

## Africana Studies Department Assessment Report 2018/2019 AY

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 2018/19AY:

The assessment activities for the 2018/19 academic year focused on assessing general education courses offered in the General Education Arts and Humanities options, evaluating changes to the capstone course AFRS 498 Proseminar, which included assessing Big 5 Learning Competencies, assessing high DFU rate courses, and evaluating extra-curricular programming.

To start, we assessed students' signature assignments in five out of the six Africana Studies courses offered in the General Education Arts and Humanities option. The Africana Studies Department offers six courses in the General Education Arts and Humanities option. We assessed five out of the six courses and all six SLOs for the G.E. option. The assessment involved an evaluation of the student's main assignment. We selected 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 were 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/Spring (2 sections)
4. AFRS 282. African Religion in the New World (3) (Not offered)
5. AFRS 344. Literature of the Caribbean and African Experience (3) Fall 2018 (1 section)

6. AFRS 346. Contemporary Black Female Writers (3) Fall/Spring (2 section)

Second, the Africana Studies Department implemented a course content update for AFRS 498 Proseminar, an upper division course demonstrating mastery level of SLOs 1-5, to determine the knowledge and skills level of students at the completion of the degree program.

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.

The AFRS Department also assessed all five of the Big 5 Learning Competencies, Critical Thinking, Written Communication, Oral Communication, Quantitative Literacy, and Information Literacy through a direct assessment of our capstone course AFRS 498 Proseminar. During 2018/19 AY, we assessed this course in order to evaluate the effectiveness of the Big 5 in alignment with the Department's SLOs at the conclusion of the degree program.

Third, after careful review of the Africana Studies (AFRS) courses with high DFU rates in 2018, the Department was alarmed by the increase in total number of courses with high DFU rates. The total grew from four to eleven total courses. Therefore, the AFRS department conducted an indirect assessment of the top 11 courses that had a high DFU rate over the past year: AFRS 099, AFRS 100, AFRS 113A, AFRS 114A, AFRS 114B, AFRS 115, AFRS 220, AFRS 272, AFRS 311, AFRS 320 and AFRS 344. We assessed these courses in order to address indirect factors contributing to the high DFU rate. Ongoing assessment is required to more comprehensively study this phenomenon. 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 roadblocks in identifying the major impact factors, we notified the Department chair and have requested additional disaggregated data from Institutional Research. We will continue to work to secure this data and to assess these courses.

Finally, the AFRS Department administered a Senior Survey and an Event Exit Survey to assess the effectiveness of our curricular and extra-curricular programming in meeting our SLOs, and the University's objectives for increasing diversity in education.

Results from assessment activities during the 2018/19 AY are listed below:

### [Overview of General Education Arts and Humanities Assessment Projects 2018/19](#)

The Africana Studies Department offers six courses in the General Education Arts and Humanities option. We are assessing five out of the six courses and all six SLOs for the G.E. option. The assessment involved an evaluation of student's main assignment. We selected 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 were 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/Spring (2 sections)
4. AFRS 282. African Religion in the New World (3) (Not offered)
5. AFRS 344. Literature of the Caribbean and African Experience (3) Fall 2018 (1 section)
6. AFRS 346. Contemporary Black Female Writers (3) Fall/Spring (2 section)

#### [AFRS 245: African American Literature Since 1930 \(Fall 2018\)](#)

##### [Course Description:](#)

An examination of recent African American literature from The Black Arts Movement to the present. The course focuses on understanding the dynamics of the African American experience through the analysis of the literature (orature, written works, performance poetry, music, dance, and film). Available for General Education, Arts and Humanities.

*Assignment:*

**Creative Literature Project:** Write a poem, song, rap, or dance (original choreography only) about an important issue that impacts African American life.

- a. You can perform, sing, slam, rap, dance, or express this project in multiple forms.
- b. If you choose a non-verbal platform, be sure that there is a way that the viewer can understand the topic and your approach to the topic. For example, a 30-second verbal explanation can precede your dance. You could also use captions at the bottom of the screen.
- c. The final form of the project should be in video form (5 minutes max).
- d. Be sure to meet with the professor to present your ideas in written form (outline) and be sure that you are on the right path. You can go in many directions with this project, so start thinking about this early.

*G.E. Arts and Humanities Student Learning Outcomes Assessed:*

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;

*Rubric:*

*Table 1 Creative Literature Project Rubric*

**Creative Literature Project Rubric**

Score: \_\_\_\_\_

CATEGORY	4 EXCELLENT	3 GOOD	2 FAIR	1 POOR	0 MISSING OR INSUFFICIENT
<b>ISSUE/ CONNECTIVITY</b>	There is an obvious connection between the content of the project and the issue being addressed within the global Black community. Subject matter knowledge was excellent. It is clear that an incredible effort was made on this project through the passion displayed.	There is an obvious connection between the content of the project and the issue being addressed within the global Black community. Subject matter knowledge was good. The work is creative, and a good amount of effort was obvious.	There is an obvious connection between the content of the project and the issue being addressed within the global Black community. Subject matter knowledge was fair. The project revealed an adequate amount of effort was made. The project was creative.	There is a connection between the content of the project and the issue being addressed within the global Black community. The subject matter knowledge was below standards. The project lacked a serious effort and/or creativity.	The connection between the content of the project and the issue being addressed within the global Black community was unclear or the issue being addressed was unclear. The subject matter knowledge was poor. Poor effort. Lack of creativity.
<b>CULTURAL SENSITIVITY &amp; THE BLACK AESTHETIC</b>	The project expressed cultural sensitivity. The issue was addressed with a passion for the topic.	The project expressed cultural sensitivity. The issue was addressed with a concern for the topic.	The project expressed some amount of cultural sensitivity. The issue was addressed with some amount of obvious interest in the topic.	The project lacked some degree of cultural sensitivity. The issue was not clearly addressed with an interest in the topic.	The project showed very little to no cultural sensitivity. The work showed little to no interest in the topic.
<b>STORYTELLING</b>	The purpose and intent of the project was communicated with excellence and creativity.	The purpose and intent of the project was communicated well.	The purpose and intent of the project was adequate.	The purpose and the intent of the project lacked clarity or needed some work.	The purpose and the intent of the project was unclear.

**ORIGINALITY**

Project shows a large amount of original thought. Ideas are creative and inventive.

Project shows some original thought. Work shows new ideas and insights.

Uses other people's ideas (giving them credit), but there is little evidence of original thinking.

Uses other people's ideas but does not give them all credit.

The project lacks originality.

*Results:*

Almost 25% (n=8) of students Creative Literature Projects from AFRS 245 were collected for the purpose of assessment. Eight sample student video presentations were double-blind reviewed and evaluated with the above assessment rubric. On average students scored 18.5/20 which is an excellent score at 92.5%. Overall, students' display the ability to make connections between the content of the project and the issue being addressed within the global Black community. Students' subject matter knowledge was excellent. The projects clearly expressed cultural sensitivity. It is clear that an incredible effort was made on their projects through the passion displayed. Finally, students Creative Literature Projects demonstrated their ability to generate new ideas and insights.

