Assessment Report Standard Format
July 1, 2012 - June 30, 2013

PROGRAM(S) ASSESSED  African And African American Studies

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YEAR 1 of a 1 YEAR CYCLE

1. ASSESSMENT MEASURES EMPLOYED

Briefly describe the assessment measures employed during the year.

- questionnaires were given to majors currently in the program.
- the rough drafts of senior theses were also assessed
- No phone interviews were conducted this time due to numbers
- it is difficult to get surveys back from students. We did get back one survey.

2. ASSESSMENT FINDINGS

- communicate effectively
  - From the survey, the respondent indicated that the AAFS major had helped her become more “well-spoken” and she believes here senior thesis will improve her writing. The student now plans to get a Ph.D. In African-American history.

- evaluate arguments and evidence critically
  - Although both are in inchoate form, the two senior theses appear promising. One will examine the issue of Pan Africanism in the Dayton area by critically assessing whether it is still relevant as a movement or simply just an idea. The other examines the role or, lack thereof, of women in the 1963 March on Washington. I have had both students in many of my classes and have seen the evolution of their writing skills and research acumen. Both projects seem promising.

- demonstrate understanding of the historical, social, political, educational and economic experiences of African Americans in the United States
  - From the survey, one student generally felt that the AAFS program increased her social, political and historical knowledge of African Americans. As she put it “I take a more in-depth look at what i have learned in high school and even now. I read more historic pieces, I want to know more about everything that has happened to African and African Americans.”

There was also criticism of the program that it needed to have a higher profile across campus and on the web to increase the number of majors.
3. RESPONSE TO ASSESSMENT FINDINGS

In 2012/3 the topic of the foundation course AFS 3000 was changed to African history.

For 2013/14 the two part sequence AFS 4020/30 (history of race) will be reduced to one semester and a new course on the African diaspora will be introduced by Fall 14.

We also introduced a “Brown Bag Talk” during the Spring 13. We had one last year on the topic of the Kenyan presidential elections. It was well attended. We had another Brown Bag this pas Fall on Jazz and the Harlem Renaissance. We hope to increase the frequency of these lectures in the future. We tried to startup a Swahili Table but that failed. We will try to revive this again.

Also for 2013/14 AAFS will make the senior thesis optional to attract more majors.

To increase visibility, AAFS will get more involved with the some of the students organizations around campus.

4. ASSESSMENT ACTIVITIES FOR COMING YEAR

Surveys, phone interviews, assessments of senior theses and papers from the foundation courses (AFS 4020/30).

5. UNIVERSITY LEARNING OUTCOME ASSESSMENT

Demonstrate global and multicultural competence (2014/15)

Participate in democratic society as informed and civically engaged citizens (2015/16)

University Learning Outcomes: Wright State graduates will be able to:

1. communicate effectively
2. demonstrate mathematical literacy
3. evaluate arguments and evidence critically
4. apply the methods of inquiry of the natural sciences, social sciences, and the arts and humanities
5. demonstrate global and multicultural competence
6. demonstrate understanding of contemporary social and ethical issues
7. participate in democratic society as informed and civically engaged citizens