Detailed Assessment Report
2013-2014 African American Studies (Shared w/UAB) B.A.
As of: 7/29/2014 09:00 AM CENTRAL

Analysis Questions and Analysis Answers

For Academic Programs

Informed by your assessment activities related to student learning, what changes have you made in your degree program in the last three to five years? Describe the changes (e.g., curriculum revision, new courses, faculty development), the general results that prompted the changes (e.g., student performance on an assessment measure), and any impact on student learning that you might attribute to these changes.

Major changes have been made to the African American Studies major program in the last five years. The major was created five years ago in 2009 with the merger of the department of Women's Studies and the minor program in African American Studies into the department of Gender and Race Studies. Five years ago the major curriculum was designed and courses taught with the hiring of three new faculty. The first reports back from student assessments in classes were positive but the initial high numbers of majors began dropping right away. The steady fall in enrollment numbers in the major from 2010 to Spring 2013 was due A) to crosslisted courses in the first courses required for the major where students were unable to identify a unique brand for the major. Why take the major if all the courses could be taken as part of English, History, or American Studies. B) The introductory courses did not promote the specific contributions of the courses in GRS at the upper levels as a unique career and professional academic path. The task was to develop unique learning outcomes for the major, demonstrate significant substantive learning environments (courses) as an alternative to other majors. In response the department began offering courses not available as cross listed, and provided courses that profile unique research expertise of GRS faculty. New teachers were assigned to the introductory course, there was a discussion of the curriculum by teachers of the introductory courses, and an effort was made to train teachers to be able to discuss the larger profile of the major with students and contextualize the courses in the major for students as part of their future career goals. Changes were made in the courses offered at the 300-level immediately following the introductory course sequence. In addition new faculty were hired to begin Fall 2014 to offer new courses. At this time the changes are not fully implemented but already there is a change in perception by students in the introductory class AAST 201 of the major. As a result new majors have signed up as double majors, with very high GPA's seeking what the African American Studies curriculum has to offer in addition to the more traditional major programs on campus. To improve the number of students moving through the minor and major program in African American Studies, in 2013 the first online introductory courses were offered in African American Studies. This course format did not meet with immediate success, there was a high student drop rate, and a high level of student discontent with writing assignments. The online course format initially created for the online versions of the introductory courses AAST 201, which partially fulfills the social and behavioral sciences core requirement was inadequate to the needs of the new format. The online course had to be complemented with different writing assignments, the elimination of the final student group project for AAST 201, and increased student discussion sections to facilitate student learning. These changes were put in place in Spring 2013 for both classes. The Fall 2013 showed significant improvement in student retention and performance for both courses. The program of the major in African American Studies as a new program in its first five year cycle has gone through significant changes, but is currently on track to meet its major enrollment numbers in Fall 2014.

Mission / Purpose

The Department of Gender and Race Studies is committed to examining and producing knowledge that promotes social justice approaches to gender and race inequalities by researching the political categories of difference and the operations of social hierarchies, and by providing a forum for interdisciplinary research, teaching, and service that facilitates the critical investigation of the status and roles of women, African Americans and other people of color locally, nationally and globally.

Student Learning Outcomes, with Any Associations and Related Measures, Targets, Findings, and Action Plans

SLO 1: Discipline Methodological Skills

Students will be able to demonstrate critical thinking and applied active learning through interdisciplinary methods in essays and presentations.

Connected Document

BA African American Studies Curriculum Maps

Relevant Associations:

Student Learning Outcome #2 Improvement Action(s) to be advanced (copied from 2011-12 report):

Assessing the students' knowledge can be improved by including an essay portion in the midterm exam, which would allow students to develop arguments, reflect, evaluate, and assess their acquired knowledge. Each student performed admirably in the debate, and no improvement is needed on this assignment. However, the course could incorporate multiple debates and have the final one performed in front of a more public audience, so that this assignment would meet the status of capstone project.

Standard Associations

SACS 3.3.1

3.3.1.1 Educational programs, to include student learning outcomes

Strategic Plan Associations

University of Alabama
1.1 Promote and enhance areas of academic, scholarship, and research excellence.
2.7 Expand the University’s emphasis on global and cultural studies.
3.4 Increase involvement of undergraduate students in research and scholarly activities.
3.14 Provide career preparation and employment services that lead graduates to satisfying and productive careers and professions.
4.1 Provide leadership in addressing economic, social, and cultural issues in Alabama through research and outreach activities.
4.3 Produce scholars who will become academic and civic leaders in their disciplines.
4.4 Produce graduates who will serve as effective leaders in Alabama’s government, businesses, educational systems, health care, the arts, and other professions, and who will be leaders in their communities.

Related Measures

**M 1: Critical Thinking**
In Introduction to African American Studies (AAST 201) students research a topic and analyze it within the context of African American history, culture, identity.

Source of Evidence: Academic direct measure of learning - other

**Target:**
No Target Established.

**M 2: Oral Communication VALUE Rubric**
In Black Intellectual Thought (AAST 401) serves as a capstone to the degree where students synthesize their education in the program in a manner that combines theoretical work with applied learning. Students produce unit papers in which they incorporate diverse theoretical approaches to African American Studies. These papers inform their performance in structured debates where they must articulate a position on a significant social or political concern. Using the Oral Communication VALUE Rubric, the number and percent of students at benchmark (1), milestones (2 and 3), and capstone (4) for organization, language, delivery, supporting material, and central message.

Source of Evidence: Written assignment(s), usually scored by a rubric

**Target:**
No Target Established.

**M 3: Written Communication**
Essays in Introduction to African American Studies (AAST 201) will be assessed for context and purpose of writing, content development, genre and disciplinary conventions, sources and evidence and control of syntax and mechanics.

Source of Evidence: Written assignment(s), usually scored by a rubric

**Target:**
No Target Established.

**M 19: Demonstrated learning achievement**
In the introduction to African American Studies students learn the foundation for further study in the field, and the course provides the entry point for both minors and majors in the field. The goal is to measure student learning in what are large class sections. The measures are standard tests of student knowledge of lecture materials.

Source of Evidence: Standardized test of subject matter knowledge

**Target:**
The target is demonstrated comprehension of research methodologies used in African American Studies. Students should be able to: 1. be able to understand and apply an interdisciplinary approach in their engagement with the course material. 2. improve their ability to write clear, well-organized essays.

**SLO 2: Articulation of Major Concepts**
Students who complete the degree will be able to identify and articulate major critical concepts in African American Studies and their significance to the history of race and experiences of people of African descent.

**Connected Document**
BA African American Studies Curriculum Maps

**Relevant Associations:**
Student Learning Outcome #3 Improvement Action(s) to be advanced (copied from 2011-12 report):
Assess a wider range of AAST course syllabi for attention to major critical concepts in African American Studies. Make pre course and post course tests more detailed in order to better gauge student understanding of concepts and themes. For example, pre course surveys might be improved by providing short answers and asking students to match the idea and/or concept to the correct response. Students would then be asked similar questions and asked to provide more details at the end of the course.

**Standard Associations**
SACS 3.3.1
3.3.1.1 Educational programs, to include student learning outcomes

**Strategic Plan Associations**
University of Alabama
1.1 Promote and enhance areas of academic, scholarship, and research excellence.
2.7 Expand the University's emphasis on global and cultural studies.
3.4 Increase involvement of undergraduate students in research and scholarly activities.
3.11 Increase attention to, and rewards for, excellence in teaching.
3.14 Provide career preparation and employment services that lead graduates to satisfying and productive careers and professions.
4.1 Provide leadership in addressing economic, social, and cultural issues in Alabama through research and outreach activities.
4.3 Produce scholars who will become academic and civic leaders in their disciplines.
4.4 Produce graduates who will serve as effective leaders in Alabama's government, businesses, educational systems, health care, the arts, and other professions, and who will be leaders in their communities.

**Related Measures**

**M 4: Course Survey**
In Introduction to African American Studies (AAST 201) students complete a pre-course and post-course survey to measure their knowledge of major concepts, themes and figures in African American history and culture. 90% of students will answer at least 75% of questions correctly by end of course. This was not accomplished in 2012-2013, but will return as a measure in 2013-2014.

Source of Evidence: Faculty pre-test / post-test of knowledge mastery

**M 5: African Diaspora Survey**
In AAST 226 students complete a pre-course survey at the start of the semester, which assesses their knowledge of characteristics of various religions practiced in the African Diaspora. Through quizzes and essays students are assessed throughout the course of their knowledge acquisition in this area. Percent of students earning 70% or higher on the assignments; this is measured by the increase in performance from pre-course survey to embedded assessments.

Source of Evidence: Faculty pre-test / post-test of knowledge mastery

**Target:**
No Target Established.

**M 6: Final Exam Results**
The percent and number of students who answer 75% of questions correctly on final examination in African American history courses.

Source of Evidence: Academic direct measure of learning - other

**Target:**
75% on final examination questions relating to major concepts

**M 19: Demonstrated learning achievement**
In the introduction to African American Studies students learn the foundation for further study in the field, and the course provides the entry point for both minors and majors in the field. The goal is to measure student learning in what are large class sections. The measures are standard tests of student knowledge of lecture materials.

Source of Evidence: Standardized test of subject matter knowledge

**Target:**
The target is demonstrated articulation of major concepts in African American Studies. Students should be able to:
1. Explain key concepts related to African American history, culture, and identity.

**M 20: Online Course Curriculum**
The online course AAST 201, Introduction to African American Studies, went online in Spring 2013, after six months of curriculum development. Student evaluations were used to assess the viability of the course as a substitute for in class instruction of introductory material, and also course withdrawals over the semester were assessed. A high withdrawal rate (60% retention) and low evaluations in the first semester revealed that the group project due at the end of the semester was very difficult to complete. The assumption was that the texts for the class were a significant contributor to this problem. Replacing the texts did not change the outcomes the next semester. The results from Fall 2013 were almost identical, with only 70% of students completing the course and evaluations students that focused on the difficulty of the final group essay project. Replacement of final essay with a choice of individual paper submissions as well as discussion sessions to assess the degree of student knowledge at the end of the course was suggested and implemented in Spring 2014.

