

**Major Assessment Report – Africana Studies Program, 2016-2017, B.A.**

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| 1. **What learning outcome(s) did you assess this year?**   We assessed SLO A-1 & A-3:  **A.** 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, i.e. institutional discrimination, overt discrimination, covert discrimination, inter-group and intra-group discrimination.  **3.** Analyze race relations and racial hegemony, historically within the U.S., Africa and the African Diaspora. |
| 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**?   We collected an exit survey in a lower division course *AFRS 15: Slavery and the American Experience*. We developed this brief survey in conjunction with the faculty member teaching the course (Dr. Simba) aligning the outcomes with topics in the class. As a benchmark (as stated in our SOAP), we expect 2/3 of students to score in the top 30% of the appropriate rubric for each outcome. However, after reviewing the data collected (20 surveys total), the survey did not yield as much data as we expected. Because the survey was collected in May at the end of a class period, students only wrote very brief responses to three separate questions. Although the questions clearly linked the student learning outcomes to course topics, student responses often did not contain many details related to course topics or key terms and ideas from the student learning outcomes. |
| 1. **What did you discover from the data?**   We used the following scale for scoring the surveys linking them to the SLOs.  **1 = Not proficient, 2 = Proficient skills, 3 = Exemplary skills**  Four faculty members reviewed 20 surveys rating each survey with a score of 1-3 to rate their skills. We then averaged the scores of the four faculty which resulted in the following breakdown:   |  |  | | --- | --- | | 1 to 2 | 10 surveys | | 2.0 exactly | 3 surveys | | 2 to 3 | 7 surveys |   Half of the total surveys collected were rated to be proficient, but half were not proficient. Only 4 student surveys, or 20%, of the total surveys scored rated above 2.5, well below our benchmark goal of 2/3 of the sample scoring in the top third of the rubric. Below are samples from the 20 surveys to demonstrate the relative strengths and weaknesses that we found  Exemplary skills were demonstrated when referencing multiple kinds of discrimination (gender, race and class) and analyzing concrete details, examples, and lessons from the course.  Excerpt from Sample 11 rated 3.0: The TransAtlantic Slave Trade really set the tone for the way that racial minorities and especially people of African descent are viewed and treated in the U.S. White privilege continues to take place throughout the U.S. and white people continue to hold the majority of power and wealth. Racial stereotypes of Black people stem from slavery. Strong gender roles were a part of the transatlantic Slave trade and slavery. Social classes (racial minorities at the bottom, white people at the top) continue to reflect social classes from generations ago. Slavery in the U.S. set the tone for negative racial ideologies among people of African descent. Racial ideologies from slavery and racial stereotypes are still seen in regards to society’s general view of Black people.  Excerpt from Sample 14 rated 2.8: This class really opened my eyes to the economic factor of slavery in America. Capitalism is a system the (sic) requires supply and demand and in this perfect system, there shouldn’t be one without the other. Slaves were demanded and so they were supplied. Because slaves were, for the most part, denied education, it was easy for the Southern whites to convince themselves, and others, that the lack of intelligence was due to the different ethnicities. This was crucial in the implementation of a racial hierarchy.  Proficient skills were demonstrated with analysis of race and class discrimination but were less developed than exemplary samples.  Excerpt from Sample 8 rated 2.3: Most of it was review, but a reminder of the structure of slave castles in the West Africa coast and the intermixing of race with slave castle controllers created a caste of Mulatto controllers. Slavery being about class as much as race makes sense (although is a relatively new concept to me.) Slavery built up the U.S., stunted Africa’s growth and accelerated the diaspora. Exporting Africans who were smart, skilled and strong not only depopulated Africa but removed the developers who would have built up Africa.  Excerpt from Sample 9 rated 2.0: After taking this course, it allowed myself to go further on better understanding the human conditions of enslaved Africans. The way they lived on the plantations forcibly being marginalized, being dehumanized. Slavery played a huge role for our country determine race classes, race relations, and race status. That was how white dominance occurred making of white color the superior race of North America.  Samples rated as non-proficient were typically brief answers with little detail.  Excerpt from Sample 10 rated 1.6: This has helped me understand the dynamics of slavery, which is a class issue not a race issue. It created the idea that white man’s power, and that people of color can only be close to equal to whites if they have money but never truly equal. This still exists today.  Excerpt from Sample 2 rated 1.6: We learned about buyers and sellers, racial callings, and gender roles in the slave community. Slavery showed the world that slavery was ok and torture and owning a human was accepted spreading the act of slavery and ideology and whites were superior. |
