

2017-2018 Annual Program Assessment Report

Please submit report to your department chair or program coordinator, the Associate Dean of your College, and to james.solomon@csun.edu, Director of the Office of Academic Assessment and Program Review, by September 28, 2018. You may, but are not required to, submit a separate report for each program, including graduate degree programs, which conducted assessment activities, or you may combine programs in a single report. **Please identify your department/program in the file name for your report.**

College: College of Social and Behavioral Sciences

Department: Africana Studies

Program: Bachelors/Undergraduate

Assessment liaison: Dr. Marquita Gammage

1. Please check off whichever is applicable:

- A. Measured student work within program major/options.
- B. Analyzed results of measurement within program major/options.
- C. Applied results of analysis to program review/curriculum/review/revision major/options.
- D. Focused exclusively on the direct assessment measurement of General Education Natural Sciences learning outcomes

2. Overview of Annual Assessment Project(s). On a separate sheet, provide a brief overview of this year's assessment activities, including:

- an explanation for why your department chose the assessment activities (measurement, analysis, application, or GE assessment) that it enacted
- if your department implemented assessment **option A**, identify which program SLOs were assessed (please identify the SLOs in full), in which classes and/or contexts, what assessment instruments were used and the methodology employed, the resulting scores, and the relation between this year's measure of student work and that of past years: (include as an appendix any and all relevant materials that you wish to include)
- if your department implemented assessment **option B**, identify what conclusions were drawn from the analysis of measured results, what changes to the program were planned in response, and the relation between this year's analyses and past and future assessment activities
- if your department implemented **option C**, identify the program modifications that were adopted, and the relation between program modifications and past and future assessment activities
- if your program implemented **option D**, exclusively or simultaneously with **options A, B, and/or C**, identify the basic skill(s) assessed and the precise learning outcomes assessed, the assessment instruments and methodology employed, and the resulting scores
- in what way(s) your assessment activities may reflect the university's commitment to diversity in all its dimensions but especially with respect to underrepresented groups
- any other assessment-related information you wish to include, including SLO revision (especially to ensure continuing alignment between program course offerings and both program and university student learning outcomes), and/or the creation and modification of new assessment instruments

3. Preview of planned assessment activities for 2018-19. Include a brief description as reflective of a continuous program of ongoing assessment.

Africana Studies Department Assessment Report 2017/2018

Department: Africana Studies

Assessment Liaison: Dr. Marquita Gammage

Assessment Committee: Dr. Marquita Gammage, Dr. Cedric Hackett, and Dr. Raquel Kennon

Chair: Dr. Theresa White

Overview of Africana Studies Assessment Activities for 2017/18AY:

2017/18 marks the fifth year of implementing our program modification (approved by APC and EPC in the 2012/2013 AY). Therefore, the assessment activities for the 2017/18 academic year focused on assessing the changes to our undergraduate program, which included evaluating changes to Core Requirements for all Options; assessing Big 5 Learning Competencies; assessing high DFU rate courses and evaluating extra-curricular programming.

To start, we assessed students' signature assignments at the lower division (AFRS 168: Introduction to the African Diaspora) to determine the knowledge level of students entering the Africana Studies major, at the upper division 300 level, and then in a cross-sectional assessment, compared those results with graduating seniors, which included assessing students in AFRS 350: Advanced Writing and AFRS 398: Research Methods and Paradigms in Africana Studies, an upper division course demonstrating mastery level of SLOs 1-3.

The Africana Studies Department SLOs are as follows:

Program SLOs 2017-18 AY:

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.

Second, after careful review of the Africana Studies (AFRS) courses with high DFU rates, the AFRS department assessed the top four courses that had a high DFU rate over the past five years, AFRS 100, AFRS 161, AFRS 204 and AFRS 272. We assessed these courses in order to address factors contributing to the high DFU rate. Our goal is to close the loop on student achievement in order to provide the best learning environment for students. We conducted indirect assessments of these courses and applied a multiple-regression assessment of several factors that may be contributing to the high DFU rate. After noting the major impact factors, we hosted a course development workshop with instructors of AFRS 100 to develop a standardized syllabus and standard rubric for evaluation. The department continues its data collection of the signature assignments in core lower and upper division courses in order to develop a longitudinal evaluation.

Third, the AFRS Department also assessed all four of the Big 5 Learning Competencies, Critical Thinking, Written Communication, Quantitative Literacy, and Information Literacy. During 2017/18 AY we assessed these four 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
168	I	I	I	I	I
300	P	P	P	P	P
350	P/D	P/D			P
398	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 objectives on increasing diversity in education.

Results from assessment activities during the 2017/18 AY are listed below.

Overview of Annual Undergraduate Assessment Projects 2017/18

The following Student Learning Outcomes were assessed in the 2017-18 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 #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.