Source of Evidence: Student course evaluations on learning gains made

**SLO 3: Demonstrate Intercultural Knowledge**
Students who complete the degree will be able to demonstrate intercultural knowledge and community engagement through outreach opportunities.

**Connected Document**
[BA African American Studies Curriculum Maps](#)

**Relevant Associations:**
Student Learning Outcome #4 Improvement Action(s) to be advanced (copied from 2011-12 report):

Increase the number of students enrolled in the Alabama in Ghana and Alabama in Cuba programs. Because discussion sessions with students revealed their wonder, excitement, and sometimes, confusion as to how to understand the unique cultural, social, political, and economic practices they observed, the program could include more academic preparation of cultural and historical contexts of colonialism and traditional African philosophy and practices before students travel to Ghana, and for Cuba the study of African Diaspora religions and culture.
Standard Associations
SACS 3.3.1
3.3.1.1 Educational programs, to include student learning outcomes
3.3.1.5 Community/public service within its educational mission

Related Measures

M 7: Study Abroad Program
Students enrolled in the Alabama in Ghana and Alabama in Cuba study abroad programs gain intercultural knowledge and engage in service-learning activities. Both programs are offered each summer. The courses offer students a unique opportunity to not only study in an African/Diaspora culture, but also get involved with African/Diaspora communities in a tangible way by integrating service projects with classroom learning. Students prepare a service learning plan prior to their arrival in Ghana. In Cuba students engage in a series of workshops. The plans consists of (a) Goals and objectives; (b) Strategies to achieve their objectives; (c) Implementation tools; and (d) Evaluation criteria. While in Ghana and Cuba students document their daily service learning experience, which provides the basis for the final presentation in the course. Faculty will evaluative journals and final presentations for satisfactory and excellent students abilities to fulfill required work, explore cultural productions and traditions, and make connections to people and culture in large national and global contexts.

Source of Evidence: Academic direct measure of learning - other
Target: No Target Established.

M 8: Narrative Construction Evaluations
In AAST 302: The Black Church students are required to visit African American churches around the community and/or discuss concepts of church participation by African Americans as a group, and develop a comparative narrative of their observations. This will be assessed by the percent of students who achieve satisfactory or excellent ratings on the narrative. Faculty determines satisfactory or excellent evaluations by students fulfilling assignment requirements which can include knowledge of order of services, ritual and practices, and themes of service.

Source of Evidence: Written assignment(s), usually scored by a rubric
Target: No Target Established.

M 9: Intercultural Knowledge and Competence
Assess students enrolled in the Alabama in Ghana and Cuba programs for knowledge (cultural awareness, and knowledge of cultural worldview frameworks), and skills (empathy, and verbal and nonverbal communication).

Source of Evidence: Academic direct measure of learning - other
Target: No Target Established.

M 10: Demonstrated learning achievement
In the introduction to African American Studies students learn the foundation for further study in the field, and the course provides the entry point for both minors and majors in the field. The goal is to measure student learning in what are large class sections. The measures are standard tests of student knowledge of lecture materials.

Source of Evidence: Standardized test of subject matter knowledge
Target: The target is demonstrated intercultural knowledge. Students should be able to: 1. Articulate the relationship African Americans in the United States have with each other, with people of other races in the United States, and with people of African descent around the world.

Other Outcomes, with Any Associations and Related Measures, Targets, Findings, and Action Plans

OthOtcm 4: Sustained Level of Recognized Quality
The program will improve and sustain a high level of recognized quality.

Relevant Associations:
Program Outcome #1 Improvement Action(s) to be advanced:
This program was approved by the Alabama Commission of Higher Education in 2009. It began enrolling students in fall 2009 and so has not been reviewed.

Related Measures

M 10: Report List of Strengths
Strengths will be reported when the B.A. program is reviewed.

Source of Evidence: Evaluations
Target: No Target Established.

M 11: Report Opportunities for Improvement
Opportunities for improvement will be reported when B.A. program is reviewed.
Source of Evidence: Evaluations

**Target:**
No Target Established.

**M 12: Report List of Actions in Response to Recommendations**
Actions taken based on program review will be reported when it is reviewed.

Source of Evidence: Evaluations

**Target:**
No Target Established.

**M 19: Demonstrated learning achievement**
In the introduction to African American Studies students learn the foundation for further study in the field, and the course provides the entry point for both minors and majors in the field. The goal is to measure student learning in what are large class sections. The measures are standard tests of student knowledge of lecture materials.

Source of Evidence: Standardized test of subject matter knowledge

**Target:**
Students should be able to produce a sustained level of recognized quality in their work.

**OthOtcm 5: Sustain Optimal Level of Enrollment**
The program will build and sustain an optimal level of annual program enrollments and degree completions. At this time the program is rebuilding its course offerings after losing three faculty members in 2012, the goal is to increase the number of majors by five a year until reaching a level of 25.

**Related Measures**

**M 13: Monitor Credit Hour Production**
Monitor undergraduate semester credit hour production for last three fall semesters.

Source of Evidence: Administrative measure - other

**Target:**
No Target Established.

**M 14: Number of Courses and Sections Offered**
Monitor number of undergraduate courses and sections offered for the last three fall semesters.

Source of Evidence: Administrative measure - other

**Target:**
No Target Established.

**M 15: Monitor Number of Students in Major**
Monitor number of students in the undergraduate major for the last three fall semesters.

Source of Evidence: Administrative measure - other

**Target:**
No Target Established.

**Related Action Plans (by Established cycle, then alpha):**

**Increase AAST Majors**
*Established in Cycle: 2011-2012*
The GRS chair and director of African American Studies have undertaken a few initiatives to increase majors.

For full information, see the Details of Action Plans section of this report.

**OthOtcm 6: Highly Valued by Program Graduates and Key Constituencies**
The program will be highly valued by its program graduates and other key constituencies it serves.

**Related Measures**

**M 16: NSSE Results**
Results from most recent NSSE for department senior majors

Source of Evidence: Academic indirect indicator of learning - other

**Target:**
No Target Established.

**M 17: Informal Discussions between Faculty and Students**
Results from informal faculty advising or discussion with students regarding future plans

Source of Evidence: Discussions / Coffee Talk

**Target:**
No Target Established.

**M 18: Exit Survey Results**
Results from exit survey for graduating majors and minors

Source of Evidence: Academic indirect indicator of learning - other
Target: No Target Established.

Details of Action Plans for This Cycle (by Established cycle, then alpha)

**African American Studies Student Association**

The department will continue to support the African American Studies student association and encourage members to lead and promote events and activities that involve student with their peers and with faculty.

- **Established in Cycle:** 2011-2012
- **Implementation Status:** Planned
- **Priority:** High
- **Implementation Description:** Support and encourage AAST student associations.
- **Projected Completion Date:** 05/2014
- **Responsible Person/Group:** chair of GRS

**Increase AAST Majors**

The GRS chair and director of African American Studies have undertaken a few initiatives to increase majors.

- **Established in Cycle:** 2011-2012
- **Implementation Status:** Planned
- **Priority:** High

**Relationships (Measure | Outcome/Objective):**

- **Measure:** Monitor Number of Students in Major
- **Outcome/Objective:** Sustain Optimal Level of Enrollment

- **Implementation Description:** Support development of student association. Create 100 level course the exposes students to African American culture. Create area tracks in major.
- **Projected Completion Date:** 05/2013
- **Responsible Person/Group:** Director of African American Studies and Chair of Gender and Race Studies

**Increase AAST Majors and Minors**

The GRS chair and director of African American Studies have undertaken a few initiatives to grow the AAST program and increase majors and minors.

- **Established in Cycle:** 2011-2012
- **Implementation Status:** Planned
- **Priority:** High
- **Projected Completion Date:** 05/2014
- **Responsible Person/Group:** Director of African American Studies and Chair of Gender and Race Studies

**Increase Number of General Education Courses**

The department will create and offer a greater number of Social Behavior and Writing core courses. The department chair will closely follow up on core course development and approval to ensure course proposals are moved through the process of approval in a timely manner.

- **Established in Cycle:** 2011-2012
- **Implementation Status:** Planned
- **Priority:** High
- **Projected Completion Date:** 05/2014

**Increase SOI for Adjunct Faculty**

In order to increase SOI for adjunct faculty teaching introductory courses, adjuncts will be mentored through observation and consultation by tenured or tenure-track faculty. The department will support professional development opportunities for adjunct faculty.

- **Established in Cycle:** 2011-2012
- **Implementation Status:** Planned
- **Priority:** High
- **Implementation Description:** Mentor adjunct faculty. Support professional development.
- **Projected Completion Date:** 05/2014
- **Responsible Person/Group:** Department chair

**Action plan to improve student learning**

The four areas of course development should be improved to achieve better results through exams and essay production. The actions recommended include:

1. Maintain current strategies as well as re-assess question wording on the multiple choice questions with lower than 75% correct on answers.
2. Place more emphasis on textbook material related to the final exam questions; increase class time spent discussing different options and directions students might take in addressing the essay question prompts; increase discussion time for each of the Eyes on the Prize videos.
3. Maintain current strategies as well as articulate more clearly expectations regarding this learning outcome.
4. encourage students to incorporate feedback given on written assignments for use in subsequent assignments.

- **Established in Cycle:** 2012-2013
- **Implementation Status:** Planned
- **Priority:** Medium
- **Projected Completion Date:** 05/2014
- **Responsible Person/Group:** Greg Austin
**Improved critical thinking**

To improve the record of students in the intro course, improve their learning of basic approaches to the field, their sense of fulfillment in the material, and the training they receive in the subject matter.

**Established in Cycle:** 2012-2013  
**Implementation Status:** Planned  
**Priority:** High  
**Implementation Description:** To provide new classroom tools to train students, in class assessment measure development  
**Projected Completion Date:** 05/2014  
**Responsible Person/Group:** Instructor for AAST 201
Mission / Purpose

The Department of Gender and Race Studies is committed to examining and producing knowledge that promotes social justice approaches to gender and race inequities by researching the political categories of difference and the operations of social hierarchies, and by providing a forum for interdisciplinary research, teaching, and service that facilitates the critical investigation of the status and roles of women, African Americans and other people of color locally, nationally and globally.

