2012-2013 Annual Program Assessment Report

Please submit report to your department chair or program coordinator, the Associate Dean of your College and the assessment office by Monday, September 30, 2013. You may submit a separate report for each program which conducted assessment activities.

College: College of Social and Behavioral Sciences

Department: Pan African Studies

Program: Pan African Studies, Bachelor of Arts

Assessment liaison: Marquita Pellerin

1. **Overview of Annual Assessment Project(s).** Provide a brief overview of this year's assessment plan and process.

   In its Assessment Report for the last four years, the department noted the need to begin to re-evaluate its degree options to respond to students' input about the major, students' performance in courses, and to the shifting focus of the discipline in the national arena. We wanted to continue to strengthen our degree program by ensuring its continued relevance, integrity and utility in the academy. In an attempt to align the Pan African Studies Department at California State University, Northridge with the assessment recommendations and advances in the discipline of Africana Studies we have introduced a program modification (approved by APC and EPC in the 2012/2013 AY) which includes a reduction in the number of Options from four to three; renaming of Options; changes to Core Requirements for all Options; changing requirements in Options; and adding new courses. Our recent curriculum reform, therefore, allowed us to restructure the core curriculum requirements to give students essential, well-balanced and usable knowledge of the discipline. The 2012-13 assessment projects for the Department entails realignment of assessment with programs changes in order to evaluate whether program changes meet the competencies of the Departments Student Learning Outcomes. Our goal is to first evaluate the changes to our core, with particular focus on PAS 100 (gateway course) and PAS 498 (capstone course). To do this, a cross-sectional comparison of freshmen with seniors' signature assignments will be used. The gateway course will be used to determine the level of knowledge students enter into the major with. The capstone course, PAS 498, will be used to determine the level of proficiency achieved by PAS majors who apply for graduation status. It will be used also as a measurement of the effectiveness of the curriculum. In addition, since PAS 168 and

PAS 252 are new to the core requirements, assessments of signature assignments in both courses will also be conducted. The plan is to first assess students at the beginning of the lower division in our BA, then in a cross-sectional assessment, compare those results with seniors about to graduate. This would give us information about students' knowledge base as they enter the major, and if the skills and abilities tested improve after completing the lower division and upper divisions. The results will be used as a measurement of the effectiveness of the curriculum modifications.

2. **Assessment Buy-In.** Describe how your chair and faculty were involved in assessment related activities. Did department meetings include discussion of student learning assessment in a manner that included the department faculty as a whole?

Given the approved Program Modification the department chair was consulted in collaboration with the curriculum committee to develop a timeline for assessment. Both the curriculum committee and the Chair were instrumental in identifying key course changes that require immediate evaluation. Upon selection and approval of courses, department faculty were notified during department meetings and discussions ensued amongst the faculty body. Instructors are being consulted to develop and finalize a standardized instrument for gateway and capstone courses. During the Fall 2013 semester a course development workshop will be held with all instructors of PAS 100 to develop a standard rubric for evaluation. In addition, the department is working together to create a standard disciplinary assessment tool to evaluate learning outcomes and usefulness of majoring in Africana Studies.

3. **Student Learning Outcome Assessment Project.** Answer items a-f for each SLO assessed this year. If you assessed an additional SLO, copy and paste items a-f below, BEFORE you answer them here, to provide additional reporting space.

The Pan African Studies Department utilized the 2012-13 academic year as an assessment planning year given the changes in the program due to a program modification (scheduled implementation Fall 2013-see attached plan).

3a. Which Student Learning Outcome was measured this year?
 N/A (planning year-assessment of SLOs will resume in Fall 2013, see attached plan for details).

3b. Does this learning outcome align with one or more of the university's Big 5 Competencies? (Delete any which do not apply)

	Pan African Studies Student Learning Outcomes		
Big 5 Competencies	SLO #1	SLO #2	SLO #3
Critical Thinking	X	X	X
Oral Communication	X	X	X
Written Communication	X	X	X
Quantitative Literacy			X
Information Literacy	X	X	X

3c. Does this learning outcome align with University's commitment to supporting diversity through the cultivation and exchange of a wide variety of ideas and points of view? In what ways did the assessed SLO incorporate diverse perspectives related to race, ethnic/cultural identity/cultural orientations, religion, sexual orientation, gender/gender identity, disability, socio-economic status, veteran status, national origin, age, language, and employment rank?
The interdisciplinary degree program in Pan African Studies enables the graduate to gain an understanding of the political-social-historical-cultural perspectives of the African-American and African experience, including key concepts and fundamental literature, a knowledge of the broad cultural, political, and historical contexts in which the African-American experience took place, and to develop appropriate skills in research design and methodology used to examine the various interdisciplinary areas (e.g., political-historical; humanities; socio-psychological) of Pan African Studies. Our goal to assess the effectiveness of our courses and programs in increasing knowledge and understanding of diverse communities. This year is a planning year and therefore no SLO was assessed.

3d. What direct and/or indirect instrument(s) were used to measure this SLO?

N/A (planning year-assessment of SLOs will resume in Fall 2013, see attached plan for details).

3e. Describe the assessment design methodology: For example, was this SLO assessed longitudinally (same students at different points) or was a cross-sectional comparison used (Comparing freshmen with seniors)? If so, describe the assessment points used.

N/A (planning year-assessment of SLOs will resume in Fall 2013, see attached plan for details).

3f. Assessment Results & Analysis of this SLO: Provide a summary of how the results were analyzed and highlight findings from the collected evidence.

N/A (planning year-assessment of SLOs will resume in Fall 2013, see attached plan for details).

3g. Use of Assessment Results of this SLO: Describe how assessment results were used to improve student learning. Were assessment results from previous years or from this year used to make program changes in this reporting year? (Possible changes include: changes to course content/topics covered, changes to course sequence, additions/deletions of courses in program, changes in pedagogy, changes to student advisement, changes to student support services, revisions to program SLOs, new or revised assessment instruments, other academic programmatic changes, and changes to the assessment plan.)

N/A (planning year-assessment of SLOs will resume in Fall 2013, see attached plan for details).

4. **Assessment of Previous Changes:** Present documentation that demonstrates how the previous changes in the program resulted in improved student learning.

N/A (planning year-assessment of SLOs will resume in Fall 2013, see attached plan for details).

5. **Changes to SLOs?** Please attach an updated course alignment matrix if any changes were made. (Refer to the Curriculum Alignment Matrix Template, http://www.csun.edu/assessment/forms_guides.html.)

    See attachment

6. **Assessment Plan:** Evaluate the effectiveness of your 5 year assessment plan. How well did it inform and guide your assessment work this academic year? What process is used to develop/update the 5 year assessment plan? Please attach an updated 5 year assessment plan for 2013-2018. (Refer to Five Year Planning Template, plan B or C, http://www.csun.edu/assessment/forms_guides.html.)

    See attachment

7. **Has someone in your program completed, submitted or published a manuscript which uses or describes assessment activities in your program?** Please provide citation or discuss.

    No

8. **Other information, assessment or reflective activities or processes not captured above.**