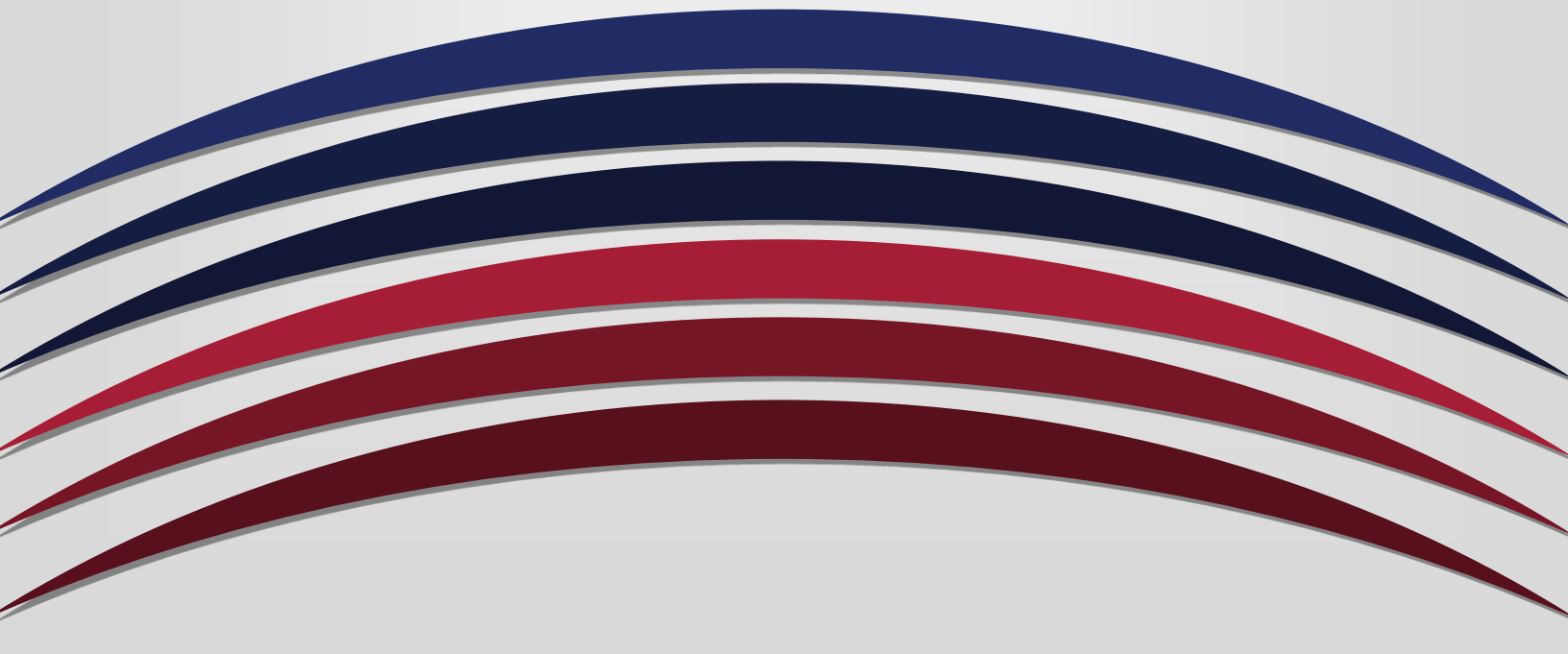# UNIVERSITY OF ARKANSAS
PULASKI TECH

Course-Level Assessment Report
Course: HIST 2311 & HIST 2312
Academic Year: 2021-2022

Due to Chair/Program Director and Faculty Assessment Chair by September 15

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 9, 2022

4. Academic year: 2021-2022

Course-Level Learning Outcomes

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

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

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

#3 Cultural Awareness. Students will demonstrate awareness of cultural differences.

2. Which CLOs were addressed for the academic year?

Critical Thinking—all faculty pushed students to develop critical thinking skills and have students demonstrate this ability in numerous assignments. Communication—faculty trained and tutored students to improve written communication skills helping students better demonstrate critical thinking abilities.

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

Critical thinking and communication remain constant CLOs for history. Cultural Awareness. All faculty will renew efforts to develop student awareness of cultural differences. The growing importance and daily emphasis on cultural diversity make this CLO socially imperative.

4. ## How does this report connect or map to program-level or institutional-level outcomes?

History CLOs link/connect to the General Education Learning Outcome (GELO) of Synthesizing Concepts. History courses synthesize information through a historical, social, and cultural lens that demonstrates proficiency in the usage of terms and concepts relevant to social sciences, specifically world history and U.S. history.

History CLOs are also clearly linked with Institutional Learning Outcomes, specifically:
ILO #1. Communicate effectively with diverse audiences (Communication),
ILO #2. Apply critical thinking skills to achieve a desired goal. (Critical Thinking),
ILO #3. Demonstrate awareness of cultural differences. (Cultural Awareness)

For each Course Level Outcome assessed this academic year, please complete the chart below, providing the assessment data for both fall and spring, and then a total for the academic year.