Student Learning Outcomes, with Any Associations and Related Measures, Targets, Findings, and Action Plans

SLO 1: Demonstrate Comprehensive Understanding

Students who complete the African American Studies degree are expected to demonstrate a comprehensive understanding of African American history, culture, and identity.

Connected Document
BA African American Studies Curriculum Maps

Relevant Associations:
Student Learning Outcome #1 Improvement Action(s) to be advanced:

More focused attention on crafting essays that remain strong, persuasive and well-organized from beginning to end. This can be accomplished through the implementation of peer-reviewed writing workshops, which were not used during this semester. Compare student comprehension levels with base levels established in 2011-2012. Adjust assessment measures to assess student knowledge before and after course instruction.

Standard Associations
SACS 3.3.1
3.3.1.1 Educational programs, to include student learning outcomes

Strategic Plan Associations

University of Alabama
1.2 Increase the recognition of the University's service priorities that enhance the quality of life for all Alabamians.
2.7 Expand the University's emphasis on global and cultural studies.
3.4 Increase involvement of undergraduate students in research and scholarly activities.
3.14 Provide career preparation and employment services that lead graduates to satisfying and productive careers and professions.
4.1 Provide leadership in addressing economic, social, and cultural issues in Alabama through research and outreach activities.
4.3 Produce scholars who will become academic and civic leaders in their disciplines.
4.4 Produce graduates who will serve as effective leaders in Alabama's government, businesses, educational systems, health care, the arts, and other professions, and who will be leaders in their communities.

Related Measures

M 1: Course Survey
In Introduction to African American Studies (AAS 201) students complete a pre-course and post-course survey to measure their knowledge of major concepts, themes and figures in African American history and culture. 90% of students will answer at least 75% of questions correctly by end of course. This was not accomplished in 2012-2013, but will return as a measure in 2013-2014.

Source of Evidence: Faculty pre-test / post-test of knowledge mastery

Target:
90% of students will answer at least 75% of questions correctly by end of course.

Finding (2012-2013) - Target: Met
Average of 82.5% correct on Exam I questions; Average of 76.7% correct on Exam II questions; Average of 91.5% on Final Exam questions; Average of 78% grade on essays, this means that a majority of students answered more than 75% of questions correctly.

Related Action Plans (by Established cycle, then alpha):
For full information, see the Details of Action Plans section of this report.

Increase Student Performance on Post-Course Surveys
Established in Cycle: 2011-2012
Post-course survey results were less than targeted. A number of factors may have impacted this situation.
The department chair...

M 10: Demonstrated learning achievement
In the introduction to African American Studies students learn the foundation for further study in the field, and the course provides the entry point for both minors and majors in the field. The goal is to measure student learning in
what are large class sections. The measures are standard tests of student knowledge of lecture materials.
Source of Evidence: Standardized test of subject matter knowledge

**Target:**
The target is demonstrated comprehension of foundation of African American Studies as a field of study. Students should be able to:
1. Explain key concepts related to African American history, culture, and identity.
2. Articulate the relationship African Americans in the United States have with each other, with people of other races in the United States, and with people of African descent around the world.
3. be able to understand and apply an interdisciplinary approach in their engagement with the course material.
4. improve their ability to write clear, well-organized essays.

**Finding (2012-2013) - Target: Partially Met**
1. Average of 82.5% correct on Exam I questions;
   Average of 76.7% correct on Exam II questions;
   Average of 91.5% on Final Exam questions
2. Average of 68% on Final Exam Questions
   Average of 78% grade on essays.
3. Average of 77% grade on essays
4. Average of 77.4% grade on essays

**Related Action Plans (by Established cycle, then alpha):**
For full information, see the Details of Action Plans section of this report.

**Action plan to improve student learning**
*Established in Cycle: 2012-2013*
The four areas of course development should be improved to achieve better results through exams and essay production. The action...

**SLO 2: Discipline Methodological Skills**
Students will be able to demonstrate critical thinking and applied active learning through interdisciplinary methods in essays and presentations.

**Connected Document**
[BA African American Studies Curriculum Maps]

**Relevant Associations:**
Student Learning Outcome #2 Improvement Action(s) to be advanced (copied from 2011-12 report):

Assessing the students' knowledge can be improved by including an essay portion in the midterm exam, which would allow students to develop arguments, reflect, evaluate, and assess their acquired knowledge. Each student performed admirably in the debate, and no improvement is needed on this assignment. However, the course could incorporate multiple debates and have the final one performed in front of a more public audience, so that this assignment would meet the status of capstone project.

**Standard Associations**

**SACS 3.3.1**
3.3.1.1 Educational programs, to include student learning outcomes

**Strategic Plan Associations**
University of Alabama
1.1 Promote and enhance areas of academic, scholarship, and research excellence.
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**Related Measures**

**M 2: Critical Thinking**
In Introduction to African American Studies (AAST 201) students research a topic and analyze it within the context of African American history, culture, identity.

Source of Evidence: Academic direct measure of learning - other

**Target:**
No Target Established.

**Finding (2012-2013) - Target: Met**
Average of 82.5% correct on Exam I questions; Average of 76.7% correct on Exam II questions; Average of 91.5% on Final Exam questions demonstrates student learning of critical thinking skills.

**Related Action Plans (by Established cycle, then alpha):**
For full information, see the Details of Action Plans section of this report.

**Improved critical thinking**
*Established in Cycle: 2012-2013*
To improve the record of students in the intro course, improve their learning of basic approaches to the field, their sense of f...

**M 3: Oral Communication VALUE Rubric**
In Black Intellectual Thought (AAST 401) serves as a capstone to the degree where students synthesize their education in the program in a manner that combines theoretical work with applied learning. Students produce unit papers in which they incorporate diverse theoretical approaches to African American Studies. These papers inform their performance in structured debates where they must articulate a position on a significant social or political concern. Using the Oral Communication VALUE Rubric, the number and percent of students at benchmark (1), milestones (2 and 3), and capstone (4) for organization, language, delivery, supporting material, and central message.

Source of Evidence: Written assignment(s), usually scored by a rubric

**Target:**
No Target Established.

**Finding (2012-2013) - Target: Met**
Oral Communication VALUE Rubric Capstone 4 Milestones 3 2 Benchmark 1 Organization 5 (42%) 3 (25%) 1 (8%) 3 (25%) Language 3 (25%) 4 33% 2 (17%) 3 (25%) Delivery 6 (50%) 2 (17%) 1 (8%) 3 (25%) Supporting Material 3 (25%) 5 (42%) 1 (8%) 3 (25%) Central Message 5 (42%) 4 (33%) 0 (0%) 3 (25%) Results show that oral communication skills are high (75% at milestones or higher level) among students in AAST 401. As the capstone course in the AAST degree program, these results demonstrate that student oral communication skill are well developed by end of their degree pursuit.

**M 4: Written Communication**
Essays in Introduction to African American Studies (AAST 201) will be assessed for context and purpose of writing, content development, genre and disciplinary conventions, sources and evidence and control of syntax and mechanics.

Source of Evidence: Written assignment(s), usually scored by a rubric

**Target:**
No Target Established.

**Finding (2012-2013) - Target: Met**
Average of 78% grade on essays demonstrates adequate knowledge of methodological skills.

**M 10: Demonstrated learning achievement**
In the introduction to African American Studies students learn the foundation for further study in the field, and the course provides the entry point for both minors and majors in the field. The goal is to measure student learning in what are large class sections. The measures are standard tests of student knowledge of lecture materials.

Source of Evidence: Standardized test of subject matter knowledge

**Target:**
The target is demonstrated comprehension of research methodologies used in African American Studies. Students should be able to: 1. be able to understand and apply an interdisciplinary approach in their engagement with the course material. 2. improve their ability to write clear, well-organized essays.

**Finding (2012-2013) - Target: Partially Met**
Average of 78% grade on essays in AAST 201

**SLO 3: Articulation of Major Concepts**
Students who complete the degree will be able to identify and articulate major critical concepts in African American Studies and their significance to the history of race and experiences of people of African descent.

**Connected Document**
BA African American Studies Curriculum Maps

**Relevant Associations:**
Student Learning Outcome #3 Improvement Action(s) to be advanced (copied from 2011-12 report):

Assess a wider range of AAST course syllabi for attention to major critical concepts in African American Studies. Make pre course and post course tests more detailed in order to better gauge student understanding of concepts and themes. For example, pre course surveys might be improved by providing short answers and asking students to match the idea and/or concept to the correct response. Students would then be asked similar questions and asked to provide more details at the end of the course.

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2.7 Expand the University's emphasis on global and cultural studies.
3.4 Increase involvement of undergraduate students in research and scholarly activities.
3.11 Increase attention to, and rewards for, excellence in teaching.
3.14 Provide career preparation and employment services that lead graduates to satisfying and productive careers and professions.
4.1 Provide leadership in addressing economic, social, and cultural issues in Alabama through research and outreach activities.
4.3 Produce scholars who will become academic and civic leaders in their disciplines.
4.4 Produce graduates who will serve as effective leaders in Alabama's government, businesses,
educational systems, health care, the arts, and other professions, and who will be leaders in their communities.

Related Measures

M 5: African Diaspora Survey
In AAST 226 students complete a pre-course survey at the start of the semester, which assesses their knowledge of characteristics of various religions practiced in the African Diaspora. Through quizzes and essays students are assessed throughout the course of their knowledge acquisition in this area. Percent of students earning 70% or higher on the assignments; this is measured by the increase in performance from pre-course survey to embedded assessments.

Source of Evidence: Faculty pre-test / post-test of knowledge mastery

Target:
No Target Established.

Finding (2012-2013) - Target: Met
Average of 82.5% correct on Exam I questions; Average of 76.7% correct on Exam II questions; Average of 91.5% on Final Exam questions, Average of 78% grade on essays. Students are able to produce arguments defining major concepts in the field.

M 6: Final Exam Results
The percent and number of students who answer 75% of questions correctly on final examination in African American history courses.

Source of Evidence: Academic direct measure of learning - other

Target:
75% on final examination questions relating to major concepts

Finding (2012-2013) - Target: Met
In AAST 201 students got an average of 91.5% on Final Exam questions relating to major concepts in the field.

