**Annual Assessment Report for 2020-2021 AY**

Department/Program: Africana Studies Program Degree: B.A.

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1. Please list the learning outcomes you assessed this year.

First we assessed SLO B-5:

1. **To improve the ability of students to think critically, analyze issues, and acquire oral and written communication skills.**
2. **Demonstrate knowledge of style and mechanics of writing and research techniques such as evaluation and documentation of evidence**

Secondly, we are revising language in AFRS SLO A-1 to include new key terms listed in SLO-1 for the new Area F Ethnic Studies requirement. The new Area F SLO’s were created collectively by multiple Ethnic Studies faculty statewide, and the content of our courses in Africana Studies aligns very directly with the mission stated in these SLO’s because of the shared history between Africana Studies and other Ethnic Studies programs. Because we created and/or revised four new courses for Area F in the Fall of 2020, that experience allowed us to consider adding key terms to improve our own SOAP. We also added the term “intersectionality” because the SLO already directly mentioned both race and gender to consider multiple types of discrimination.

Previous SLO A-1

* 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, i.e. institutional discrimination, overt discrimination, covert discrimination, inter-group and intra-group discrimination.

Revised SLO A-1 (changes marked in italics)

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, overt discrimination, covert discrimination, inter-group and intra-group discrimination*, race, racialization, ethnicity, equity, ethno-centrism, eurocentrism, white supremacy, self-determination, liberation, decolonization, sovereignty, imperialism, settler colonialism, intersectionality, and anti-racism.*

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 describe the assignment and the criteria or rubric used to evaluate the assignment in detail and, if possible, include copies of the assignment and criteria/rubric at the end of this report.**

We assessed a final research paper in the upper division elective *AFRS 150: South Africa*, which is an 8-page research paper in five parts that requires a prospectus, an abstract, an author’s note/self-reflection, and an annotated bibliography along with the body of the paper. This assignment was well suited for assessing the chosen outcome to “demonstrate knowledge of style and mechanics of writing and research techniques such as evaluation and documentation of evidence.” This assessment task included both direct and indirect assessment measures because faculty assessed direct student work and students were asked to write a self-reflection on the following questions:

What do you think the major strengths of your paper are? What are the most valuable things you learned from the assignment? Do you have any urgent unanswered questions about your topic, and why?

We rated the papers on a scale of 1-4: 4 = exemplary, 3 = above average, 2 = proficient, and 1 = not proficient. We did not use a multi-criteria rubric, but faculty were asked to give summative feedback and/or cite sample sections of the paper to justify their score of each sample. Faculty did give feedback on both knowledge of style and mechanics of writing and research techniques such as evaluation and documentation of evidence.

1. What did you learn from your analysis of the data? Please include sample size (how many students were evaluated) and indicate how many students (number or percentage instead of a median or mean) were designated as proficient.

We examined 19 samples in total, which was not the total enrollment of the class, but did include all work submitted for this assignment. Of this group, 4 samples were rated exemplary, 6 samples were rated above average, 7 samples were rated proficient, and 2 samples were rated not proficient. This shows that 90% of the samples met the standard of proficiency and 53% of the samples were above average.

 Excerpts from samples with different ratings pasted below:

 Sample 11 rated Not Proficient – 1

As you can see in this article the begging of the Youth activist was only the beginning. After years of this being celebrated year after year the youth are still going strong and are not scared to put their input in order to make a change for the world. “Deforestation in Africa and local energy policies promoting fossil fuels were all adding to the crisis, said Makenna Muigai of Kenya.” (Doyle) Deforestation does harm a lot of wildlife and has definitely been a topic lately.

This sample was off-topic by including East Africa in the conclusion of the paper so evaluation of research seems lacking.

Sample 13 rated Proficient – 2

The following comment from Doctor Hendrik Ver, the minister for native affairs, and the National Party exemplify the national party's stand on South African education.  "The school must equip him to meet the demand was the economic life of South Africa. We'll impose there is no place for the Bantu in the European Community above the level of certain forms of Labor ..." On July 7th, 1954, the speech was delivered before the national Senate. It eloquently demonstrates the racial underpinnings of the Bantu Education Act. (R. H. W. Shepherd, 1955)

This paper did contain the required number of sources with citations, but the analysis remained very general with just a basic overview of commonly known South African history already covered in the course.

Sample 2 rated Above Average – 3

Author’s note: I honestly want to say that this paper is probably the most research I have done on a topic for a paper in my school career. I feel like this assignment has taught me how to conduct research and how to be very specific when looking at the different types of sources.