SLO #1 and SLO #2

Course: AFRS 168 Introduction to the African Diaspora

AFRS 168 is a new course added to the core curriculum requirements for all three undergraduate options in the major. The course is designed to explore a variety of historical, theoretical, and cultural approaches in the study of the African Diaspora. The assigned readings cover both the geographic and conceptual nature of the African Diaspora beginning on the African continent, moving through the Americas (North, South, and the Caribbean basin), and into Europe. This course considers important issues in the construction of the African Diaspora, such as the formation of racial identities and social movements, the circulation of ideas and intellectuals, and the manner in which the intersection of race, class, gender, sexuality, location, language, and power influence how groups and individuals experience Diaspora.

Course Student Learning Outcomes

1. Demonstrate through written and oral communication the ability to critically analyze the sociopolitical, historical, and cultural conditions giving rise to African Diaspora Studies;
2. Demonstrate an understanding of the meaning, significance, and relevance of the African Diaspora within global contexts;
3. Engage different types of written assignments (i.e. response papers, Canvas postings, and film evaluations, research essays);
4. Employ basic library research to show acceptable ethical standards in research and presentation of materials including proper MLA citations;
5. Demonstrate in-depth knowledge of the major figures, movements, and historical periods related to the construction of the African Diaspora.

The signature assignment for the course was a group research project. The project required both a research paper and oral presentation which included a PowerPoint. For the purpose of assessment, only the final paper was evaluated by the assessment committee. All four group research papers were assessed. The assignment prompt, evaluation rubric, and results are below.

Assignment Prompt:

The Final Group Research Project is the culminating final project that constitutes 30% of your grade. This research project requires students to explore a concept or theme (i.e., resistance movements, media, film, music, sports, health, reparations, enslavement and colonization, student organizations, literature, education, social or political movements) pertinent to the study of the African diaspora. Each group will create and present the project in BOTH a multi-media format AND a written research paper. Over the course of the semester, student research groups will develop this project and submit various components, which include: (1) Project Proposal -10 pts., (2) Annotated Bibliography - 15 pts., (3) Rough Draft Peer Review – 10 pts., (4) Final Paper – 50 pts., and (5) Group Presentation – 15 pts. Students in each research group will participate in a peer review and project-planning day to earn full points for the rough draft peer review component.

Each project must include at least one primary source (i.e., newspaper article, cultural artifact, painting, diary, music, letter, photographs) that informs your exploration of a topic related to the African Diaspora. The CSUN Digital Collections provide an excellent resource, as does the Africana Studies Writing Lab and Reference Library (SH 273), which houses an impressive collection of Africana scholarship. Contact our Library Subject Liaison Stephen Kutay for additional assistance with the Digital Collections. In addition to submitting a traditional research paper, each group will present this final assignment in a creative, digital format such as a Prezi, website (WordPress, weebly, etc), or YouTube video with a written component (1,250 words) uploaded to the Canvas.

Research Paper Evaluation Rubric:

Assessment Criteria	0	1	2 pts each	3 pts each	4 pts each	5 pts each
Thesis	Lack of a thesis statement or central claim. Topic and main ideas are not clear.	Incompatible thesis statement. Topic and main ideas are not clear and unrelated. Ideas are simplistic, convoluted, or showing signs of misunderstanding of the topic.	The thesis statement may be too vague, obvious, or problematic in some other way to be developed effectively. Unfocused or incomplete ideas; little or no sense of purpose or control of thesis.	The thesis statement is adequate, but may be rather simple, unclear, or too broad.	Clearly states a well-developed thesis that demonstrates adequate understanding of the topic. Thesis is logical, argumentative, and clear.	Introduces a compelling thesis statement that is clear, arguable, complex, and demonstrates sophistication of thought. The thesis is specific and narrow enough to be manageable. The thesis is original, intriguing, and even surprising.
Methodology	Lack of theoretical approach and failure to reference theorist and scholars on the subject matter.	Poor articulation of theory used and no reference to theorist and scholars on the subject matter.	Limited application of theoretical approach. Theory defined but not clear on how it applies to the research project.	Good understanding of the selected theory and scholars use of the theory. Limited application on the theory in the research.	Very good application of the selected theoretical framework and good demonstration of understanding the leading theorist and scholars.	Outstanding application of the theoretical framework. Strong command of the scholarship on the theory and appropriate application on the theory.
Analysis/Claims	Lack of development of original claims showing no ability to critically examine topics impacting African diaspora communities	Poor development of original claims showing lack of ability to critically examine topics impacting African diaspora communities	Limited development of original claims showing fair ability to critically examine topics impacting African diaspora communities	Good development of original claims showing good ability to critically examine topics impacting African diaspora communities	Very good development of original claims showing high ability to critically examine topics impacting African diaspora communities	Outstanding development of original claims showing excellent ability to critically examine topics impacting African diaspora communities.
Evidence/Support	Lack of use of examples/illustrations that demonstrate ability to synthesize evidence in analytical way to formulate clear conclusions.	Poor use of examples/illustrations that demonstrate lack of ability to synthesize evidence in analytical way to formulate clear conclusions.	Limited use of examples/illustrations that demonstrate fair ability to synthesize evidence in analytical way to formulate clear conclusions.	Good use of examples/illustrations that demonstrate good ability to synthesize evidence in analytical way to formulate clear conclusions.	Very good use of examples/illustrations from various sources that demonstrate high ability to synthesize evidence in analytical way to formulate clear conclusions.	Outstanding use of examples/illustrations from multiple sources that demonstrate excellent ability to synthesize evidence in analytical way to formulate clear conclusions.
Implications	Lack of discussion of the implications on African diaspora communities demonstrating no ability to support new arguments.	Poor discussion of the implications on African diaspora communities demonstrating lack of ability to support new arguments.	Limited discussion of the implications on African diaspora communities demonstrating fair ability to support new arguments.	Good discussion of the implications on African diaspora communities demonstrating good ability to support new arguments.	Very good discussion of the implications on African diaspora communities demonstrating high ability to support new arguments.	Outstanding discussion of the implications on African diaspora communities demonstrating excellent ability to support new arguments.

