. Comments at the bottom of the evaluation will provide further clarity for your group’s score.

Presentation

 Time \_\_\_\_\_\_\_\_

 Flow \_\_\_\_\_\_\_\_

 Clarity \_\_\_\_\_\_\_\_

Argument

Support for Claims \_\_\_\_\_\_\_\_

 Accuracy \_\_\_\_\_\_\_\_

 Strength \_\_\_\_\_\_\_\_

Addressing Opposing points

Use of Sources \_\_\_\_\_\_\_

 Strength \_\_\_\_\_\_\_

 Clarity \_\_\_\_\_\_\_

Addressing the audience questions

Answer questions \_\_\_\_\_\_\_

Incorporate quantitative support \_\_\_\_\_\_\_\_

Clarity of Response \_\_\_\_\_\_\_\_

Sources

List of References \_\_\_\_\_\_\_\_

Empirical Research \_\_\_\_\_\_\_\_\_

Validity of Sources \_\_\_\_\_\_\_\_\_

**Total Points Earned \_\_\_\_\_\_\_**

**Comments:**

Results

Debate presentations were carried out in AFRS 300 to assess the department SLOs #1 and #2 and to assess the oral communication skills of our students. Thirty-three students completed in-class oral debate presentations. The average score students earned was 13.28 out of 15. Students demonstrated an outstanding ability to orally present information in a timely and clear manner. Students synthesized evidence in analytical ways to formulate clear arguments. They critically examined and challenged the opposing argument with evidence and accurately relied on authorities in response to questions. Finally, students incorporated quantitative data to support claims. It is important to note that although we were not assessing quantitative literacy on this assignment, evaluations of student presentations revealed that students are applying their quantitative literacy beyond set assignments.

Course: AFRS 325 The Black Man in Contemporary Times

Assignment: Research Poster Presentation

**Men of Color Enquiry & Student Research Poster Session Inter-correlations & Multiple Regression April 1, 2015**

One hundred twenty four participants attended the event and eighty-two surveys were collected.

Each of the six cultural competence variables was normally distributed and the assumptions of linearity were not violated; therefore, Pearson’s correlations were computed to examine the inter-correlations of the variables. Table 1 confirms that all fifteen pairs of variables were significantly correlated. The strongest positive correlation, which would be considered a very large effect size was between “Better understanding of Black males students’ needs and resources” and “cultural experiences of Africana people,” *r* (75) =.83, p<.001. Participants who reported that the Men of Color (MOC) event addressed the cultural experiences of Africana people were very likely to have a better understanding of Black male students’ needs and resources. Appropriate research approaches to examine Africana peoples’ experiences was also positively correlated with diverse points of view, *r* (75) =.77, p<.001. Participants who reported that the MOC event adequately addressed diverse points of view were highly likely to also agree that appropriate research approaches to examine Africana peoples’ experiences were suitable.

**TABLE 1. *Inter-correlations, Means, and Standard Deviations for Six Variables***

|  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Variable | 1  | 2 | 3 | 4 | 5 | 6 | *M*  | *SD*  | *N*  |
| 1. Confidence in assisting and serving Black male students. (CASBMS)
 | -- | .76\*\*  | .66\*\*  | .73\*\*  | .68\*\*  | .71\*\*  | 1.55  | .925 | 77 |
| 1. Better understanding of Black males students' needs and resources. (UNR)
 | -- | -- | .71\*\*  | .83\*\*  | .74\*\*  | .67\*\*  | 1.45 | .804 | 77 |
| 1. Understanding of the political/ socio-historical/ cultural perspectives of Africana people’s experiences. (PSHCP)
 | -- | -- | -- | .76\*\*  | .61\*\*  | .57\*\*  | 1.48 | .883 | 77 |
| 1. Cultural experiences of Africana people. (CEAP)
 | -- | -- | -- | -- | .75\*\*  | .73\*\*  | 1.38 | .744 | 77 |
| 1. Appropriate research approaches to examine Africana peoples’ experiences. (RAAPE)
 | -- | -- | -- | -- | -- | .77\*\*  | 1.34 | .620 | 77 |
| 1. Adequately addressed diverse points of view.(POV)
 | -- | -- | -- | -- | -- | -- | 1.40 | .782 | 77 |
| \*\**p* < .01 |  |  |  |  |  |  |  |  |  |

