**Africana Studies Assessment Report, 2017-2018**

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| **Department and Degree: Africana Studies, B.A.****Assessment Coordinator: Prof. Meta L. Schettler**1. **What learning outcome did you assess this year?**

SLO: A-3 “Analyze race relations and racial hegemony, historically within the U.S., Africa and the African Diaspora.” Assessed in 2 courses, one lower-division & one upper-division. |
| 1. **What assignment or survey did you use to assess the outcomes and what method (criteria or rubric) did you use to evaluate the assignment?** Please include the benchmark or standard for student performance in your assessment report.

 In the spring semester of 2018, we completed our 3rd self-study in March--and we are currently in the process of organizing the site visit for our third 5-year program review. Our timeline of activities from the current SOAP has ended so in the academic year 2017-2018, we chose to evaluate student work from a lower-division course and an upper-division course for courses not previously reviewed in the SOAP timeline. *AFRS 20: Critical Thinking About Race* is a GE course and a lower-division elective in the major. *AFRS 178: History of African Americans* is an upper-division elective in the major and also a required course in the newly approved joint certificate with the History Department, the *Certificate of Africana Historical Experience*. For the *AFRS 20* assignment, students were given three particular questions to structure a response to the 2012 PBS documentary, *Slavery By Another Name* about the development of the prison system in the 19th century, racial suppression, and race relations after the Civil War. It was the first journal response in a series of 8 online journal responses. Students were not required to complete a reading for the assignment, but instead asked to watch the film and think about: 1) How Jim Crow practices and laws helped sustain racial inequities established during slavery; and 2) Connections between the development of prisons in the 19th century and the modern prison system. The assignment needed to be 1-2 double-spaced pages (submitted as an MS Word document). For the assignment for *AFRS 178* students were required to write a 4-5 page book analysis of the 1853 memoir by Solomon Northup, *12 Years a Slave*. In particular, students were asked to respond to the following questions: “How does his portrayal of black family life (include at least two examples) shape his critique of slavery? What did Northup and/or other slaves have within him/them that allowed each to survive the ordeal of enslavement? How did the book help you to better understand the institution?” The 178 samples assessed were 2nd drafts that were re-submitted after class discussions and feedback. Between the two courses and two assignments, our students analyzed the SOAP outcome over an expanse of a century of U.S. history covering key periods such as pre-Civil War history, Reconstruction and the Jim Crow era.As a benchmark our SOAP states that we expect 2/3 of students to score in the top 30% of the appropriate rubric for each outcome. We rated the samples on a rubric of 1-4 with 1 point indicating “not proficient,” 2 points indicating “moderate proficiency/developing skills,” 3 points indicating “proficient skills/developed competence,” and 4 points indicating “excellent skills/proficient competence.” |
| 1. **What did you discover from the data?**

We split up our student samples with two different faculty evaluating each sample and then averaged the scores together for a median score for each sample. We discovered that 57% of our student samples for *AFRS 20* (13 out of 23) scored a 2.75 or higher placing them in the top 30% of our rubric. This percentage is slightly below our benchmark of 2/3 – 15 out of 23 samples would have met the 2/3 benchmark. Because this essay was only the first essay in a series of 8 journals due, students had only completed one month of the course, i.e. the assignment represents the beginning of students’ understanding and not necessarily the cumulative culmination of learning in the course. Therefore, although we did not quite meet the benchmark with this sampled assignment, we came very close to meeting the benchmark, falling short by only 2 samples.For *AFRS 178*, 86% of the student samples scored in the top 30% of the rubric, well above the 2/3 benchmark. Besides a higher percentage, the 178 students also scored higher in the rubric with the lowest proficient sample scoring 3.25 (top 20% of the rubric), 1 sample scoring 3.5 (top 12% of the rubric), 3 samples scoring 3.75 (top 6% of the rubric), and 1 sample scoring 4.0. We believe that these papers had higher proficiency because of the scaffolding process used by the professor, requiring students to revisit and revise their writing after first drafts. Below we are including excerpts from selected samples that scaled higher or lower on the rubric.For *AFRS 20*, less developed samples contained some inaccurate data and/or sweeping, generalized statements about race relations and racial hegemony.For *AFRS 20*, more proficient samples contained fully developed, interesting links between the modern prison system and the development of the prison system in the 19th century and/or more specific historical data related to race relations and racial hegemony. More proficient samples also tended to have more writing submitted, sometimes over twice the word count compared to less proficient samples.For 178, the one less developed sample had less understandable details and less comprehensive analysis of the book.Proficient samples from 178 cited specific data from the book with accurate citations and developed thoughtful links in response to the assignment questions.  |
| 1. **What changes did you make as a result of the data?**