Results

One-hundred percent (n=4) of student group research papers from AFRS 168 were collected and analyzed by the assessment committee. On average, students scored 19/25, which is an average score at 76%. Overall, students displayed the ability to clearly state a well-developed thesis that demonstrates a compelling thesis statement that is clear, arguable, complex, and demonstrates sophistication of thought. Students also demonstrated very good application of the selected theoretical framework and good demonstration of understanding the leading theorists and scholars. Development of original claims and evidence to support claims shows a high ability to critically examine the topic. It should also be noted that students demonstrated an understanding of the political, social-historical and cultural perspectives of the African American experience in Africa and the African Diaspora; and demonstrated broad knowledge of the cultural, political and historical contexts in which the African and African American experience took place.

Application

Given that the course has only been offered a few times since the course modification, the department is continuing its data collection of the signature assignment in AFRS 168 in order to develop a longitudinal evaluation. Overall, data collected gave us information about students' knowledge base as they entered the major. The results will be used as part of a longitudinal study as a measurement of the effectiveness of the curriculum.

Assessing Critical Thinking, Written Communication and Information Literacy

A multiple section assessment was conducted on AFRS 300 in Spring 2018 to assess students' level of critical thinking and information literacy in conjunction with AFRS SLOs #1 and #2.

Course: AFRS 300 Contemporary Issues in the African American Community, Online (Fall 2017 & Spring 2018)

The course involves an in-depth exploration of the social, political, cultural, and economic issues in the African-American community. Provides insight on the extent to which these issues affect the Black individual and family in their interaction with majority American society.

Student Learning Outcomes:

1. Identify and explain current issues that impact African American social relations and social behavior.
2. Explain debates concerning contemporary issues facing African Americans and black people from multiple perspectives by deconstructing debates/issues covered online.
3. Explain the difference between black cultural criticism and other more traditional approaches to examining the causes and solutions for particular social challenges and failures that underlie historical and contemporary debates/issues concerning African American social life.
4. Demonstrate an understanding of how social problems impact Black communities and American society along with proposing possible approaches to address such various challenges that the African American community face.

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 detailed 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.

Results

Critical Article Review Papers were submitted by 100/121 students (50 from section 1 Fall 2017, and 50 from section 2 Spring 2018). A 25% sample was selected and evaluated (n=25). On average students scored 14 out of 15. Students demonstrated competency in critical analysis. They were

able to articulate the author's central argument displaying high aptitude for 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, and to 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 students advanced clear discussions of the implications demonstrating high ability to support new arguments. It must be noted that the use of literature reflective of contemporary issues, Black athletes and self-determination, seems to have increased students understanding of the topic and enriched their critical analyses.

SLO #3

Assessing Quantitative Literacy

Course: AFRS 398 Research Methods and Paradigms in Africana Studies

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. Other topics for discussion will include sampling techniques, experimental and non-experimental designs, ethnography, and archival approaches relevant to the Pan African community.

Student Learning Outcomes:

1. Students will analyze the major theoretical and methodological issues on research and the Africana community.
2. Students will evaluate appropriate frameworks for critical analysis of research and the Africana community.
3. Students will apply the major research methods in the social science research.
4. Students will apply appropriate research methods when examining the Africana community.

AFRS 398 is a required course for the major for students in the Social Science Option. Fall 2017 marked the fourth 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.

