**Africana Studies Department Assessment Report 2015/2016**

Department: Africana Studies

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**Overview of Africana Studies Assessment Activities for 2015/16 AY:**

2015/16 marks the third year of implementing our program modification (approved by APC and EPC in the 2012/2013 AY). Therefore, the assessment activities for the 2015/16 academic year primarily focused on assessing the changes to our program which included evaluating changes to Core Requirements for all Options; reviewing the Department’s SLO’s, assessing Big 5 Learning Competencies; and evaluating extra-curricular programming.

To start, a cross-sectional comparison of freshmen with seniors’ signature assignments was planned to measure student work (option A). The gateway course, AFRS 100 Introduction to Black Studies and Culture, was used to determine the knowledge level of students entering the Africana Studies major. The capstone course, AFRS 498 Senior Seminar, was evaluation to determine the level of proficiency achieved by AFRS majors who apply for graduation status. This data is used also as a measurement of the effectiveness of the curriculum modification. In 2013, we 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 sections. However, after implementation and evaluation we found that the textbook selected did not offer material at the introductory level. To remedy this, in 2015 professors chose from a list of approved introductory texts for inclusion in their classes. We also noted that the set SLOs were not all introduced in the classes taught using the previous text. During 2015/16 we aimed to align AFRS 100 with all SLOs in order to introduce students to the fundamental core knowledge required for performance in upper division courses. However, we did not achieve full buy-in, and only one section of AFRS 100 was assessed; and no data was received from the other section. The Department is currently reviewing strategies to increase faculty buy-in. We are assessing students at the lower division 100-level, at the upper division 300 level, and then in a cross-sectional assessment, and comparing those results with graduating seniors. Finally, we assessed students in AFRS 398 Research Methods and Paradigms in Africana Studies a new course requirement in the department. .However, we noted that our assessment plan did not include a pre-evaluation of students’ preparedness as they entered into the major. As a result, we are currently in the process of designing a pre/post semester survey for new and continuing Africana Studies students, which we plan to implement during the Fall 2016 AY. This will give us information about students’ knowledge base as they enter the major, and show rates of improvement in the tested skills and abilities after completion of the lower division and upper division courses. We are collecting data on a longitudinal basis.

Second, the department noted a need to modify our Program Student Learning Outcomes to best reflect the advancements in the discipline and changes in the program including the departmental name change from Pan African Studies to Africana Studies (option C). The Department faculty worked collectively to clearly define our outcomes using more measurable language. The Department started with three SLOs and the resulting modification ended with five more targeted and effective Program Student Learning Outcomes. The newly adopted SLOs are scheduled for implementation during the 2016/17 AY. Changes are noted below:

Previous SLOs 2015-16 AY:

SLO #1: Gain an understanding of the political, social-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 Pan African Studies Department curriculum.

New SLOs (effective 2016/2017):

SLO #1: Students will demonstrate an ability to evaluate and analyze the political, social-historical and cultural perspectives of African and African Diaspora communities.

SLO #2: Students will demonstrate through written and oral communication the ability to critically analyze the cultural, political and historical contexts of African and African Diaspora experiences.

SLO #3: Students will identify and demonstrate culturally appropriate skills in research design and methodology used to examine the various dynamics of African and African Diaspora communities.

SLO #4: Students will demonstrate applicable knowledge of requisite skills in Africana Studies through civic and community engagement.

SLO #5: Students will demonstrate cultural competencies in the development of creative writing, the production of creative works, and/or critical analysis of work by African and Diaspora communities.

Third, the AFRS Department also assessed all five of the Big 5 Learning Competencies (option B). During 2014/15 we assessed four of the Big 5. However, we found that we had also collected data on the fifth, information literacy. Therefore, during 2015/16 we assessed all five in order to evaluate the effectiveness of the Big 5, in alignment with the Department’s SLOs.

|  |
| --- |
| African Studies SLO and Big 5 Alignment Matrix for Assessment 2015/16 |
|  | **SLO #1** | **SLO #2** | **SLO #3** |
| AFRS Course | **Critical Thinking** | **Written Communication** | **Oral Communication** | **Quantitative Literacy** | **Information Literacy** |
| 100 | I | I | I | I | I |
| 300 | P | P | P | P | P |
| 398 | D | D | D | D | D |
| 498 | D | D | D | D | D |

Note: I=Introduce; P=Practice; D=Demonstrate

Finally, the AFRS Department administered an Event Exit Survey to assess the effectiveness of our extra-curricular programming in meeting our SLOs and the University’s objectivities on increasing diversity in education.