This kind of sensationalism reporting and stigmatization of gay people was overwhelmed by the double standard that South Africa media would print bigoted moral views. But, they would be scared to communicate about life-saving strategies to the public. In 1993, Van Niftrik had this to say about the state of South African AIDS reporting: “The government owned and controlled national radio and television network is obdurate in its refusal to transmit meaningful AIDS awareness messages. It contents itself with paying lip service to the dangerous disease by floating watered-down messages as to obscure the true risks. Some people were aware of the true dangers of HIV/AIDS. All but one radio station would not even consider condom ads. Television stations would not allow material, which was so veiled in euphemisms that it might as well be promoting a glass of warm milk to ensure a good night’s rest.” (Fourie, pg 65). Overall this quote signifies that media reporting of AIDS was more part of the problem instead of being part of the solution.

Sample 16 rated Above Average-3:

Well argued. Good research. “The philosophy of Black Consciousness represents an idea of unity, after Biko’s death in September 1977 the foundation of internal resistance only rose in action due to his death. Seeing this as a problem the government decided to illegalize and ban all organizations that deemed a threat to the apartheid government. This however did not stop activists from regrouping in secret but created different perceptions of Black Consciousness.”

Sample 17 rated Above Average-3:

Covered the material well and seemed to connect with the assignment. “The most valuable thing I learned from this assignment was the power of knowing your why. Knowing what is right, what you feel, and being able to relate to others is so powerful to me. I feel using your platform and having a voice is a great way to get people to follow your lead and make change, a lot like Mandela.”

Sample 5 rated Exceptional-4:

Author’s Note: It was very interesting researching the topic about the LGBTI community in South Africa and its relationship with the HIV/AIDS epidemic. I believe a strength in my paper is the data I have included. Looking amongst various datasets, I saw similar numbers so I do not feel discouraged. Initially, I was interested in looking at the relationship because of America’s history with AIDS. I wanted to see if the prevalence and the way members of the gay community were treated during the 1980s US epidemic were treated the same as in South Africa. I was surprised to find out that unlike the US, the highest prevalence from HIV was not from homosexuals but from heterosexuals. Although the hate crimes remained about the same, in comparison to the US, South Africa is more of a liberal country towards the LGBTI community in terms of policies. I had a great time writing and learning about this topic that I hope one day in the future I can publish my own article regarding the same topic.

Sample 18 rated Exceptional-4

Good introductory assessment of the ethnic breakdown of South Africa. “South Africa as many know is very much so diverse, in that it consists of not only different ethnicities such as Black Africans, Coloured (of multiple ethnicities), and White, but also many different cultures. Now with South Africa being extremely diverse in terms of culture, these various cultures of course consist of their own ideals, practices, etc. …One of these many cultures for example is the Xhosa culture, which is essentially considered to be the second largest cultural group in South Africa, following that of the Zulu culture being the first. Interestingly, the Xhosa and Zulu cultures are actually somewhat interlinked, being both considered groups of the “Nguni” people simply described as closely related groups of Bantu-speaking ethnic people. It is important to acknowledge and understand that there are considered a total of four major ethnic divisions among Black South Africans (including “Nguni”), being: 1. Nguni 2. Sotho 3. Tsonga 4. Venda”

Sample 19 rated Exceptional-4

Well organized and structured. “The idea that African people cannot share the same or if more intelligence to conjure a new philosophy is an attempt to make philosophy exclusive to the European mind.”

1. What changes, if any, do you recommend based on the assessment data?

The papers rated 2, proficient but not above average, were the largest sample group and also show the areas where improvement is most needed. Samples in this group had weaker research and more errors in writing/revision/editing. In the future, at least one class session close to the assignment deadline should be devoted to peer-to-peer learning so that students with stronger research skills have space and time to share their knowledge and experience with others. Although the guidelines contain many tips and writing resources, the addition of a rubric is also necessary to give students a concise description of criterion needed for stronger outcomes.

This research paper was also the basis for oral group presentations where students presented their research findings in small groups to the whole class. In this way they did learn from each other’s research findings. However, more hands-on activity and direct feedback needs to be built into the assignment to support students in the final drafting of their projects. More encouragement to utilize campus resources such as the writing center <http://www.fresnostate.edu/artshum/writingcenter/> could allow students to produce more complete work with stronger research and writing.

1. If you recommended any changes in your response to Question 4 in last year’s assessment report, what progress have you made in implementing these changes? If you did not recommend making any changes in last year’s report please write N/A as your answer to this question.