**AFRS 246: INTRODUCTION TO African American Drama***Course Description:*

Chronological survey of the major works of representative African-American dramatists from 1925 to the present, with particular focus on their techniques, their ideas, and on the cultural milieu in which the works are produced. (Available for General Education, Subject Explorations: Arts and Humanities or Section C.2, Humanities)

*Assignment:***Communal Critical Analysis Projects**

Title: Communal Project #5 - For Colored Girls who have Considered Suicide when the Rainbow is enuf.

Guidelines: Put yourself in Groups of 4 chose a set of poems from the list below and thoroughly answer the following questions:

- |                  |                   |
|------------------|-------------------|
| 1. Lady in Brown | 5. Lady in Yellow |
| 2. Lady in Red   | 6. Lady in Purple |
| 3. Lady in Blue  | 7. Lady in Orange |
| 4. Lady in Green |                   |

**Part 1: Technical Reading of Plays:**

1. What were your first impressions of the play?
2. Action: What happens that makes something else happen?
3. Stasis and Intrusion: What is the Stasis? Intrusion? Battle for new stasis initiated by intrusion?
4. Theatrics: What audience response is the author trying to elicit?

## Part 2: Character Analysis

A. choose one of the following character groups

1. Lady in Brown
2. Lady in Red
3. Lady in Blue
4. Lady in Green
5. Lady in Yellow
6. Lady in Purple
7. Lady in Orange

B. Examine the character(s) line by line

1. What overarching theme or issue does the character's poems represent? Discuss.
2. What smaller issues does the character's poems represent? Discuss
3. What interpersonal relationship issue(s) does the character's poems represent? Discuss
4. What African American community issue(s) does the character's poems represent? Discuss

Part 3: Themes

Choose one of the following themes and discuss THOROUGHLY

1. Identity
2. Alienation and Loneliness
3. Race and Racism
4. Style
5. Collision between the Civil Rights Movement and Feminist Movement
6. Monologue
7. Leitmotif
8. symbolism

Part 4: Author's Bio and History of Production

Research and Provide a through Biography and History of the Production

*G.E. Arts and Humanities Student Learning Outcomes Assessed:*

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 demonstrate ability to engage and reflect upon their intellectual and creative development within the arts and humanities;
4. 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;
5. 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.

*Rubric for Assessment G.E. Arts and Humanities:*

*Table 2 AFRS Communal Critical Analysis Evaluation Rubric*

**AFRS Communal Critical Analysis Evaluation Rubric**

Score: \_\_\_\_\_

ASSESSMENT CRITERIA	0	1	2	3	4	5
<b>SUMMARY OF TECHNICAL READING</b>	Lacks clear articulation of central meanings and overall discourse.	Poor articulation of central meanings and overall discourse.	Limited articulation of central meanings and overall discourse.	Good articulation of central meanings and overall discourse.	Very good articulation of central meanings and overall discourse.	Outstanding articulation of central meanings and overall discourse.
<b>CHARACTER ANALYSIS</b>	Lacks critical analyses and comprehension of character portrayals.	Inappropriate critical analyses and comprehension of character portrayals.	Limited use of appropriate critical analyses and comprehension of character portrayals.	Good applications of appropriate critical analyses and comprehension of character portrayals.	Very good applications of appropriate critical analyses and comprehension of character portrayals.	Outstanding applications of appropriate critical analyses and comprehension of character portrayals.
<b>THEMATIC ANALYSIS</b>	Lack any interpretation and reflection of the themes presented.	Unclear interpretation of the themes presented and poor reflection.	Limited interpretation of the themes presented and limited development of original reflections.	Good interpretation of the themes presented and good ability to critically reflect on the ideas and values.	Very good interpretation of the themes presented and strong ability to critically reflect on the ideas, values and meanings.	Outstanding interpretation of the themes presented and excellent ability to critically reflect on the ideas, values and meanings.
<b>AUTHOR BIOGRAPHIC HISTORY</b>	Lacks discussion of historical and cultural reality of the writer.	Poor synthesis of historical and cultural reality of the writer.	Limited synthesis of historical and cultural reality of the writer.	Good synthesis of historical and cultural reality of the writer which was used to formulate clear conclusions.	Very good synthesis of historical and cultural reality of the writer which was used to formulate clear conclusions.	Outstanding synthesis of historical and cultural reality of the writer which was used to formulate clear conclusions.

*Results:*

Thirty percent (n=8) of students Communal Critical Analysis Projects from AFRS 246 were collected for the purpose of assessment. Eight sample student papers were double-blind reviewed and evaluated with the above assessment rubric. On average students scored 17/20 which is an above average score at 85%. Overall, students’ display the ability to clearly articulate the central meanings and overall discourse and applied the appropriate critical analyses of the literature. Students also demonstrated a very good interpretation of the themes presented and strong ability to critically reflect on the ideas, values and meanings. Finally, students possessed the skills to synthesize the historical and cultural reality of the writer which was used to formulate clear conclusions.

[AFRS 280: Workshop in Creative Writing for Minority Students \(3\) Fall 2018/Spring 2019](#)

Course Description:

Introductory workshop in minority creative writing. Students learn to write in the three genres: prose fiction, drama and/or poetry. In addition, students have the opportunity to meet and work

with distinguished professional minority writers. Students should consult with the instructor about the semester syllabus and the Minority Literature Concentration. Prerequisite: Completion of the Lower Division writing requirement. (Cross listed with ENGL and CH S 280) (Available for General Education, Arts and Humanities.)

In this class, we will explore the various genres of creative writing and learn about how creative writing can be used to explore the many facets that make up one's identity. We will be studying techniques of the writing craft and freeing ourselves to explore our artistic potentials. Students will learn writing techniques through reading and through free writing and practice exercises as well as revisions. We will look at such topics as image, energy, tension, pattern, insight, revision, setting, language, point of view, dialogue, description, and others. We will practice writing in the genres of fiction, poetry, and drama.

The best way to accomplish the goal of effective creative writing is by learning the techniques and building blocks that professional authors use. Somewhere in the process of reading and learning to write, we might also begin to understand ourselves more deeply, and come closer to knowing the truth behind the surface. And once we begin to know this truth, we might find that we have finally begun to really live.

*Assignment:*

### **Creative Projects**

This final project will show your polished creative work in your choice of one of three types of writing (or a combination): poetry, fiction, or drama. Students are responsible for writing works in the genres of poetry, fiction, and/or drama. Because these are creative assignments, guidelines vary based on the genre chosen.

Students who write poetry are not required to use certain forms such as sonnets, instead students can choose from a variety of expressive forms. Students can choose the kind of poetry they want to write if they choose to write poetry. Multiple forms will be studied throughout the semester.

If a student is interested in writing a play, ways to format a play vs other kinds of prose will be studied, and we discuss what distinguishes a play from a story besides just the visual formatting.

A student can also write fiction, which would include complete short stories or an excerpt of a story. We spend the whole semester discussing what techniques make a strong/effective short story.

Students will work on drafts of their creative projects over the course of the semester. Students will receive critical feedback and insights on enhancing their expressive style and are expected to update their creative projects to reflect instructor, student, and personal critiques.

Page guidelines:

For the **Final Draft**, students have a choice to submit one of the following:

1. a 7-8 page short story
2. a 7-8 page play (one-act plays might work best). Formatting is different for a play. You may need to single-space. Check with me in advance.