Assessment Methods- How did you assess student learning (define direct assessment methods used) in relation to the course level outcome being reported?	Direct assessment methods are utilized by all history faculty. Faculty use writing exercises (short answers and essays) as the primary assessment instrument. All faculty 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.	
Were indirect assessment methods also used to assess students? If 'yes', please describe the method used.	*Yes* Overall course grades are collected, with each section broken down by letter-grades. (e.g. HIST 2311 A23= # of As, Bs, Cs, Ds, Fs & Total # Assessed.	*No*
How do you define success for an individual student on the CLO assessment assignment or measure?	Individual student success is achieved when they score 3 (Proficient) or above on assessment assignments (e.g. short answers or essays) graded using our standard rubric.	
How do you define success for the course level outcome? What is the benchmark for the Course Level Outcome?	The benchmark for all history ACTS courses is for 70% of students to score a 3 (Proficient) or above on assessment assignments. Competency for the class is the equivalent of 70% or above.	
	Fall 2021 HIST **1311**=66 students assessed; 45 (68%) successful HIST **1312**=49 students assessed; 33 (67%) successful HIST **2311**=110 students assessed; 90 (82%) successful	Spring 2022 HIST **1311**=81 students assessed; 65 (80%) successful HIST **1312**=no data; No sections offered HIST **2311**=52 students assessed; 40 (77%) successful

	HIST **2312**=119 students assessed; 95 (80%) successful	HIST **2312**=151 students assessed; 127 (84%) successful
Academic Year Total (add the numbers from Fall and Spring)	HIST **1311** total=147 students assessed with 110 students (75%) proficient or above. HIST **1312** total=49 students assessed with 33 students (67%) proficient or above. HIST **2311** total=162 students assessed with 130 students (80%) proficient or above. HIST **2312** total=270 students assessed with 222 students (82%) proficient or above.	
Was the benchmark/goal for this academic year met?	***Yes*** HIST 1311=YES (75%) HIST 1312=NO (67%) HIST 2311=YES (80%) HIST 2312=YES (82%)	***No***
Were standardized rubrics, tests, or checklists used?	***Yes*** Direct assessments (short answer & essays) in all history courses use our standardized rubrics.	***No***

5. What is your analysis of the findings?

For CLO 1 Critical Thinking.
HIST 1311 missed the 70% Competency benchmark in Fall 2021, however, surpassed Competency in Spring 2022, resulting in a 75% total Competency rate for the academic year.

HIST 1312 missed the 70% Competency benchmark in Fall 2021. No 1312 sections were offered in Spring 2022, thus missing Competency for the academic year.

HIST 2311 exceeded the 70% Competency benchmark both semesters, resulting in an 80% Competency rate for the academic year.

HIST 2312 exceeded the 70% Competency benchmark in both semesters, resulting in an 82% Competency rate for the academic year.

For CLO 2 Communication. HIST 1311, 1312, 2311 & 2312 saw modest student improvement in written communication, likely a result of faculty coaching students on writing skills, setting clear expectations and explaining the rubric.
However, an obvious reason for low scores and failures in all sections (regardless of instructional method) was "ghosting" or failure to attend live classes and/or not logging in to complete assignments.

For example, HIST 2311 assessed 52 students (Spring 2021) in which 9 students earned "Fs." Of the 9 students failing the course, 7 simply stopped attending and/or quit submitting assignments. On average across all sections of 1311, 1312, 2311 & 2312 (face-to-face or online), approximately 80-85% of students failing the courses stopped attending, stopped completing any assignments and ceased communicating.

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

Continue implementing assignments (e.g. compare & contrast essays) that stress Critical Thinking (CLO #1 & ILO #4), which remains the most valuable category on our standard rubric.

Continue to stress written communication in assignments (e.g. short answer questions & major essays), so Communication (CLO #2 & ILO #3) remains an integral part of all history courses and assessment goals

Put renewed emphasis on Cultural Awareness in all history courses. Direct assessment will occur through essay questions focusing on Cultural Awareness.

Emphasize class-room attendance and completing assignments as we transition to post-pandemic policies. The reduction of "ghosting" should improve competency levels and hitting (exceeding) benchmarks.

Two history lead-faculty left UAPTC employment during the last two years, and both were very involved in assessment. History has only one lead instructor and managed assessment for 2021-2022 but with difficulties. If enrollment grows and new faculty are added to the history program, then we must consider adding another lead history instructor to share the burden.

Update our data forms so fellow history faculty can easily and expeditiously submit assessment information. Such action will (hopefully) help the course lead analyze and write our CLO Report in a timely manner.

Compare success rates for face-to-face classes with online courses.

Review our standard grading rubric to see if amendments are necessary.