| **Global Learning Student Learning Outcome Addressed** | **Assessment Method** | Assessment Results |
| --- | --- | --- |
| **Global Awareness:** Students will be able to demonstrate knowledge of the interrelatedness of local, global, international, and intercultural issues, trends, and systems. See that African American history cannot be understood in isolation from developments in other part of the African diaspora, including the Caribbean and post-colonial Africa. | Assessment Activity/Artifact:Over multiple weeks, students will discuss the interaction of local, regional, national, and international forces in shaping African American history, including the ways that history has been experienced differently according to gender, class, sexual identity, and nationality. For example: students will discuss the influence of Black migrants from the U.S. South and Caribbean islands on the Harlem Renaissance, and the anxieties of the Black middle class surrounding issues of cultural and sexual respectability during the same period . Evaluation Process: This learning outcome will be evaluated by means of a rubric that scores on a scale of 0-4. Minimum Criteria for Success: A minimum score of 2 on the rubric. Sample: All students will be assessed.  | *To be entered after each time course is taught* |
| **Course Learning Outcome** |
| Think critically about how differences of gender, sexuality, class, and place intersect with race to shape not just a single African American experience, but many.Understand the ways that African American history has been shaped by the interaction of local, regional, national, and international forces and events. |
| **Use of Results for Improving Student Learning** |
| *To be entered after each time course is taught* |

| **Global Learning Student Learning Outcome Addressed** | **Assessment Method** | Assessment Results |
| --- | --- | --- |
| **Global Perspective:** Students will be able to conduct a multi-perspective analysis of local, global, international, and intercultural problems. Recognize that African American history is comprised of multiple stories, representing diverse experiences and perspectives.  | Assessment Activity/Artifact: Students will find two primary sources related to their team's digital exhibit and write a short essay of 500 to 750 words comparing them. Students must attend to the authors'/creators' purpose in creating each source, the way they communicate their perspective, and the historical context for the source. Evaluation Process: Essays will be evaluated based on the following: • describes the argument or purpose of each source• places each source in appropriate historical context• effectively highlights points of similarity and difference between the two sources• paragraphs are analytical and well-organized, with topic sentence, evidence, and conclusionMinimum Criteria for Success: A minimum grade of C on the assignmentSample: All students will be assessed  | *To be entered after each time course is taught* |
| **Course Learning Outcome** |
| Students will be able to find, analyze, and compare primary sources, and understand the different types of sources that historians use. |
| **Use of Results for Improving Student Learning** |
| *To be entered after each time course is taught* |

| **Global Learning Student Learning Outcome Addressed** | **Assessment Method** | Assessment Results |
| --- | --- | --- |
| **Global Engagement:** Students will be able to demonstrate willingness to engage in local, global, international, and intercultural problem solving and consider different perspectives on a problem or controversy related to African American history and attempt to reach a resolution about it. | Assessment Activity/Artifact: Working in teams, students will use original research in construct digital exhibits for the African American AIDS History Project. Evaluation Process: Exhibits will be evaluated based on the following: • includes an appropriate number of primary and secondary sources, as described in assignment sheet• uses sources to communicate research findings to a public audience• organization of site shows care and critical thinking• clarity of written expressionMinimum Criteria for Success:A minimum grade of C on the assignment. Sample: All students will be assessed.  | *To be entered after each time course is taught* |
| **Course Learning Outcome** |
| Be able to think like a historian and use that thinking to analyze the most pressing problems facing the United States today, including inequality, mass incarceration, and health disparities, such asHIV/AIDS.Be able to find, analyze, and compare primary and secondary sources, and understand the difference between the types of sources that historians use. |
| **Use of Results for Improving Student Learning** |
| *To be entered after each time course is taught* |