Program: Pan African Studies

Department: Ethnic Studies

Number of students enrolled in the program in Fall, 2011 10 (Please note that Cooper-Woodson College Enhancement Program (CWC) Scholars with different majors also take Pan African Studies Courses that qualify them for a Certificate. CWC has 60 scholars

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Pan African Studies Program worked with Asian American Program to define outcomes. The similarities in our answers reflect collaboration and not cut and pasted responses from one program to the other.

*Period of reference in the template: 2006-07 to present*

1. Please describe your program’s learning-outcomes trajectory since 2006-07: Has there been a transformation of organizational culture regarding the establishment of learning outcomes and the capacity to assess progress toward their achievement? If so, during which academic year would you say the transformation became noticeable? What lies ahead; what is the next likely step in developing a learning-outcomes organizational culture within the program?

The learning outcomes of the PAS program in general mirror those of Ethnic Studies Department with particular focus on groups with African ancestry. Pan African Studies Program (PAS) has operated within the organizational culture of Ethnic Studies. Consequently, Ethnic Studies answers to the first two parts of this question, although not specifically focused on Pan African Studies Program, reflect the engagement of Pan African Studies Program in the discussion for the establishment of learning outcomes. In the future Pan African Studies Program following the model of Ethnic Studies will choose two Upper Division Courses and One Lower Division Course; Ethic Studies 141, 170, and 70 to measure students’ competencies in department’s learning outcome. A rubric will be developed based on the American Association of Colleges and Universities’ Valid Assessment of Undergraduate Education (VALUE). The same rubric used by the Department of Ethnic Studies. Focusing on the four designed learning outcomes listed in two below PAS faculty will review students’ essay type questions and research papers to assess their competency.
2. Please list in prioritized order (or indicate no prioritization regarding) up to four desired learning outcomes ("takeaways" concerning such elements of curriculum as perspectives, specific content knowledge, skill sets, confidence levels) for students completing the program. For each stated outcome, please provide the reason that it was designated as desired by the faculty associated with the program.

   a) Under the General category of Ethnic Studies Body of Skills Learning Outcomes, Critical Thinking represents an essential learning outcome. We define Critical Thinking as the ability to analyze and interpret data within the context of the Pan African socio-political world. Understanding the context of the history of oppression of peoples of African descent, their contributions to various human conditions and their identity is crucial in the development of Pan African identities. We deem Critical Thinking Skills important because it promotes the ability to function in any work place and fosters educated citizenry.

   b) Under the General category of Ethnic Studies “Content Mastery Learning Outcomes,” we emphasize the ability to understand Interdisciplinary Approaches. We deem this approach crucial because it develops students’ ability to understand and form their identity in a diverse world. It also increases the students’ understanding of Pan Africanism and its connection to other disciplines, models and paradigms. Understanding Interdisciplinary Approaches informs students’ understanding of knowledge and skills that exists beyond the Pan African Concentration and Ethnic Studies Major.

   c) Under Service Learning and Community based Participatory Research: Participation in Community Based Learning is also important since it enables students to 1) apply their academic knowledge to the community, 2) recognize the connection between macro-micro boundaries; 3) introspectively examine the relevance of academic knowledge to the local, national, and global world; and 4) value involvement with communities as an extension of their educational development.

   d) Under Self Development category “Ability to Reflect on Learning Opportunities that evoke Personal and Intellectual Growth” is prioritized. We expect students to demonstrate that their critical thinking skills, the interdisciplinary approach, and service learning and research have informed their self development. Consequently, they will be able to build upon and apply their understanding of concepts learned in Pan African Studies to new situations and various contexts. They will value self-discipline, creativity, social responsibility, global citizenry, and commit to lifelong learning.

3. For undergraduate programs only, in what ways are the set of desired learning outcomes described above aligned with the University's Baccalaureate Learning Goals? Please be as specific as possible. Pan African Studies Program worked with Asian American Program to define outcomes. The similarities in our answers reflect collaboration.
a) Body of Skills: Critical Thinking: We define Critical Thinking as the ability to analyze and interpret data within the context of the Pan African socio-political world. This learning outcome falls within the purview of the University’s Baccalaureate Learning Goals of Intellectual and Practical Skills. Under University’s Baccalaureate Learning Goals the following outcomes specifically align with Pan African Studies articulated Critical Thinking Outcomes: inquiry and analysis, critical and creative thinking, quantitative and information literacy, team work and problem solving. In concert with the University’s Learning Goals these are “practiced extensively, across the curriculum, in the context of progressively more challenging problems, projects, and standards for performance.”
(Sacramento State Baccalaureate Learning Goals for the 21st Century)

b) Content Mastery: Understanding Interdisciplinary Approaches: This learning outcome aligns with: 1) University’s Baccalaureate Learning Goals of Competence in the Disciplines. Specifically like the University Pan African Studies Program requires students “to demonstrate informed understandings of other fields, drawing on the knowledge and skills of disciplines outside the major.” 2) University’s Baccalaureate Learning Goals of Integrative Learning, similar to the goals of the University students participate in interdisciplinary learning and learning communities and are required to demonstrate the ability to connect learning goals with content and practice(Sacramento State Baccalaureate Learning Goals for the 21st Century)