Results from assessment activities during the 2015/16 AY are listed below.

**Overview of Annual Assessment Projects 2015/16**

The following Student Learning Outcomes were assessed in the 2015-16 AY:

SLO #1:Gain an understanding of the political, social-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 Pan African Studies Department curriculum.

**SLO #1 and SLO #2**

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

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

Results

Data indicates an increase in students’ 1) knowledge of the discipline of Africana Studies, 2) understanding of leading theories and methodologies in the field, and 3) 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. It is to be noted that we recorded an increase in students’ overall performance in the course and on signature assignments. This may be in large part due to the change in textbook options that reflect a more introductory level of knowledge and the change in the type of signature assignment. We also found that these changes better aligned with introducing all three learning outcomes. By introducing students to quantitative literacy within Africana Studies at the beginning of the major, we may be able to better prepare students to master research methods at the upper division. Additional data is being collected in order to establish a longitudinal assessment.

During 2015/16 AY the Signature assignment was administered in one section of AFRS 100 (Fall 2015). 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:

Application

The department is continuing its data collection of the signature assignment in AFRS 100 in order to develop a longitudinal evaluation. A cross-sectional comparison of freshmen with seniors’ signature assignments was conducted in 2015-16 AY. However, given the change in signature assignments, it is noted that the lack of an objective exam or test has caused a new bias. The Department will explore approaches to address this concern. The gateway course, AFRS 100, was used to determine the level of knowledge for students entering the AFRS major. The methods course, AFRS 498, was used to determine the level of proficiency achieved by Africana Studies majors at the senior level. 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.

**Assessing Critical Thinking, Written Communication and Information Literacy**

A multiple section assessment was conducted on AFRS 300 to assess students’ level of critical thinking and information literacy in conjunction with AFRS SLOs #1 and #2. We also began assessment of SLO #3 in AFRS 300. We found that students were practicing implementing different research methods and approaches. We also noted that professors began to include an additional text to the readings to aid students in their application of research methods. The text, Serie McDougal III’s *Research Methods in Africana Studies* was used and is the same text used in AFRS 398 Research methods and Paradigms in Africana Studies. The hope is that an earlier introduction to research methods will aid students in their mastery of methodological skills as they enter into the upper division research methods courses and the capstone.

Course 1: AFRS 300 Contemporary Issues in the African American Community Spring 2016

Assignment: Critical Research Paper

Assignment Prompt:

**Collaborative Research Project and Presentation (50%)**

The goal of the research project is to provide an opportunity for you to have “hands-on” experience learning how to use your academic knowledge and professional development to transform your immediate communities. This assignment has four parts:

1. Literature Review/Annotated Bibliography
2. Ethnographic Observation
3. Combined Analysis of Part 1 and Part 2
4. Presentation of Results.

You are required to draw on your Moodle posts to outline a **research prospectus** that describes your project in detail. It is advisable for you to take your Moodle postings seriously because they will contain **observations** that can aid you in selecting a topic and target population for further study. As you move from one posting to another, generate **research questions** for your literature review in the form of an **annotated bibliography (See Purdue Owl:**  <https://owl.english.purdue.edu/owl/resource/614/01/> ) that contains a **minimum of twelve sources** informing your **final (minimum five full-page) analysis**. Unlike your Moodle posts, this assignment requires using more conventional/ ‘academic’ writing that requires you to collaborate and work through writing weaknesses by submitting multiple drafts, peer reviewing the work of others, having your own writing constructively critiqued by a tutor at the Africana Studies Writing Lab (Sierra Hall, Room 273) and/or the Learning Resource Center (Oviatt Library, 3rd floor, East Wing).

Results:

Students worked in groups to develop a research prospectus which included a literature review and ethnographic observations. They combined data from both sources and provided a critical analysis of their themed research. Finally, students were able to present their research results to the larger class during a research colloquium for questions and feedback. On average students scored 86/100, which indicates an above average mastery of written communication, knowledge and comprehension of the five major factors impacting the contemporary realities of African Americans, information literacy, and the ability to demonstrate applicability of appropriate research methodologies for studying people of African descent.