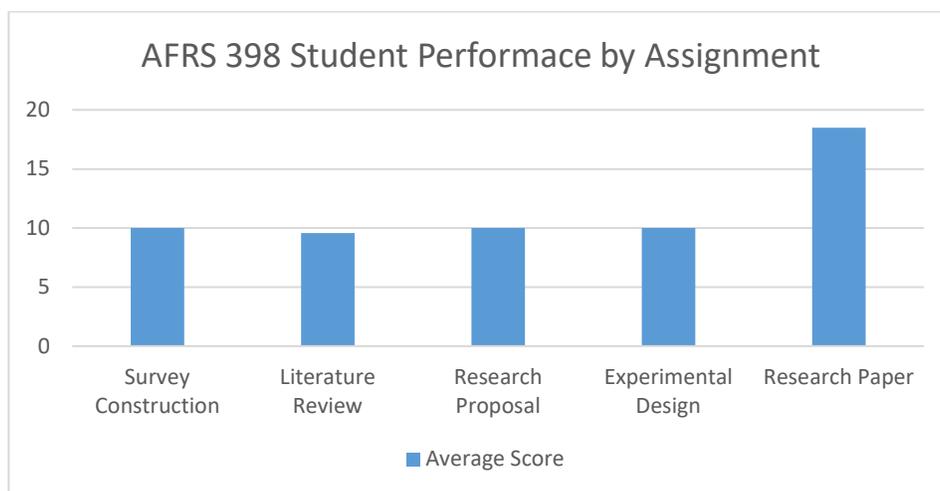
To assess student's quantitative literacy and mastery of all 3 SLOs student were required to submit research proposals and final research papers. Information and data is provided below:

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=8) completed the required research paper assignment. One-hundred percent of students demonstrated an outstanding ability to quantitatively develop research projects and think in quantities. The mean score on students’ research papers was 18.5 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. Data is provided below demonstrating students’ performance on assignments throughout the semester. All assignments were out of 10 points with the exception of the research paper which was out of 20 points.



Application:

Under the advisement of Dr. Marquita Gammage six students from AFRS 398 went on to submit research abstracts to the National Council for Black Studies (NCBS) annual conference and all abstracts were accepted. Additional conference preparation workshops were offered to each student. The six students went on to present their research at the conference in Atlanta March 14-17, 2018. The students’ presentations were well received as noted by the audience response. In addition, the students have been invited by *Africology: The Journal of Pan of African Studies* to submit their research for publication in a special volume featuring students original research. Each student’s article is currently under review.

Data is limited to four cohorts of students. However, we begin to note an improvement in students’ mastery of all three SLOs. Links are being made between changes at the lower division and improvements at the upper division. Additional data will be collected in Spring 2019 to assess the effectiveness of AFRS 398 in meeting the stated AFRS learning outcome, SLO#3, and quantitative literacy requirement for the University.

SLO #5, Written Communication, and Information Literacy

Course: AFRS 350 Advance Writing

This course emphasizes alternative strategies in expository writing skills development, and focuses on such purposeful forms of discourse as reports, the research paper, critiques, the essay examination and selected forms of correspondence. cursory review of grammar, mechanics and syntax is offered.

Student Learning Outcomes:

1. Understand the fundamentals of advanced academic writing. Understand the political-social and historical-cultural aspects of literary texts, and consider how the African and African Diaspora experience reveal universal longings, trials, and triumphs of the human condition.
2. Demonstrate how to respond to literary and academic texts through written and oral expression: how to analyze texts through “close reading” and to compose critical writing using sources to support an argument.
3. Understand how intersectional identities (race, gender, class, sexuality, nationality, etc.) inform and shape the field of composition.
4. Hone and demonstrate advanced skills in research and methodology in writing, and increase proficiency in incorporating ideas derived from library/electronic sources,

AFRS 350 Advanced Writing, was scheduled for evaluation to determine the level of proficiency achieved by AFRS majors at the upper division level.

Assignment Prompt: Final Essay – Research Paper or Graduate School Application Essay

The Final Essay comprises 25% of the course grade. Essay topics will be self-selected. Students may write a comparative analysis, focus on a single research topic of interest based on “Some Subjects for Writing” prompt, or write a personal statement for graduate school applications. Topics must be pre-approved in advance. The required word count is 1,500-word minimum to 1,700-word maximum with MLA in-text citation and works cited. The essay must include at least two scholarly sources (i.e., academic book, journal article). Students must also participate in peer review day and upload the final draft of their final paper to the Canvas Drop Box by the start of the final day of class. In order to upload your paper to the Canvas Drop Box, the file must be saved as a Word document. Paper grades will be docked 1/3 of a letter grade for each day late and papers more than one week late will not be accepted.

Research Paper Evaluation Rubric:

Assessment Criteria	0	1	2 pts each	3 pts each	4 pts each	5 pts each
Thesis	Lack of a thesis statement or central claim. Topic and main ideas are not clear.	Incompatible thesis statement. Topic and main ideas are not clear and unrelated. Ideas are simplistic, convoluted, or showing signs of misunderstanding of the topic.	The thesis statement may be too vague, obvious, or problematic in some other way to be developed effectively. Unfocused or incomplete ideas; little or no sense of purpose or control of thesis.	The thesis statement is adequate, but may be rather simple, unclear, or too broad.	Clearly states a well-developed thesis that demonstrates adequate understanding of the topic. Thesis is logical, argumentative, and clear.	Introduces a compelling thesis statement that is clear, arguable, complex, and demonstrates sophistication of thought. The thesis is specific and narrow enough to be manageable. The thesis is original, intriguing, and even surprising.
Methodology	Lack of theoretical approach and failure to reference theorist and scholars on the subject matter.	Poor articulation of theory used and no reference to theorist and scholars on the subject matter.	Limited application of theoretical approach. Theory defined but not clear on how it applies to the research project.	Good understanding of the selected theory and scholars use of the theory. Limited application on the theory in the research.	Very good application of the selected theoretical framework and good demonstration of understanding the leading theorist and scholars.	Outstanding application of the theoretical framework. Strong command of the scholarship on the theory and appropriate application on the theory.
Analysis/Claims	Lack of development of original claims showing no ability to critically examine topics impacting African diaspora communities	Poor development of original claims showing lack of ability to critically examine topics impacting African diaspora communities	Limited development of original claims showing fair ability to critically examine topics impacting African diaspora communities	Good development of original claims showing good ability to critically examine topics impacting African diaspora communities	Very good development of original claims showing high ability to critically examine topics impacting African diaspora communities	Outstanding development of original claims showing excellent ability to critically examine topics impacting African diaspora communities.
Evidence/Support	Lack of use of examples/illustrations that demonstrate ability to synthesize evidence in analytical way to formulate clear conclusions.	Poor use of examples/illustrations that demonstrate lack of ability to synthesize evidence in analytical way to formulate clear conclusions.	Limited use of examples/illustrations that demonstrate fair ability to synthesize evidence in analytical way to formulate clear conclusions.	Good use of examples/illustrations that demonstrate good ability to synthesize evidence in analytical way to formulate clear conclusions.	Very good use of examples/illustrations from various sources that demonstrate high ability to synthesize evidence in analytical way to formulate clear conclusions.	Outstanding use of examples/illustrations from multiple sources that demonstrate excellent ability to synthesize evidence in analytical way to formulate clear conclusions.
Implications	Lack of discussion of the implications on African diaspora communities demonstrating no ability to support new arguments.	Poor discussion of the implications on African diaspora communities demonstrating lack of ability to support new arguments.	Limited discussion of the implications on African diaspora communities demonstrating fair ability to support new arguments.	Good discussion of the implications on African diaspora communities demonstrating good ability to support new arguments.	Very good discussion of the implications on African diaspora communities demonstrating high ability to support new arguments.	Outstanding discussion of the implications on African diaspora communities demonstrating excellent ability to support new arguments.
Citation Style	No citation style used.	Erroneous use of citation style.	Applied the MLA citation style but contained several errors.	Adequate use of MLA citation style, few errors.	Good application of MLA citation style.	Mastery of MLA in-text and reference page citation style.

Results:

Final paper assignments were submitted by 21/22 (95%) of students in AFRS 350. An almost 25% (n=5) sample was selected and evaluated for assessment purposes. Three out of the five papers were research papers, and the other two were personal statements. It must be noted however, that the personal statement papers applied a research approach including in-text citations. Therefore,

the same evaluation rubric was applied to all five papers. Students scored on average a 24.8 out of 30, which is above average at 82.6%. This demonstrates a slight increase from student scores from AFRS 168. The use of personal statements as a form of research may explain some of the variations in scores, as personal statement papers (average 77%) were scored lower than research papers (average 87%) in AFRS 350. Overall students demonstrated a compelling thesis statement that is clear, arguable, complex, and demonstrates sophistication of thought. Students also demonstrated very good application of the selected theoretical framework and good demonstration of understanding the leading theorists and scholars. Development of original claims and evidence to support claims shows a high ability to critically examine the topic. It should also be noted that students demonstrated an understanding of the political, social-historical and cultural perspectives of the African American Experience in Africa and the African Diaspora; and demonstrated broad knowledge of the cultural, political and historical contexts in which the African and African American Experience took place. Also, students demonstrated good application of MLA citation style.

DFU Assessment Plans for AY 2017/18

After careful review of the Africana Studies courses with high DFU rates, the AFRS department decided to assess the top four courses that have a high DFU rate. We assessed these courses in order to address factors contributing to the high rate. Our goal is to close the loop on student achievement in order to provide the best learning environment for students.

The following outline highlights the DFU assessment for the 2017/18 academic year.

Indirect Assessment

Course Assessments

AFRS 100

Over the past five academic years, AFRS 100: Introduction to Black Studies and Culture has been noted as frequently producing a high DFU rate. Initial concern was raised in 2013 as we implemented a program modification; therefore, we aimed to restructure and realign the course to best address stated SLOs.

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 section courses. 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 class 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.

For the last two years, the signature assignment was not used in AFRS 100. During the 2015/16 AY a research paper was administered in AFRS 100 for the final assignment. Another change was made during the 2016/17 AY due to instructional changeover. In Spring 2017 the final assignment

consisted of group panel presentations. Students prepared PowerPoint presentations to supplement their oral presentations and written outlines. Topics ranged from the African family, to African American music. The assignment was intended to assess students' 1) ability to identify elements of Black culture, including history, religion, social organization, politics, economics, psychology, and creative production. It should be noted that although there was an attempt to standardize AFRS 100, due to administration turnover, we were unable to uphold the standardization. Since the appointment of a new Department Chair, new efforts are being made to return to standardizing AFRS 100 and implementing a required signature assignment. The goal is to streamline the course in order to ensure that students are introduced to the same body of knowledge at the beginning of the degree.

