



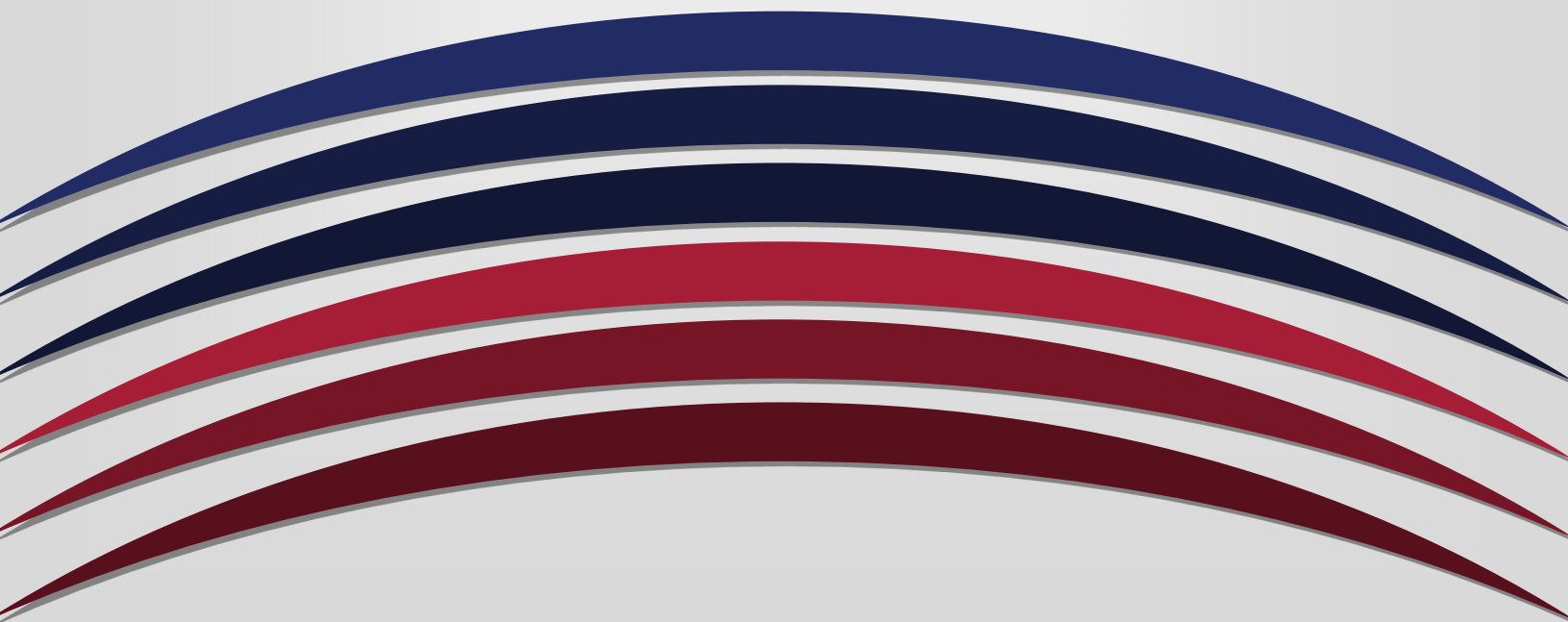
UNIVERSITY OF ARKANSAS  
**PULASKI TECH**

**Course-Level Assessment Report**

**Course: HIST 2355**

**Academic Year: \_\_SO21-SO22\_\_**

**Due to Chair/Program Director and Faculty Assessment Chair by  
September 1**



1. Name of course: Hist 2355 History of Arkansas
2. Name of individual(s) compiling report: Paige Redd
3. Date of submission: September 26
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 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.

<p>Assessment Methods- How did you assess student learning (define direct assessment methods used) in relation to the course level outcome being reported?</p> <p><i>Note: If more than one assessment method was used, you may insert an additional row.</i></p>	<p>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.</p>	
<p>Were indirect assessment methods also used to assess students? If 'yes', please describe the method used.</p>	<p><b>Yes</b> Overall course grades are collected, broken down by letter-grades. (e.g. HIST 2355 A23= # of As, Bs, Cs, Ds, Fs &amp; Total # Assessed.</p>	<p><b>No</b></p>
<p>How do you define success for an individual student on the CLO assessment assignment or measure?</p>	<p>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.</p>	
<p>How do you define success for the course level outcome? What is the benchmark for the Course Level Outcome?</p>	<p>The benchmark for Arkansas History 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.</p>	
<p>How many students completed the assessment, and how many were successful?</p>	<p><b>Fall</b> 29 students assessed 16 successful (55% success rate)</p>	<p><b>Spring</b> 40 students assessed 25 successful (62% success rate)</p>

Academic Year Total (add the numbers from Fall and Spring)	69 students assessed 41 successful (59% success rate)	
Was the benchmark/goal for this academic year met?	Yes	No HIST 2355=NO (59%)
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?

HIST 2355 missed the 70% Competency benchmark in Fall and Spring 2021

This course was only offered on line this academic year and those class tend to have lower overall success rates.

For CLO 2...

For CLO 2 Communication. The reasons for the low success rates are that HIST 2355 was only offered online for the 2020-2120 academic year and those classes tend to have lower overall success rates. One reason for this was “ghosting” or failure to log in to complete assignments.

## 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. Compare success rates for face-to-face classes with online courses. Review our standard grading rubric to see if amendments are necessary.

HIST 2355, Arkansas History, does not have an ACTS equivariant, thus only transfers as a lower level elective.