M 19: Demonstrated learning achievement
In the introduction to African American Studies students learn the foundation for further study in the field, and the course provides the entry point for both minors and majors in the field. The goal is to measure student learning in what are large class sections. The measures are standard tests of student knowledge of lecture materials.

Source of Evidence: Standardized test of subject matter knowledge

Target:
The target is demonstrated articulation of major concepts in African American Studies. Students should be able to:
1. Explain key concepts related to African American history, culture, and identity.

Finding (2012-2013) - Target: Partially Met
1. Average of 82.5% correct on Exam I questions;
Average of 76.7% correct on Exam II questions;
Average of 91.5% on Final Exam questions

SLO 4: Demonstrate Intercultural Knowledge
Students who complete the degree will be able to demonstrate intercultural knowledge and community engagement through outreach opportunities.

Connected Document
BA African American Studies Curriculum Maps

Relevant Associations:
Student Learning Outcome #4 Improvement Action(s) to be advanced (copied from 2011-12 report):

Increase the number of students enrolled in the Alabama in Ghana and Alabama in Cuba programs. Because discussion sessions with students revealed their wonder, excitement, and sometimes, confusion as to how to understand the unique cultural, social, political, and economic practices they observed, the program could include more academic preparation of cultural and historical contexts of colonialism and traditional African philosophy and practices before students travel to Ghana, and for Cuba the study of African Diaspora religions and culture.

Standard Associations
SACS 3.3.1
3.3.1.1 Educational programs, to include student learning outcomes
3.3.1.5 Community/public service within its educational mission

Related Measures

M 7: Study Abroad Program
Students enrolled in the Alabama in Ghana and Alabama in Cuba study abroad programs gain intercultural knowledge and engage in service-learning activities. Both programs are offered each summer. The courses offer students a unique opportunity to not only study in an African/Diaspora culture, but also get involved with African/Diaspora communities in a tangible way by integrating service projects with classroom learning. Students prepare a service learning plan prior to their arrival in Ghana. In Cuba students engage in a series of workshops. The plans consists of (a) Goals and objectives; (b) Strategies to achieve their objectives; (c) Implementation tools; and (d) Evaluation criteria. While in Ghana and Cuba students document their daily service learning experience, which provides the basis for the final presentation in the course. Faculty will evaluate journals and final presentations for satisfactory and excellent students abilities to fulfill required work, explore cultural productions and traditions, and make connections to people and culture in large national and global contexts.
Source of Evidence: Academic direct measure of learning - other

Target:

No Target Established.

Finding (2012-2013) - Target: Not Reported This Cycle
data on Cuba not available yet

M 8: Narrative Construction Evaluations
In AAST 302: The Black Church students are required to visit African American churches around the community and/or discuss concepts of church participation by African Americans as a group, and develop a comparative narrative of their observations. This will be assessed by the percent of students who achieve satisfactory or excellent ratings on the narrative. Faculty determines satisfactory or excellent evaluations by students fulfilling assignment requirements which can include knowledge of order of services, ritual and practices, and themes of service.

Source of Evidence: Written assignment(s), usually scored by a rubric

Target:

No Target Established.

Finding (2012-2013) - Target: Not Reported This Cycle
This measure was not assessed because students did not visit churches this semester.

M 9: Intercultural Knowledge and Competence
Assess students enrolled in the Alabama in Ghana and Cuba programs for knowledge (cultural awareness, and knowledge of cultural worldview frameworks), and skills (empathy, and verbal and nonverbal communication).

Source of Evidence: Academic direct measure of learning - other

Target:

No Target Established.

Finding (2012-2013) - Target: Not Reported This Cycle
data not available.

M 19: Demonstrated learning achievement
In the introduction to African American Studies students learn the foundation for further study in the field, and the course provides the entry point for both minors and majors in the field. The goal is to measure student learning in what are large class sections. The measures are standard tests of student knowledge of lecture materials.

Source of Evidence: Standardized test of subject matter knowledge

Target:
The target is demonstrated intercultural knowledge. Students should be able to: 1. Articulate the relationship African Americans in the United States have with each other, with people of other races in the United States, and with people of African descent around the world.

Finding (2012-2013) - Target: Partially Met
1. Average of 82.5% correct on Exam I questions;
2. Average of 76.7% correct on Exam II questions;
3. Average of 91.5% on Final Exam questions
4. Average of 78% grade on essays.

Other Outcomes, with Any Associations and Related Measures, Targets, Findings, and Action Plans

OthOtcm 5: Sustained Level of Recognized Quality
The program will improve and sustain a high level of recognized quality.

Relevant Associations:
Program Outcome #1 Improvement Action(s) to be advanced:

This program was approved by the Alabama Commission of Higher Education in 2009. It began enrolling students in fall 2009 and so has not been reviewed.

Related Measures

M 10: Report List of Strengths
Strengths will be reported when the B.A. program is reviewed.

Source of Evidence: Evaluations

Target:

No Target Established.

Finding (2012-2013) - Target: Not Reported This Cycle
Program has not been reviewed yet.

M 11: Report Opportunities for Improvement
Opportunities for improvement will be reported when B.A. program is reviewed.

Source of Evidence: Evaluations
**Target:**
No Target Established.

**Finding (2012-2013) - Target: Not Reported This Cycle**
Program has not been reviewed yet.

### M 12: Report List of Actions in Response to Recommendations

Actions taken based on program review will be reported when it is reviewed.

Source of Evidence: Evaluations

**Target:**
No Target Established.

**Finding (2012-2013) - Target: Not Reported This Cycle**
Program has not been reviewed yet.

### M 19: Demonstrated learning achievement

In the introduction to African American Studies students learn the foundation for further study in the field, and the course provides the entry point for both minors and majors in the field. The goal is to measure student learning in what are large class sections. The measures are standard tests of student knowledge of lecture materials.

Source of Evidence: Standardized test of subject matter knowledge

**Target:**
Students should be able to produce a sustained level of recognized quality in their work.

**Finding (2012-2013) - Target: Partially Met**
This is demonstrated in the course through improving their ability to write clear, well-organized essays. The results showed that students achieved an average of 77.4% grade on essays. This can be improved by: encouraging students to incorporate feedback given on written assignments for use in subsequent assignments.

### OthOtcm 6: Sustain Optimal Level of Enrollment

The program will build and sustain an optimal level of annual program enrollments and degree completions. At this time the program is rebuilding its course offerings after losing three faculty members in 2012, the goal is to increase the number of majors by five a year until reaching a level of 25.

**Related Measures**

### M 13: Monitor Credit Hour Production

Monitor undergraduate semester credit hour production for last three fall semesters.

Source of Evidence: Administrative measure - other

**Target:**
No Target Established.

**Finding (2012-2013) - Target: Met**
Credit hour production for AAST courses for the last three fall semesters were as follows: 537 (2010); 681 (2011) and 420 (2012).

### M 14: Number of Courses and Sections Offered

Monitor number of undergraduate courses and sections offered for the last three fall semesters.

Source of Evidence: Administrative measure - other

**Target:**
No Target Established.

**Finding (2012-2013) - Target: Not Met**
The number of AAST courses offered in last three fall semesters were: 9 (2010); 11 (2011) and 5 (2012). The number of sections were: 20 (2010); 18 (2011) and 10 (2012). This drop was due to the loss of two faculty members and the chair in spring 2012.

### M 15: Monitor Number of Students in Major

Monitor number of students in the undergraduate major for the last three fall semesters.

Source of Evidence: Administrative measure - other

**Target:**
No Target Established.

**Finding (2012-2013) - Target: Not Met**
The numbers of AAST majors for the last three semesters were: 20 (2010); 9 (2011); 6 (2012). The number of majors rose to 11 in 2013. The GRS chair and director of African American Studies have undertaken a few initiatives to increase majors.

**Related Action Plans (by Established cycle, then alpha):**

**Increase AAST Majors**
Established in Cycle: 2011-2012
The GRS chair and director of African American Studies have undertaken a few initiatives to increase majors. The chair has all...

For full information, see the Details of Action Plans section of this report.

### OthOtcm 7: Highly Valued by Program Graduates and Key Constituencies

The program will be highly valued by its program graduates and other key constituencies it serves.
**Related Measures**

**M 16: NSSE Results**  
Results from most recent NSSE for department senior majors

*Source of Evidence: Academic indirect indicator of learning - other*  
*Target:*

- **Finding (2012-2013)** - Target: *Not Reported This Cycle*  
  - No data.

**M 17: Informal Discussions between Faculty and Students**  
Results from informal faculty advising or discussion with students regarding future plans

*Source of Evidence: Discussions / Coffee Talk*  
*Target:*

- **Finding (2012-2013)** - Target: *Met*  
  - Extensive discussions by the chair with graduating Masters students and undergraduates is the norm in the program and an open door policy is an important component of the program.

**M 18: Exit Survey Results**  
Results from exit survey for graduating majors and minors

*Source of Evidence: Academic indirect indicator of learning - other*  
*Target:*

- **Finding (2012-2013)** - Target: *Not Reported This Cycle*  
  - No data

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**Details of Action Plans for This Cycle (by Established cycle, then alpha)**

**African American Studies Student Association**

The department will continue to support the African American Studies student association and encourage members to lead and promote events and activities that involve student with their peers and with faculty.

- **Established in Cycle:** 2011-2012  
- **Implementation Status:** Planned  
- **Priority:** High  
- **Implementation Description:** Support and encourage AAST student association.  
- **Projected Completion Date:** 05/2013  
- **Responsible Person/Group:** Director of African American Studies

**Increase AAST Majors**

The GRS chair and director of African American Studies have undertaken a few initiatives to increase majors. The chair has allocated a small budget to support an African American Studies student association. The director began recruiting students in Spring 2012. Students have begun work to register the organization as a student association and to develop an agenda that will increase interest in the major and motivate others to declare it. She has developed AAST 100 “Call and Response: Exploring African American Experience,” a one credit hour course in that is interdisciplinary and team-taught, that will use the Paul Jones African American Art Collection to introduce students to the breadth and richness of African American culture. This course is designed to attract freshmen to the program and give them the opportunity to meet the AAST core and affiliated faculty, and expose them to the wide range of courses AAST offers. The director will be the instructor of record for this course. The director and chair have begun development of area tracks within the major to convey to students the multiple professional possibilities a degree in AAST can offer.