In 2019 we assessed a service-learning/writing project conducted multiple times with K-12 teachers in Fresno Unified School District. From 2015 to 2019 we organized pen pal projects between Fresno State students and younger students at Hoover High, Edison High, and Wilson Elementary. The project was meant to continue in Spring 2020 but was cut off due to the pandemic. We have not rebooted the project since that time and do not have immediate plans to restart it so the recommendations considered in our 2019 assessment review were not implemented.

1. What assessment activities will you be conducting during the next academic year?

We are currently preparing for a second Action Plan review meeting which was postponed in Fall 2020 by mutual agreement between administrators and the AFRS program due to the initiation of the Area F Ethnic Studies requirement. We still have to create a new timeline of assessment activities, but the revision of SLO A-1, and the approval of four new Area F lower-division courses will be our first area of concern. We plan to assess SLO A-1 in at least one lower-division course.

1. Identify and discuss any major issues identified during your last Program Review and in what ways these issues have or have not been addressed.

We just created a new Action Plan in 2020 which has not been formally finalized. We lost our only tenure-track faculty member in the Summer of 2021 when she moved after four years at Fresno State to another institution in Texas (gaining promotion and tenure with her move.) For nearly the entire time that Africana Studies Program has existed at Fresno State, the program has only had two faculty lines teaching full-time with the addition of part-timers and one joint-appointed faculty with the History Department (Dr. Reese). Having only two FT TT faculty somewhat hampers our ability to carry out major programmatic changes and revisions. The coordinator Prof. Thomas Ellis is currently seeking a replacement hire for the tenure-track faculty loss this summer which gave us three faculty lines. We typically have been granted a new hire only about every 8 or 9 years, and not automatically given replacement hires when AFRS faculty or AFRS-affiliated faculty (like Dr. Malik Simba) leave or retire.

We will continue to discuss and review major areas of need outlined in our draft Action Plan. At least two initiatives in service-learning and international education were cancelled because of the onset of the pandemic in Spring 2020.

Addendum 1 – Faculty Rubric for Assessing Individual Samples

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| Sample # | Exemplary = 4Thoughtful analysis with creative and original links; well-documented sources, demonstrates comprehensive understanding of chosen topic;very few typos or grammatical mistakes with strong framing of topic overall  | Above average = 3Developed analysis of chosen topic; appropriately documented sources, good understanding of chosen topic; may contain typos or grammatical mistakes but paper is organized and structurally sound | Proficient = 2Most citations are well-documented; understanding and analysis of topic remains general or overly broad; typos; grammatical mistakes and/or organization could be improved  | Not proficient = 1Sources not documented correctly; understanding of topic appears weak or misguided; typos and/or grammatical mistakes impede understanding and readability |

Addendum 2 – Student Guidelines for Assessed Assignment

AFRS150: South Africa/Spring 2021@ Fresno State

RESEARCH PAPER guidelines and suggestions:

Length of Paper = 8 pages (5-6 pages in the body & 2-3 pages for the annotated bibliography)—please include a word count at the end of the paper. Start here for Research sources =><https://library.fresnostate.edu/>

Point Breakdown

o Title page with creative title & epigraph (a quotable quote) 5 pts.

o Part 1 – Abstract, 200-word summary. Place the abstract after a title page = 20 points

o Part 2 - Author’s note - self-reflection, 150 words = 20 points

What do you think the major strengths of your paper are? What are the most valuable things you learned from the assignment? Do you have any urgent unanswered questions about your topic, and why?

o Part 3 - Intersectionality, South African Identity & Prospectus w/2 sources & 2 subtopics (125 words minimum from discussion board 4) = 20 points

o Part 4 – Body of the paper = 5-6 pages of original analysis with documented citations = 100 points

o Part 5 - annotated bibliography/4 academic sources minimum = 35 points (2-3 pages, 100 words minimum per source)

Topics: SA women’s activism

Colonial wars w/British & Dutch settlers (mainly Zulu & Xhosa)

Youth activism and/or the armed struggle against apartheid

African nationalism & the struggle against apartheid

Pan-Africanism and its critiques

Steve Biko and Black Consciousness

Negotiations and April 27, 1994, the first democratic elections

TRC, the Truth & Reconciliation Commission/led by Archbishop Desmond Tutu

Economic challenges in the “new” South Africa

The AIDS crisis in the new SA

Ethnic and racial minorities/Identity in the new SA (Esp. whites, immigrant Africans, mixed race or “Coloured,” Khoi-San/Griqua)

Gay rights/Gay activism in the new SA

South African writers, artists, musicians/Exile and critique during apartheid

Policing in the new South Africa

South African hip hop/music/dance

the armed struggle, Umkhonto we Sizwe

Politics in the new SA/corruption

Education and educational reform in the new SA

Mining and strikers in the new SA (e.g. Marikana massacre in 2012)

The SA media, journalism and democracy

Gender issues - rape, sexism, political power, etc.

