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| **Africana Studies Program**  **COLLEGE OF SOCIAL SCIENCES – MAY 2023** |
| **Student Outcomes Assessment Plan (SOAP)** |
| 1. **Mission Statement** |
| The Africana Studies Program seeks to educate all students using an interdisciplinary and comparative perspective to illuminate the connectedness of the human experience. We provide culturally-appropriate knowledge and skills necessary to understand the experiences of African peoples throughout the world and with other ethnic groups in the United States.  Africana Studies is central to the mission of the College of Social Sciences “to seek and impart knowledge of human social experience in all its diversity in order to educate students and benefit humanity.” And we continually “endeavor to prepare students to adapt both wisely and resourcefully to the ever-changing world.” (College of Social Sciences. “About Us.” <https://socialsciences.fresnostate.edu/about/index.html> 26 May 26, 2023.)  Our program’s curriculum is also central to the University’s mission that “Fresno State empowers students for success through a transformative education rooted in active service with diverse communities.” (Draft Strategic Plan, May 2023. <https://president.fresnostate.edu/strategic-plan/timeline-updates.html> )  With multiple courses included in the university’s General Education program, Africana Studies directly supports General Education’s goal to teach the breadth and depth of the dynamics of human experience as well as the goals of the President’s Council on Equity, Diversity and Inclusion, “The components of diversity may include but are not limited to support for an inclusive campus climate and breadth of intellectual research and curriculum.” (PCEDI, <https://studentaffairs.fresnostate.edu/pcedi/aboutus/index.html> 26 May 2023)  Africana Studies emphasizes the history and culture of African Americans in relation to the experiences of Africans on the continent and other peoples of African descent in the Diaspora. Thus, the major in Africana Studies at Fresno State provides an epistemological basis for the understanding of the historical, social, political, and cultural experiences of African peoples. |

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| 1. **Goals and Student Learning Outcomes**     1. To provide students with culturally-appropriate knowledge and critical thinking to understand the experiences of African peoples in relation to the construction of race/ethnicity in America and to illuminate the connectedness of human experience through interdisciplinary coursework.   **1.** Identify socio-cultural origins of racism, sexism, prejudice, and discrimination in relation to African peoples and identify key concepts related to recognizing discrimination, e.g. institutional discrimination, implicit bias, race, racialization, ethnicity, equity, intersectionality, Eurocentrism, white supremacy, anti-racism, and intra-group discrimination.  **2.** Analyze race relations and racial hegemony, historically within the U.S., Africa and the African Diaspora.  **3.** Explain and assess how the historical and cultural contributions of African-descended peoples in the U.S. and Black freedom struggles are relevant to current and structural issues and the ongoing need to identify core themes of civil rights and racial justice recognizing patterns within and across different decades of Black activism.​​  **4.** Explain the historical, political and social factors that led to the creation of Africana Studies as a distinct entity in higher education and demonstrate the ability to utilize interdisciplinary knowledge and paradigms related to Africana Studies.   * 1. To improve the ability of students to think critically, analyze issues, and acquire oral and written communication skills.   **5.** Demonstrate oral communication and interpretive skills  **6.** Demonstrate knowledge of style and mechanics of writing and researchtechniques such as evaluation and documentation of evidence   * 1. To integrate service-learning, provide resources to the greater Fresno community, and to promote international education for global understanding   **7.** Students will promote awareness and understanding of local and international issues related to race, race relations, and tolerance and serve as advocates in the community to provide resources related to Africana Studies in the greater Fresno area. |

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| 1. **Curriculum Map (Courses X Learning Outcomes)**   **The AFRS Major**  Required courses for the major (from the catalogue):  Major requirements (33 units)  Lower-division requirements (12 units)  [AFRS 10](http://www.fresnostate.edu/catoffice/current/ethniccrs.html#anchorafrs10), [15](http://www.fresnostate.edu/catoffice/current/ethniccrs.html#anchorafrs15), [27](http://www.fresnostate.edu/catoffice/current/ethniccrs.html#anchorafrs27) or [36](http://www.fresnostate.edu/catoffice/current/ethniccrs.html#anchorafrs36); [SOC 125](http://www.fresnostate.edu/catoffice/current/sociolcrs.html#anchorsoc125) or [PLSI 90](http://www.fresnostate.edu/catoffice/current/poliscicrs.html#anchorplsi90)  Upper-division requirements (15 units)  [AFRS 137](http://www.fresnostate.edu/catoffice/current/ethniccrs.html#anchor734802), [104W](http://www.fresnostate.edu/catoffice/current/ethniccrs.html#anchorafrs104w), [144](http://www.fresnostate.edu/catoffice/current/ethniccrs.html#anchorafrs144), [150](http://www.fresnostate.edu/catoffice/current/ethniccrs.html#anchorafrs150) or [164](http://www.fresnostate.edu/catoffice/current/ethniccrs.html#anchorafrs164), [189](http://www.fresnostate.edu/catoffice/current/ethniccrs.html#anchorafrs189) (3 units)  Approved Africana electives (6 units)  Consult your academic adviser for approval.  <http://www.fresnostate.edu/catoffice/archives/1213/ethnicdgr.html#anchor747797> |