- **Established in Cycle:** 2011-2012  
- **Implementation Status:** Planned  
- **Priority:** High  
- **Relationships (Measure | Outcome/Objective):**  
  - **Measure:** Monitor Number of Students in Major | **Outcome/Objective:** Sustain Optimal Level of Enrollment  
- **Implementation Description:** Support development of student association. Create 100 level course the exposes students to African American culture. Create area tracks in major.  
- **Projected Completion Date:** 05/2013  
- **Responsible Person/Group:** Director of African American Studies and Chair of Gender and Race Studies

**Increase AAST Majors and Minors**

The GRS chair and director of African American Studies have undertaken a few initiatives to grow the AAST program and increase majors and minors.

- **Established in Cycle:** 2011-2012  
- **Implementation Status:** Planned  
- **Priority:** High  
- **Implementation Description:** Support development of student association. Create 100 level course the exposes...
students to African American culture. Create area tracks in major.
Projected Completion Date: 05/2014
Responsible Person/Group: Director of African American Studies and Chair of Gender and Race Studies

Increase Number of General Education Courses
The department will create and offer a greater number of Social Behavior and Writing core courses. The department chair will closely follow up on core course development and approval to ensure course proposals are moved through the process of approval in a timely manner.

Established in Cycle: 2011-2012
Implementation Status: Planned
Priority: High
Projected Completion Date: 05/2013

Increase SOI for Adjunct Faculty
In order to increase SOI for adjunct faculty teaching introductory courses, adjuncts will be mentored through observation and consultation by tenured or tenure-track faculty. The department will support professional development opportunities for adjunct faculty.
Established in Cycle: 2011-2012
Implementation Status: Planned
Priority: High
Implementation Description: Mentor adjunct faculty. Support professional development.
Projected Completion Date: 05/2013
Responsible Person/Group: Department Chair

Increase Student Performance on Post-Course Surveys
Post-course survey results were less than targeted. A number of factors may have impacted this situation. The department chair and AAST director will meet with instructors of AAST 201 to determine possible causes for less than optimal results. They will then develop a plan to increase student performance.
Established in Cycle: 2011-2012
Implementation Status: Planned
Priority: High
Implementation Description: The department chair and AAST director will meet with instructors of AAST 201 to determine possible causes for less than optimal results. They will then develop a plan to increase student performance.
Projected Completion Date: 05/2013
Responsible Person/Group: Department chair and AAST director

Use Detailed Rubric
In order to produce meaningful data, faculty teaching AAST 226 will be required to use a detailed rubric in assessing essay assignments. This could be the Reading VALUE Rubric or another of their choosing and design. However, the rubric must account for student comprehensive understanding of African American history, culture, and identity.
Established in Cycle: 2011-2012
Implementation Status: Planned
Priority: High
Implementation Description: Faculty will use detailed rubric in assessing essay assignments
Projected Completion Date: 05/2013
Responsible Person/Group: Faculty teaching AAST 226

Action plan to improve student learning
The four areas of course development should be improved to achieve better results through exams and essay production. The actions recommended include:
1. Maintain current strategies as well as re-assess question wording on the multiple choice questions with fewer than 75% correct on answers.
2. Place more emphasis on textbook material related to the final exam questions; increase class time spent discussing different options and directions students might take in addressing the essay question prompts; increase discussion time for each of the Eyes on the Prize videos.
3. Maintain current strategies as well as articulate more clearly expectations regarding this learning outcome.
4. Encourage students to incorporate feedback given on written assignments for use in subsequent assignments.
Established in Cycle: 2012-2013
Implementation Status: Planned
Priority: Medium
Implementation Description: Demonstrated learning achievement
Projected Completion Date: 05/2014
Responsible Person/Group: Greg Austin

Improved critical thinking
To improve the record of students in the intro course, improve their learning of basic approaches to the field, their sense of fulfillment in the material, and the training they receive in the subject matter.
Established in Cycle: 2012-2013
Implementation Status: Planned
Priority: High
Relationships (Measure | Outcome/Objective):
<table>
<thead>
<tr>
<th>Measure: Critical Thinking</th>
<th>Outcome/Objective: Discipline Methodological Skills</th>
</tr>
</thead>
<tbody>
<tr>
<td>Implementation Description: To provide new classroom tools to train students, in class assessment measure development</td>
<td></td>
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<tr>
<td>Projected Completion Date: 05/2014</td>
<td></td>
</tr>
<tr>
<td>Responsible Person/Group: Instructor for AAST 201</td>
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</tr>
</tbody>
</table>
**Mission / Purpose**

The Department of Gender and Race Studies is committed to examining and producing knowledge that promotes social justice approaches to gender and race inequities by recognizing the intersections of categories of difference and the operations of social hierarchies, and by providing a forum for interdisciplinary research, teaching, and service that facilitates the critical investigation of the status and roles of women, African Americans and other people of color locally, nationally and globally.

**Student Learning Outcomes, with Any Associations and Related Measures, Targets, Findings, and Action Plans**

**SLO 1: Demonstrate Comprehensive Understanding**

Students who complete the African American Studies degree are expected to demonstrate a comprehensive understanding of African American history, culture, and identity.

**Connected Document**

BA African American Studies Curriculum Maps

**Relevant Associations:**

Student Learning Outcome #1 Improvement Action(s) to be advanced:

More focused attention on crafting essays that remain strong, persuasive and well-organized from beginning to end. This can be accomplished through the implementation of peer-reviewed writing workshops, which were not used during this semester. Compare student comprehension levels with base levels established in 2010-2011. Adjust assessment measures to assess student knowledge before and after course instruction.

**Standard Associations**

**SACS 3.3.1**

3.3.1.1 Educational programs, to include student learning outcomes

**Strategic Plan Associations**

University of Alabama

1.2 Increase the recognition of the University's service priorities that enhance the quality of life for all Alabamians.

2.7 Expand the University's emphasis on global and cultural studies.

3.4 Increase involvement of undergraduate students in research and scholarly activities.

3.14 Provide career preparation and employment services that lead graduates to satisfying and productive careers and professions.

4.1 Provide leadership in addressing economic, social, and cultural issues in Alabama through research and outreach activities.

4.3 Produce scholars who will become academic and civic leaders in their disciplines.

4.4 Produce graduates who will serve as effective leaders in Alabama's government, businesses, educational systems, health care, the arts, and other professions, and who will be leaders in their communities.

**Related Measures**

**M 1: Reading VALUE Rubric**

In AAST 226 students complete two essay assignments that engage the primary readings and link them to larger themes of the course. Using the Reading VALUE Rubric, the number and percent of students at benchmark (1), milestones (2 and 3), and capstone (4) for comprehension, genres, relationship to text, analysis, interpretation, and reader's voice.

**Source of Evidence:** Written assignment(s), usually scored by a rubric

**Target:**

No Target Established.

**Finding (2011-2012) - Target: Not Reported This Cycle**

Faculty member did not use the Reading VALUE Rubric for this course. Results of essay assignments were 45% of students received As, 52% received Bs, and 3% received C and under.

Although the Reading VALUE Rubric would yield more definitive data, grades from assignments demonstrate 97% of students showed a comprehensive understanding of African American history, culture, and identity.

**Related Action Plans (by Established cycle, then alpha):**

For full information, see the Details of Action Plans section of this report.

**Use Detailed Rubric**

**Established in Cycle: 2011-2012**

In order to produce meaningful data, faculty teaching AAST 226 will be required to use a detailed rubric in
M 2: Course Survey
In Introduction to African American Studies (AAST 201) students complete a pre-course and post-course survey to measure their knowledge of major concepts, themes and figures in African American history and culture. 90% of students will answer at least 75% of questions correctly by end of course.

Source of Evidence: Faculty pre-test / post-test of knowledge mastery
Target:
90% of students will answer at least 75% of questions correctly by end of course.

Finding (2011-2012) - Target: Not Met
Two classes of AAST 201 were offered and assessed in fall 2011.

In the one class, students completed a pre-course survey at the start of the semester, which assesses their knowledge of characteristics of various African American cultural practices and historical events critical to African American Studies. The results of this survey indicated that most students possessed general knowledge regarding the post-civil rights African American experience. However, their knowledge of the occurrences in-between was vague at best. The students’ acquisition of this knowledge was assessed via examinations, which allowed them to demonstrate their knowledge and understanding via recalling; describing, identifying, relating and interrelating newly acquired knowledge. The midterm examination (which covered all information from the history of Africa up until the beginning of the civil rights movement) presented the following results: Of 90 students total 43, or 57%, received a C or higher on the midterm examination. A letter grade break down is as follows: A: 2%, B: 27%, C: 28%. Of 86 students remaining in the course at the end of the semester 61, or 71%, received a C or higher on the final examination. A letter grade break down is as follows: A: 14%, B: 30%, C: 27%.

In the second class, students demonstrated an understanding of historical events and social forces in their group discussions and reading responses. 80% of students received B and higher.

Although pre-course and post-course survey results demonstrate increased understanding of African American history, culture, and identity, post-course results were lower than expected.

Related Action Plans (by Established cycle, then alpha):
For full information, see the Details of Action Plans section of this report.

Increase Student Performance on Post-Course Surveys
Established in Cycle: 2011-2012
Post-course survey results were less than targeted. A number of factors may have impacted this situation.
The department chair...

M 3: Comparisons of Student Base Levels
Compare student comprehension levels with base levels established in 2010-2011 in AAST 226.

Source of Evidence: Academic indirect indicator of learning - other
Target:
No Target Established.

Finding (2011-2012) - Target: Not Met
100% of students showed a steady improvement. In the post-test 90% of students showed improvement. 50% answered all questions correctly, 40% answered 80% of questions correctly. 10% answered 50% of questions correctly.

These results match base levels established in 2010-2011 and demonstrate that students consistently show improvement from beginning to end of course.

SLO 2: Discipline Methodological Skills
Students will be able to demonstrate critical thinking and applied active learning through interdisciplinary methods in essays and presentations.