Action Plan: First we conducted a multi-regression assessment of multiple factors that may be contributing factors to the high DFU rate. Second, we shared results with the Chair and faculty at the Winter Faculty Retreat and at faculty meetings. Third, we hosted a course development workshop with instructors of AFRS 100 to develop a standardized syllabus and standard rubric for evaluation. The next step is to train faculty members to apply the same rubric for evaluation in multiple section courses.

AFRS 161/161 EOP

Over the past five academic years, the Africana Studies Department has received reports that AFRS 161/161 EOP both online and in-person has consistently yielded high DFU rates. Unfortunately, due to other assessment priorities focused on major courses and General Education Basic Skills assessment, we have been unable to systematically assess AFRS 161. However, the department is committed to providing the best quality education and ensuring student success. Therefore, the department prioritized the assessment of AFRS 161 for the AY 2017/18.

Action Plan: First we conducted a multi-regression assessment of multiple factors that may be contributing factors to the high DFU rate. Second, we shared our finding with the Chair and faculty at faculty meetings and have developed a game-plan to address the findings. Our next step is to host a course development workshop in Spring 2019 with all instructors of AFRS 161 to develop a standardized syllabus and standard rubric for evaluation. Then we will train faculty members to apply the same rubric for evaluation in multiple section courses.

DFU Historical Data Analysis

We conducted a multi-regression assessment of multiple factors that may be contributing factors to the high DFU rates in AFRS 100, AFRS 161, AFRS 204, and AFRS 272.

The following factors were assessed to determine if they affect the performance levels of students in each course:

1. Faculty status: Lecture, Tenure-Track, Tenure
2. Course Schedule: Date and Time
3. Class Size: Under 30, 31-60, Over 60
4. Course Platform: Online, In-person
5. Major Status: Major, Minor, Non-Major
6. Student Class Status: Freshman, Sophomore, Junior, Senior

Results:

In the case of AFRS 100 we have data by section, major status, faculty status, course schedule, course platform and student class status for 2012/13-2015/16 AY (EOP, Online and in-person).

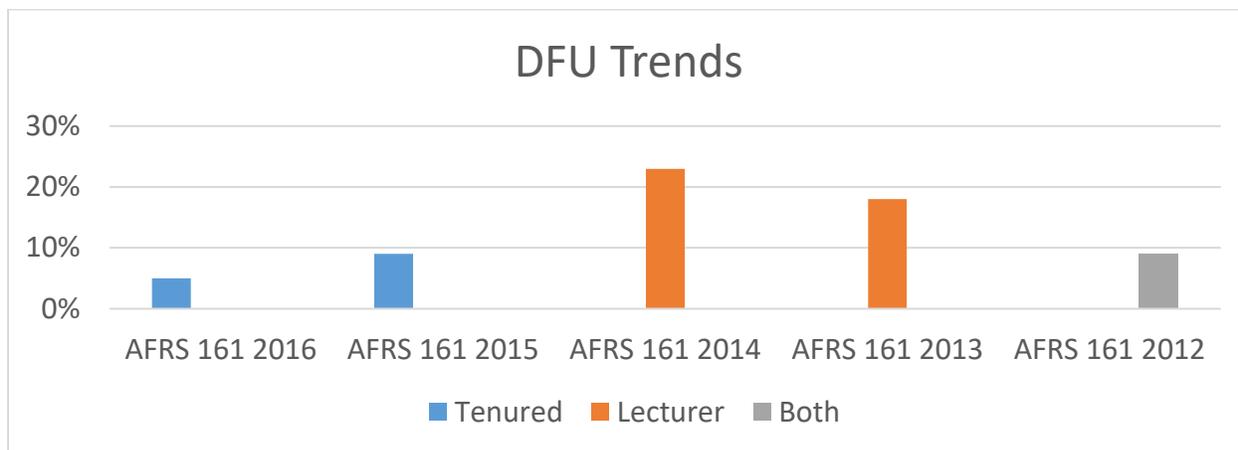
- **AFRS 100OL** held an average of 110 students, with 120 at its height, yielded a 15.5% DFU rate, despite faculty status. The data is impacted by two anomalies. First, in Spring 2014 we held a course development workshop and received full buy-in from all online sections from Fall 2014-Fall 2015, which resulted in a decline in DFU rates (down to 5%). However, with three years of turnover of department chairs, faculty we were not able to maintain this model. Thus, in Spring 2016 the DFU rate spiked to 28%; this section was taught by a one-time lecturer. Returning to a standardized model and hosting a course development workshop is highly recommended.
- **AFRS 100EOP** yielded an average of 10.25% DFU rate (Fall 2012-Fall 2015) with lecturers only, with an average of 45 students. Date and time does not appear to impact DFU rates. This rate is impacted by a one-time anomaly. In general, the course has been taught by the same faculty member; however, in Fall 2015 the course switched instructors and increased in class size to 49 students. This change resulted in an increase to 22%. When controlling for this outlier the DFU rate drops to 6.3%.
- **AFRS 100** yielded an average of 21% DFU rate with an average of 62 students. A major outlier affecting the course DFU rate is a tenure-track instructor, who did not adopt the standardized model, which yielded a very high average DFU rate of 33%, with courses mainly scheduled on MW or TTH at 8am, with an average of 64.5 students (2014-2016). It is important to note, that over the years, the assessment committee has not received buy-in from all instructors and has not been able to assess all sections of AFRS 100 courses. It appears that large unstandardized sections at 8AM negatively affect DFU rates. We strongly recommend standardizing the course across all instructors, monitoring 8am sections, and not scheduling the course on Friday only.
- In general, it appears that DFU rates appear to be higher for AFRS 100 8am courses, large sections, and unstandardized sections.
- Also, Major status does not appear to affect DFU rates in AFRS 100, given that the majority of students in the courses are non-majors.
- As for Student Class Status, Juniors and Seniors perform better in the course than Sophomores and Freshman.
- We recommend returning to a standardized model and hosting additional course development workshops.

