Mission / Purpose
The mission of the Fort Tombecbe Project is to document, through historical and archaeological research, the lives of the people who lived there; to develop the site for public interpretation and scholarly research; to share findings with all stakeholders; and to make a positive impact on the surrounding Black Belt communities.

I. Goals and Student Learning Outcomes/Objectives, with Related Measures, Targets, Findings, and Action Plans

A. Goal: To address the major educational, social, cultural, and economic issues of the region
To address the major educational, social, cultural, and economic issues of the region and in doing so promote a positive self-image of the institution and the area.

1. Outcome: Create exhibit about the fort
Work will begin to create a permanent exhibit on Fort Tombecbe for the Black Belt Museum.

a. Measure: Completion of exhibit design
Exhibit design will be completed by the end of the 2010-2011 cycle.

1. Achievement Target:
Drawings, artifacts, lists, label copies and design plans will be on file in the office of the Assistant Director of the Black Belt Museum

2. Findings (2011-2012) - Target: Not Met
The target was not met, largely due to the planning and preparation required for the Spring 2012 archaeological field school. This objective probably should be retired until renovations to the museum building itself have progressed further. A benefit of putting off this objective at least another year would be that artifacts discovered during the 2012 excavations can be included in the exhibit design.

3. Action Plans:
Choose theme for Fort Tombecbe exhibit
The initial objective was to have all the components of an exhibit on Fort Tombecbe, including the artifacts, graphics, and label copy, ready and waiting for the completion of the museum's exhibit hall. The Action Plan for this objective involves several changes since the objective's establishment in the 2010-2011 cycle. First, the priority is reduced from Medium to Low, and second, its implementation status is now On-Hold. These changes have been made to reflect the fact that progress toward having an exhibit hall continues to stall and cannot be assigned a projected completion date. (See Assessment Summary for Black Belt Museum for details.) A third reason for altering this
objective is that, given the new archaeological work at the Fort Tombecke site, there will be more and new artifacts that should be included in an exhibit. Analysis of the new material will take at least a year, lasting into 2014 for some objects, and likely will produce information to enhance any exhibit. Given these delays and discoveries, the revised Action Plan regarding this objective involves breaking up the exhibit design process into smaller pieces. Instead of designing the entire exhibit, the plan of action is to outline a theme for an exhibit on Fort Tombecke. An exhibit on the entire history and culture of the fort is outside the scope of the future museum's available space and is outside of best museum practice for exhibit design. A particular theme, or perspective, will be chosen, researched, and outlined.

**Established in Cycle:** 2011-2012  
**Implementation Status:** On-Hold  
**Priority:** Low  
**Implementation Description:** Chose an exhibit theme and produce an outline of the exhibit topics that can be further developed in future cycles.  
**Responsible Person/Group:** Ashley Dumas, Brian Mast, and James Lamb

2. **Outcome: Increase student involvement**

Increasing student involvement at Fort Tombecke through UWA courses and volunteer projects is critical to its success as a learning and research tool.

a. **Measure: Enrollment increase**

The enrollment of students in the Archaeological Field work class (AN 401) will increase.

1. **Achievement Target:**

   Enrollment will remain constant or increase by at least one student every time that AN401 is offered.

2. **Findings (2011-2012) - Target: Met**

   AN401 Field Work in Archaeology, or archaeological field school, was offered in the Summer 2012. Eight students enrolled, which is a 100% increase over the 2010 enrollment. Four of the students were from UWA, and four were from other universities.

II. **Goals and Other Outcomes/Objectives, with Related Measures, Targets, Findings, and Action Plans**

A. **Goal:** To address the major educational, social, cultural, and economic issues of the region

To address the major educational, social, cultural, and economic issues of the region and in doing so promote a positive self-image of the institution and the area.

1. **Objective: Increase community involvement**

Community involvement with the Fort Tombecke site, especially within the Epes community, will increase through having a day when all community members are invited for a special tour of the site. Additionally, the members of the Epes Barbecue Club will be offered a special tour of the site.
a. Measure: Increase community participation
   A record of attendees at activities involving the community will be kept.

1. Achievement Target:
   The number of community members visiting the site through university or community-sponsored events will increase by 10% each year.

2. Findings (2011-2012) - Target: Met
   The number of community members who visited Fort Tombecbe during 2011-2012 was about 100. About 45 were there on Community Day, which was held in conjunction with the archaeological field school on June 9, 2012. Other visitors included volunteer groups, individual visitors, and school groups.