We shared the cumulative, averaged scores for the samples with the faculty who assigned these papers and requested their feedback. The two assignments do correspond with each other in both content and method--through the development of historical knowledge about this learning outcome, and through the sequencing of topics and materials to aid student learning related to the outcome. As a lower-division class, *AFRS 20* represents the beginning of students’ knowledge and skills related to Africana Studies learning outcomes so it’s not unusual that students scored lower on the rubric than students enrolled in an upper-division class. However, the faculty member for *AFRS 20* plans to bring written responses into classroom discussions to introduce a similar in-class review process for draft writing like the activity done in the upper-division class *AFRS 178*. When posting online, students’ digital writing can sometimes be less formal than writing a traditional paper, but a multi-step process for their writing can benefit students’ learning by requiring review and revision after first drafts. Face-to-face consultations with other students in the class allows for peer-to-peer learning and will probably yield more developed responses bringing students’ learning above the SOAP benchmark. Because of the success of the assignment for 178, the faculty member for *AFRS 178* is continuing to use a first draft/final draft process to allow students to develop content and make revisions to improve their writing and analysis in a current course for Fall 2018.  |
| 1. **What assessment activities will you be conducting in the 2018-2019 AY?**

We have finished our current activity timeline and are in the process of conducting a five-year review. For the academic year 2018-2019, we plan to assess writing samples and a survey from a service-learning project in relation to outcome C-6, “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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| In this service-learning project, *AFRS 104W* students are sharing writing with 5th graders at Wilson Elementary School in Fresno Unified. *AFRS 104W: Writing About American Inequality* is a required upper-division course in the major. We also plan to assess writing samples from either one or two upper-division courses offered within a newly approved social justice certificate: *AFRS 146. Law and the Minority Community* and/or *AFRS 150. South Africa*. Both courses will be offered in Spring 2019, and we will assess outcome A-1, “Identify socio-cultural origins of racism, sexism, prejudice and discrimination in relation to African peoples and identify key concepts related to recognizing discrimination, i.e. institutional discrimination, overt discrimination, covert discrimination, inter-group and intra-group discrimination.”  |

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| 1. **What progress have you made on items from your last program review action plan?** Please provide a brief description of progress made on each item listed in the action plan. If no progress has been made on an action item, simply state “no progress.”

We have completed all of the items on our action plan from the 2012-2013 program review. Our last action plan was finalized in the spring of 2014. Since our last annual assessment report from 2017, two new certificates have been approved by the university that include multiple Africana Studies courses: 1) our joint certificate with the History Department, the *Certificate in* *Africana Historical Experience*, and 2) the *Certificate in Social Justice* to be offered by the Philosophy Department starting in Spring 2019. We hired Dr. Takkara Brunson in 2017 so academic year 2017-2018 was her first year teaching for the program giving us greater teaching resources and expanded research knowledge to serve the Fresno State community and Africana Studies majors. In June 2018, two faculty members, Drs. Brunson and Schettler, participated in the Ghana International Faculty Partnership Seminar offered by the CSU Faculty Affairs Committee of the Academic Council on International Programs (ACIP), at the University of Ghana, Accra. This increased our ties to other CSU faculty involved with research in Africa, which is closely related to our Action Plan goal to increase ties to Ethnic Studies and Africana Studies faculty in the CSU. CSU faculty in the Ghana seminar came from all disciplines including Business, Social Work, English, Anthropology, and Theater Arts and represented multiple campuses from San Marcos to Sacramento. Our number of majors has stayed stable or grown slightly over the past 4 years (see below) We also look forward to advertising the two new certificates to recruit students to take more AFRS courses:2015 – 16 AFRS majors, 11 minors2016 – 17 AFRS majors, 1 double, 11 minors2017 – 21 AFRS majors, 1 double, 9 minors2018 – 21 AFRS majors, 2 double, 3 minorsAfricana Studies faculty continue to collaborate in collegial ways to host events for the campus and participate in interdepartmental and cross-campus events. Events include the renewal of the Gospel Choir (performance May 2018), installing the Black AgitProp Exhibit in Madden Library for Black History Month, speaking for Women’s Herstory Month (March 2018), hosting the African American Intellectual Thought Symposium (April 2018), and sponsoring a film for *Cineculture* (*Serenade for Haiti*, Spring 2018). |