Course 2: AFRS 300 Contemporary Issues in the African American Community Fall 2015

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.ck of  | 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. |

Results

Critical Article Review Papers were submitted by 44/46 students. On average students scored 11 out of 15. Students demonstrated competency in critical analysis. They were able to articulate the author’s central argument displaying high aptitude of identifying and summarizing the key points. In addition, the students were able to apply original assessment of the author’s work demonstrating critical analysis in order to form new arguments, examine and challenge the author’s central argument. Still, students demonstrated good use of examples/illustrations from the author’s text that demonstrate high ability to synthesize evidence in an analytical way to formulate clear conclusions. Lastly, the student advanced clear discussions of the implications demonstrating high ability to support new arguments.

**Assessing Oral Communication**

Course 1: AFRS 300 Contemporary Issues in the African American Community Fall 2015

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.  |

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. Forty-five of the 46 students completed in-class oral debate presentations. The average score students earned was 14 out of 15. Students demonstrated ability to orally present information in a timely manner. Students synthesized evidence in an analytical way 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 evaluations of students’ presentations revealed that students are applying their quantitative literacy beyond signature assignments.

Course 2: AFRS 300 Contemporary Issues in the Black Community

Assignment Prompt:

**Ground Rules for classroom debate**:

A. The challenge for this course is to provide a safe space to deliberate critical discourses using an Africana Studies (Pan-Africanist) approach that emphasizes the connections between African peoples and their cultures throughout the world, while acknowledging the differences that have evolved because of historical realities, geographical location, specific forms of colonial oppression, and cultural interaction.

1. The ground rules for classroom and Moodle discussions/debates requires listening/reading attentively with respect and open-mindedness to perspectives that may differ from yours. You are required to offer a thoughtful and informed opinion that ***reflects*** you have completed the assigned readings/activities and that you are grappling with the course material.

1. Considerations:

* Each student has a right to his or her opinion.
* It is every community member’s responsibility to make the classroom a safe and private space for intellectual engagement.

2. **Questions to prepare for class discussion**:

* What is the issue/problem being discussed?
* Why is the issue/problem deemed important to the African American community?
* Who/what is involved in originating or perpetuating the problem at issue?
* What, if any, evidence is presented to support the position being advanced? Who is the source of the evidence? What is the reliability of the evidence?
* What new concepts (theories, etc) and/or political relationships can we make from perspective presented?
* What is the prediction for the issue being addressed within the African American community and society-at-large?

Results:

54 students participated in group debates with 4 to 7 group members based on their major theme. Students presented results from their ethnographic survey and were able to analyze data and discuss larger societal implications of their findings. Topics included “Racial Rhetoric: Communication Under Construction,” stereotyping, and racism. On average students scored 85/100. Overall, students’ oral presentations illustrated students’ ability to synthesize information into a timed debate without losing the integrity of the original data.

**SLO #3**

**Assessing Quantitative Literacy**

Course: AFRS 398 Research Methods and Paradigms in Africana Studies Spring 2016

AFRS 398 is a new required course for the major for students in the Social Science Option. Spring 2016 marked the second time the course was offered. This course is designed as an examination of the paradigms, theories, and models of research on the Africana community. Emphasis was placed on methodological, epistemological and ethical 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 and mastery of all 3 SLOs student were required to submit research proposals and final research papers. Information and data is provided below:

Assignment 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. Finally, students will conduct first hand research and submit a final research paper. 20%

Results:

All students (N=14) completed the required research paper assignment. 100% of students demonstrated an outstanding ability to quantitatively development research projects and think in quantities. The mean score on student’s research papers was 19.42 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 the social science research. And finally, students applied appropriate research methods when examining the Africana community. Data is provided below demonstrating students’ performance on assignments throughout the semester.

Application:

Data is limited to two cohorts of students. However, we begin to note an improvement in students’ preparedness for mastery of all 3 SLOs. Links are being made between changes at the lower division and improvements at the upper division. Additional data will be collected in Fall 2016 to assess the effective of AFRS 398 in meeting the stated AFRS learning outcome, SLO#3, and quantitative literacy requirement for the University.

**AFRS 498 Senior Seminar: The Capstone**

A cross-sectional comparison of freshmen with seniors’ signature assignments was implemented. The gateway course, AFRS 100 Introduction to Black Studies and Culture, was used to determine the knowledge level of students entering the Africana Studies major. The capstone course, AFRS 498 Senior Seminar, was evaluation to determine the level of proficiency achieved by AFRS majors who applied for graduation status.

Course: AFRS 498 Senior Seminar

Assignment Prompt: Final Exam

Students are required to complete an in-class exam assessing their overall level of knowledge in the discipline of Africana Studies. Students will be asked to read and analyze short literature excerpts and provide an evaluation of the material and recommendation. Students must also identify the best analytical questions raised on the subject matter.