Connected Document
BA African American Studies Curriculum Maps

Relevant Associations:
Student Learning Outcome #2 Improvement Action(s) to be advanced (copied from 2010-11 report):

Assessing the students’ knowledge can be improved by including an essay portion in the midterm exam, which would allow students to develop arguments, reflect, evaluate, and assess their acquired knowledge. Each student performed admirably in the debate, and no improvement is needed on this assignment. However, the course could incorporate multiple debates and have the final one performed in front of a more public audience, so that this assignment would meet the status of capstone project.

Standard Associations
SACS 3.3.1
3.3.1.1 Educational programs, to include student learning outcomes

Strategic Plan Associations
University of Alabama
1.1 Promote and enhance areas of academic, scholarship, and research excellence.
2.7 Expand the University’s emphasis on global and cultural studies.
3.4 Increase involvement of undergraduate students in research and scholarly activities, 
3.14 Provide career preparation and employment services that lead graduates to satisfying and productive careers and professions. 
4.1 Provide leadership in addressing economic, social, and cultural issues in Alabama through research and outreach activities. 
4.3 Produce scholars who will become academic and civic leaders in their disciplines. 
4.4 Produce graduates who will serve as effective leaders in Alabama’s government, businesses, educational systems, health care, the arts, and other professions, and who will be leaders in their communities.

Related Measures

M 4: Critical Thinking VALUE Rubric
In Introduction to African American Studies (AAST 201) students complete activist/community projects in which they research a topic and analyze it within the context of African American history, culture, identity. Using the Critical Thinking VALUE Rubric, the number and percent of students at benchmark (1), milestones (2 and 3), and capstone (4) for explanation of issues, evidence, influence of context and assumptions, student's position (perspective/thesis/hypothesis), and conclusion and related outcomes (implications and consequences).

Source of Evidence: Academic direct measure of learning - other

Target: 
No Target Established.

Finding (2011-2012) - Target: Not Reported This Cycle

Critical Thinking VALUE Rubric

<table>
<thead>
<tr>
<th></th>
<th>Capstone</th>
<th>Milestones</th>
<th>Benchmark</th>
</tr>
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<tbody>
<tr>
<td></td>
<td>4</td>
<td>3</td>
<td>2</td>
</tr>
<tr>
<td>Explanation of issues</td>
<td>23 (27%)</td>
<td>36 (42%)</td>
<td>12 (14%)</td>
</tr>
<tr>
<td>Evidence</td>
<td></td>
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<tr>
<td>Selecting and using</td>
<td>48 (56%)</td>
<td>10 (12%)</td>
<td>10 (12%)</td>
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<tr>
<td>information to</td>
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<td>investigate a point</td>
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<td>of view or conclusion</td>
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</tr>
<tr>
<td>Influence of context</td>
<td>8 (1%)</td>
<td>43 (50%)</td>
<td>20 (23%)</td>
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<td>and assumptions</td>
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<tr>
<td>Student's position</td>
<td>40 (47%)</td>
<td>25 (29%)</td>
<td>6 (1%)</td>
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<td>(perspective,</td>
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<tr>
<td>thesis/hypothesis</td>
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<tr>
<td>Conclusions and</td>
<td>35 (41%)</td>
<td>22 (26%)</td>
<td>14 (16%)</td>
</tr>
<tr>
<td>related outcomes</td>
<td></td>
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<td>consequences)</td>
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</tbody>
</table>

Results from the Critical Thinking VALUE Rubric demonstrate that at least 79% of students perform at milestones level or higher in performance of critical thinking and applied active learning.

Finding (2011-2012) - Target: Not Reported This Cycle

Critical Thinking VALUE Rubric

<table>
<thead>
<tr>
<th></th>
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</tr>
<tr>
<td>Evidence</td>
<td>Capstone</td>
<td>Milestones</td>
<td>Benchmark</td>
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<tr>
<td>Selecting and using information to investigate a point of view or conclusion</td>
<td>48 (56%)</td>
<td>10 (12%)</td>
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</tr>
<tr>
<td>Influence of context and assumptions</td>
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<td>43 (50%)</td>
<td>20 (23%)</td>
</tr>
<tr>
<td>Student’s position (perspective, thesis/hypothesis)</td>
<td>40 (47%)</td>
<td>25 (29%)</td>
<td>6 (1%)</td>
</tr>
<tr>
<td>Conclusions and related outcomes (implications and consequences)</td>
<td>35 (41%)</td>
<td>22 (26%)</td>
<td>14 (16%)</td>
</tr>
</tbody>
</table>

Results from the Critical Thinking VALUE Rubric demonstrate that at least 79% of students perform at milestones level or higher in performance of critical thinking and applied active learning.

**M 5: Oral Communication VALUE Rubric**

In Black Intellectual Thought (AAST 401) serves as a capstone to the degree where students synthesize their education in the program in a manner that combines theoretical work with applied learning. Students produce unit papers in which they incorporate diverse theoretical approaches to African American Studies. These papers inform their performance in structured debates where they must articulate a position on a significant social or political concern. Using the Oral Communication VALUE Rubric, the number and percent of students at benchmark (1), milestones (2 and 3), and capstone (4) for organization, language, delivery, supporting material, and central message.

Source of Evidence: Written assignment(s), usually scored by a rubric

**Target:**
No Target Established.

**Finding (2011-2012) - Target: Not Reported This Cycle**

**Oral Communication VALUE Rubric**

<table>
<thead>
<tr>
<th></th>
<th>Capstone</th>
<th>Milestones</th>
<th>Benchmark</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Organization</strong></td>
<td>5 (42%)</td>
<td>3 (25%)</td>
<td>1 (8%)</td>
</tr>
<tr>
<td><strong>Language</strong></td>
<td>3 (25%)</td>
<td>4 (33%)</td>
<td>2 (17%)</td>
</tr>
<tr>
<td><strong>Delivery</strong></td>
<td>6 (50%)</td>
<td>2 (17%)</td>
<td>1 (8%)</td>
</tr>
<tr>
<td><strong>Supporting Material</strong></td>
<td>3 (25%)</td>
<td>5 (42%)</td>
<td>1 (8%)</td>
</tr>
<tr>
<td><strong>Central Message</strong></td>
<td>5 (42%)</td>
<td>4 (33%)</td>
<td>0 (0%)</td>
</tr>
</tbody>
</table>

Results show that oral communication skills are high (75% at milestones or higher level) among students in AAST 401. As the capstone course in the AAST degree program, these results demonstrate that student oral communication skill are well developed by end of their degree pursuit.

**M 6: Written Communication VALUE Rubric**

Essays in Introduction to African American Studies (AAST 201) will be assessed by using the Written Communication VALUE Rubric through the number and percent of at benchmark (1), milestones (2 and 3), and capstone (4) for context and purpose of writing, content development, genre and disciplinary conventions, sources and evidence and control of syntax and mechanics.
Source of Evidence: Written assignment(s), usually scored by a rubric

Target:
No Target Established.

**Finding (2011-2012)** - **Target: Not Reported This Cycle**

**Written Communication VALUE Rubric**

<table>
<thead>
<tr>
<th></th>
<th>Capstone</th>
<th>Milestones</th>
<th>Benchmark</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Context of and Purpose</strong></td>
<td>4</td>
<td>3</td>
<td>1</td>
</tr>
<tr>
<td>for Writing</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><em>Includes considerations of audience, purpose, and the circumstances surrounding the writing task(s).</em></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Content Development</strong></td>
<td>36 (42%)</td>
<td>12 (14%)</td>
<td>23 (27%)</td>
</tr>
<tr>
<td><em>Formal and informal rules inherent in the expectations for writing in particular forms and/or academic fields (please see glossary).</em></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Genre and Disciplinary</strong></td>
<td>8 (1%)</td>
<td>43 (50%)</td>
<td>20 (23%)</td>
</tr>
<tr>
<td>Conventions</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><em>Formal and informal rules inherent in the expectations for writing in particular forms and/or academic fields (please see glossary).</em></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Sources and Evidence</strong></td>
<td>40 (47%)</td>
<td>25 (29%)</td>
<td>15 (17%)</td>
</tr>
<tr>
<td><strong>Control of Syntax and</strong></td>
<td>14 (16%)</td>
<td>22 (26%)</td>
<td>35 (41%)</td>
</tr>
<tr>
<td><strong>Mechanics</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Results indicate that at least 83% of students demonstrate good (milestones levels or higher) written communication skills.

**SLO 3: Articulation of Major Concepts**

Students who complete the degree will be able to identify and articulate major critical concepts in African American Studies and their significance to the history of race and experiences of people of African descent.

**Connected Document**

BA African American Studies Curriculum Maps

**Relevant Associations:**

Student Learning Outcome #3 Improvement Action(s) to be advanced (copied from 2010-11 report):

Assess a wider range of AAST course syllabi for attention to major critical concepts in African American Studies. Make pre-course and post course tests more detailed in order to better gage student understanding of concepts and themes. For example, pre-course surveys might be improved by providing short answers and asking students to match the idea and/or concept to the correct response. Students would then be asked similar questions and asked to provide more details at the end of the course.

**Standard Associations**

SACS 3.3.1
3.3.1.1 Educational programs, to include student learning outcomes

**Strategic Plan Associations**

University of Alabama

1. Promote and enhance areas of academic, scholarship, and research excellence.
2. Expand the University's emphasis on global and cultural studies.
3. Increase involvement of undergraduate students in research and scholarly activities.
4. Increase attention to, and rewards for, excellence in teaching.
3.14 Provide career preparation and employment services that lead graduates to satisfying and productive careers and professions.
4.1 Provide leadership in addressing economic, social, and cultural issues in Alabama through research and outreach activities.
4.3 Produce scholars who will become academic and civic leaders in their disciplines.
4.4 Produce graduates who will serve as effective leaders in Alabama’s government, businesses, educational systems, health care, the arts, and other professions, and who will be leaders in their communities.

**Related Measures**

**M 7: African Diaspora Survey**

In AAST 226 students complete a pre-course survey at the start of the semester, which assesses their knowledge of characteristics of various religions practiced in the African Diaspora. Through quizzes and essays students are assessed throughout the course of their knowledge acquisition in this area. Percent of students earning 70% or higher on the assignments; this is measured by the increase in performance from pre-course survey to embedded assessments.