Simultaneous multiple regressions were conducted to investigate the best predictors of participants’ confidence in assisting and serving Black male students. The combination of variables to predict participants’ confidence from the following was statistically significant, *F* (5, 71) = 28.31, p <.001: UNR; PSHCP; CEAP; RAAPE; and POV. The beta coefficients are presented in Table 2. Having a better understanding of Black male students’ needs and resources and a belief that diverse viewpoints were adequately addressed significantly predicts confidence serving and assisting Black male students when all five variables are included. The adjusted *R*² value was .642. This indicates that 64% of the variance in Confidence was explained by the model. According to Cohen (1988), this is a very large effect.

**TABLE 2.  *Simultaneous Multiple Regression Analysis Summary for UNR, PSHCP, CEAP, RAAPE, and POV Predicting Confidence in assisting and serving Black male students (CASBMS).***

|  |  |  |  |
| --- | --- | --- | --- |
| Variable |  *B*  |  *SEB*  |  β |
| Better understanding of Black males students' needs and resources. (UNR) | .44 | .15 | .38\*\* |
| Understanding of the political/ social-historical/ cultural perspectives of Africana people’s experiences. (PSHCP) | .17 | .11 | .16 |
| Cultural experiences of Africana people. (CEAP) | .05 | .19 | .04 |
| Appropriate research approaches to examine Africana peoples’ experiences. (RAAPE) | .05 | .19 | .03 |
| Adequately addressed diverse points of view.(POV) | .37 | .14 | .31\*\* |
| Constant | .01 | .15 |  |
| Note. R² = .67; *F* (5, 71) = 28.31, p <.001.\*\*p < .01. |  |  |  |

**SLO #3**

**Assessing Quantitative Literacy**

Course: AFRS 398 Research Methods and Paradigms in Africana Studies Spring 2015

AFRS 398 is a new required course for the major for students in the Social Science Option. Spring 2015 marked the first time the course was offered. This course is designed as an introduction to paradigms, theories, and models of research on the Pan African community. Emphasis will be placed on methodological, epistemological and ethics concerns related to conducting research studies on people of African descent. Throughout the semester students completed literature reviews, questionnaire construction, and experimental designs.

To assess student’s quantitative literacy student were required to submit research proposals. Information and data is provided below:

Research Proposal Prompt:

Students will work in groups to research an aspect of the most pressing issues facing the Black community in Los Angeles. You will work in groups of five and will be responsible for researching the subject matter and providing a proposal that includes the literature review on your specific topics. 20%

Research Proposal Guidelines

List Group Members Names Here

Title of Proposal

A Research Proposal

Introduction

 Discuss in a paragraph or two the problem/research question or topic you seek to address.

Literature Review

 Review at least five peer-reviewed data articles that are closely related to your study. For each article you must include the following:

1. For each article tell the Author(s) and (year of research). Do not tell the article title in the body of the paper.
2. Tell the major question the researcher(s) sought to answer, their sample, the method(s) they used.
3. Briefly describe their instruments.
4. Then tell the findings that were relevant to your study.

Note: If any two or more articles conflict in their findings, point out these conflicts and offer a possible explanation as to why they conflicted. Discuss the implications of those findings.

1. Tell what important questions remain unanswered? Why? How past findings or questions left unanswered shape your study?

After you have completely reviewed each article in paragraph format, the last paragraph of your Literature Review should include a summary of the previous literature. Feel free to use language such as Ex: Previous researchers conclude that…… **or** While previous researchers conclude that…..our study seeks to investigate the…

Method

*Participants*

This should include descriptive information about your participants such as age, gender, race, and so on. This should also include your sampling process (convenience, random, stratified, etc.)

