



Program Assessment Report (PAR)

African + African/Amer Studies (AFAM) Baccalaureate Degree

REPORT PREPARED by: Owens, Geoffrey R

ACADEMIC YEAR COVERED BY THIS REPORT: 2021-2022

I. PROGRAM LEARNING OUTCOMES

- to critically apply knowledge, theory and methods characteristic of the humanities and social sciences to confront historical and contemporary issues affecting peoples of Africa and its Diaspora [outcome 1 of AFS Program Learning Assessment Plan 2019-2020; Outcome being assessed in 2019-2020]
- Recognize the diverse forms of cultural expression found among the peoples of Africa and its Diaspora.
- Recognize the creative ways that Africans and people of African descent have forged a sense of unified politics, culture and history.
- Recognize the origins and impact that subordination and movements of liberation have had on peoples of Africa and its Diaspora.
- Contribute to our appreciation of the experiences of peoples of all races and ethnicities through learning of the experiences of peoples of African descent

II. PROCEDURES USED FOR ASSESSMENT

A. Direct Assessment

Direct a) Multiple Choice Marker Questions The following multiple Choice Marker questions was administered in ATH 3010/AFS 3990 Peoples and Cultures of Africa According to the lecture on African oral traditions, which of the following is the least likely thing you will learn from an oral tradition? The following multiple choice question was scheduled to be offered in AFS 2000 The split labor market works to create racial divisions when laborers Direct b) Essay Marker Question The following question was given to students on the final exam for AFS 2000 Describe the Atlantic Slave Trade Route Map and the route of slaves seeking freedom in the United States took from the south using the Underground Railroad. In ATH 3010/AFS 3990, students were required to prepare a two-part summary/review of a select ethnography of Africa. Students will be write a 4 page, typed, double-spaced and paginated review essay, in two parts, of an ethnographically oriented book on an aspect of an African culture. The first part (worth 15%) will be a summary of the book. The second part (worth another

15%) will be a critical review, based on the material in the summary. All papers/exams were scored and tabulated in each class in which questions were asked.

B. Scoring of Student Work

The multiple-choice marker questions were scored by receiving tabulation of correct and incorrect answers to the question from CATS administration testing service. The responses were then benchmarked as 70%. For the essays, scores of “B” or better (for ATH 3010/AFS 3990, this was tabulated as 85% on a 100% scale) would be considered ones that indicated that students met the learning outcome. For multiple choice questions, face-to-face questions were tabulated by CATS scantron text scoring. Essays were evaluated by instructors using assignment rubrics.

C. Indirect Assessment

We have developed an AFS exist survey, with question on whether student believe that they have met the learning outcome. Unfortunately, due to COVID, we have yet to receive responses from students.

III. ASSESSMENT RESULTS/INFORMATION:

(AFS 2000 Multiple Choice Marker question) The split labor market works to create racial divisions when laborers a) are more spread out geographically, so they have fewer opportunities to form friendly coworker relationships. b) tend to blame other exploited workers for their exploitation. c) tend to be split by race-ethnicity along supervisor-subordinate lines, which causes friction. d) are trained for divergent skill sets so they are not able to work together easily
(ATH 3010 Multiple Choice Marker question) According to the lecture on African oral traditions, which of the following is the least likely thing you will learn from an oral tradition? a)The worldview of past peoples. b) Trends, such as a change in the cost of bride wealth over the last century. c) The date in which an event occurred. d) The names of important people who lived in the past. (AFS 2000 Essay Marker question) Describe the Atlantic Slave Trade Route Map and the route of slaves seeking freedom in the United States took from the south using the Underground Railroad. (ATH 3010 Essay Marker question) Write a 4 page, typed, double-spaced and paginated review essay, in two parts, of a an ethnographically oriented book on an aspect of an African culture.

(AFS 2000 Multiple Choice Marker question) Thirty-six (36) students out of 44 students, or 82%, of students, successfully passed this Marker Question with a B or better. (For ATH 3010 Multiple Choice Marker question) 11 students out of 12, or 91%, got this question correct. (AFS 2000 Essay Marker question) Thirty-six (36) students out of 44 students, or 82% of students, passed this e Essay Marker Questions with a B or better. (ATH 3010 Essay Marker question) Ten (10) out of 15 students, or 67% of students, received an 85% or greater on the book summary. Eleven (11) out of 15 received an 85% or greater on the book review.

This information, as well as other related questions about the significance of oral history and traditions as a method for learning about Africa's past, is at near mastery level. This is important to learning outcome # 1 because oral history and traditions represent important "methods characteristic of the humanities and social sciences to confront historical and contemporary issues affecting peoples of Africa and its Diaspora". One multiple choice marker question clearly measured a method, oral history, critical to the humanistic/historic study of Africa and the diaspora, while the other dealt with a contemporary/social scientific method of investigating people of the African diaspora. Each of the essay marker questions represent important methodological consideration in the study of peoples of Africa and Diaspora, and indeed, methods that are generally critical skillsets for students in both the humanities (especially History) and the social sciences. The AFS 2000 marker question challenges students to develop a capacity for a historical geography; map interpretation as a tool for understanding historical trends is a critical skill. For the book summary/book review, one of the most critical outcomes here is that give students exposure to book-length studies of African peoples. the major lesson is that student must learn to identify the major research claims that the authors are making, and how the evidence in the body of the book supports the major claim/thesis. Most students who fell below the 85% benchmark in the summary failed to identify the author's claims/theses. Often, they think of books in terms of textbooks—explicatory writing the conveys information, but doesn't necessarily break new ground in developing innovative intellectual ideas. Being able to recognize that scholarly works must provide innovative insights is a critical methodological skill as student advance in the program.

IV. ACTIONS TO IMPROVE STUDENT LEARNING

These data will be shared with members of the AFS program. It has been somewhat challenging to meet this year with all active members. The combination of the fact that faculty teaching AFS are scattered in different departments, and the fact that meeting time has been limited due to COVID and moves by the administration to retrench faculty, have meant that there hasn't been a lot of opportunity for long term planning. However, it appears that the outcomes are largely being met, which offers promise for future students.

V. SUPPORTING DOCUMENTS

Additional documentation, when provided, is stored in the internal Academic Program Assessment of Student Learning SharePoint site.