Source of Evidence: Faculty pre-test / post-test of knowledge mastery

**Target:**

No Target Established.

**Finding (2011-2012) - Target: Not Reported This Cycle**

At least 90% of students earned 70% or higher on assignments. On essay assignments, 45% of students received As, 52% received Bs, and 3% received C and under. In the post-test 90% of students showed improvement. 50% answered all questions correctly, 40% answered 80% of questions correctly. 10% answered 50% of questions correctly.

Results indicate student knowledge acquisition of major critical concepts and their significance is very high.

**M 8: Final Exam Results**

The percent and number of students who answer 75% of questions correctly on final examination in African American history courses.

Source of Evidence: Academic direct measure of learning - other

**Target:**

No Target Established.

**Finding (2011-2012) - Target: Not Reported This Cycle**

In 20th Century African American History, of the 22 students who received a final grade, 82% received a grade of C or higher (75%). Of the 4 who did not, one received an incomplete, two failed the class, and one received a NA. Two other students withdrew.

Results indicate that a high number of students learn to identify and articulate major critical concepts and their significance in African American History courses. Thus this course is a highly valued contribution to the AAST degree.

**M 9: Monitor Level of Difficulty**

Monitor level of detail and difficulty for pre-course and post-course tests.

Source of Evidence: Faculty pre-test / post-test of knowledge mastery

**Target:**

No Target Established.

**Finding (2011-2012) - Target: Not Reported This Cycle**

The instructor for AAST 226 reported that the level of detail of pre and post tests/assignments was adequate and worked well and that she plans to use the same next time she teaches the class.

Given that on the post-test 90% of students showed improvement--50% answered all questions correctly, 40% answered 80% of questions correctly, 10% answered 50% of questions correctly--the post-test successfully assesses student knowledge. However, in future results from pre-test need to be reported and compared to post-test results.

**Related Action Plans (by Established cycle, then alpha):**

For full information, see the Details of Action Plans section of this report.

**Report, Compare, and Evaluate Pre-test and Post-test Results**

*Established in Cycle: 2011-2012*

Instructor did not report or compare results from pre-test in AAST 226. This data would provide a more complete and meaningful ...
SLO 4: Demonstrate Intercultural Knowledge
Students who complete the degree will be able to demonstrate intercultural knowledge and community engagement through outreach opportunities.

Connected Document
BA African American Studies Curriculum Maps

Relevant Associations:
Student Learning Outcome #4 Improvement Action(s) to be advanced (copied from 2010-11 report):

Increase the number of students enrolled in the Alabama in Ghana program. Because discussion sessions with students revealed their wonder, excitement, and sometimes, confusion as to how to understand the unique cultural, social, political, and economic practices they observed, the program could include more academic preparation of cultural and historical contexts of colonialism and traditional African philosophy and practices before students travel to the country.

Standard Associations
SACS 3.3.1
3.3.1.1 Educational programs, to include student learning outcomes
3.3.1.5 Community/public service within its educational mission

Related Measures

M 10: Study Abroad Program
Students enrolled in the Alabama in Ghana study abroad program gain intercultural knowledge and engage in service-learning activities. The Alabama in Ghana program is offered each summer. The course offers students a unique opportunity to not only study in an African culture but also get involved with African communities in a tangible way by integrating service projects with classroom learning. Students prepare a service learning plan prior to their arrival in Ghana. The plan consists of (a) Goals and objectives; (b) Strategies to achieve their objectives; (c) Implementation tools; and (d) Evaluation criteria. While in Ghana, students document their daily service learning experience, which provides the basis for the final presentation in the course. Faculty will evaluate journals and final presentations for satisfactory and excellent students abilities to fulfill required work, explore cultural productions and traditions, and make connections to people and culture in large national and global contexts.

Source of Evidence: Academic direct measure of learning - other

Target:
No Target Established.

Finding (2011-2012) - Target: Not Reported This Cycle
In GY 444 (Field Studies in Ghana) faculty evaluated journals and final presentations for the number of satisfactory and excellent student abilities to fulfill required work, explore cultural productions and traditions, and make connections to people and cultures in large national and global contexts. There were 9 students enrolled in the program in summer 2011. 6 students received excellent (A); 2 students received very good (B+); and 1 student received good (B).

Results indicate that student demonstration of intercultural knowledge and community engagement is very high and that the study abroad program provides an essential component to the AAST degree.

M 11: Narrative Construction Evaluations
In AAST 226 students are required to visit African American churches around the community and develop a comparative narrative of their observations. This will be assessed by the percent of students who achieve satisfactory or excellent ratings on the narrative. Faculty determines satisfactory or excellent evaluations by students fulfilling assignment requirements which can include knowledge of order of services, ritual and practices, and themes of service.

Source of Evidence: Written assignment(s), usually scored by a rubric

Target:
No Target Established.

Finding (2011-2012) - Target: Not Reported This Cycle
This measure was not assessed because students did not visit churches this semester.

Related Action Plans (by Established cycle, then alpha):
For full information, see the Details of Action Plans section of this report.

Measure Evaluation
Established in Cycle: 2011-2012
This measure will be evaluated for its reflection of course assignments in AAST 226. If it is determined that the assignments i...

M 12: Intercultural Knowledge and Competence VALUE Rubric
Using the Intercultural Knowledge and Competence Value Rubric, the number and percent of enrolled in the Alabama in Ghana program at benchmark (1), milestones (2 and 3), and capstone (4) for Knowledge (cultural awareness, and knowledge of cultural worldview frameworks), and Skills (empathy, and verbal and nonverbal communication).

Source of Evidence: Academic direct measure of learning - other
Target:
No Target Established.

Finding (2011-2012) - Target: Not Reported This Cycle
Data for this measure has not been completed yet. The Intercultural VALUE Rubric was adopted after the summer 2011 Alabama in Ghana program. Data will be produced from summer 2012.

Other Outcomes, with Any Associations and Related Measures, Targets, Findings, and Action Plans

OthOtm 5: Sustained Level of Recognized Quality
The program will improve and sustain a high level of recognized quality.

Relevant Associations:
Program Outcome #1 Improvement Action(s) to be advanced:
This program was approved by the Alabama Commission of Higher Education in 2009. It began enrolling students in fall 2009 and so has not been reviewed.

Related Measures

M 13: Report List of Strengths
Strengths of program will be report when it is reviewed.

Source of Evidence: Evaluations
Target:
No Target Established.

Finding (2011-2012) - Target: Not Reported This Cycle
Program has not been reviewed yet.

M 14: Report Opportunities for Improvement
Opportunities for improvement will be reported when it is reviewed.

Source of Evidence: Evaluations
Target:
No Target Established.

Finding (2011-2012) - Target: Not Reported This Cycle
Program has not been reviewed yet.

M 15: Report List of Actions in Response to Recommendations
Actions taken based on program review will be reported when it is reviewed.

Source of Evidence: Evaluations
Target:
No Target Established.

Finding (2011-2012) - Target: Not Reported This Cycle
Program has not been reviewed yet.

OthOtm 6: Sustain Optimal Level of Enrollment
The program will build and sustain an optimal level of annual program enrollments and degree completions.

Related Measures

M 16: Monitor Credit Hour Production
Monitor undergraduate semester credit hour production for last three fall semesters.

Source of Evidence: Administrative measure - other
Target:
No Target Established.

Finding (2011-2012) - Target: Not Reported This Cycle
Credit hour production for AAST courses for the last three fall semesters were as follows: 549 (2009); 537 (2010); and 681 (2011).

This data shows a significant increase (27%) from 2010 to 2011. This increase is a result of offering larger sections of AAST 201 and affirms the demand for AAST course offerings.

M 17: Number of Courses and Sections Offered
Monitor number of undergraduate courses and sections offered for the last three fall semesters.

Source of Evidence: Administrative measure - other
Target:
No Target Established.

Finding (2011-2012) - Target: Not Reported This Cycle
The number of AAST courses offered in last three fall semesters were: 16 (2009); 9 (2010); and 11 (2011).
The number of sections were: 20 (2009); 20 (2010); and 18 (2011).

Although the number of courses were lower in 2010 and 2011 from 2008, the number of sections remained steady.

**M 18: Monitor Number of Students in Major**
Monitor number of students in the undergraduate major for the last three fall semesters.

Source of Evidence: Administrative measure - other

**Target:**
No Target Established.

**Finding (2011-2012) - Target: Not Reported This Cycle**
The numbers of AAST majors for the last three semesters were: 14 (2009); 20 (2010); and 9 (2011).

The number of majors dropped significantly in 2011. 7 students graduated between Fall 2010 and Fall 2011. The GRS chair and director of African American Studies have undertaken a few initiatives to increase majors.

**Related Action Plans (by Established cycle, then alpha):**

**Increase AAST Majors**
*Established in Cycle: 2011-2012*
The GRS chair and director of African American Studies have undertaken a few initiatives to increase majors. The chair has all...

For full information, see the Details of Action Plans section of this report.

**OthOtcm 7: Highly Valued by Program Graduates and Key Constituencies**
The program will be highly valued by its program graduates and other key constituencies it serves.

**Related Measures**

**M 19: NSSE Results**
Results from most recent NSSE for department senior majors

Source of Evidence: Academic indirect indicator of learning - other

**Target:**
No Target Established.

**Finding (2011-2012) - Target: Not Reported This Cycle**
Data has not been produced yet.

**M 20: Informal Discussions between Faculty and Students**
Results from informal faculty advising or discussion with students regarding future plans

Source of Evidence: Discussions / Coffee Talk

**Target:**
No Target Established.

**Finding (2011-2012) - Target: Not Reported This Cycle**
Findings from this measurement have not been reported yet.

**M 21: Exit Survey Results**
Results from exit survey for graduating majors and minors

Source of Evidence: Academic indirect indicator of learning - other

**Target:**
No Target Established.

**Finding (2011-2012) - Target: Not Reported This Cycle**
Data from this measurement have not been reported yet.

**Details of Action Plans for This Cycle (by Established cycle, then alpha)**

**AAST 100 Course**
The AAST director has developed AAST 100 “Call and Response: Exploring African American Experience,” a one credit hour course in that is interdisciplinary and team-taught, that will use the Paul Jones African American Art Collection to introduce students to the breadth and richness of African American culture. This course is designed to attract freshmen to the program and give them the opportunity to meet the AAST core and affiliated faculty, and expose them to the wide range of courses AAST offers.

