

STUDENT OUTCOME ASSESSMENT PLAN

COLLEGE OF SOCIAL SCIENCES AFRICANA AND AMERICAN INDIAN STUDIES PROGRAM B.A. AFRICAN AMERICAN STUDIES

I. MISSION STATEMENT

The Africana and American Indian 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, American Indians in North America and other ethnic groups in the United States.

II. OVERVIEW

Degrees offered from the Africana and American Indian Studies Program (AAIS) include the following:

- B.A. in African American Studies
- Double Major in African American Studies
- Minor in African American Studies
- Minor in American Indian Studies
- Minor in Ethnic Studies

III. BACKGROUND FOR AFRICANA AND AMERICAN INDIAN STUDIES

HISTORICAL CONTEXT:

The Africana and American Indian 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 until recently, the *Ethnic Studies Program* has been made up of just two “Ethnic” groups--African American and American Indians as the other programs moved out to establish their own separate departments and identities. Other significant changes occurred in 1998 when a new major in African American Studies and a minor in American Indian Studies were instituted. In the fall of 1999, the first majors in the African American Studies B.A. degree program were enrolled. Based on the reality of our current course offerings and available “Ethnic” concentrations for a period of 15 years, we proposed a name change to *Africana and American Indian Studies Program* effective Fall, 2003.

AFRICANA AND AMERICAN INDIAN STUDIES PROGRAM:

Africana and American Indian 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.” (CSUF General Catalog, p. 409) Our program’s curriculum is also central to the University’s Mission that “...fosters an

environment in which students learn to live in a culturally diverse and changing society.” (CSUF General Catalog, p. 14)

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 African American (Africana) Studies at Fresno State provides an epistemological basis for the understanding of the historical, social, political, and cultural experiences of African peoples.

American Indian Studies examines the indigenous cultures of ancient, historical, and contemporary America. This program is intended to strengthen American Indian communities in the Central Valley and help introduce native cultures and issues to all students.

IV. GOALS AND OBJECTIVES

GOAL A: To gain culturally-appropriate knowledge to understand the experiences of African peoples and American Indians in relation to the construction of race/ethnicity in America

Objectives: Upon completion of the program students will be able to:

1. Identify socio-cultural origins of racism, sexism, prejudice and discrimination in relation to African peoples, American Indians and other ethnic groups.
2. Demonstrate knowledge and comprehension of the variable constructions and/or ideologies of race, class, and gender.
3. Identify key concepts related to recognizing discrimination, i.e., institutional discrimination, overt discrimination, covert discrimination, inter-group and intra-group discrimination.

GOAL B: To acquire academic skills that illuminate the connectedness of the human experience through interdisciplinary coursework

Objectives: Upon completion of this program students will be able to:

1. Analyze race relations and racial hegemony, historically within the U.S., Africa and the African Diaspora.
2. Explain the historical, political, and social factors that led to the creation of Africana and American Studies as distinct entities in higher education.
3. Demonstrate the ability to utilize interdisciplinary knowledge and paradigms related to Africana and American Indian Studies.

GOAL C: To think critically, analyze issues, and acquire oral and written communication skills

Objectives: Upon completion of this program students will be able to:

1. Demonstrate critical thinking, oral communication and interpretive skills.
2. Demonstrate knowledge of research techniques, evaluation of evidence, documentation, organization, style and mechanics of writing.

GOAL D: To integrate service-learning, provide resources to the greater Fresno community, and to promote international education for global understanding

Objectives: Upon completion of this program students will be able to:

1. Promote awareness and understanding of local and international issues related to race, race relations and tolerance.
2. Integrate field work experience in the community with their coursework.
3. Serve as liaisons between the university and community organizations to provide resources to the greater Fresno area.

V. STUDENT OUTCOMES BY COURSES

Obj. No.	Objectives -- Students will be able to:	Course No.	Goal focus: Cognitive (C), Performance/Skill (S), Affective (A)
A-1	Identify socio-cultural origins of racism, sexism, prejudice and discrimination in relation to African peoples, American Indians and other ethnic groups	AAIS 1, AAIS 5, AAIS 27, AAIS 103, AAIS 137, AAIS 144, AAIS 150, AAIS 164	C
A-2	Demonstrate knowledge and comprehension of the variable constructions and/or ideologies of race, class, and gender	AAIS 1, AAIS 20, AAIS 104W, AAIS 137	C
A-3	Identify key concepts related to recognizing discrimination, i.e., institutional discrimination, overt discrimination, covert discrimination, inter-group and intra-group discrimination	AAIS 1, AAIS 20, AAIS 27, AAIS 144	C
B-1	Analyze race relations and racial hegemony, historically within the U.S., Africa and the African Diaspora	AAIS 5, AAIS 36, AAIS 103, AAIS 144, AAIS 150, AAIS 164	C