*Measures*

Instruments: Explain any tools, or instruments you plan to use in collecting data and give at least two sample items (questionnaire, survey, focus groups, etc).

*Procedures*

Step by step, tell how you carried out data collection. Include any information that would be relevant to anyone who wanted to replicate the study.

On a separate paper include the following:

References

Results:

All students (N=7) completed the required research proposal assignment. 100% of students demonstrated an outstanding ability to quantitatively development research project and think in quantities. The mean score on student’s research proposals was 20 out of a total of 20 points. Demonstrating their quantitative literacy, students analyzed the major theoretical and methodological issues on research and the Africana community. Students evaluated appropriate frameworks for critical analysis of research and the Africana community. Students applied the major research methods in social science research. And finally, students applied appropriate research methods when examining the Africana community.

Application:

Data is limited to one cohort of students. Additional data will be collected in Spring 2016 to assess the effective of AFRS 398 in meeting the stated AFRS learning outcome, SLO#3, and quantitative literacy requirement for the University.

**Indirect Assessment**

**AFRS SHINE Faculty Contributions**

The AFRS Department developed a rubric for assessing the effectiveness of the AFRS faculty in “Making CSUN Shine.” Faculty completed reporting forms to document contributions to student success, high visibility and reputation, increased research and scholarly activities, numerous pathways to success, and engagement with the community.

**Findings**:

Five out of ten faculty members completed the AFRS Shine assessment for the AY 2014/15. Data is provided below:

Student Success

The Africana Studies Department is dedicated to the success of all of our students. Over the course of the 2014/15 AY 100% of the respondents reported contributions in five major categories: 1. academic enrichment, 2. Advisement/mentorship, 3. profesional development, 4. Extra-curricula activities, and 5. Personal development and support.

Academic enrichment of students is demonstrated by the following faculty activities:

* Produced and served as Faculty Editor of CAPTURED, a student multi-media journal (aligned with Popular Culture in the Black World course). Forty-three students contributed essays, poetry, illustrations, graphic designs, short documentary, photo galleries.
* Hosted Black History Month activites which included a number of educational programs
* Taught courses in the G.E Paths, including the Social Justice Option
* Used innovative teaching strategies to enrich the education of CSUN students. Examples in group quizzes, debates, poster presentions, and many online technologies.

Advisment/Mentorship was another key contribution of AFRS faculty, which included writing letters of recommendation for current and former students for graduate school and for employment.

* As a result of this mentorship our students have been accepted in top graduate programs in the country including USC’s MFA program and Clark Atanta University Graduate School.
* Faculty members also served as advisors for CSUN students clubs and organizations such as CSUN NAACP and CSUNaturals.
* Mentored the Lead Student Editor, Assistant Editor, Graphic Designer, and Production Manager (for CAPTURED Student Multi-media Journal).
* Faculty Mentored a total of five student research assistants (various research and pedagogical projects)

Continuing our committeement to student success, AFRS faculty aided students in their professional development by:

* Personally working with students on their writing and serving on the Writing Program Assessment Sub-committee. Faculty developed a plan to assess students enrolled in AFRS113 and 114 in comparison to 115.
* Faculty assessed stretch courses across departments. Started to collaborate with colleages in Chicano/a Studies and Asian American Studies, which could lead to co-authoring publication opportunities.
* Provided leadership training to two research assistants.

In terms of extra-curricula activities, faculty members:

* volunteered with Reading Opens Minds during Summer and Fall 2014, an outreach program for underserved middle school students in our community who were enthusiastic about reading and discussing books.

Finally, faculty also aided students in their personal development by guiding and supporting them in establishing a work/life balance, walking students over to the student mental health office, and by connecting students to other resources on and off campus as needed.