3. 7-8 pages of polished poetry single-spaced (in certain cases, 6 full pages may be acceptable in poetry, but check with me first).

*G.E. Arts and Humanities Student Learning Outcomes Assessed:*

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;

*Rubric:*

*Table 3 AFRS Creative Project Evaluation Rubric*

**AFRS Creative Project Evaluation Rubric**

**Score:** \_\_\_\_\_

<i>Assessment Criteria</i>	<b>0</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
<i>Fluency of Communication Style</i>	Lacks clear articulation of central meanings and values presented in the art form.	Poor articulation of central meanings and values presented in the art form.	Limited articulation of central meanings and values presented in the art form.	Good articulation of central meanings and values presented in the art form.	Very good articulation of central meanings and values presented in the art form.	Outstanding articulation of central meanings and values presented in the art form.
<i>Thematic Discourse</i>	Lack critical discussion and reflection of the themes presented.	Unclear discussion of the themes presented and poor reflection.	Limited discussion of the themes presented and limited development of original reflections.	Good discussion of the themes presented and good ability to critically reflect on the ideas and values.	Very good discussion of the themes presented and strong ability to critically reflect on the ideas, values and meanings.	Outstanding discussion of the themes presented and excellent ability to critically reflect on the ideas, values and meanings.
<i>Historical and Cultural Grounding</i>	Lacks discussion of historical and cultural reality of the subject.	Poor synthesis of historical and cultural reality of the subject.	Limited synthesis of historical and cultural reality of the subject.	Good synthesis of historical and cultural reality of the subject.	Very good synthesis of historical and cultural reality of the subject.	Outstanding synthesis of historical and cultural reality of the subject.

<i>Demonstration of Expressive Form</i>	Demonstrates an unclear understanding of the expressive form displayed.	Demonstrates a narrow understanding of the expressive form displayed.	Demonstrates a limited understanding of the expressive form displayed.	Demonstrates a good understanding of the expressive form displayed which communicates clearly to a diverse audience.	Demonstrates a very good understanding of the expressive form displayed which communicates clearly to a diverse audience.	Demonstrates a strong understanding of the expressive form displayed which communicates effectively to a diverse audience.
-----------------------------------------	-------------------------------------------------------------------------	-----------------------------------------------------------------------	------------------------------------------------------------------------	----------------------------------------------------------------------------------------------------------------------	---------------------------------------------------------------------------------------------------------------------------	----------------------------------------------------------------------------------------------------------------------------

*Results:*

A combined 36% (n=8) of students Creative Projects from AFRS 280 (1 section in Fall 2018 (n=4; and 1 section in Spring 2019 (n=4)) were collected for the purpose of assessment. Eight sample student papers were double-blind reviewed and evaluated with the above assessment rubric. On average students scored 18/20 which is an excellent score at 90%. It must be noted, the one outlier score at 14/20 lowered the overall outstanding score. Generally, students demonstrated an outstanding ability to articulate central meanings and values presented in their chosen art form, and a pointed discussion of the themes presented and excellent ability to critically reflect on the ideas, values and meanings. All of this was seamlessly tied into their knowledge and skills of the historical and cultural reality of the subjects.

AFRS 344 [Literature of the Caribbean and African Experience \(3\) Fall 2018](#)

Course Description:

Examines the literatures of people in Africa and the Caribbean. Establishes the theoretical, historical, cultural and imagistic framework within which that literature operates. Thematic analysis of the literatures with respect to both their comparative experiences and their specifically different backgrounds. Prerequisite: Completion of the Lower Division writing requirement. (Available for General Education, Arts and Humanities.)

*Assignment:*

**Final Group Research/Creative Project Proposal Guidelines**

Guidelines:

The Final Group Research/Creative Project is the culminating collaborative final project that constitutes 30% of your grade. This joint group research project requires students to explore a concept or theme (i.e. Bumuntu, postcolonial theory, resistance, tradition, change, representation, violence, women’s rights) from one of the three major novels or short stories read in the course and examine how it relates to African or Caribbean identity. Student research groups (teams of 6 or 7 students randomly selected by the professor) must present the project in BOTH a multi-media format AND a written paper. Students will also include a cover letter that details their contribution to each component of the group project.

Over the course of the semester, student research groups will develop this project and jointly submit various components, which include: (1) Project Proposal -10 pts., (2) Annotated Bibliography - 15 pts., (3) Rough Draft Peer Review – 10 pts., (4) Project Evaluation – 50 pts., and (5) Group Presentation – 15 pts. Each group member will draft sections of the paper and

participate in a peer review and project-planning day in order to earn full points for the rough draft peer review component. Each project should include at least one primary source (i.e. newspaper article, cultural artifact, painting, diary, letter, medical records) that informs your “close reading” of the text. The CSUN Digital Collections provide an excellent resource as does the DAS Writing Center and Reference library (Sierra Hall 273), which houses an impressive collection of Africana scholarship. Contact our Library Subject Liaison Stephen Kutay for additional assistance with the Digital Collections. If your research group is interested in creating a film, please visit the Creative Media Studio in the Oviatt Library. Student research groups will present together in class (not pre-recorded) this final assignment in a creative, digital format including a short film, Storify, Prezi, blog, vlog, website (WordPress, Wix, Weebly, Yola), YouTube video, etc. with a written component (1,250 words) uploaded to the Canvas Turn-It-In drop box.

*Final Group Research/Creative Project Proposal Template*

\*Note: This template should assist in writing and formatting the Final Group Research/Creative Project proposal. The project proposals should include the headings listed below (250-word minimum, not to exceed 400 words). Write in complete sentences, double spaced, in paragraph form for each category II-IV.

**I. Working Project Title** – Give a compelling and informative tentative title to your project.

**II. Research Question or Problem** – What is the puzzling or intriguing question that your project will address? What is your subject or object of investigation? In particular, what are your TWO primary sources? One of your primary sources will be the novel or short story that your group will investigate (The Farming of Bones, Things Fall Apart, “The Sack,” Drown, etc.). Include the author’s name, book title, and publication date.

Be certain that your research question is focused, specific, and arguable for the research paper. For the creative writing option, the research question may be exploratory (i.e. what happens to Yunion, the unnamed narrator in the short story “Drown,” after the story ends)?

Besides the novel or short story, an additional primary source is required. This could be a newspaper article, photograph, painting, advertisement, song, artifact, political propaganda poster, etc. from that era in which the novel or short story takes place. Analyze it in your research paper or reference it as part of the narrative in the creative writing paper, depending on which option your group has chosen.

**III. Background and analysis of the problem or question to be analyzed or explored** – Provide a brief analysis of and background for the topic. Why is this topic important to the African and Caribbean experience? Who does this problem affect? What challenges does it represent for the characters? For the creative writing option, why is it revealing to explore the “after life” or alternate ending for a certain character?

**IV. Project Goals and Objectives** – Identify the overall goals of the project. What are the objectives? What do you hope to achieve or illustrate? How does the proposed project relate to larger themes we have discussed in class?

**V. Methodology** – How will you divide the work for this project among the group members? If you are pursuing the traditional research paper, which theoretical sources will you use to address your research question? These theoretical sources would constitute your secondary sources related to your specific research topic, which will help you to analyze your subject critically. For the creative writing option, how will you practice writing in the style of the author? What elements of the author’s style will you integrate into your creative work? Be specific and give examples.