III. Other Plans for Improvement:

A. Continue to gather local support for the site
   In the absence of immediate need for a Friends of Fort Tombecbe group, support for the fort should still be sought and increased through community visitation days, public archaeological digs, and presentations.
   Established in Cycle: 2010-2011
   Implementation Status: In-Progress
   Priority: Medium
   Implementation Description: Schedule more public events at the fort.
   Responsible Person/Group: Ashley Dumas

B. Restructure field school
   It is difficult to find students who are willing or able to attend a class that meets for 4 hours twice a week, especially when the course is new and counts only as an elective.
   Established in Cycle: 2010-2011
   Implementation Status: Finished
   Priority: High
   Projected Completion Date: 06/28/2012
   Responsible Person/Group: Ashley Dumas

C. Schedule community day during field school
   So that community members will have something more to look at when visiting the Fort, a Community Day will be scheduled during the May-June 2012 field school. Funds for materials and promotion for this event have been included in a grant proposal to the Alabama Historical Commission.
   Established in Cycle: 2010-2011
   Implementation Status: Finished
   Priority: Medium
   Implementation Description: (a) schedule Community Day (b) advertise Community Day
   Projected Completion Date: 06/28/2012
   Responsible Person/Group: Ashley Dumas
D. Write and Combine 2010 and 2012 reports  
The 2010 excavation report will be combined with the 2012 excavation report.  
Established in Cycle: 2010-2011  
Implementation Status: Planned  
Priority: High  
Implementation Description: (a) oversee completion of artifact analysis (b) compile reports  
Projected Completion Date: 07/31/2012  
Responsible Person/Group: Ashley Dumas  
Additional Resources Requested: Laboratory space and additional student help (contingent on laboratory space)  

E. Create lesson plans for teachers  
The creation of lesson plans on Fort Tombecbe for 4th grade teachers in the Black Belt.  
Established in Cycle: 2011-2012  
Implementation Status: In-Progress  
Priority: Medium  
Implementation Description: Outline lesson plans, consult with faculty in UWA's College of Education, send plan for evaluation by select area 4th grade teachers, edit, print, distribute  
Projected Completion Date: 08/30/2012  
Responsible Person/Group: Ashley Dumas  
Additional Resources Requested: Funds for printing and binding the completed lesson plans and postage for mailing them.  
Budget Amount Requested: $2,000.00 (recurring)  

IV. Analysis Questions and Analysis Answers  

A. What specific strengths did your assessments show? (Strengths)  
Not meeting our target for creating an exhibit design reflects an ability to reprioritize objectives given the slow progression of the Museum. Staff and resources have instead been directed toward improving the Fort Tombecbe field school and creating more community involvement and awareness of the site. Both of these objectives were very successful and have created a positive momentum that will be easy to build on.  

B. What specific weaknesses or challenges did your assessments show? (Weaknesses)  
There are no weaknesses shown by not creating the exhibit, but it does reflect the threat that having staff fulfilling several roles often results in unfinished projects.  

C. What plans were implemented?  
Many new artifacts appropriate for exhibit display were recovered from the 2012 excavations that will help us create a theme and outline for a Fort Tombecbe exhibit. Regarding the increase in student involvement, four students from UWA represent no change from the number of students enrolled in the 2010 field school. However, this target was met because students from outside of UWA were accepted, resulting in four additional students, for a total of eight. The successful Community Day is important for the site, because community members were not
only able to visit the site, but they could witness an archaeological project in action and the integral role that students play in that research. The first "open house" at the site was during the 2010 field school, and only two people from outside the Division of Educational Outreach visited on that day. This year, improved advertising and a growing interest on the part of the region's residents were reflected in the success of Community Day.

D. What plans were not implemented?
None of the tangible products planned for the exhibit were produced.

E. How will assessment results be used for continuous improvement?
Future objectives and targets will be broken into smaller, more feasible and manageable pieces given time and personnel constraints. Future field schools also will be open to non-UWA students. Anthropology and archaeology are too new at UWA to count on a large enough enrollment in the field school, especially given its rigorous schedule. By accepting non-UWA students, we are not only ensuring adequate enrollment in the course, but the interaction between UWA and students from other universities is beneficial to both. We will follow the measures that resulted in a successful Community Day and build on them by adding more living history programs.

V. Annual Report Section Responses

A. Key Achievements
Implementation of a full-scale archaeological excavation at Fort Tombecbe involving students, Black Belt Museum staff, and volunteers. Implementation of the first Community Archaeology Day at Fort Tombecbe.