High Visibility and Reputation

Aiding in the high visibility and reputation of CSUN, Africana Studies Bell, Briana <briana.bell.781@my.csun.edu> contributed greatly to CSUN’s goal of increased research and scholarly activities. Faculty members presented at several 1) research conferences, 2) published peer-reviewed journal articles, 3) applied for and received grants, 4) developed new research projects, and 5) created media productions. Details for each category and some examples are provided below:

*Research Conferences*:

Faculty members presented research at several conference including one international conference, four national conferences and several faculty members presented at the leading conference in the field, the National Council for Black Studies annual conference:

* Presented a paper at the 17th Annual Ebonics Conference entitled "Ebonics and African Hip Hop"
* Co-organizer of panel and presenter at the American Studies Association in November 2014, in Los Angeles, California.
* “From Sara Baartman to Michelle Obama: Examining Stereotyped Notions of Black Womanhood” at the 24th Annual Cheikh Anta Diop International Conference.
* Presented research entitled Black Women’s Perceptions of Rap Music Videos at the Black Women for Wellness Conference in September 2014.
* Presented on the Flawless: Black Women and Body Image Discussion Panel where a faculty member presented her published article Challenging Media Generated Images of Black Womanhood.
* Presented a paper at NCBS entitled "Modeling Global Activism: African Hip Hop as Literature in Africana Studies Writing Courses"
* Presenter: **“**Re-Dressing the Black Masculine Fashion Aesthetic--Dandyism to Metro-Sexual: Transgressing Cultural Identity.” International Journal of Arts and Social Science. Barcelona, Spain, July 2015.
* Presenter: “Re-Imagining Black Female Imagery: Raising Awareness & Heightening Consciousness.” Africana Studies Week – “Black Bag” Discussion. USU, California State University, Northridge, Los Angeles, November 2014
* Presenter: “Flawless: Black Women & Body Image.” Discussion Panel- Africana Studies and Sistahood. Northridge Center, California State University, Northridge. November 2014.
* Presenter: “African American Women in the Media – Redirecting the Gaze,” Black Women’s Wellness Conference. California Endowment, Los Angeles, November 2014
* Presenter: “The Racial Divide? African American College Students: Mitigating Digital Visual Culture.” International Sociological Association (ISA), Visual Sociology Working Group Conference. Yokohama, Japan, July 2014.

*Publications:*

Faculty members also published several articles and worked on editing articles for publications.

* Published chapter entitled "Building Our Nation: Sénégalese Hip Hop Artists as Agents of Social and Political Change" in Ni Wakati: Hip Hop and Social Change in Africa
* *Peer Reviewed Journal* - (2015). The Changing Landscape of Race, Culture and Family Life: Interracial Couples’ Contribution to the Conversation. *World Journal of Social Science Research. 2(1).* June 2015.
* (2014). Exploring the Sexuality of African American Older Women. *British Journal of Medicine & Medical Research. 4(5),* 1129-1148.
* *Peer Reviewed Chapter-* (2014). A Glance at Herstory: African American Female
* Documentarians: Navigating Beyond the Normative Constraints in *A Question of Color* and *My Mic Sounds Nice: The Truth About Women in Hip Hop.* In Novotny, L. (Ed.). Documenting the Black Experience: Non-narrative Cinema & African American History, Culture, and Identity. (pp. 229-252). Jefferson, NC: McFarland Press.
* Published two articles: The Role of Africana Studies in Addressing the Concerns of the Black Community and The Abandonment of Motherhood in Television Dramas in Afrometrics
* Continued to revise article on Edwidge Danticat for inclusion in edited anthology. Submitted third draft to editors.

*Research Grants:*

Faculty members used the academic year to prepare applications for research grants and applied to several internal and external grants.