**VI. Medium** – How will you execute the interactive component of this project? Will you create a website (WordPress, weebly.com, wix.com, Google sites), blog, podcast, documentary or “mockumentary,” MovieMaker, iMovie, YouTube video, music video, movie trailer? Give details about your plans. Do you require any equipment?

*G.E. Arts and Humanities Student Learning Outcomes Assessed:*

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 demonstrate ability to engage and reflect upon their intellectual and creative development within the arts and humanities;
4. 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;
5. 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.

*Rubric:*

*Table 4 Creative Research Evaluation Rubric*

**Creative Research Evaluation Rubric**

ASSESSMENT CRITERIA	Score: _____						SCORE
	0	1	2	3	4	5	
<b>PROBLEM/ SUBJECT STATEMENT</b>	Lack of applications of original assessment of problem/subject demonstrating an inability to analyze in order to form new arguments.	Poor applications of original assessment of problem/subject demonstrating lack of ability to analyze in order to form new arguments.	Limited applications of original assessment of problem/subject demonstrating fair ability to analyze in order to form new arguments.	Good applications of original assessment of problem/subject demonstrating good ability to analyze in order to form new arguments.	Very good applications of original assessment of problem/subject demonstrating high ability to analyze in order to form new arguments.	Outstanding applications of original assessment of problem/subject demonstrating excellent ability to analyze in order to form new arguments.	

<b>PROBLEM/ SUBJECT ANALYSIS</b>	Lack of analysis of the background of the central problem/ subject showing inability to identify and summarize main points.	Poor analysis of the background of the central problem/ subject showing lack of ability to identify and summarize main points.	Limited analysis of the background of the central problem/ subject showing fair ability to identify and summarize main points.	Good analysis of the background of the central problem/ subject showing good ability to identify and summarize main points.	Very good analysis of the background of the central problem/ subject showing high ability to identify and summarize main points.	Outstanding analysis of the background of the central problem/ subject showing excellent ability to identify and summarize main points.
<b>RESEARCH EVIDENCE</b>	Lack of use of research examples/ illustrations.	Poor use of examples/ illustrations that demonstrate inability to comprehend historical and cultural context.	Limited use of examples/ illustrations that demonstrate limited ability to comprehend historical and cultural context.	Good use of examples/ illustrations that demonstrate good ability to comprehend historical and cultural context.	Very good use of examples/ illustrations that demonstrate strong ability to comprehend historical and cultural context.	Outstanding use of examples/ illustrations that demonstrate excellent ability to comprehend historical and cultural context.
<b>REFLECTION/ IMPLICATIONS</b>	Lack of reflection and discussion of the implications.	Poor reflection and discussion of the implications demonstrating lack of ability to support new arguments.	Limited reflection and discussion of the implications demonstrating fair ability to support new arguments.	Good reflection and discussion of the implications demonstrating good ability to support new arguments.	Very good reflection and discussion of the implications demonstrating high ability to support new arguments.	Outstanding reflection and discussion of the implications demonstrating excellent ability to support new arguments.

*Results:*

Students worked collectively in groups of six and seven to produce the final research assignment. One-hundred percent (n=6) of students Group Research/Creative Project Proposal from AFRS 344 were collected for the purpose of assessment. Six group papers were double-blind reviewed and evaluated with the above assessment rubric. On average students scored 18/20 which is an excellent score at 90%. Overall, students demonstrated a strong ability to critically analyze both the historical and cultural background of the central problem/ subject showing excellent ability to synthesize creative literature through research.

[AFRS 346: Contemporary Black Female Writers \(2 Sections-Fall 2019 & Spring 2019\)](#)

Course Description:

In this course we will be concentrating on the works of major 20<sup>th</sup> century black women authors. With their innovative writings and their potent political ideologies, these women have had a major impact on American and world literature – an impact that has earned them Nobel Prizes and Pulitzers, amongst many other literary awards. In this class we will be examining black women’s concerns and interests in a variety of texts. Such interests include: a focus on community – on its characterization, its development, its flaws, and its impact on the individual;

a focus on issues of race and how these women’s ideas about “blackness” and what constitutes it affects the characters and events in their creative writing; a focus on masculinity and femininity, and how such notions are affected by cultural concerns and by racism and poverty; and a focus on female friendship and on what threatens and consolidates such bonds between women. We will pay particular attention to black womanhood in these works, and on the powerful successes and the failures of a group of a people doubly discriminated against due to their race and gender. We will discuss how these writers portray black women who must develop and understand alternative ways of knowing and being in order to survive and thrive, and what happens to them if they fail to do so.

In our study of the sociopolitical contexts and literary techniques shaping these twentieth century narratives, we will focus on these authors’ struggles to reconcile their conflicting identities as Blacks, Americans, and women in an often racist and sexist nation. We will note, for example, how the often-damaging stereotypes about black women perpetrated in white as well as black communities promoted particular responses in a literature concerned with the politics of identity. In our perusal of this unique literature we will also especially note how black rural and urban culture, as well as folklore and music enter into these texts and affect both their thematic and formal elements. We will pay particular attention to the role of the black community in these various novels, stories, poems, and plays and how this community determined such issues as the proper role and function of black art and the duty of the black artist to uplift her race.

*Assignment:*

### **ANNOTATED BIBLIOGRAPHY ASSIGNMENT DESCRIPTION**

*You may choose to research Larsen, Hurston, or Hansberry. Choose ONE of these authors.*

1. For the Annotated Bibliography, research **FOUR** academic articles that have to do with the author you have chosen.

- a. The articles you choose must have been written by professors. That means, they must come from scholarly journals or a scholarly book.
- b. Ask the reference librarian if you have any questions.
- c. **DO NOT** simply use things you googled—a lot of what is on the internet is useless for our class!!
- d. What this means is, **DO NOT** use Student Study Guides, Student Summaries, Book Reports, magazine Book Reviews, or any of the other nonacademic articles that are out there. You must use a scholarly source—a piece written by a literary critic (professor)—about the author you have chosen. The binding of your large textbook, for example, lists the names of some of the foundational black literary critics, and there are many more besides these. I will mention names in class as well, such as Deborah McDowell, Michael Awkward, Henry Louis Gates, Jr., Barbara Johnson, etc. There are many such critics out there.
- e. You can use scholarly critical articles that focus on the following topics:
  - i. The article could focus directly on the literary work you are analyzing (for example,

you can use an article analyzing *Quicksand*, *Their Eyes Were Watching God*, or *A Raisin in the Sun*).

ii. You could also find a critical article about the author, or one of the author's other works, if it has points that would help you understand the works we read in class better.

iii. Or you can find an article about the historical time period in which the author wrote, (such as the Harlem Renaissance, or one of the other periods described in your book)

iv. You can find an article based on a type of criticism used to analyze literature, such as feminist criticism, historiographical criticism, biographical criticism, postcolonial criticism, race-based criticism, a class-based criticism, psychoanalytic criticism, deconstructionist criticism, postmodernist criticism, etc. These are examples of the many approaches that professors take when they analyze a text. Feminist criticism, for example, focuses on gender.