c) Service Learning and Community based Participatory Research: Participation in Community Based Learning: This outcome aligns with skills articulated under the headings 1) Personal and Social Responsibility of University’s Baccalaureate Learning Goals; civic knowledge and engagement, local and global, intercultural knowledge and competence. 2) Also applicable are Team Work, Problem Solving Skills of challenging problems and projects under the University’s Baccalaureate Learning Goals - Intellectual and Practical Skills (Sacramento State Baccalaureate Learning Goals for the 21st Century)

d) Self Development: Ability to Reflect on Learning Opportunities that evoke Personal and Intellectual Growth aligns with several of the of University’s Baccalaureate Learning Goals 1) Competence in the Discipline allows the student to make informed and broad decisions as a result of knowledge gained within the discipline and outside the major. 2) Intellectual and Practical Skills: Critical Thinking encourages information literacy and enhances analytical skills, 3) Personal and Social Responsibility prepares students to effectively function in diverse communities. 4) Integrative Learning exposes students to interdisciplinary learning and learning communities. All these outcomes inform Self Development since they promote students’ self discipline, creativity,
social responsibility, global citizenry, and commit to lifelong learning that goes beyond formal education.

4. For each desired outcome indicated in item 2 above, please:
   a) Describe the method(s) by which its ongoing pursuit is monitored and measured.
   b) Include a description of the sample of students (e.g., random sample of transfer students declaring the major; graduating seniors) from whom data were/will be collected and the frequency and schedule with which the data in question were/will be collected.
   c) Describe and append a sample (or samples) of the “instrument” (e.g., survey or test), “artifact” (e.g., writing sample and evaluative protocol, performance review sheet), or other device used to assess the status of the learning outcomes desired by the program.
   d) Explain how the program faculty analyzed and evaluated (will analyze and evaluate) the data to reach conclusions about each desired student learning outcome.

Pan African Studies as a program has not done a separate evaluation of the program. The assessment and the evaluation were done as a Department and were not required of programs. Pan African Studies plans to deliver an Assessment for two Upper Division and one Lower Division Course that specifically focus on Pan Africanism. These courses are: Ethnic Studies 141 Politics of the African Diaspora, 170 Pan African Studies, and 70 Introduction to Pan African Studies. We will measure students’ competencies in department’s learning outcome, Body of Skills Learning Outcomes, Critical Thinking, Content Mastery: Understanding Interdisciplinary Approaches, Service Learning and Community based Participatory Research: Participation in Community Based Learning. A rubric will be developed borrowing from the American Association of Colleges and Universities’ Valid Assessment of Undergraduate Education (VALUE) rubric. PAS faculty will review students’ essay type questions to finals and research papers. We will randomly choose 25 papers from each class. Each class usually has an average of 40 students.

5. Regarding each outcome and method discussed in items 2 and 4 above, please provide examples of how findings from the learning outcomes process have been utilized to address decisions to revise or maintain elements of the curriculum (including decisions to alter the program’s desired outcomes). If such decision-making has not yet occurred, please describe the plan by which it will occur.

Currently this is not applicable to Pan African Studies for the same reason mentioned above. Assessment was completed for Department of Ethnic Studies, therefore the answer for Ethnic Studies will reflect what Pan African Studies has done. We have underlined a future plan that will allow us to answer this question as it relates to Pan African Studies in the future.
6. Has the program systematically sought data from alumni to measure the longer-term effects of accomplishment of the program’s learning outcomes? If so, please describe the approach to this information-gathering and the ways in which the information will be applied to the program’s curriculum. If such activity has not yet occurred, please describe the plan by which it will occur.

As a program we have not done that but we did it as Department. Consequently, the Ethnic Studies Department’s answer to this question will also be a reflection of what Pan African Studies has done. 1) For the future we will require the Department to break down data from alumni into programs. 2) through the Department we will generate a contact list of alumni 3) utilize the association of Pan African Studies with Cooper- Woodson College Enhancement Program (CWC) to encourage alumni to attend the annual African American Graduation celebration. Contact will be increased by inviting alumni as keynote speakers for the CWC Carter G Woodson and Anna J Cooper lectures. Further this method will allow the program exposure to the success of Pan African Studies Concentration alumni. 5) We will also use social networks and have a link for alumni on Pan African Study's website. 6) We also feel that resources are best utilized as a department.

7. Does the program pursue learning outcomes identified by an accrediting or other professional discipline-related organization as important? Does the set of outcomes pursued by your program exceed those identified as important by your accrediting or other professional discipline-related organization?

Since we have been completing Assessment as a department and not a program this has not been done, but will be in the future.

8. Finally, what additional information would you like to share with the Senate Committee on Instructional Program Priorities regarding the program’s desired learning outcomes and assessment of their accomplishment?

We are a program encompassed through Ethnic Studies our goals are general Ethnic Studies Goals and specific PAS goals. Our learning outcomes and assessment have to reflect both entities in larger part. Since the University is embarking on this new approach we intend to focus of implementing a rubric that will help assess specific Pan African Studies classes. We also feel that resources are best utilized as a department.