*Established in Cycle: 2011-2012*

**Implementation Status:** Planned
**Priority:** High

**Implementation Description:** AAST 100 Guest Lectures

**Projected Completion Date:** 05/2013

**Responsible Person/Group:** Director of African American Studies

**African American Studies Student Association**
The department will continue to support the African American Studies student association and encourage members to lead and promote events and activities that involve student with their peers and with faculty.
Increase AAST Majors

The GRS chair and director of African American Studies have undertaken a few initiatives to increase majors. The chair has allocated a small budget to support an African American Studies student association. The director began recruiting students in Spring 2012. Students have begun work to register the organization as a student association and to develop an agenda that will increase interest in the major and motivate others to declare it. She has developed AAST 100 “Call and Response: Exploring African American Experience,” a one credit hour course in that is interdisciplinary and team-taught, that will use the Paul Jones African American Art Collection to introduce students to the breadth and richness of African American culture. This course is designed to attract freshmen to the program and give them the opportunity to meet the AAST core and affiliated faculty, and expose them to the wide range of courses AAST offers. The director will be the instructor of record for this course. The director and chair have begun development of area tracks within the major to convey to students the multiple professional possibilities a degree in AAST can offer.

Established in Cycle: 2011-2012
Implementation Status: Planned
Priority: High
Implementation Description: Support and encourage AAST student association.
Projected Completion Date: 05/2013
Responsible Person/Group: Director of African American Studies

Increase AAST Majors and Minors

The GRS chair and director of African American Studies have undertaken a few initiatives to grow the AAST program and increase majors and minors. The chair has allocated a small budget to support an African American Studies student association. The director began recruiting students in Spring 2012. Students have begun work to register the organization as a student association and to develop an agenda that will increase interest in the major and motivate others to declare it. She has developed AAST 100 “Call and Response: Exploring African American Experience,” a one credit hour course in that is interdisciplinary and team-taught, that will use the Paul Jones African American Art Collection to introduce students to the breadth and richness of African American culture. This course is designed to attract freshmen to the program and give them the opportunity to meet the AAST core and affiliated faculty, and expose them to the wide range of courses AAST offers. The director will be the instructor of record for this course. The director and chair have begun development of area tracks within the major to convey to students the multiple professional possibilities a degree in AAST can offer.

Established in Cycle: 2011-2012
Implementation Status: Planned
Priority: High
Implementation Description: Support development of student association. Create 100 level course the exposes students to African American culture. Create area tracks in major.
Projected Completion Date: 05/2013
Responsible Person/Group: Director of African American Studies and Chair of Gender and Race Studies

Increase Number of General Education Courses

The department will create and offer a greater number of Social Behavior and Writing core courses. The department chair will closely follow up on core course development and approval to ensure course proposals are moved through the process of approval in a timely manner.

Established in Cycle: 2011-2012
Implementation Status: Planned
Priority: High
Projected Completion Date: 05/2013

Increase SOI for Adjunct Faculty

In order to increase SOI for adjunct faculty teaching introductory courses, adjuncts will be mentored through observation and consultation by tenured or tenure-track faculty. The department will support professional development opportunities for adjunct faculty.

Established in Cycle: 2011-2012
Implementation Status: Planned
Priority: High
Implementation Description: Mentor adjunct faculty. Support professional development.
Projected Completion Date: 05/2013
Responsible Person/Group: Department chair

Increase Student Performance on Post-Course Surveys

Post-course survey results were less than targeted. A number of factors may have impacted this situation. The department chair and AAST director will meet with instructors of AAST 201 to determine possible causes for less than optimal results. They will then develop a plan to increase student performance.

Established in Cycle: 2011-2012
Implementation Status: Planned
Priority: Hgh

Relationships (Measure | Outcome/Objective):
Measure: Course Survey  | Outcome/Objective: Demonstrate Comprehensive Understanding

Implementation Description: The department chair and AAST director will meet with instructors of AAST 201 to determine possible causes for less than optimal results. They will then develop a plan to increase student performance.

Projected Completion Date: 05/2013
Responsible Person/Group: Department chair and AAST director.

Measure Evaluation
This measure will be evaluated for its reflection of course assignments in AAST 226. If it is determined that the assignments in future offerings of this course will include those described in the measure, then the measure will remain unchanged but will be assessed in 2012-2013. However, if assignments will not include those described in the measure, the measure will be revised.

Established in Cycle: 2011-2012
Implementation Status: Planned
Priority: Hgh

Relationships (Measure | Outcome/Objective):
Measure: Narrative Construction Evaluations  | Outcome/Objective: Demonstrate Intercultural Knowledge

Implementation Description: Evaluate and implement or revise measure.

Projected Completion Date: 12/2012
Responsible Person/Group: Assessment coordinator and instructor of AAST 226

Report, Compare, and Evaluate Pre-test and Post-test Results
Instructor did not report or compare results from pre-test in AAST 226. This data would provide a more complete and meaningful picture of student performance as well as the difficulty of such tests. In the future, the instructor must report and compare the results of each test. Additionally, test questions should be monitored for their level of knowledge acquisition and skill performance. For example, does the question reflect knowledge gained from cultural engagement or does it reflect knowledge gained from scholarly research. Does the question reflect and require critical thinking skills to obtain correct answer? Developing a rubric to evaluate questions in this manner would provide a better assessment of the level of difficulty of tests.

Established in Cycle: 2011-2012
Implementation Status: Planned
Priority: Hgh

Relationships (Measure | Outcome/Objective):
Measure: Monitor Level of Difficulty  | Outcome/Objective: Articulation of Major Concepts

Implementation Description: Instructor will report and compare the results of each test. Also, test questions will be evaluated to assess their level of knowledge acquisition and skill performance.

Projected Completion Date: 12/2012
Responsible Person/Group: AAST director and instructor teaching AAST 226

Use Detailed Rubric
In order to produce meaningful data, faculty teaching AAST 226 will be required to use a detailed rubric in assessing essay assignments. This could be the Reading VALUE Rubric or another of their choosing and design. However, the rubric must account for student comprehensive understanding of African American history, culture, and identity.

Established in Cycle: 2011-2012
Implementation Status: Planned
Priority: Hgh

Relationships (Measure | Outcome/Objective):
Measure: Reading VALUE Rubric  | Outcome/Objective: Demonstrate Comprehensive Understanding

Implementation Description: Faculty will use detailed rubric in assessing essay assignments

Projected Completion Date: 05/2013
Responsible Person/Group: Faculty teaching AAST 226
### Curriculum Maps #1  (In which courses are Student Learning Outcomes Addressed)

Use “Introduce” when outcome is first address; “Reinforce” when outcome is reinforced; and “Master” when outcome is expected to be mastered.

<table>
<thead>
<tr>
<th>Student Learning Outcome 1 Understanding of African American History, Culture, and Identity</th>
<th>Student Learning Outcome 2 Critical Thinking and Applied Active Learning</th>
<th>Student Learning Outcome 3 Identify and Articulate Major Concepts in African American Studies</th>
<th>Student Learning Outcome 4 Intercultural Knowledge and Community Engagement</th>
</tr>
</thead>
<tbody>
<tr>
<td>AAST 201</td>
<td>Introduce</td>
<td>Introduce</td>
<td>Introduce</td>
</tr>
<tr>
<td>AAST 401</td>
<td>Master</td>
<td>Master</td>
<td>Master</td>
</tr>
<tr>
<td>Required Experience Two Courses in African American History (For example, AAST 319 and 320.)</td>
<td>Reinforce</td>
<td>Reinforce</td>
<td>Reinforce</td>
</tr>
<tr>
<td>Required Experience Two Courses in African American Culture (For example, AAST 249, 341, 350, 412, 413, 413, and 488.)</td>
<td>Reinforce</td>
<td>Reinforce</td>
<td>Reinforce</td>
</tr>
<tr>
<td>Required Experience One Course in African American Social Institutions (For example, AAST 226, 302, and 303.)</td>
<td>Reinforce</td>
<td>Reinforce</td>
<td>Reinforce</td>
</tr>
<tr>
<td>Common Experience Twelve Credits in AAST Elective (For example, GY 344)</td>
<td>Reinforce</td>
<td>Reinforce</td>
<td>Reinforce</td>
</tr>
</tbody>
</table>

### Curriculum Maps #2  (What assessment measures will be employed in which courses for each SLO)

Indicate which measure is being obtained in which course by typing “Measure n.n” in the appropriate cell. If you’d rather use a description of the measure, that is fine. Also, indicate the year/semester in which the measure will be obtained (e.g., Fall 2011). Student learning outcomes must be assessed at least once within a 2-year period. Note that a measure does not need to be obtained from every course in which an outcome is covered (see Map #1).
<table>
<thead>
<tr>
<th>Student Learning Outcome 1</th>
<th>Student Learning Outcome 2</th>
<th>Student Learning Outcome 3</th>
<th>Student Learning Outcome 4</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Course</th>
<th>Measure 1.1</th>
<th>Measure 2.1</th>
<th>Measure 3.1</th>
<th>Measure 4.1</th>
</tr>
</thead>
<tbody>
<tr>
<td>AAST 201</td>
<td>Measure 1.2 Fall 2011</td>
<td>Measure 2.1 Fall 2011</td>
<td>Measure 3.2 Spring 2012</td>
<td>Measure 4.2 Spring 2012</td>
</tr>
<tr>
<td>AAST 401</td>
<td>Measure 2.2 Fall 2011</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Two Courses in African American History (For example, AAST 319 and 320.)</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Two Courses in African American Culture (For example, AAST 249, 341, 350, 412, 413, 413, and 488.)</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>One Course in African American Social Institutions (For example, AAST 226, 302, and 303.)</td>
<td>Measure 1.1 Spring 2012</td>
<td>Measure 3.1 Spring 2012</td>
<td>Measure 4.1 Summer 2011</td>
<td></td>
</tr>
<tr>
<td>Twelve Credits in AAST Elective (For example, GY 344)</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>