NOTE: If you do not choose an appropriately scholarly article from an appropriate source, you will lose points!!

Check with a REFERENCE librarian (as opposed to a general librarian) if you are not sure.

2. In the Annotated Bibliography, copy down the name, title, date, and copyright information of each article. Go to the library to find a resource telling you how to write a bibliography entry so you write it properly. The MLA guide will show you how to do it. Ask a reference librarian where you can find an MLA guide to writing a bibliography.

3. After you have written the name, title, etc., underneath that, write a paragraph or two summarizing each critic's main arguments in the articles you found. One summary for each article! The paragraph or two should be about 1.5-2 pages double-spaced long PER ARTICLE. These summaries should be written in your own voice and should be your own interpretations of what the main points of the texts are.

4. Then, explain in a separate paragraph, (one paragraph per article) how reading each critical article helped you to understand and analyze the literary work you chose better. You can agree or disagree with something the critics argue. It is fine to disagree if you explain why! If you agree with the critics, say how their argument helped you to make your own arguments about the texts. This paragraph should be 1-1.5 pages double-spaced.

So, EACH ENTRY will look like this:

\* Title, Author, Copyright, etc.,

\* Then, Summary Paragraphs (1.5-2 pages double-spaced)

\* Then, explanation of how the article helped you understand the work better (1-1.5 pages double-spaced).

*G.E. Arts and Humanities Student Learning Outcomes Assessed:*

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 demonstrate ability to engage and reflect upon their intellectual and creative development within the arts and humanities;
4. 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;
5. 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.

*Rubric:*

*Table 5 Creative Research Evaluation Rubric*

**Creative Research Evaluation Rubric**

ASSESSMENT CRITERIA	0	1	2	3	4	5	SCORE
<b>PROBLEM/ SUBJECT STATEMENT</b>	Lack of applications of original assessment of problem/ subject demonstrating an inability to analyze in order to form new arguments.	Poor applications of original assessment of problem/ subject demonstrating lack of ability to analyze in order to form new arguments.	Limited applications of original assessment of problem/ subject demonstrating fair ability to analyze in order to form new arguments.	Good applications of original assessment of problem/ subject demonstrating good ability to analyze in order to form new arguments.	Very good applications of original assessment of problem/ subject demonstrating high ability to analyze in order to form new arguments.	Outstanding applications of original assessment of problem/ subject demonstrating excellent ability to analyze in order to form new arguments.	
<b>PROBLEM/ SUBJECT ANALYSIS</b>	Lack of analysis of the background of the central problem/ subject showing inability to identify and summarize main points.	Poor analysis of the background of the central problem/ subject showing lack of ability to identify and summarize main points.	Limited analysis of the background of the central problem/ subject showing fair ability to identify and summarize main points.	Good analysis of the background of the central problem/ subject showing good ability to identify and summarize main points.	Very good analysis of the background of the central problem/ subject showing high ability to identify and summarize main points.	Outstanding analysis of the background of the central problem/ subject showing excellent ability to identify and summarize main points.	

<b>RESEARCH EVIDENCE</b>	Lack of use of research examples/illustrations.	Poor use of examples/illustrations that demonstrate inability to comprehend historical and cultural context.	Limited use of examples/illustrations that demonstrate limited ability to comprehend historical and cultural context.	Good use of examples/illustrations that demonstrate good ability to comprehend historical and cultural context.	Very good use of examples/illustrations that demonstrate strong ability to comprehend historical and cultural context.	Outstanding use of examples/illustrations that demonstrate excellent ability to comprehend historical and cultural context.
<b>REFLECTION/IMPLICATIONS</b>	Lack of reflection and discussion of the implications.	Poor reflection and discussion of the implications demonstrating lack of ability to support new arguments.	Limited reflection and discussion of the implications demonstrating fair ability to support new arguments.	Good reflection and discussion of the implications demonstrating good ability to support new arguments.	Very good reflection and discussion of the implications demonstrating high ability to support new arguments.	Outstanding reflection and discussion of the implications demonstrating excellent ability to support new arguments.

*Results:*

A combined 9% (n=6 /65) of students Annotated Bibliographies from two sections of AFRS 346 were collected for the purpose of assessment. Only six sample student papers were double-blind reviewed and evaluated with the above assessment rubric. Although the Assessment Committee attempted to collect a larger sample, we were unsuccessful. Of the sample collected, on average students scored 16.6/20 which is an above average score at 83%. Generally, students demonstrated an emerging ability to critique creative literature using critical analyses of research articles. Students clearly demonstrated their ability to comprehend the historical and cultural context of the literary work. It should be noted that the sample collected was too small to generalize to the larger student population in the courses. We recommend that further data should be collected.

## Overview of Annual Undergraduate Assessment Projects 2018/19

The Africana Studies Department implemented a course content update for AFRS 498 Proseminar, an upper division course demonstrating mastery level of SLOs 1-5, to determine the knowledge and skills level of students at the completion of the degree program.

### Course: AFRS 498 Proseminar

#### Course Description:

This course is the capstone course for the AFRS Major, and focuses on a synthesis of the information, concepts, material and methodologies provided in previous AFRS classes. The course provides intensive practice in utilizing that data in theoretical analysis and other evaluative activities. This course is designed as an application of the paradigms, theories, and models of research in Africana Studies.

### Course Student Learning Outcomes:

1. Students will apply the major research methods in the social science research.
2. Students will apply appropriate research methods when examining research on the Africana community.
3. Students will develop professional portfolios for serving the Africana community.
4. Students will serve as editors and reviewers for the Afrocentric student research journal and conference.

### Africana Studies Department SLOs Assessed:

#### 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.

The AFRS Department also assessed all five of the Big 5 Learning Competencies, Critical Thinking, Written Communication, Oral Communication, Quantitative Literacy, and Information Literacy through a direct assessment of our capstone course AFRS 498 Proseminar. During 2018/19 AY, we assessed this course in order to evaluate the effectiveness of the Big 5 in alignment with the Department's SLOs at the conclusion of the degree program.

The signature assignments for the course entailed both group assignments and an individual 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. The assignment descriptions, evaluation rubric, and results are below.

#### Course Requirements:

1. Professional Portfolios: Students will develop professional portfolios that consist of: 1) a Resume/Curriculum Vitae, 2) Personal Statement, 3) Statement of Purpose for Career Option or Graduate School, and 4) Writing Sample/Research Paper and/or publications or creative projects, 5) Cover page, 6) List of References, and 7) Copy of Achievements/Certificates/Awards. 10%

2. Student Research Journal: Students will work in groups to construct the Afrocentric student research journal. Students will advertise the call for papers and review abstracts and papers for acceptance. Students will notify participants of their acceptance and provide feedback to contributors. 20%
3. Student Research Conference: Students will work in groups to plan the Afrocentric student research conference. Students will advertise the call for presentations and review abstracts and for acceptance. Students will notify participants of their acceptance and create the conference program. 20%
4. Research Proposal: Students will work to research an aspect of the most pressing issues facing the Black community. You will be responsible for researching the subject matter and providing a proposal that includes the literature review on your specific topics. 10%
5. Research Papers and Presentations: Students will work to transform their research proposals into evidence-based research papers. Students will then present their findings in an open forum at the Afrocentric Student research conference. No less than 10-pages double-spaced. No late papers accepted. 20%

### Research Paper Evaluation Rubric:

Table 6 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	Poor use of examples/illustrations that demonstrate lack of ability to synthesize evidence in	Limited use of examples/illustrations that demonstrate fair ability to synthesize evidence in analytical way to	Good use of examples/illustrations that demonstrate good ability to synthesize evidence in	Very good use of examples/illustrations from various sources that demonstrate high ability to synthesize	Outstanding use of examples/illustrations from multiple sources that demonstrate excellent ability to

	analytical way to formulate clear conclusions.	analytical way to formulate clear conclusions.	formulate clear conclusions.	analytical way to formulate clear conclusions.	evidence in analytical way to formulate clear conclusions.	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=5) of student research papers from AFRS 498 were collected and analyzed by the assessment committee. On average, students scored 24/25 which is an outstanding score at 96%. Overall, students' display 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 outstanding application of the selected theoretical framework and good demonstration of understanding the leading theorist 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.