* Attended the Lessons Learned from the front Lines of Health Advocacy workshop hosted by NIH-RIMI at CSUN and facilitated by Crystal D. Crawford, Esq. (Vice-Chairperson, L.A. County Public Health Commission). The workshop detailed strategic approaches to building relationships with local health organizations in order to reduce health disparities.
* Participated in the Fall Faculty Scholars Academy where participants experience one-on-one mentoring and feedback throughout the grant application process.
* Participated in the NIH RIMI (Research Infrastructure in Minority Institutions) Tier Mentoring Associate program. This program allowed participants to spend a semester exploring, in-depth, ideas about federal funding relating to health disparities.
* Applied for NIH grant addressing Health disparities among minority youth.
* Attended Tin House Writing Conference with funds from College (passed through highly competitive entrance requirements).
* Used funds from College to participate in online writing workshops.
* An Examination of Social, Cultural, Peer and Media/Advertising Influences on Health Choices, Food Consumption and Sedentary Behavior of African American Female College Students. Submitted NIH R21 Grant (October 2014).
* Five Gears for Activating Learning, Faculty Learning Community. Michael D. Eisner College of Education. Spring 2015, California State University, Northridge.
* Re-Dressing the Black Masculine Fashion Aesthetic--Dandyism to Metro-Sexual: Transgressing Cultural Identity. CSUN, College of Social and Behavioral Sciences, Research Competition. July 2014 to July 2015.
* White, T. R. (PI). CAPTURED Student Research Journal, Digital/Multi-Media, On-line 4th Edition and Print 5th Edition.

*Research Project Development:*

Faculty members worked on various new research projects throughout the academic year.

* Began research for two new projects on Toni Cade Bambara and Kara Walkers.
* Worked with literary editors on revisions of several creative pieces, which are being submitted to workshops and to journals.
* Worked with literary editors on revisions of several creative pieces, which are being submitted to workshops and to journals.
* Developed project and grant application for creation of *Black Student Debate Team*
* Developed research project and short documentary (impending manuscript) on *The Racial Divide---African American College Students: Mitigating Digital Culture in Search of Social Change*
* Developed research project (impending manuscript): *The New Landscape of Mobile Learning Digital Storytelling and Creative Pedagogy to Enhance Student Engagement*
* *Developed Research Project and Short Documentary (impending manuscript): Re-Dressing the Black Masculine Fashion Aesthetic--Dandyism to Metro-Sexual: Transgressing Cultural Identity*
* Developed research project: African American Female Representation in Television

*Media Productions:*

Africana Studies faculty also produced short documentary films which create a multidimensional educational environment for CSUN students and faculty.

* Short Documentary: Re-Dressing the Black Masculine Fashion Aesthetic--Dandyism to Metro-Sexual: Transgressing Cultural Identity
* Short documentary: The Racial Divide---African American College Students: Mitigating Digital Culture in Search of Social Change

Numerous Pathways to Success

All Africana Studies faculty contributed to the numerous pathways to success for our students, thereby contributing to Making CSUN Shine. During the 2014-15 AY, faculty members contributed in three primary areas 1) Teaching Effectiveness, 2) Research and Scholarship, and 3) Service. Data and example for each category is provided below:

*Teaching Effectiveness*:

Africana Studies faculty members are fully committed to effective teaching strategies to further ensure student success. During the 2014-15 AY faculty members increased their knowledge of innovative teaching approaches, and implemented those approaches in the classroom. Faculty were also spotlighted for their outstanding teaching philosophies and pedagogies.

Training

* Participated in Winter Bridges an intensive teaching workshop for learner-centered course redesign.
* Participated in online intensive workshops to learn innovative pedagogical methods in teaching writing.
* Participated in the Walking the Talk: Facilitating Classroom Conversations on Race workshop hosted by faculty development and facilitated by Dr. Tracy Buenavista. This workshop provided strategic approaches to discussing issues of race and identity while maintaining an engaging classroom environment. Participants were able to gain a thorough grounding of interactive teaching approaches on race and issues related to identity.
* Participated in online intensive workshops to learn innovative pedagogical methods in teaching writing.
* Attended eText training and Course Redesign Institute to create affordable texts and learning solutions to flip writing courses
* *CSUN, BUILD Poder (Promoting Opportunities for Diversity in Education and Research).* *Culturally Competent Mentoring Training. Two-day workshop, May 2015.* Jones Inclusive Leadership, Inc.
* CSUN, RIMI *Mixed Methods Course,* Spring 2015.