B-2	Explain the historical, political, and social factors that led to the creation of Africana and American Studies as distinct entities in higher education	AAIS 1, AAIS 27, 103, AAIS 178	C
B-3	Demonstrate the ability to utilize interdisciplinary knowledge and paradigms related to Africana and American Indian Studies	AAIS 21, AAIS 121, AAIS 137, AAIS 178, AAIS 165	C
C-1	Demonstrate critical thinking, oral communication and interpretive skills	AAIS 1, AAIS 20, AAIS 27, AAIS 144	S
C-2	Demonstrate knowledge of research techniques, evaluation of evidence, documentation, organization, style and mechanics of writing	AAIS 20, AAIS 104W, AAIS 189	S
D-1	Promote awareness and understanding of local and international issues related to race, race relations and tolerance	AAIS 27, AAIS 36, AAIS 189, AAIS 144, AAIS 150, AAIS 170	A
D-2	Integrate field work experience in the community with their coursework	AAIS 55T, AAIS 65T, AAIS 148, AAIS 189	A
D-3	Serve as liaisons between the university and community organizations to provide resources to the greater Fresno area	AAIS 21, AAIS 55T, AAIS 65T, AAIS 121, AAIS 148, AAIS 189	A

VI. ASSESSMENT ACTIVITIES

A. Student Life and Community Events

The offices of the Africana and American Indian Studies (AAIS) program serve as resource and information center for several African American and American Indian student organizations and the community at large. The program co-sponsors and supports various student and community organizations that build bridges for understanding and mutual support while promoting student's personal, academic, and career goals. These organizations include *Uhuru Na Umoja* (the African American student newspaper, an Ethnic Supplement to *The Collegian*), Fresno State Gospel Choir, Dr. Martin Luther King Student Conference, Africana Studies Advisory Council, African People's History Month, Africana Students United, African American Student Recruitment Conference, Black Faculty and Staff Association, African American Recognition Ceremony for Graduates, and African American Alumni Chapter. Other activities that AAIS faculty co-sponsors every year at Fresno State include the Poetry Jam, Women's History Month, International Education Week, and Diversity Week.

B. ASSESSMENT ACTIVITY MATRIX

	Goal A	Goal B	Goal C	Goal D
Term Paper Review	X	X	X	
Portfolio Review	X	X	X	X
Senior Exit Survey	X	X		X
Alumni Survey				X
Panel Discussions	X	X	X	X
Student Newspaper Sampling	X		X	X
Gospel Choir Survey				X
Advisory Board Assessment	X	X		

C. ASSESSMENT QUESTIONS, Senior Exit Survey:

The Senior Exit Survey asks students to rate their knowledge and skills for specified learning outcomes and to report on their experience with the program as a whole.

Rate on a scale of 1 to 5:

(1 = Strongly Agree, 2 = Agree, 3 = Neutral, 4 = Disagree, 5 = Strongly Disagree)

1. Africana & American Indian Studies is attractive to students.
2. Your perceptions of Africana and American Indian history and culture changed during your time in the program.
3. The skills gained in our program have adequately prepared you to achieve success.
4. Your perceptions of identity have been transformed by taking courses in Africana and American Indian Studies.
5. You are able to analyze the social, historical, and political forces that led to today's race and class divisions.
6. Your coursework has enabled you to make greater connections in and gain better understanding of the local community.
7. You are able to identify different forms of discrimination (overt, covert, inter-group, intra-group).
8. You have an understanding of the foundation and establishment of Africana and American Studies programs in higher education.
9. Please provide any additional comments or suggestions.

VII. ASSESSMENT TIMELINE

FEEDBACK & DIALOGUE: REPORTING AND ACTING ON ASSESSMENT

Progress on assessment will be discussed in faculty meetings at least once per semester. The chair will report yearly on activities conducted under assessment as part of the year-end report.

SCHEDULING ASSESSMENT ACTIVITIES

2003-2004

Develop Senior Exit Survey, administer at graduation (Spring 2004)

2004-2005

Develop topics for panel discussions (Fall 2004)

Administer panel discussions (Spring 2005)

Collect and analyze student newspaper samples (*Uhuru Na Umoja*) (Fall & Spring)

Advisory Board Assessment Review (Spring 2005)

2005-2006

Develop and administer Gospel Choir Survey (Fall & Spring)

Rubric for term paper collection developed (Fall 2005)

Sample term papers (Spring 2006)

2006-2007

Administer Senior Exit Survey (Spring 2007)

Develop rubric for portfolio review (Fall 2006)

Review Portfolios (Spring 2007)

2007-2008

Develop and administer Alumni Survey (Fall & Spring)

Complete review of assessment & prepare summary of changes (Spring 2008)