| 1. **What changes did you make as a result of the data?**   We have not taken any action yet as a result of this data. We believe this survey instrument may not provide an accurate measure of cumulative learning in this lower-division course because of the brevity of student responses. At the time that we prepared the survey, the questions seemed to definitely reflect student learning outcomes from our SOAP. However, student responses did not have the time or space to fully develop their answers, and they frequently overlooked specific aspects of the questions given. We have only used a qualitative exit survey for a lower division course one other time in the Fall of 2013 for *AFRS 10: Introduction to Africana Studies.* That survey yielded more usable data because we collected data twice, once at the beginning of the course and again at the end of the semester. We have three lower-division course requirements in the major and plan to collect material from *AFRS 27: Africana Cultures and Images* in Spring 2018. The same student-learning outcomes will be assessed in AFRS 27 that were assessed in AFRS 15, but we will be using an embedded assessment with a course assignment instead of an indirect measure like this survey. Students need more time to thoughtfully respond and formulate answers related to race relations, racial hegemony and the socio-cultural origins of discrimination. |
| 1. **What assessment activities will you be conducting in the 2017-2018 AY?**   We have finished our current timeline and are currently planning for our 3rd self-study report and program review. We are planning to collect an assignment in *AFRS 27: Africana Cultures and Images* (SLO 1), send out an Alumni survey in the current semester, Fall 2017, and collect essays from 2 upper-division courses *AFRS 178: History of African Americans* and *AFRS 150: South Africa* (SLO 3). As an elective, 178 has never been assessed, and 150 has not been assessed since the Spring of 2012. We will start discussing and drafting a new timeline of assessment activities based on what we’ve completed in the last five years. |
| 1. **What progress have you made on items from your last program review action plan?**   Our last action plan was finalized in the spring of 2014. We reduced the number of SOAP outcomes to make assessment more manageable. We also added a benchmark to the SOAP and adjusted rubrics to make the benchmark applicable. We may revise the benchmark with further discussion with faculty as we go through our next program review and assess requirements in the major. We have continued discussion about joint certificates, particularly with the History Department, but the curriculum change has not been officially submitted yet. We set a goal of increasing our total number of majors by 5 per year. We have not been able to accomplish this goal overall for a net increase of majors, but we have added majors as our seniors have graduated maintaining the same number of majors overall with 21 majors in 2013 and 22 majors currently in 2017.  #’s of majors  2013 – 11 AFRS, 10 double, 7 minors  2014 – 17 AFRS, 6 double, 11 minors  2015 – 16 AFRS, 11 minors  2016 – 17 AFRS, 1 double, 11 minors  2017 – 21 AFRS, 1 double, 9 minors  Our faculty continue to host many guest speakers and support campus activities including Welcome Black, the new Harambee orientation, African Peoples’ History Month, the Black Popular Culture Lecture Series, the Hip Hop Research and Interview Project, the African American Intellectual Thought Symposium, African American EDGE, Onyx, ABC (Afrikan-Black Coalition), Latino Commencement and African American Commencement.  Faculty Resources  We successfully completed our West African culture/African Diaspora search in the spring of 2017 and hired Dr. Takkara Brunson. Dr. Brunson’s position replaces the line for Dr. Yaw who left the university in 2010, and she brings expertise in African culture in the Diaspora and Afro-Cuba women’s leadership. We have participated in four joint searches in the past four years (CLAS, Sociology and two with Criminology) to try to increase faculty resources, but unfortunately did not hire any joint positions.  Offers were extended in 3 out of 4 searches, and the joint search with CLAS was cancelled after phone interviews/before campus visits. We currently have a new solo search for a position to teach the history of Black Music and build the Gospel Choir. We continue to seek new cross-campus collaborations such as cross-listing with Peace and Conflict Studies, Criminology, and Philosophy’s new Social Justice certificate.  Summary of Assessment Activities  We have typically undertaken 3 or 4 assessment activities annually, going well beyond the required 2 activities per year. We still need to conduct our alumni survey to successfully gather data from recent alumni, and this will be especially useful as we start our next program review. In the last 5 years we have assessed student work or student feedback in all but one of our required major courses. *AFRS 36: Contemporary African Societies* has not been offered since Dr. Yaw left the university because it overlaps in content with *AFRS 164: African Cultural Perspectives*, and we couldn’t offer both sections due to decreased faculty resources. We have also assessed frequently offered electives such as *AFRS 135: African American Community*, *AFRS 139: Black Male Experience* and *AFRS 129: African American Literary Classics*. We have reviewed student work and student feedback related to all five of our SOAP outcomes, including outreach activities and service learning projects. With the addition of one new faculty person this year and one new faculty person next year, we plan to continue and expand outreach to the Fresno State campus and the greater Fresno area and also make additions to our curriculum offerings related to new faculty’s research and interests.  **Additional Guidelines:** If you administered a survey please consider attaching a copy of the survey so that the Learning Assessment Team (LAT) can review the questions.  **Qualitative Exit Survey for AFRS 15 – Spring 2017**   1. Describe how this class gave you knowledge of class relations, racism, sexism, and African ethnic strata related to the trans-Atlantic Slave Trade’s origins. 2. Briefly describe/summarize what you learned about race relations and racial domination related to slave narratives, plantation owners’ written memories and WPA oral interviews. 3. How did slavery in the Americas promote the domination of racial ideology and its emergence as an intercontinental fault line that ran through the U.S., Africa, and the African Diaspora? |
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