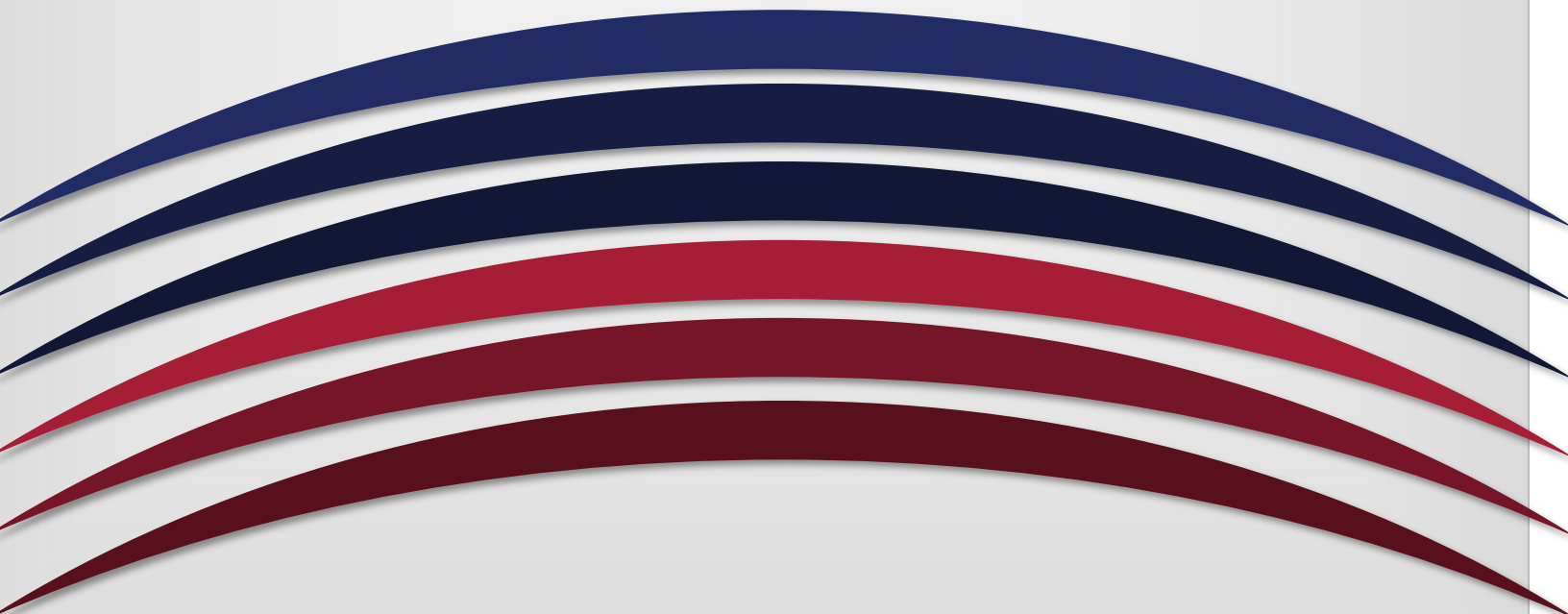


UNIVERSITY OF ARKANSAS
PULASKI TECH

Course-Level Assessment Report
Course: HIST 2311 & 2312
Academic Year: 2020-2021

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



1. Name of course: HIST 2311 U.S. History to 1877 &
HIST 2312 U.S. History Since 1877
2. Name of individual(s) compiling report: Dr. Jason C. Martin
3. Date of submission: September 23, 2021
4. Academic year: 2020-21

Course-Level Learning Outcomes

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

I. Critical Thinking. Students will develop and utilize critical thinking skills in order to gain a historical perspective.

II. Communication and Historical Understanding. Students will develop and utilize critical thinking and communication skills in order to gain historical perspective.

III. Cultural Awareness. Students will demonstrate awareness of cultural differences.

2. Which CLOs were addressed for the academic year?

All three CLOs were addressed & measured, including: critical thinking, communication & historical understanding, and cultural awareness.