In-direct assessment of AFRS 498 assignments were also performed. Students in AFRS 498 served as the conference convening committee and successfully hosted the 1st Annual Afrocentric Student Research Conference at CSUN on May 2, 2019. The conference was designed to foster Afrocentric scholarship among student researchers. The conference provided a venue for students to share their research that focus on issues related to persons of African descent. Demonstrating their cultural competency, the student conference committee also selected the keynote speaker Dr. Allen Lipscomb to present his research on Anti-Oppressive Research Methodologies. This year, 19 CSUN undergraduate and graduate students presented their research exploring various dynamics of Africana peoples and communities. Employing culturally compatible research methodologies, students engaged diverse research areas in an attempt to empower and liberate Africana communities. Finally, the students applied their creative arts knowledge in the selection of the conference program and journal cover art and design.

Students in AFRS 498 also served as the student editorial board and review committee for *The Afrocentric Student Review: A Student Research Journal* at CSUN (which was also funded by the IRA grant). Students selected the theme of the volume and submitted a call for papers. The journal was officially registered with the US government and an ISSN number was secured. Thirteen student research articles and essays were accepted for publication in volume 1 of the Journal which was released in print in June 2019.

## Application

Given that the course has only been offered a once since the course content update, the department is continuing its data collection of the signature assignments in AFRS 498 in order to develop a

longitudinal evaluation. Overall, data collected gave us information about students' knowledge base and skills as they completed the degree program. The results will be used as part of a longitudinal study as a measurement of the effectiveness of the curriculum.

Under the advisement of Dr. Marquita Gammage 4 out of the 5 students from AFRS 498 went on to submit research abstracts to the National Council for Black Studies annual conference and all abstracts were accepted. Additional conference preparation workshops were offered to each student. The four students went on to present their research at the conference in New Orleans in March 2019. The students' presentations were well received as noted by the audience response. In addition, the students submitted their research for publication in a first volume of *The Afrocentric Student Review: A Student Research Journal*. Each student's article was accepted and is currently published and available in-print.

## DFU Assessment Activities for AY 2018/19

After careful review of the Africana Studies (AFRS) courses with high DFU rates in 2018, the Assessment Committee was alarmed by the increase in total number of courses with high DFU rates. The total grew from four to eleven total courses. Therefore, the AFRS department conducted an indirect assessment of the top 11 courses that had a high DFU rate over the past year: AFRS 099, AFRS 100, AFRS 113A, AFRS 114A, AFRS 114B, AFRS 115, AFRS 220, AFRS 272, AFRS 311, AFRS 320, and AFRS 344.

We assessed these courses in order to address indirect factors contributing to the high DFU rate. Ongoing assessment is required to more comprehensively study this phenomenon. 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 roadblocks in identifying the major impact factors, we notified the Department Chair and have requested additional disaggregated data from Institutional Research. We will continue to work to secure this data and to assess these courses.

The following outline highlights the DFU assessment for the 2018/19 academic year.

### Indirect Assessment

#### Fall 2018

The following courses have the most students with non-passing grades and a DFW rate higher than 15% in the department of Africana Studies at the Northridge campus for Fall 2018:

1. AFRS100: Black Studies and Culture (21%, 96 students, 21 impacted)
  1. Course #12768- T/Th, 8am-9:15am, 46 students, Full Time Lecturer
  2. Course #12811- MW, 2-3:15pm, 53 students, Tenured Associate Professor
2. AFRS 272: African-American History Since 1865 (23%, 60 students, 14 impacted) [T/TH 9:30am - 10:45pm; Tenured Associate Professor]
3. AFRS 320: African-American Personality Development (21%; 39 students, 8 impacted) (M/W 11am-12:15pm Tenured Associate Professor)

4. AFRS 099: Writers Workshop (26%, 23 students, 6 impacted) [Friday 11am-1:45pm, Part-time lecturer]
5. AFRS 220: Psychological Environment of the African American (27%, 22 students, 6 impacted)
6. AFRS 113A: Approaches to University Writing A (33%, 18 students, 6 impacted) [M/W 9:30am-10:45am, Tenured Associate Professor]
7. AFRS 114A: Approaches to University Writing A (50%, 12 students, 6 impacted) [M/W 8am-9:15am; Tenured Associate Professor]

### Spring 2018

The following courses have the most students with non-passing grades and a DFW rate higher than 15% in the department of Africana Studies at the Northridge campus for Spring 2018:

1. AFRS 115: Approaches to University Writing (55%, 71 students, 39 impacted)
  - a. Course # 13204- [T/TH 2-3:15pm, 23 students, Part-time lecturer]
  - b. Course # 13218-[ M/W 2-3:15pm, 24 students, Full-Time Lecturer]
  - c. Course # 20853- [T/H 11am-12:15pm, 24 students, Full-Time Lecturer]
2. AFRS 272: African-American History Since 1865 (18%, 95 students, 17 impacted)
  - a. Course # 20146- [T/TH 9:30am - 10:45pm; 54 students, Tenured Associate Professor]
  - b. Course # 20467- [T/TH 12:30pm - 1:45pm; 41 students, Tenured Associate Professor]
3. AFRS 344: Literature of the Caribbean and African (31%, 16 students, 5 impacted) [M/W 2-3:15pm, Tenured Associate Professor]
4. AFRS 311: Black Psychology (22%, 23 students, 5 impacted) [T/TH 2-3:15pm, Tenured Associate Professor]
5. AFRS 114B: Approaches to University Writing A (22%, 18 students, 4 impacted) [M/W 9:30am-10:45am; Tenured Associate Professor]

### Writing Program High DFU Courses

For several years the Africana Studies Department has operated a writing program within the undergraduate degree program. The Africana Studies Writing Program houses several introductory writing courses for students across the University. Recently the University implemented changes to its undergraduate writing program courses, which impacted the courses offered in the Africana Studies Writing Program. In 2018, five of the Africana Studies Writing Program courses yielded alarmingly high DFU rates.