**Note:** We are including courses that are electives in the program for this assessment matrix and will add new courses as introduced. Our courses do not need to be taken in any particular order.

As a benchmark, we expect 2/3 of students to score in the top 40% of the appropriate rubric for each outcome.

I = Introduced, R = Reinforced, E = Emphasized

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| Courses | Outcome 1 | Outcome 2 | Outcome 3 | Outcome 4 | Outcome 5 | Outcome 6 | Outcome 7 |
| AFRS 1, 10, 15 | **I** | **I** | **I** | **I** | **I** | **I** | **I** |
| AFRS 20, 38 | **I** | **I** | **I** | **I** | **I** | **I** | **I** |
| AFRS 27, 40, 68 | **I** | **I** | **I** | **I** | **I** | **I** | **I** |
| AFRS 35, 36 | **I** | **I** | **I** |  | **I** | **I** | **I** |
| AFRS 129, 55T | **R** | **R** | **R** |  | **R** | **R** | **R** |
| AFRS 135, 142, 144 | **R** | **R** | **R** | **R** | **R** | **R** | **R** |
| AFRS 137, 139 | **R** | **E** | **R** | **R** | **E** | **R** | **R** |
| AFRS 150, 164 | **E** | **E** | **E** | **R** | **E** | **E** | **E** |
| AFRS 178, 104W | **E** | **R** | **E** | **R** | **E** | **E** | **E** |
| Lower-division courses | **I** | **I** | **I** | **I** | **I** | **I** | **I** |
| Upper-division courses | **R, E** | **R, E** | **R, E** | **R, E** | **R, E** | **R, E** | **R, E** |

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| 1. **Assessment Methods** |
| * 1. **Direct Measures (at least three)** |
| * + 1. Term Paper Reviews 1 – multiple courses/options – We will review samples of term paper assignments across multiple sections and courses with a common scoring rubric to assess writing competency. writing practices, and research skills.     2. Term Paper Reviews 2 - multiple courses/options – We will review samples of term papers across multiple courses with a common scoring rubric to assess cumulative learning related to specific outcomes in our courses. |
| * + 1. Digital projects and outreach activities – We will review samples assignments across multiple courses to assess outcomes in relation to new digital projects and community outreach activities. |
| * + 1. Embedded test questions/essay questions - multiple courses/options – We will assess selected essay questions across multiple courses or sections to assess learning outcomes. |
| * 1. **Indirect Measures** |
| * + 1. Exit survey for lower division courses – We will administer qualitative surveys to assess learning outcomes in lower division courses, including new Area F courses     2. Senior Exit Survey – We have developed a comprehensive survey to gather data from graduating seniors.     3. Alumni Survey – We will administer the Alumni Survey to graduated seniors     4. Exit survey for writing projects/cumulative portfolios – We will administer qualitative surveys to assess cumulative learning in upper division courses. |

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| 1. **Student Learning Outcomes X Assessment Methods Matrix** |
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| Assessment Activity | Outcome 1 | Outcome 2 | Outcome 3 | Outcome 4 | Outcome 5 | Outcome 6 | Outcome 7 |
| Term Paper Reviews | **X** | **X** | **X** |  |  | **X** |  |
| Portfolio/Project Reviews | **X** | **X** | **X** | **X** | **X** | **X** | **X** |
| Digital projects | **X** | **X** | **X** | **X** |  | **X** | **X** |
| Embedded essay test questions | **X** | **X** | **X** | **X** |  | **X** |  |
| Exit survey for lower division courses | **X** | **X** | **X** | **X** |  |  |  |
| Senior Exit Survey | **X** | **X** | **X** | **X** |  |  | **X** |
| Alumni Survey | **X** | **X** | **X** | **X** |  |  | **X** |
| Exit surveys for portfolios/final projects in upper division classes | **X** | **X** | **X** | **X** |  | **X** |  |

