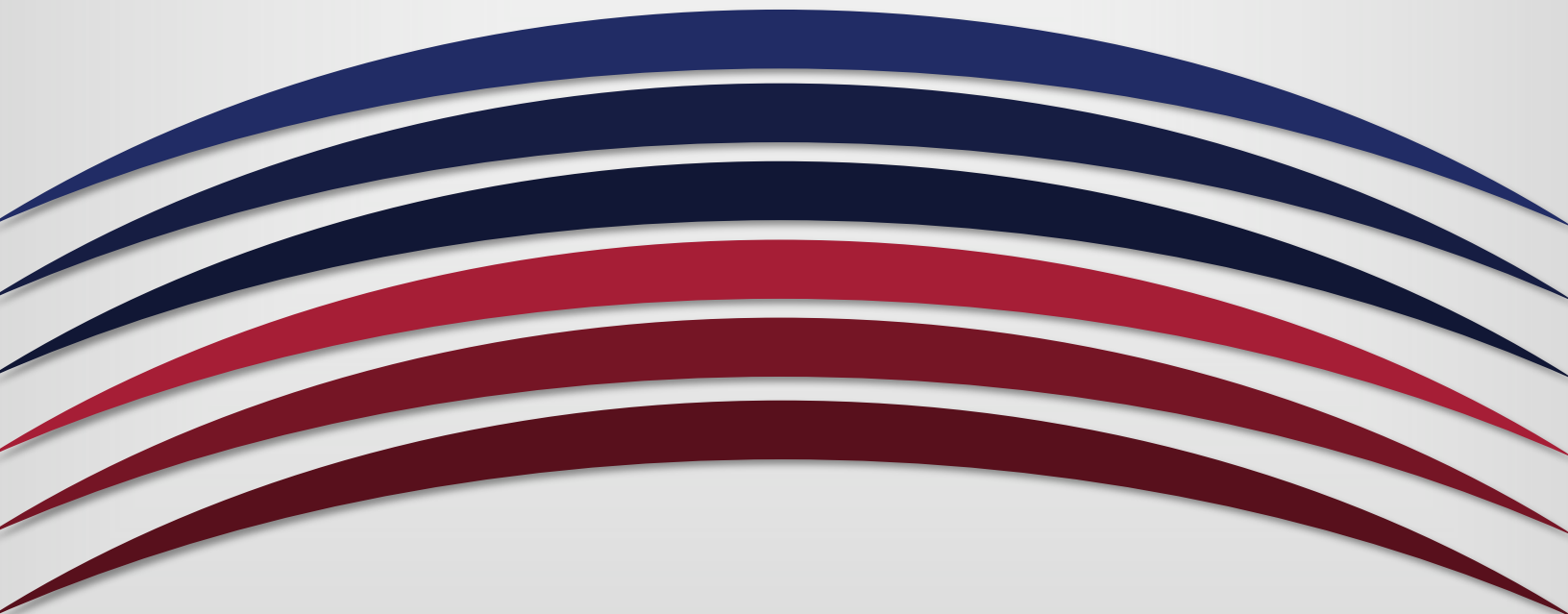


UNIVERSITY OF ARKANSAS
PULASKI TECH

Course-Level Assessment Report
Course: History of Civilization I & II
Academic Year: 2020-2021

Due to Chair/Program Director and Faculty Assessment Chair by September 4



1. Name of course: History of Civilization I & II
2. Name of individual(s) compiling report: Dorothy Martin
3. Date of submission: September 23, 2021
4. Academic year: 2020-2021

Course-Level Learning Outcomes

1. What are the Course-Level Outcomes (CLOs)?

- A. Critical Thinking. The student will develop and utilize critical thinking and communication skills in order to gain a global and historical perspective.
- B. Communication and Historical Understanding. The student will develop and utilize critical thinking and communication skills in order to gain historical perspective.
- C. Cultural Awareness. Students will demonstrate awareness of cultural differences.

2. Which CLOs were addressed for the academic year?

- A. Communication and Historical Understanding. The student will develop and utilize critical thinking and communication skills in order to gain historical perspective.

3. Which CLOs are being addressed in your assessment plan in the upcoming academic year?

- A. Communication and Historical Understanding. The student will develop and utilize critical thinking and

communication skills in order to gain historical perspective.

4. Explain the assessment cycle.

A. The assessment cycle for ACTS history courses has been the same for 4 years, so we are currently at the end of our assessment cycle. We plan to change our assessment methodology next academic year (2020-21). Faculty deploy essay questions as an assessment instrument each semester. HIST 1311 all students write an essay identifying a specific topic (e.g. an early civilization); HIST 1312 all students write an essay identifying a specific topic (e.g. an absolute ruler). Data is collected at mid-term and again at the end of the semester.

5. What are the assessment methods? Are they direct or indirect?

A. Faculty deploy essay questions as an assessment instrument each semester (a direct assessment method). All faculty use a standard rubric. Faculty have the latitude to ask different essay questions, but all faculty must address the course objectives of: critical thinking, communication and historical understanding, and cultural awareness.

B. Faculty submit their data to the lead instructor for analyzing. All instructors meet to determine the assessment plan's strengths, weaknesses, and corrective measures. Meeting to review the fall semester's assessment occur after grade submission in mid-

December, or during convocation week in early January. Meeting to review spring semester's assessment can occur after grade submission during in mid-May during the last week of faculty campus presence.

6. What are the assessment goal(s), including benchmarks?

A. The assessment goal or threshold for all history ACTS courses is 75% of students will score a 3 (Proficient) or above on a standard grading rubric.

7. What were the findings for the academic year?

History of Civilization I			
	Total	Live	Online
Advanced	53	11	42
Proficient	41	11	31
Needs Improvement	46	7	39
Failing	47	8	39
Failed	42	7	35
Total	230	44	186

A. History of Civilization I students an overall total of 41% achieved proficient or above which is below our goal of 75%. Students in the on campus classroom was 50% and online students scored 40%.

History of Civilization II			
	Total	Live	Online
Advanced	7	0	7
Proficient	19	0	19
Needs Improvement	11	0	11
Failing	5	0	5
Failed	4	0	4
Total	45	0	45

B. History of Civilization II students scored an overall total of 58% achieved the proficient or above which is also below the goal of 75%.

8. What is your analysis of the findings?

A. History of Civilization I

a. Many students did not submit required assessment assignments, 18% overall, 15% on campus and 18% of online students. While this is not a huge number of students, we need all students to be assessed.

b. On campus students only made up 21% of the overall students. Having such a small sample does not give a good sampling to know how those students are progressing compared to the online students.

c. Online students have traditionally been lower than on campus students.

B. History of Civilization II

a. There was no data for on campus classes which only allows us to look at the data from online students. These students have traditionally been lower than on campus students.

C. We found that some instructors did not submit data for one or more classes. This creates inconsistencies in the data used.

9. What is the action plan for the upcoming academic year?

Explain.

- A. All faculty will be required to submit data at the end of each semester prior to going on break.
- B. Faculty will have at minimum one assessment assignment which will be graded for by rubric checking for critical thinking and historical analysis.
- C. Faculty will use the rubric in Blackboard to grade the assessment assignment.
- D. Faculty will run and download Rubric Evaluation Report in Blackboard for each assessment assignment.
- E. Faculty will send the Rubric Evaluation Reports to the assessment lead at the end of each semester before departing for the break at the end of each semester.