Traditional African culture and change

Housing issues/homelessness/forced removals in the new SA

REQUIREMENTS & Tips

=> Final paper = Minimum pages of body = 5 and maximum = 7 which is 1250-1750 words

=> Annotated Bibliography = 125 minimum word description of each source so your final bibliography should be at least 2½ pages long for 5 sources or 3-4 pages long for 7-8 sources.

=> Brainstorm a creative title to catch reader’s attention.

=> Consider including an epigraph, a creative quote below title which complements title

=> Introductions should not necessarily contain a lot of data & research or data analysis but should give an overview/summary of the entire paper & state main thesis. Consider rewriting the entire first page when you have finished your paper because your ideas will have evolved and changed from when you first started.

=> Use a minimum of 4 academic sources for the final paper (i.e. journals and books from Madden Library.) Please do NOT use only or mostly Internet sources – they’re not peer-reviewed, are frequently unreliable and give much less depth than traditional research. In our digital age, you can find scholarly articles online, but it’s safer and really easier to go through Madden Library first because those sources are already vetted by librarians who are professionals at doing research.

=> Try not to use research sources more than 25 years old. If you do, then analyze the source critically and consciously within its historical context and not just as another source for your analysis. Research implies NEW discoveries so try not to repeat information already covered in required course readings as much as you can.

=> Please use proper format for bibliographies – don’t make up a format. You must use an approved academic format such as MLA, Chicago or APA. You can use any format as long as you’re accurate and consistent.

=> Re: plagiarism – do NOT use exact lines from sources without quote marks – develop your own ideas and quote sources only when definitely necessary. Even when paraphrasing your sources, you still need to record citations to document where you collected your information. It will be a requirement to submit your papers to Turnitin which is an online anti-plagiarism program.

TIPS for the writing process: Analyze a particular issue that explores South African history and culture. Find 4-7 peer-reviewed scholarly articles or books for your final paper. You should not use more than one course reading as a source because research implies new discovery. 1) Try doing an outline of your paper to clarify logic/structure & identify topics/subtopics to include in your introduction. 2) Check for repetition of ideas – you want to push your analysis forward, not stand still. 3) Avoid any/all sweeping generalizations about race, class or culture in your own analysis. Please make an effort to replicate South African spellings for identity groups. Just check your sources for this. 4) Try to go narrow and deep. Looking too broadly will weaken your analysis. 5) Leave out first person language “I”/personal experience – it sounds too casual and as an anecdotal narrative, it may clash with academic sources. Put the focus on your topic first, not yourself. Explain lessons about South Africa, with all its complexity.

TIPS for incorporating quotes in your writing, and for paraphrasing: Too many quotations, too many voices, can overpower your own. Quotations should fit into your argument, not appear out of thin air. They should be grammatically consistent with the rest of your essay. If punctuation, pronouns, and verb tenses don’t flow with your own words, paraphrase and cite the needed material, or make minor changes within the quotation, surrounding them with brackets [ ]. All quotations should be unobtrusive. Quote only sentences, passages, or words that are especially succinct, memorable, or powerful. Remember, you must indicate a source even when paraphrasing. Keep paraphrasing to a minimum because it is your ideas, your argument that counts to convince your readers. Adapted from:<http://theliterarylink.com/usingquotes.html>

PURPOSE of the annotated bibliography--The standard bibliography details the citation information of the consulted sources: author(s), date of publication, title, and publisher's name and location (and for articles: journal title, volume, issue and page numbers). The primary function of bibliographic citations is to assist the reader in finding the sources used in the writing of a work. To these basic citations, the annotated bibliography adds descriptive and evaluative comments (i.e., an annotation), assessing the nature and value of the cited works. The addition of commentary provides the future reader or researcher essential critical information and a foundation for further research. Whether an annotated bibliography concludes an article or book—or is even itself a comprehensive, book-length listing of sources—its purposes are the same:

To illustrate the scope and quality of one’s own research

To review the literature published on a particular topic

To provide the reader/researcher with supplementary, illustrative or alternative sources

To allow the reader to see if a particular source was consulted

To provide examples of the type of resources available on a given topic

To place original research in a historical context

TO SUM UP: In your annotations you should evaluate, summarize and assess your sources in relation to your research project. How does the source contribute to your research? You can go back and revise as you progress in your research. Modified from <http://guides.library.ucsc.edu/write-an-annotated-bibliography>