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| 1. **Timeline for Implementation of Assessment Methods and Summary Evaluations** |
| **Year 2019-2020**  1 - Program review site visit led by Dr. Theresa White from CSU Northridge completed Fall 2019  2 - Program response to site visit was submitted December 2019.  Spring 2020 - Assessment suspended due to COVID pandemic  **Year 2020-2021**  1 – UAPRS Memo for 3rd Program Review received September 2020. The Undergraduate Academic Program Review Subcommittee recommended the B.A. Degree in Africana Studies as a Program with Notation of Exceptional Quality for the quality of faculty work and extensive and responsive assessment activity practices.  2 – Review of research papers from *AFRS 150: South Africa* (Spring 2021)  **Year 2021-2022**  1 - Action Plan submitted November 30 2021. (Note: The Action Plan process began in Fall 2020, but it was postponed after a preliminary meeting in order to update the plan with new collaborations and developments due to the passing of AB 1460 and the creation of Area F Ethnic Studies courses.)  2 – Action Plan meeting held **May 6, 2022** to confer with the Dean and Associate Dean of COSS and the Dean of Undergraduate Studies to finalize and wrap up the 3rd program review cycle.  3 – Essay review of samples from *AFRS 144: Race Relations* for SLO A-4  4 – Sample essays and digital project for *AFRS 137: African American Women* (Fall 2021) held over for a larger data set with addition of Fall 2022 essays  **Year 2022-2023**  1 – Essay and digital project review of samples from *AFRS 137: African American Women*  2 – Essay review of new Area F course *AFRS 40: Law, Policing and Black Communities*  3 – Conduct evaluation of MLK-Gunnar Myrdal lecture (pending collaboration with co-sponsors)  **Year 2023-2024**  1 – Conduct Senior Exit survey  2 – Entry-exit surveys for lower-division Area F courses new in GE  3 – Review common essay for *AFRS 164* & *AFRS 150* on South Africa’s democratic elections (30th anniversary April 27th)  **Year 2024-2025**  1 – Review research papers from *AFRS 104W*  2 – Review projects from *AFRS 68: Black Protest* and *AFRS 40: Law, Policing, and Black Communities*  **Year 2025-2026**  1 – Review common essay in *AFRS 10* and *AFRS 27*  2 – Review sample essays in *AFRS 144* and *AFRS 135* |

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| 1. **Closing the Loop - Summary Evaluation, Curriculum Adjustment, and Reporting** |
| Progress on assessment will be discussed in a faculty meeting at least once per year to discuss results and continue updates of assessment progress. We will meet every two years to review all assessment activities in a summary evaluation and dialogue about needed changes to courses and/or pedagogy. The chair will report yearly on activities conducted under assessment as part of the year-end report. We expect that all assessment activities will yield some adjustments in pedagogical practices as well as adjustments in our future assessment activities. We plan to assess any new courses and certificates that the program develops.  Currently, our program consists of two full-time AFRS faculty and one faculty person who teaches ½ time in AFRS (DeAnna Reese, History Department). The Africana Studies Program at Fresno State is deeply committed to ongoing assessment and the improvement of teaching and learning. Africana Studies involves life-long, transformative learning whose effects are not necessarily visible only in the time that students are on campus and under our guidance. We will continue to adjust this SOAP according to the results of assessment activities and as the program evolves with the hiring (or the loss) of its faculty. |

**Addendum: Context and background for Africana Studies as a program and discipline at Fresno State**

The Africana Studies program at California State University, Fresno is one of more than 1,000 such programs in the United States. Started in 1970 under the umbrella of “Ethnic Studies,” the program has gone through a number of changes. Between 1971 and 1973, “Ethnic Studies” had five programs namely, Black Studies, Native American Studies, Armenian Studies, Asian-American Studies, and La Raza Studies. From 1989 on, the *Ethnic Studies Program* was made up of just two ethnic groups, African Americans and American Indians, because the other fields moved out to establish their own separate departments and identities. In the fall of 1999, the first majors in the African American Studies B.A. degree program were enrolled. A name change to the *Africana and American Indian Studies Program* became effective in Fall 2003 replacing the *Ethnic Studies Program*. In Spring 2010, *American Indian Studies* moved to the Anthropology Department (now housed with Women, Gender and Sexuality Studies, WGSS), and our program’s name became solely “Africana Studies.” The original SOAP plan for Africana Studies was completed and accepted in 2006 with our first program review, revised and updated in 2014 after the second program review, and this current plan after our third program review builds on activities previously finished from our first and second SOAPs.