In the case of **AFRS 161**, thus far we hypothesize for the courses with DFU rates by section, that instructor tenure status may impact DFU rates for AFRS 161.

- For instance, during Fall 2016 and Fall 2015 only senior Tenured Professors taught AFRS 161 (online and in-person, once a week and twice a week) and yielded low DFU rates of 5% (Fall 2016) and 9% (Fall 2015).
- However, lecturers primarily taught AFRS 161 during Fall 2014 and 2013, and DFU rates were higher at 23% (2014) and 18% (Fall 2013).
- Finally, during Fall 2012 the DFU rate for AFRS 161 was 9% with two sections (one 143 seat section taught by a senior tenured Professor, and one 43-seater taught by a lecturer).

Unfortunately, for Fall 2012 we cannot determine which course section is contributing to this 9%.

- In addition, online courses yield a much higher DFU rate, despite faculty status.
- Also, Major status does not appear to affect DFU rates.
- Student Class Status has sporadically impacted DFU rates. Currently seniors perform best and Sophomores and Freshman have higher DFU rates.
- We recommend streamlining the course based on proven success strategies as demonstrated by the Tenured faculty.



AFRS 272: Upon analysis we note that an individual instructor has a major impact on DFU rate.

- One professor yielded (5% with 74 Students), another professor yielded (8.4% avg. with 60 students on average) and another professor (8% with 84 students) produced low DFU rates despite day, time and class size. However, other professors, both tenure-track and lectures, yielded (29%, 48 students), and (18%, 49 students), and (15% avg., 34 students avg.) high DFU rates in their sections.
- Major status does not impact DFU rates. Class status does impact DFU rate; we note that Freshman have the overall highest DFU rates in this class across sections and years.
- We recommend streamlining the course based on proven success strategies.

AFRS 204: We analyzed 25 courses from Fall 2012-Spring 2016. Analysis reveal that class day, faculty status, EOP status, and instructor directly impact DFU rate.

- We note that from Fall 2013 to Spring 2016 all AFRS 204 courses offered on a Friday at any time yielded an alarmingly high DFU rate at 25.78 (with a high of 40% and a low of 20.5%).
- Four EOP sections of AFRS 204 were offered from Fall 2012-2015. All four sections yielded a high DFU rate averaging 32%. It is important to note that all courses were taught by the same instructor, a lecturer. Two of the sections were taught on Friday at 8am which resulted in the highest DFU rates across all categories.
- We noted that when a tenured professor taught the course this resulted in very low DFU rates averaging 1.7%.
- When controlling for Friday classes and EOP sections the DFU rate is reduced to 7.88%.
- Major Status did not impact DFU rate.

- Student Class Status did not significantly impact DFU rate, however we noted that juniors and seniors performed better in the course.
- We recommend not offering this course on Fridays at any time. We also recommend that the department reevaluate and restructure all EOP sections.
- We also recommend streamlining the course based on proven success strategies.

Indirect Assessment

AFRS Event Exit Survey

The AFRS Event survey was administered at four events throughout the 2017-18 AY. The statistical software SPSS was used to analyze data from the survey. The data presented is based on surveys from four events, our annual Graduate School Process Workshop, writing program presentations, and two Black History Month (BHM) events (Hip Hop Lecture, and faculty Lecture: Is the Black Aesthetic Dead?). Due to the limited data, the results cannot be generalized. Additional assessments are scheduled for the 2018/19 AY.