### Writing Program Courses

1. AFRS 099: Writers Workshop (1)
2. AFRS 113A Approaches to University Writing A (3)
3. AFRS 114A Approaches to University Writing A (1)
4. AFRS 114B Approaches to University Writing B (3)
5. AFRS 115 Approaches to University Writing (3)

### Assessment:

1. AFRS 099: Writers Workshop (26%, 23 students, 6 impacted) [Friday 11am-1:45pm, Part-time lecturer]
2. AFRS 113A: Approaches to University Writing A (33%, 18 students, 6 impacted) [M/W 9:30am-10:45am, Tenured Associate Professor]
3. AFRS 114A: Approaches to University Writing A (50%, 12 students, 6 impacted) [M/W 8am-9:15am; Tenured Associate Professor]
4. AFRS 114B: Approaches to University Writing A (22%, 18 students, 4 impacted) [M/W 9:30am-10:45am; Tenured Associate Professor]
5. AFRS 115: Approaches to University Writing (55%, 71 students, 39 impacted)
  - a. Course # 13204- [T/TH 2-3:15pm, 23 students, Part-time lecturer, Professor]
  - b. Course # 13218- M/W 2-3:15pm, 24 students, Full-Time Lecturer, Professor
  - c. Course # 20853- [T/H 11am-12:15pm, 24 students, Full-Time Lecturer]

Streamlined approaches were introduced across the University that allowed students “directed self-placement” based on multiple measures, with consultation into freshman writing courses. In the Africana Studies Department, AFRS 113A, AFRS 114, AFRS 114B, and AFRS 115, all resulted in high to extremely high DFU rates. First, we noted that for courses with more than one Supplemental Instructional (SI) leader including a graduate student, students had greater success resulting in low to no DFU rates, despite student self-placement. However, for courses with only one SI leader for additional instructional support, DFU rates skyrocketed.

Second, and more importantly, we noted a pattern from each semester linking high DFU rates with individual faculty members. For some, despite low enrolled courses and lower overall course load these faculty courses consistently result in very high DFU rates, despite tenure status. Third, other contributing factors may be directly impacting DFU rates in these classes such as grading scheme, scoring rubrics, and course policies on attendance or late papers/assignments. Courses with student-centered policies resulted in greater success.

For AFRS 099, a writers’ workshop, students who failed to attend the workshop did not pass the class. We recommend exploring ways to encourage students’ active participation and attendance in this course.

*Action Plan:* After consultation with the Department chair, the committee strongly recommends additional instructional training and additional instructional support for faculty who’s courses consistently yield high DFU rates. We also recommend faculty participation in both supplemental and required training for faculty teaching in the writing program, which is already offered through the Writing Program. Finally, we recommend a review of the course policies in lower division writing courses. We believe that identifying student-centered policies that support student success and academic excellence will aid in fostering student academic success in writing courses. These policies should be universally applied in the writing program.

### DFU Course 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 220, AFRS 272, AFRS 311, AFRS 344, AFRS 320.

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. SI Leader
5. Major Status: Major, Minor, Non-Major
6. Student Class Status: Freshman, Sophomore, Junior, Senior

Assessment:

#### *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. Since then, several attempts to streamline the course and train faculty have been offered. However, the lack of buy-in from faculty has resulted in continued inconsistencies in the curriculum for the course and course format.

As a result, we continue to face a high DFU rate in some sections of the course. AFRS 100 yielded a combined average of 21% DFU rate with 21 students impacted. In the case of AFRS 100 we do not have data by section thereby inhibiting our ability to conduct further analyses.

Additional 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:* The next step is to secure faculty participation and buy-in for the enhancement of the course and instructional methods.

#### *AFRS 272*

Department recently experienced a retirement of the resident historian in the Department which resulted in the AFRS 272 course resigned to another instructor. Given that we observed inconsistent DFU rates in AFRS 272 based primarily on instructor, we attempted to standardize the course. Prior to the retirement, the Department attempted to streamline the course based on proven methods for success. However, we did not get buy-in from all professors teaching the course. Instead, the course redevelopment was postponed.

In 2018 we once again assessed the course because the DFU rate increased across all sections. Upon analysis we note that Instructor still has a **major impact** on DFU rate in AFRS 272. Instructor appears to be the leading explanation for the increase in DFU across all sections. The committee notes that the course regularly yields wide variance DFU rates based on the instructor.

*Action Plan:* First, the committee recommends that the Department actively seek out a tenure-track faculty position for an Africana Studies historian, given the fact that the Department offers so

many history courses. We recommend streamlining the course based on proven success strategies. In the meantime, we also strongly recommend additional instructional training for non-historians teaching this historical course. Further data will be collected.

[AFRS 220, AFRS 311, AFRS 320, AFRS 344](#)

The Assessment committee conducted multiple indirect assessments of the aggregated data for AFRS 220, AFRS 311, AFRS 320, AFRS 344. We first note that 2018 marked the first year in several years that any of these courses yielded high DFU rates. After multiple analyses were conducted assessing the following indirect factors: Faculty Status, Course Schedule, Class Size, Student Major Status and Student Class Status, the committee was unable to determine any significant factor impacting the rise in DFU rates in the above courses.

However, further analyses revealed that individual instructors were linked to all courses with high DFU rates in 2018. The committee reported a pattern among two instructors and DFU rate increases. All (100%) or most (50+%) of individual instructors' courses resulted in high DFUs. However, we were unable to explain this phenomenon. In some cases, individual instructors course loads were 4/4 with an average of 180 students total, which is a normal course load, and resulted in extremely high DFU rates. Yet, in other cases, individual instructors had a reduced course load and averaged around 60 students, and still resulted in extremely high DFU rates for all or most of their courses.

In light of recent faculty attrition, the Department needs to bolster its number of resident disciplinary specialists. For instance, both AFRS 311 Black Psychology and AFRS 320 African American Personality Development, both were taught by a trained tenured psychologist in the field of Black Psychology for years. Unfortunately, since the passing of this faculty member the Department been unable to secure a new faculty hire who earned their doctoral degree in the field of Black Psychology. The DFU rate for the AFRS 320 is now at 21% and 22% for AFRS 320. In addition, other factors such as course cancellations due to low enrollment, have resulted in faculty assignment to courses the same week of classes. Additional measures should be implemented to safeguard against this phenomenon.

[Action Plan:](#)

The committee has reported the findings to the Department Chair and have made the following recommendations: 1) One-on-one consultations with instructional faculty with consistently high DFU rates across all or most courses; 2) Additional instructional training, teaching conferences, and workshops offered to faculty; 3) Additional instructional support (teaching assistants, SI leaders, etc.); and 4) Development of a strategic hiring plan to refill positions in areas that require academic and instructional expertise.

## [Indirect Assessment](#)

[AFRS Event Exit Survey](#)

The AFRS Event survey was administered throughout the academic year. Given the volume of surveys, assessment final assessment is underway.

## Graduating Senior Assessment

The Africana Studies Department surveyed graduating seniors from the undergraduate major in 2019 about their experiences in the major and minor. This approach offered an opportunity to evaluate the department and offer insights and recommendations; thereby affording students the opportunity to aid in the shaping of the discipline and the Department. Students identified as graduating seniors, majors and minors, were invited to participate in the survey. The survey was administered from May to July 2019 via Qualtrics.

The CSUN Africana Studies Senior Survey is a 36-item survey made up of four parts constructed to obtain student indirect evaluations of the knowledge and skills gained in the degree program. Part one of the survey gathered demographic information about the student at the time of the survey. Part two of the survey assessed students' evaluations of the degree program in meeting the stated Department SLOs. Part three assessed students' attitudes about their professional development experiences. Part four of the survey allowed students to provide general comments, recommendations, and overall ratings of the Department.