Implementation:

* Taught newly developed course: Popular Culture in the Black World, AFRS 252. Developed pre/post surveys to document student knowledge on subject matter before and after having taken the course. Created CAPTURED, a Student Research Journal as part of course requirement.
* Developed and taught, “Communication in Public Organizations” and “Leadership in Public Organizations” (Graduate Level), California State University, Northridge, Tseng College of Extended Learning and Midcareer Education.
* Focused on increasing student engagement. Attempted to integrate digital peer review processes into the classroom using Google docs where students work in pairs to read and comment on each other's work.
* Outreached to Moya Ojarigi, Preschool Director of Inner Child Artistry while teaching AFRS 421 in the spring. Although this course was outside of area of expertise, faculty endeavored to maximize student learning through subject matter expert guest lecturers and "field experience" at Inner Child Artistry Preschool.
* Two course proposals accepted for inclusion in the G.E. Social Justice Path program.
* Introduced new research methods course AFRS 398 in the department.
* Used innovative teaching strategies such as "Think Pair Share" and "Group Quizzes" into the classroom.

Results:

* Spotlighted for teaching effectiveness and invited to share innovative teaching strategies with new faculty.
* Served as an Online Facilitator for the Online Faculty Learning Community operated by Building Connections for Success (BCFS). Faculty were asked to record a teaching strategy that would train first year tenure track faculty in implementing pedagogical approaches that would aid in effective teaching models.

 *Research and Scholarship:*

Faculty members reported a multitude of research and scholarly activities for the 2014-15 AY, including manuscript preparation, grant applications, and publications:

* Ongoing research: revision of dissertation into book for publication
* Manuscript writing on Black women in the media.
* Served as an Africology Expert for Afrometrics, a research organization for Africana Studies scholars to write about issues confronting Africana communities. Currently published two critical issues articles with Afrometrics.
* Translated interviews from women in hip hop in Senegal
* Applied for CSBS Summer Research Grant and was awarded grant.
* Completed and edited book manuscript for Publication: "Representations of Black Women in the Media: The Damnation of Black Womanhood"

*Service:*

100% of respondents reported a high level of service to the department, college and University. Some examples are provided below:

 University Service:

* + - Panelist for Speak Up & Speak Out on Race and Racism in Student Housing.
		- Faculty Mentor for Sistahood Student Group
		- Served on the 2014 New Faculty Orientation committee. As a core NFO committee member, faculty were able to take a leadership role in editing a New Faculty Handbook, and helped organize NFO sessions.
		- Participant, Five Gears for Learning, Fall 2014 to Present
		- Member, RIMI (Research Infrastructure for Minority Institutions)
		- Member, CSUN GE Pathways, Arts, Media and Culture
		- Member, Preeminent Scholarly Publication Award Selection Committee
		- Member, CSUN, Civil Discourse and Social Change (CDSC) Initiative

College Service:

* Served as a Faculty Advisory Board Member for the Faculty Advisory Board for the Center for Southern California Studies in the College of Social and Behavioral Sciences. Board members are responsible for providing consultations and collaborating on research, teaching, and community outreach projects.
* Served as a Committee Member on the CSBS Climate Committee. The committee seeks to enhance the work and learning environments of faculty, staff, and students. My service on the subcommittee on privilege is designed to assess and reduce the role of privilege in the work environment.
* Member, Tseng College, Extending Learning Committee
* Member, Academic Planning Committee (APC), Fall 2013 to present
* Liaison, CSBS/AFRS Website Liaison, Fall 2012 to present
* Name Reader, College of Social and Behavioral Sciences Graduation Commencement, 2014

Departmental:

* + - Website Committee member, Writing Program Assessment Sub-Committee Search Committee members and Chair, Curriculum Committee, Assessment Liaison, and Personnel Committee
		- African Studies Interdisciplinary Committee and Symposium
		- Conducted research and wrote rough draft of Program Review
		- African Studies Interdisciplinary Minor Program Committee: worked on spring symposium
		- Chair, Africana Studies Website Committee (Managed Production/ Designed Department Website and New Logo.
		- Publisher/Editor, Africana Studies Website
		- Representative, Equity and Diversity
		- Presenter, AFRS 45th Anniversary Celebration, November 2014
		- Faculty Advisor, CSUN CAPTURED Student Research Group
		- Faculty Editor and Advisor, CAPTURED Student Research Journal

Student Service:

* + - Recommendation letters for students resulted in students receiving a summer internship in African Affairs with Congresswoman Karen Bass and a scholarship to UCLA for graduate school.
		- Coached students at the Los Angeles Model United Nations Conference, Model African Union students at the COC Model United Nations Conference and the Model African Union Conference - our team won 5 awards.
		- Prepared to take over position as Faculty Advisor of Kapu Sens (Spring)
		- Advised student organizations (CSUN NAACP and CSUNaturals)

Engagement with Community

Africana Studies faculty also demonstrated their ability to make CSUN Shine by engaging with the community in terms of 1) academic contributions, and 2) socio-cultural contributions. For example, faculty members have:

* Volunteered at Edison Middle School with "Reading Opens Minds" group
* Served as Critical Friend/mentor for Associations of Pan African Doctoral Students
* Invited to serve as the Benefits Coordinator for the Diopian Institute for Scholarly Advancement (DISA).

In addition, Africana Studies faculty served as members of the National Association for the Advancement of Colored People and as advisory member for the California NAACP, for which Dr. Gammage was awarded the Advisor of the Year Award at the California/Hawaii State Convention.

Overall, Africana Studies faculty made outstanding contributions to Making CSUN Shine during the 2014-15 academic year. This assessment tool will also be administered to all faculty members during the 2015-16 academic year.

**AFRS Event Exit Survey**

The AFRS Event survey was administered throughout the 2013-14 AY and the 2014-15 AY. The statistical software SPSS was used to analyze data from the survey. The sample data presented is based on 325 surveys from 9 events.

-Over 90% of students "Agree" or "Strongly Agree" that they were able to gain an understanding of the political/social-historical/cultural perspectives of Africana people.

-Over 95% of students "Agree" or "Strongly Agree" they our events address the cultural experiences of Africana people.

-Over 85% of our programs display appropriate research methods to examine Africana people’s experiences.

-95% of Non-Majors state that our events adequately address diverse points of view.

Application

In addition, the AFRS Event Survey is being administered through the next few academic years to assess the effective of our extra-curricular programming in meeting the department’s stated SLOs.

**Assessment Plans for AY 2015/16**

After careful review of the program learning outcomes, the AFRS department is in the process of updating our SLOs to better reflect the goals of the department and discipline and to achieve more measurable language in each outcome.

The following outline highlights the assessment plan for the upcoming academic year.

**Direct Assessment**

Africana Studies Student Learning Outcomes (Pending adoption of newly proposed SLOs)

SLO #1

 AFRS 100 Fall 2015 and Spring 2016 Signature Assignment

AFRS 498 Spring 2015 Signature Assignment

SLO #2

 AFRS 300 Critical Response Papers and Debate Presentations

 AFRS 252 Signature Assignments

 AFRS 325 Poster Presentations

SLO #3

AFRS 398 Spring 2016 Research Paper

The Big 5 Competencies
Critical Thinking

 AFRS 100 Fall 2015 and Spring 2016 Signature Assignment

AFRS 498 Spring 2015 Signature Assignment

AFRS 300 Fall 2015 Critical Response Papers

Written Communication

 AFRS 252 Fall 2015 Signature Assignments

Oral Communication

 AFRS 300 Fall 2015 Debate Presentations

AFRS 325 Fall 2015 and Spring 2015 Poster Presentations

Quantitative Literacy

 AFRS 398 Spring 2016 Research Papers

**Indirect Assessment**

AFRS SHINE Faculty Contributions

Invite faculty to record their contributions to making AFRS Shine:

1. Student Success
2. High Visibility and Reputation
3. Increase Research and Scholarly Activities
4. Numerous Pathways to Success
5. Engagement with Community

AFRS Event Survey

An AFRS exit survey was administered after every event hosted by the Africana Studies Department in an effort to assess the effectiveness of our programming in achieving the department’s mission and meetings its learning objectives.

Graduating Senior and Alumni Assessment

Historically students have played a vital role in the movement for Africana Studies and have been key figures in the expansion, and maintenance of its legacy. As such it is essential to sustain student involvement in shaping the future of the discipline. In keeping with this, surveying graduates of AFRS offers an opportunity to evaluate the department and offer complements and recommendations; thereby affording students the opportunity to aid in the shaping of the discipline and the Department.The department is working together to create a standard disciplinary assessment tool to evaluate learning outcomes and usefulness of majoring in Africana Studies. The targeted audience would be seniors and alumni. We are exploring online surveys administration with Google Surveys and Survey Monkey.

**Appendies**

**Making Africana Studies SHINE 2014/2015**

**Student Success Chart**

Faculty Name:

Position:

Instructions: Please document all service to students for the academic year. Service includes academic enrichment, professional development, and personal support services. We also ask that you provide any evidence of student success.

|  |  |  |
| --- | --- | --- |
| **Student Services** | **Fall** | **Spring** |
|  | Input/Description of Service | Outcome/Evidence of Success | Input/Description of Service | Outcome/Evidence of Success |
| **Academic Enrichment** | *Ex: Produced Student Research Journal* | *Ex: 15 Students published research papers in student journal. Ten of those students present their research at NCBS.* |  |  |
| **Advisement/ Mentorship** |  |  |  |  |
| **Professional Development** | *Ex: Offered workshop on applying for graduate school. 100 CSUN students attended workshop…* | *Ex: Ten Students applied for graduate school. All ten students were admitted into graduate programs.* |  |  |
| **Extra-Curricula** |  |  |  |  |
| **Personal Development and Support** |  |  |  |  |

Provided by the Africana Studies Department’s Assessment Committee

**Making Africana Studies SHINE 2014/2015**

**High Visibility and Reputation Chart**

Faculty Name:

Position:

Instructions: Please document all activities that increase the visibility and reputation of the department for the academic year. Activities include speaking engagements, publications, etc.





**Making Africana Studies SHINE 2014/2015**

**Numerous Pathways to Success Chart**

Faculty Name:

Position:

Instructions: Please document all pathways to success for the academic year. Activities include research, innovation teaching strategies, service, etc.

|  |  |  |  |
| --- | --- | --- | --- |
|  |  |  |  |
| **Semester** | **Descriptions of Pathways to Success** |
|  | **Teaching Effectiveness** | **Research and Scholarship** | **Service** |
| **Fall** | *Examples include developing innovative teaching strategies, creating culturally relevant courses, affordable learning solutions, etc.* |  |  |
| **Spring** |  |  | *Please provide examples of service at the department, college, and university level. Advisement of student organizations and community service should also be noted.* |

**Making Africana Studies SHINE 2014/2015**

**Engagement with the Community Chart**

Faculty Name:

Position:

Instructions: Please document all research and community engagement activities for the academic year.

|  |  |
| --- | --- |
| **Semester** | **Description of Engagement Activities** |
|  | **Academic** | **Social/Cultural** | **Civic/Legal** |
| **Fall** | *Examples include keynotes* | *Examples include participation at events* | *Examples include work with local NAACP* |
| **Spring** |  |  |  |