Graduate School Process Workshop:

The Graduate School Process Workshop is a workshop designed to educate students about graduate school and the graduate application process. The workshop includes sessions on selecting a graduate school, writing a winning statement of purpose, and securing recommendation letters. Fifty-two (N=52) students attended the workshop. The majority of the students (85%) identified as African/African American/Black and as upper academic class. Also, 100% % of students found the AFRS graduate school workshop “very useful” (n=11) or “extremely useful” (n=41)

Students went on to state:

- “Although I have attended other graduate school workshops at CSUN, this workshop spoke more to me and I now have gained the confidence to apply to graduate school.”
- “The information packets we received were very informative, and Dr. Gammage was able to address all of my concerns. I will definitely use the step-by-step guide.”

Writing Program Presentation:

Twenty-nine event surveys were collected at the AFRS Writing Program Presentations. The majority (96%) of the respondents were freshman from diverse backgrounds. Seventy-two percent (N=21) of respondents found the event very useful (n=7) or extremely useful (n=14). In addition, 100% of respondents agreed that the event addressed all of the AFRS SLOs.

Students went on to state:

- “I liked how creative the students from 113 were with their videoclips.”
- “I liked all the aspects of the event only because I got to listen and see people’s point of view.”

Hip Hop Lecture:

Thirty-five participants responded to the AFRS Event Survey at the BHM Hip Hop Lecture. Eighty percent (N=28) of respondents found the event very useful (n=14) or extremely useful (n=14). In addition, 100% of respondents agreed that the event addressed all of the AFRS SLOs.

Students went on to state:

- “I liked learning about the different artist.”
- “The aspect of the event I liked the most was when he was storytelling.”

Black Aesthetic Lecture:

One-hundred and two participants responded to the AFRS Event Survey at the BHM Black Aesthetic Lecture. The respondents represented diverse backgrounds and all academic class-levels. Eighty-five percent (N=87) of respondents found the event very useful (n=35) or extremely useful (n=52). In addition, 80% of respondents agreed that the event addressed all of the AFRS SLOs.

Students went on to state:

- “It was up to date with current examples and it related all of the current trends to events of the past.”
- “Very interactive, spoke about historical aspects that no classes besides AFRS covers.”

Application

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 2018/19

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: Arts and Humanities

The Africana Studies Department offers six courses in the General Education Arts and Humanities option. We are planning on assessing all six courses (pending courses offerings) and all six SLOs for the G.E. option. The assessment involves an evaluation of students’ main assignment. We will select a representative sample number of papers from each course to assess.

G.E. Arts and Humanities Student Learning Outcomes

1. Students will be able to explain and reflect critically upon the human search for meaning, values, discourse and expression in one or more eras/stylistic periods or cultures;
2. Students will be able to analyze, interpret, and reflect critically upon ideas of value, meaning, discourse and expression from a variety of perspectives from the arts and/or humanities;
3. Students will be able to produce work/works of art that communicate to a diverse audience through a demonstrated understanding and fluency of expressive forms;
4. Students will be able to demonstrate ability to engage and reflect upon their intellectual and creative development within the arts and humanities;

5. Students will be able to use appropriate critical vocabulary to describe and analyze works of artistic expression, literature, philosophy, or religion and a comprehension of the historical context within which a body of work was created or a tradition emerged;
6. Students will be able to describe and explain the historical and/or cultural context within which a body of work was created or a tradition emerged.

The following AFRS G.E. Courses are scheduled for assessment:

1. AFRS 245. African-American Literature Since 1930 (3) Fall 2018 (1 section)
2. AFRS 246. Introduction to African-American Drama (3) Fall 2018 (1 section)
3. AFRS 280. Workshop in Creative Writing for Minority Students (3) Fall 2018 (1 section)
4. AFRS 282. African Religion in the New World (3) (currently not scheduled)
5. AFRS 344. Literature of the Caribbean and African Experience (3) Fall 2018 (1 section)
6. AFRS 346. Contemporary Black Female Writers (3) Fall 2018 (1 section)

Africana Studies Student Learning Outcomes

The Africana Studies will continue its assessment of SLOs for the 2018/19 academic year. The following SLOs and courses will be assessed.

SLO #1

AFRS 498 Spring Signature Assignment

SLO #2

AFRS 498 Spring Signature Assignment

SLO #3

AFRS 498 Spring Signature Assignment

AFRS 398 Research Paper

SLO #4

AFRS 498

Indirect Assessment

DFU Assessment

In addition to assessing the SLOs and G.E. Arts and Humanities, the AFRS department will also assess a percentage of the courses that have a high DFU rate. These courses will be determined by the most current University data. We plan on assessing these courses in order to address factors contributing to the high rate. Our goal is to close the loop on student achievement in order to provide the best learning environment for students.

AFRS Event Survey

An AFRS exit survey will be administered to a percentage of events 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 Assessment

The Africana Studies Department will survey graduating seniors in AFRS 498 about their experiences in the major. This approach offers an opportunity to evaluate the department and offer compliments and recommendations; thereby affording students the opportunity to aid in the shaping of the discipline and the Department.