Eleven majors (n=7) and minors (n=4) completed the online survey. Nine of the eleven students were graduating seniors and two were seniors scheduled for graduation. The average age of students was 23.9. Over 70% of the students identified as African/Black. Student participants identified as woman (n=6), man (n=4), and transwoman (n=1). Just over 50% of participants were employed (n=6).

When asked about their preparation for critical analyses of political, social, cultural, economic and historical realities of Africana people, students agreed (n=) to strongly agreed (n=) that the degree program equipped them with the applicable skills. Also, 100% of student strongly agreed (n=10) or agreed (n=1) that the courses they have taken promote African-centered and Afrocentric critical thinking, while at the same time engaging diverse perspectives with 90% of students strongly agreeing (n=9) and agreeing (n=1).

SLO #3 is designed to ensure that students are employed with the skills to apply culturally appropriate research methodologies and methods when studying Africana people. One-hundred percent of students surveyed reported that the undergraduate degree program effectively prepared them with the knowledge and skills of appropriate research methods for studying Africana people. And, 100% reported that the department prepared them to research issues impacting people of African descent.

A pillar of the discipline of Africana Studies is the preparation of students to serve as change agents in the global world, which is noted in SLO #4. One-hundred percent of students reported that they gained the intellectual skills and cultural grounding for social justice advocacy. Also, student participants overwhelmingly reported that the degree program has prepared them for a lifetime of social engagement (n=10). Over 90% of students agreed that the Department equipped them with vital skills to aid in addressing the needs of Africana communities.

SLO #5 requires that students 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. When surveyed, 100% of students strongly agreed (n=8) and agreed (n=3) that the

department prepared them with the cultural competency to engage and create Black cultural phenomenon.

Assessing students' preparation for professional careers, across the board students reported that they feel the Africana Studies degree program has prepared them for careers in academics (n=11), community centered/service careers (n=11), culturally engaging careers (n=9), corporate careers (n=10), and political careers (n=8). Over 80% of students agree that the undergraduate degree program is useful in securing employment or entrance into graduate school. Seventy-two percent of students reported that they were able to successfully secure employment or entrance into graduate school; another 18% of respondents indicated that they were not currently seeking employment nor entrance into graduate school.

In general, students overall rating of the Africana Studies Department was 9.3/10. Students were also given an opportunity to provide feedback about their overall experience in the degree program. Students stated:

“Brilliant instructors like Professor Gammage, Professor Turner, and Professor Kennon helped me cultivate a love for research. Although research and investigating can be a difficult and long process, it proves to be fulfilling to me even in my free time. I have even began continuing to build on existing research I wrote in an Africana Studies course after graduation called "Where are the Black Faces in Tech and Design Spaces?" which investigates algorithm bias, disproportionate hiring practices in tech and design industries, and workplace environments for Black individuals who work in technology and design. I will soon come back to campus to seek feedback!”

“I love the department.”

“The department really supported me and my journey as an Africana Studies major. I felt that I found my place in this department. However, I do think there is a lack of uniformity amongst certain professors in the department, that makes it a little confusing for us as Africana studies students.”

“My time with the Africana Studies Department have been the best of my education and gave me purpose. Thank you so much.”

“The Africana Studies Department was very supportive throughout my College experience from the first day I stepped on campus to the last day, when I walked the stage for Graduation. I stay in contact with Africana Studies Faculty, Staff, Advisers, and Mentors I have met over the course of the past 5 years who have had an impact on my life. I thank the department for all their hard work and dedication to my success academically, socially, intellectually, and occupationally.”

Recommendations included:

“More people should have to take Africana Studies courses.”

“All professors should distribute the syllabi in the first week and not stray from it. Many of the lower division and some upper division courses need to cut back substantially on group projects. If not, expedite them. Group projects take too long and I feel like I learn less than if I was in a lecture, doing a class activity, or doing readings.”

“Implementing a mentor program will be beneficial for students to have guidance from a peer or faculty member who can aid students with advice, resources, and experience.”

*Application:*

Data collected will be used as an informative guide for programs and curricular support. Additional data will be collected over the next academic years to generate a longitudinal study.

## Assessment Plans for AY 2019/20

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

### Direct Assessment

#### General Education: Social Sciences

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

#### G. E. Social Sciences

Goal: Students will understand the complexities of social relations and human experiences and the ways in which they have changed over time, as well as the nature, scope, and the systematic study of human behaviors and societies.

#### *G.E. Student Learning Outcomes for D1*

1. Students will be able to explain how social scientists conduct the systematic study of social relations, human experiences and patterns of change over time;
2. Students will be able to analyze and explain the multiple perspectives found in the social sciences that underlie debates on important historical and contemporary issues;
3. Students will be able to apply appropriate social scientific methods to collect data, analyze, evaluate, explain, and/or solve problems in social relations and human behavior;
4. Students will be able to demonstrate an understanding of how social problems impact individuals, communities and societies.

#### *G.E. Student Learning Outcomes for D2-4*

1. Describe and analyze the histories of the United States and California over significant time periods.
2. Explain the principles and major provisions of the Constitutions of the United States and California.
3. Compare United States and California political institutions and practices.

4. Describe and examine the histories and development of political institutions as related to diverse peoples in the United States and California.

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

1. AFRS 201. Economics of the African-American Community I (3)
2. AFRS 220. Psychological Environment of the African-American (3)
3. AFRS 221. Social Environment of the African-American (3)
4. AFRS 222. Elements of the Human Geography of the African-American (3)
5. AFRS 361. African-American Politics (3)

General Education: United States History and Local Government (Title V)

The Africana Studies Department offers four courses in the General Education United States History and Local Government (Title V) option. We are planning to assess all four courses (pending course offerings) and all four SLOs for the G.E. option. The assessment involves an evaluation of student's main assignment. We will select a representative sample number of papers from each course to assess.

G. E. United States History and Local Government (Title V)

Goal: Students will understand and reflect upon United States history, institutions, and ideals; the Constitution of the United States; and the principles of state and local government as established in California.

*G. E. Student Learning Outcomes*

1. Students will be able to describe and analyze the histories of the United States and California over significant time periods;
2. Students will be able to explain the principles and major provisions of the Constitutions of the United States and California;
3. Students will be able to compare United States and California political institutions and practices;
4. Students will be able to describe and examine the histories and development of political institutions as related to diverse peoples in the United States and California.

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

1. AFRS 161 American Political Institutions Black (3)
2. AFRS 161EOP American Political Institutions Black (3)
3. AFRS 271 African American History To 1865 (3)
4. AFRS 272 African American History Since 1865 (3)

Africana Studies Student Learning Outcomes

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

Africana Studies Assessment Report 2018/19

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 Fall

SLO #4

AFRS 498 Course Project

SLO #5

AFRS 498 Course Project

### Indirect Assessment

#### DFU Assessment

In addition to assessing the PSLOs and G.E. Arts and Humanities, the AFRS department will also assess a percentage of the courses that have a high DFU rate. We plan on assessing these courses in order to address factors contributing to the high rate. Our goal 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.