Results: During Spring, 2016, 15 students enrolled in the AFRS 498. 14/15 students completed the annotation assignment and the final exam. Of the other 14, 40% of students demonstrated an exceptional level of mastery of fundamental concepts in the Africana Studies, another 40% demonstrated very high level of competency, and the final 20% demonstrated above satisfactory performance on the exam.

In our cross-sectional comparison, we noted an overall increase in students’ mastery of the AFRS undergraduate program SLOs. By the end of the degree program in Africana Studies, students have mastered the ability to evaluate and analyze through written and oral communication the political, social-historical and cultural perspectives of African and African Diaspora communities. Students have also developed cultural competency in research design and methodology and have used this knowledge to examine the various dynamics of African and African Diaspora communities.

**Indirect Assessment**

**AFRS Event Exit Survey**

The AFRS Event survey was administered throughout the 2015-16 AY. The statistical software SPSS was used to analyze data from the survey. The data presented is based on 44 surveys from 2 events, a keynote lecture and book signing, and our annual Graduate School Process Workshop.

* 100% % of students found the extra-curricular programming that we offer “very useful” or “extremely useful.”
* The majority of students reported that after attending our events their knowledge of Africana people’s experience increased from “average” to “good” and “substantial.”
* Students noted several aspects of our events that they liked most:
	+ “I liked the personal touch of Professor Kennon's and Gammage's testimonials along with the information provided.”
	+ “Overall very informational. What was of most interest to me were letters of recommendation.”
	+ “It was informative. It helped me gain confidence for applying to grad school.”

Although data is limited to two events, we were able to gain important information about a key program we offer that directly aids in student success. We also noted a need to update the survey, which is now finalized.

Application

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

**Assessment Plans for AY 2016/17**

After careful review of the program learning outcomes, the AFRS department has updated 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**

General Education: Basic Skills

Analytical Reading and Expository Writing

AFRS 113B Approaches to University Writing B

AFRS 114B Approaches to University Writing B

AFRS 115 Approaches to University Writing

Critical Thinking

AFRS 204 Race and Critical Thinking

Oral Communication

 AFRS 151 Freshmen Speech Communication

Africana Studies Student Learning Outcomes

SLO #1

 AFRS 100 Fall 2016 and Spring 2017 Signature Assignment

AFRS 498 Spring 2017 Signature Assignment

SLO #2

 AFRS 300 Spring 2017 Research Papers and Debate Presentations

SLO #3

AFRS 300 Spring 2017 Research Papers

AFRS 398 Fall 2016 Research Paper

SLO #4

 AFRS 498 Spring 2017

SLO #5

AFRS 350 Fall 2016 Signature Assignments

The Big 5 Competencies
Critical Thinking

 AFRS 100

AFRS 498

AFRS 300

Written Communication

AFRS 300

Oral Communication

 AFRS 300

Quantitative Literacy

 AFRS 398

Information Literacy

AFRS 300

AFRS 398

**Indirect Assessment**

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 meeting 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 the Africana Studies major. The targeted audience would be seniors and alumni. We are exploring online surveys administration with Google Surveys and Survey Monkey.

Student Satisfaction & Progress to Degree Survey

We noted that our assessment plan did not include a pre-evaluation of students’ preparedness as they entered into the major. As a result, we are currently in the process of designing a pre/post semester survey for new and continuing Africana Studies students, which we plan to implement during the Fall 2016 AY.

Goal: Develop a “High Touch” Mixed Methods Student Satisfaction & Progress-to-Degree Assessment Project, which emulates the CSUN Learning Habits Project:

* Design and administer pre/post semester survey instruments for new and continuing Africana Studies students.
* Videotape pre/post semester one-on-one interviews or focus groups for new and continuing Africana Studies students. Transcribe and conduct qualitative analysis to identify salient approaches and patterns of success and resilience.
* Analyze quantitative data and produce semester and year-end report of findings.
* Design and administer exit surveys and videotaped interviews and focus groups for graduating seniors. Analyze data to identify key positive student learning outcomes and strategies for success. Repurpose video footage to create student testimonials which address, “Why Africana Studies?” Images will be uploaded to department website.

The purpose of the project is to determine students’ level of academic preparedness, identify and mitigate obstacles to student success, monitor student satisfaction, and track progress and persistence to graduation. The ultimate goal is to identify best practices, highlight successes and areas for improvement within the Africana Studies programs and curriculum, as well programs and initiatives on the CSUN campus that serve students of Black descent.