

**San Francisco State University**  
**Inventory of Program Assessment Activities, 2012/2013**

**Program/Degree: Africana Studies College: Ethnic Studies Date: 2013 report**

**Program Mission:** Consistent with the mission of the University and the College of Ethnic Studies, Africana Studies [formerly Black Studies] is dedicated to developing in our students the socio-cultural character and intellectual outlook that gives them the ability to contribute to the well-being of themselves and humanity. Truth and an unrelenting, high regard and deep respect for the values of all humanity drive the discipline of Black Studies. Centered in the authenticity and agency of African and African American/Diaspora people across time and space, Africana Studies explores, uncovers, rescues, critically examines, documents and defends the contributions that Black people have given to the world. As a wholistic, integrative and synergistic discipline, Black Studies utilizes the living spirit of excellence to shape the possibilities of both our students and community.

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*The Africana Studies Department is in the process of rewriting the mission—and the following is that mission in progress:*

**Mission for Africana Studies (As in progress of being revised)**

**DRAFT**

**Mission**

The mission of Africana studies is to advance academic excellence, social responsibility and cultural grounding. Africana studies focuses on the study of people of African descent from a core paradigm which seeks human liberation and higher level human functioning. As a discipline, Africana studies draws its philosophical and intellectual foundation from African culture. The discipline of Africana studies is concerned with investigating the thought and practice of people of African descent using theories, concepts, and perspectives that emerge from the unique heritage, and contemporary experiences of people of African descent. Key to Africana Studies is how our curricular strategies can foster liberatory knowledge that can be used to improve and transform conditions in urban black community and global settings. This discipline encourages students to think about how to use the knowledge and skill they acquire to address the needs and concerns of people of African descent in particular and larger society in general.

- Provide students with knowledge of the conceptual approaches and tools of inquiry best suited to explore, explain, describe and advance the lives experience(s) of people of African descent.
- Teach students to conduct critical, scientific research on issues of relevance to people of African descent.
- Help students to think creatively and critically about issues that people of African descent experience in unique and common ways.

- Encourage teachers and students to share their knowledge and research with the community and engage in service learning projects.
- Provide students with knowledge of how people of African descent have gone about achieving desired goals and self consciously shaping their environments while meeting challenges, achieving goals and resisting oppression.
- Prepare students with the specialized knowledge necessary in professions in which they will encounter people of African descent.
- Helping students understand the necessity of understanding the Black experience to fully understand the American experience and the human experience.

Note: For this assessment period of Spring 2012, Africana Studies drew on both a lower division course and an upper division course, both of which have as one course outcome the production of a student journal. For Learning Objective One the class is AFRS 111, Black Cultures and Personalities—a core requirement of the major) whose students produced the *Imhotep* journal: For Learning Objective 2 the course is AFRS 665, whose students produced the *Africana Studies Journal* (formerly the *Black Studies Journal*).

Measurable Learning Objective One	Place in curriculum where objective is addressed	Academic year objective was/will be assessed	Assessment/procedures Methods/strategies	Summary of findings about student learning	Use of findings for program improvement
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Students will be able to critically discuss an African American innovation (of global consequence) by way of employing an Africana specific paradigm to the study of Black music that transcends a limited focus of music appreciation to illuminate sociologically the lived experiences of African Americans.

The focus topic on which students demonstrated learning expected of Student Learning Objective One is the Black innovation Hip Hop (Black created; non-Black imitated and appropriated.)

<p>Specifically AFRS 256, AFRS 111, AFRS 204, AFRS 210, AFRS 400, and in AFRS courses generally in both our Humanities and Social Science emphases.</p>	<p>Spring 2012</p>	<p>The assessment method/procedures; Methods/strategies for spring 2012 assessment period was based on a student-driven, student-determined focus within African American life and culture. Students employed an Africana paradigm to a critical examination of “Hip Hop “as a contributing factor influencing [African/Black American thinking, feeling, and acting in society....in response to the environment” and to the “various ways that Hip Hop depicts Black “positive behaviors of self-determination and success”(editor Ecker t-Berry.page 4.)</p>	<p>Student learning can be seen in the way they applied their course study to a cultural analysis in submitted and published essays as follows: 1) “The Conceptualization of Race in Hip Hop Lyrics”: 2) “Transitions from Poverty to Wealthy in Hip Hop”: 3) “Religion and Spirituality in Hip Hop Lyrics”: 4) African American Interdependence and Collectivism in Political Hip Hop”: and 5)“Racial Identity in Hip Hop.”</p>	<p>AFRS 111, <u>Black Cultures and Personalities</u> endeavors to educate students to a paradigm employed to interpret and guide the study of people of African descent. At the completion of the semester, students demonstrate their ability in that area of study, by writing journal articles in which they make use of the Africana paradigms studied during the semester to a study of something with impact to the life experiences of Africana people. The findings evince students’ high quality of success in Objective one. The findings encourage the continued approach to instilling knowledge on the subject to students, as beyond grasping the knowledge in terms of content, students also bring the expected high level of critical thinking to their essays published in <i>Imhoteph</i>. One noticeable area of greater strength needed</p>
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				is in the area of paragraph control—i.e., reinforce students' understanding that paragraphs should be no longer than approximately 10 sentences.
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Learning Objective 2

Students will demonstrate in publishable writing the ability to critically and creatively explore and examine issues of life and death of internal and external impact on the fate of African Americans

While the class- produced journal included essays covering a range of subjects of importance tot the lives of African Americans, the two topics of major impact in the Spring 2013 issue of the *Africana Studies Journal*, which students demonstrated learning expected of Student Learning Objective 2, are the untimely deaths of Travon Martin and Whitney Houston—with particular emphasis on the former.

9/1/05

<u>Place in curriculum where objective is addressed</u>	<u>Academic year objective was/will be assessed</u>	<u>Assessment/procedures Methods/strategies</u>	<u>Summary of findings about student learning</u>	<u>Use of findings for program improvement</u>
<p>Discussion on the topics of focus occurred in classes throughout Africana Studies courses, but specifically for this assessment, is AFRS 665, Black Journalism.</p>	<p>Spring 2012 and ongoing</p>	<p>The assessment method/procedures; Methods/strategies for spring 2012 assessment period was based on a student-driven, publication, the <i>Africana Studies Journal</i>, to which they submitted publishable essays and poetry examining death, when the cause of death is drugs, and death when the cause of death is killing in the act of racial profiling.</p>	<p>Students' essays published in the journal demonstrated their ability in writing to bring constructive analysis to issues affecting the African American community. The students' poetry complemented the essays in rendering aesthetically the concerns deliberated in the journal.</p>	<p>The findings support the organization of the class that assigns students the roles of editors, journalists, and overall producers of the journal, brainstorming as whole class editorial board.</p> <p>The findings will be used to continue course work in writing and editing and training students to be judges of submissions that meet the standard for a quality publication</p>