B. Staff Achievements
Brian J. Mast
Presentations at Professional Meetings:
- National Association for Interpretation Regional Interpretive Workshop (Region 3) “Starting a Living History Program From Scratch” 30 people

Educational & Interpretive Presentations and/or Other Significant Professional Activities
- UWA Campus School Scavenger Hunt-3 programs, 48 people
- Fort Conde (French Marine Living History) 8 schools, 936 people
- Succernoche Folk Life Festival (French Marine Living History) 3 programs, 36 people
- Gaineswood National Historic Site (French Marine Living History) 12 programs, 335 people
- Lyman Ward Military Academy (Continental Soldier Living History) 12 programs, 390 people
- Assisted Dr. Dumas with Fort Tombecbe Field School, May 20-June 15
- Fort Tombecbe Community Day (French Marine Living History) 5 programs for 50 people

Professional Consultant:
• Cobb County (Georgia) Public School 4th Grade History Mrs. Kristin Poncheri’s class

Grant Activity:
• Applied for Daniel’s Foundation in Birmingham ( $6,000 for starting a professional living history department for the Black Belt Museum)
• Applied for Alabama Humanities Foundation (Black Belt Traveling Exhibit Design, Construction and Use in the state) Asked to reapply in fall cycle.

C. Public/Community Service
   Establishment of the first Community Archaeology Day
Planning and Assessment Approval

Department or Division: Fort Tombeche / Black Belt Museum / Division of Educational Outreach
Chair or Director: Ashley Dumas
Dean or Vice President: Tine Naremore Jones

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<thead>
<tr>
<th>Item</th>
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<tbody>
<tr>
<td>Goals</td>
<td>YES</td>
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<tr>
<td>Outcomes/Objectives</td>
<td>YES</td>
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<tr>
<td>Objectives</td>
<td>YES</td>
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<td>Measures</td>
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<tr>
<td>Achievement Targets</td>
<td>YES</td>
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Goals
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Goals are broad statements describing what the unit wants to accomplish. Goals relate to both the unit's mission and the University's mission. The goal(s) is stated as the University goal(s) a unit is attempting to meet.

Outcomes/Objectives
---
Outcomes and objectives are statements that describe in some detail what the unit plans to accomplish. Outcomes/objectives are associated with all applicable goals, strategic plans, standards, and institutional priorities.

Objectives
---
Objectives are active-verb descriptions of specific points or tasks the unit will accomplish or reach. Outcomes are active-verb descriptions of a desired end result related to student learning and the unit's mission.

Measures
---
Measures are statements to judge success in achieving the stated outcome or objective. Measures contain information on the type of evidence and assessment tool that a unit will use to verify if stated outcome/objective has been met.

Achievement Targets
---
Achievement targets are the thresholds that the measures must meet for the unit to determine that it has been successful in meeting its specified outcomes/objectives. Achievement targets are measurable statements.
<table>
<thead>
<tr>
<th>Item</th>
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<tbody>
<tr>
<td><strong>Findings</strong></td>
<td>YES</td>
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<tr>
<td>Findings are indications whether an outcome/objective was met or not. Findings are put into the system under each achievement target. Findings include an interpretation of results, possible uses of results, reflection on problems encountered, indicated improvements/changes and strengths or weakness.</td>
<td>NO</td>
<td></td>
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<tr>
<td><strong>Action Plans</strong></td>
<td>YES</td>
<td></td>
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<tr>
<td>Action plans are detailed plans created by the unit to meet an outcome/objective that was only partially met or not met or to make improvement to those outcomes/objectives that were met but still need some strengthening. The plan includes a projected completion date, implementation description, responsible person(s)/group, resources required, and budget amount (if applicable).</td>
<td>NO</td>
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<tr>
<td>Action plans created in previous cycles have been updated with implementation notes.</td>
<td>YES</td>
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<tr>
<td><strong>Annual Report</strong></td>
<td>YES</td>
<td></td>
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<tr>
<td>The Annual Report section contains information on key achievements, faculty and/or staff achievements, and community/public.</td>
<td>NO</td>
<td></td>
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<tr>
<td><strong>Analysis Report</strong></td>
<td>YES</td>
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<td>The unit has reflected on and created narratives for each of the following areas: specific strengths and progress made on outcomes/objectives, specific weaknesses or challenges, plans that were and were not implemented, and how assessment results will be used for continuous improvement.</td>
<td>NO</td>
<td></td>
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Approved by: [Signature of Dean or Vice President]  
Date: 7-27-2012

Received by OIE: [Signature of Coordinator of Planning and Assessment]  
Date: 8-10-12

The details of the report were nice to read & follow.