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

Critical thinking and communication. Cultural awareness remains an objective, however, the history program will emphasize critical thinking and effective communication.

4. Explain the assessment cycle.

The assessment cycle occurs over an academic year, from August-December, and January-May. Data is continuously collected throughout the fall and spring semesters, and analyzed at the end of the academic year (usually mid-May).

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

Direct assessment methods are utilized by all U.S. history faculty. Faculty use writing exercises (short answers and essays) as the primary assessment instrument. All faculty are required to develop assignments (questions) linked to the history program CLOs of critical thinking, improved communication, and cultural awareness.

All faculty use a standardized rubric when assessing student work. Rubric categories and point values correspond with program CLOs (critical thinking, improved communication, and cultural awareness). Faculty explain the function and purpose of the rubric, with a short-term goal of improving student performance and long-term goal of supporting program CLOs.

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

The assessment goal and 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?

HIST 2311 U.S. History to 1877

Two full-time instructors taught live courses

Three full-time instructors taught online courses

One full-time instructor taught concurrent courses

Students in live course=21

Students in online courses=111

Students in concurrent courses=23

of students in live classes successfully completing assessment=13 (62%)

of students in online classes successfully completing assessment=89 (80%)

of students in concurrent courses successfully completing assessment=19 (83%)

Total # of students=155

Total # of students successfully completing assessment=121 (78%)

Total # of students taking no assessments=34 (22%)

HIST 2312 U.S. History Since 1877

Three full-time instructors taught live courses

Four full-time instructors taught online courses

One full-time instructor taught concurrent courses

Students in live course=89

Students in online courses=151

Students in concurrent courses=19

of students in live classes successfully completing assessment=57 (64%)

of students in online classes successfully completing assessment=111 (74%)

of students in concurrent courses successfully completing assessment=16 (84%)

Total # of students=281

Total # of students successfully completing assessment=225 (80%)

Total # of students taking no assessments=56 (20%)

8. What is your analysis of the findings?

1. Online enrollment surpassed enrollment in live courses, which was a common trend at the pandemic's peak. Live enrollment increased slightly from the fall to spring semester.

2. Regardless of teaching method, overall enrollment remained abysmally low.

3. Live success rates for HIST 2311 (62%) and 2312 (64%) were below the 75% threshold.

Online success rates in HIST 2311=80% and HIST 2312=84% far surpassed success rates in live courses,

4. Retention was low for students enrolled in live courses, likely due to pandemic policies of the UA system—e.g. giving students an option to start live or in-person, but switch to online or a hybrid classroom.

5. Retention was higher than usual for online students.

6. Concurrent student performance in online courses remained above average, however, retention and academic performance was lower than previous years.

Again, pandemic policies of area public and private schools allowed the option of attending class in-person, and/or switching to a hybrid format.

7. The number of students failing to complete any assessments remains high, with HIST 2311 at 22% and HIST 2312 at 20%. Higher point values on assessment instruments did little to improve assessment completion.

8. Full participation by faculty to collect their data and share with the course-level assessment lead remains problematic.

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

1. Continue utilizing essays and written assignments as the primary assessment instrument.
2. Faculty will use a standard grading rubric on assessment instruments.
3. The standard grading rubric will be uploaded into Blackboard course shells by faculty and used to grade assessment instruments.
4. Faculty will target the primary CLO of critical thinking and historical analysis when grading assessment instruments.
5. Once faculty grade assessment instruments, then they will use the Rubric Evaluation Report feature in Blackboard to grade the specific rubric category of critical thinking.
6. Once the Rubric Evaluation Report on critical thinking is complete, faculty will submit this data when turning in their yearly assessment report.
7. Faculty leads will encourage and exhort all faculty to submit data, reminding colleagues that Blackboard tools ease the process and produce an accurate appraisal of their efforts.