

Pan African Studies Program Assessment Report June 2013

In spring 2013 the Department of Ethnic Studies decided to assess Content Mastery, Area C: Concepts and Theories/Old and New in Ethnic Studies. Pan African Studies conducted the assessment through Ethnic Studies 170 Pan African Studies which is one of the 6 Ethnic Studies core courses on Content Mastery, Area C: Concepts and Theories/Old and New in Ethnic Studies. In this area are three learning objectives:

1. understanding and ability to analyze the concept of "race" and the evolution of the human species
2. ability to subject concepts such as melting pot, culture of poverty, deprivation, and assorted socio-pathological models to rigid analysis
3. Understanding and ability to apply new models and paradigms to the study of the ethnic group experience.

The course focused on the development of essential concepts within Pan Africanism and the essential movement in which such concepts developed. In this assignment students were asked to write a 6-7 page essay on the following question: In the Post-Civil Rights era, how have Black Self Determination, Black Consciousness, and Black Unity contributed to the development of Pan Africanism? Looking at two different movements explain the development of these concepts within Pan Africanism.

Assessment focused on learning objectives 2 and 3. At the end of the semester forty two students were enrolled in Ethnic Studies 170 of those forty two, twelve were Ethnic Studies majors (8 general, 2 Chicano Studies, 1 Pan African Studies, 1 Native American Studies and 0 Asian American Studies). For purposes of assessment 10 ethnic studies majors papers were chosen (2 majors did not complete the assignment). The other two Majors did not complete the final assignment.

The table below is presents the assessment data drawn from the 10 papers. columns 1-5 represent the five criterion of assessment; explanation of issues, evidence, influence of context, students position (perspective, thesis/hypothesis), conclusions and related outcomes (implications and consequences) Scores ranged from 4 highest to 1 lowest reflecting the degree to which criterion is addressed by the perspective essay. Colum six represents the total score across criterion for the essay. The bottom row represents the mean for each criterion across the essays.

	<i>Explanation</i>	<i>Evidence</i>	<i>Influence</i>	<i>Position</i>	<i>Conclusion</i>	<i>Total Score</i>
<i>Student-1</i>	2	4	4	2	2	14
<i>Student-2</i>	4	4	4	4	4	20
<i>Student-3</i>	4	4	4	3	4	20
<i>Student-4</i>	2	1	1	2	2	19
<i>Students-5</i>	3	4	3	3	3	8
<i>Students-6</i>	3	3	3	3	3	16
<i>Students-7</i>	4	4	4	4	4	15
<i>Students-8</i>	2	2	2	2	2	20
<i>Students-9</i>	2	2	2	2	2	10
<i>Students-10</i>	3	4	4	4	4	10
<i>Scores</i>	2.9	3.2	3.1	2.9	3	19

Appendix D (Pan African Studies Program: Ethnic Studies)

Conclusions

The process did reveal areas in which students are strong and deficient in terms of their ability to satisfy learning objectives two and three listed above.

First the process revealed that students have an above average 3 to 4 on the scale used understanding of concepts that were directly related to the civil rights movement. In critically thinking, however, about concepts that developed outside the confines of the civil rights movement (including concepts of ethnicity that are post-civil rights) were much more deficient. Critical thinking about mass movements and concepts developing out of mass movements was also relatively deficient.

Second the process does represent the success in the major in teaching specific critical thinking concepts in terms of critically thinking about race and ethnicity within the guidelines of learning objectives two and three. For example four of the ten students score perfect or near perfect scores (18+) across all categories dealing with post-civil rights movements and concepts these were essential in both learning objectives.