

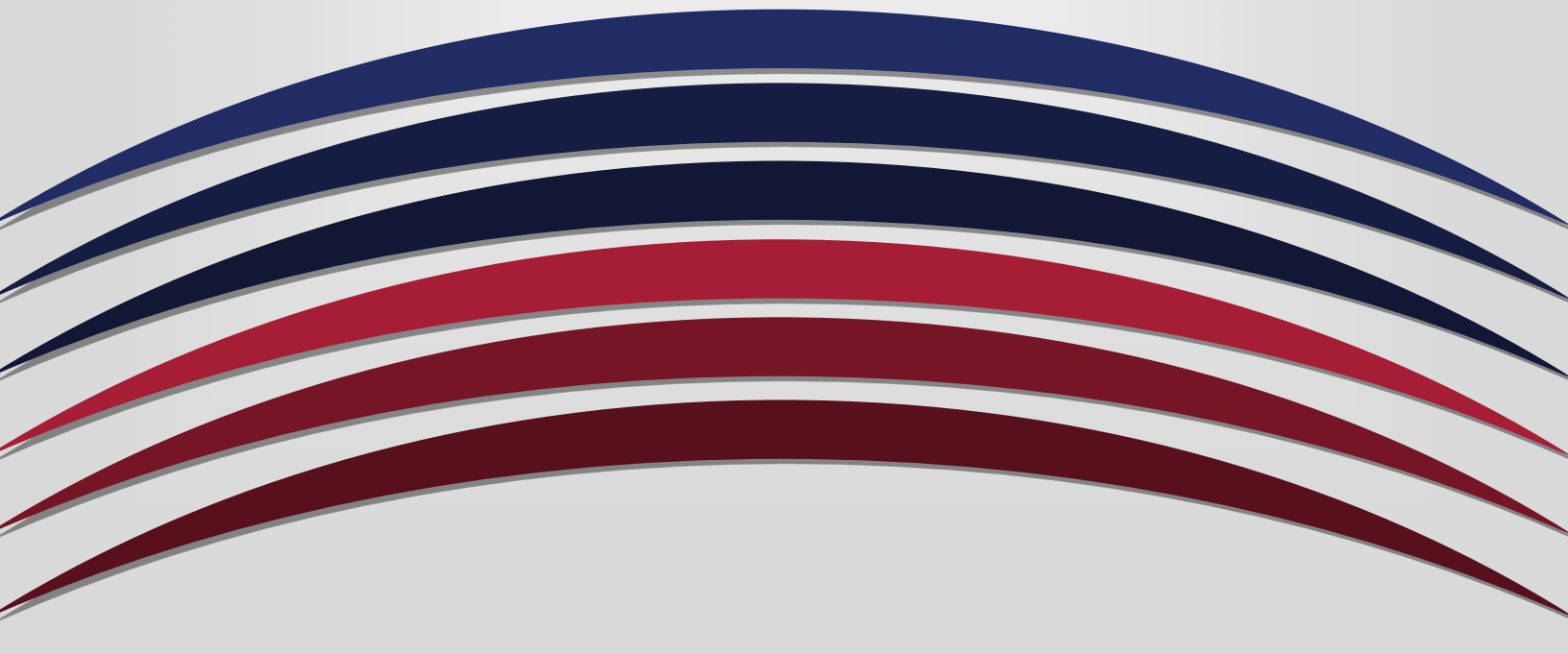
UNIVERSITY OF ARKANSAS  
**PULASKI TECH**

**Course-Level Assessment Report**

**Courses: HIST 1311, HIST 1312,  
HIST 2311 & HIST 2312**

**Academic Year: 2022-2023**

Prepared by: [Name] | Date: [Date] | Page: [Page]



1. Name of course: HIST 1311 History of World Civilization I  
HIST 1312 History of World Civilization II  
HIST 2311 U.S. History to 1877  
HIST 2312 U.S. History Since 1877
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2. Name of individual(s) compiling report: Dr. Jason C. Martin
3. Date of submission: Thursday, September 14, 2023
4. Academic year: 2022-2023

## 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 strived to develop & improve our students' critical thinking skills. The majority of assignments (whether low-stakes short answers or high-value essays) allowed students to implement critical thinking abilities.

Communication. All faculty spent time coaching students on how to improve their written communication skills (e.g. explaining in detail how our grading rubric works, or tutoring individual students on improving their approach to writing). Some faculty experimented with non-written assessment instruments (e.g. oral presentations instead of essays), however, all faculty still implement some level of written assessment instruments.

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

Critical Thinking and Communication are continual CLOs, however, social trends and national goals in higher education make Cultural Awareness our priority for the upcoming year.

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

History CLOs link up with 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 (CLO goal Communication),

ILO #2. Apply critical thinking skills to achieve a desired goal. (CLO goal Critical Thinking),

ILO #3. Demonstrate awareness of cultural differences. (CLO goal 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.</p> <p>All faculty use a standardized rubric when assessing student work. Rubric categories and point values correspond with program CLOs</p>
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	(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.	<p><i>Yes</i></p> <p>Overall course grades are collected, with each section broken down by letter-grades. (e.g. HIST 1311 History of World Civilization 1, Section # W60 Online; or HIST 2311 U.S. History to 1877, Section A23 Live, followed by a tally letter grades or # of As, Bs, Cs, Ds, Fs &amp; Total # Assessed.</p>	<p><i>No</i></p>
How do you define success for an individual student on the CLO assessment assignment or measure?	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.	
How many students completed the assessment, and how many were successful?	<p>Fall 2022 Live &amp; Online</p> <p><b>HIST 1311</b> 43 assessed; 33/43 successful (77%)</p> <p><b>HIST 1312</b> None Offered, no data</p> <p><b>HIST 2311</b></p>	<p>Spring 2023 Live &amp; Online</p> <p><b>HIST 1311</b> 110 assessed; 88/110 successful (80%)</p> <p><b>HIST 1312</b> 18 assessed; 10/18 successful (55%)</p> <p><b>HIST 2311</b></p>

	78 assessed; 60/78 successful (77%)  <b>HIST 2312</b> 108 assessed; 91/108 successful (84%)  Total assessed-Fall 2022 229; 184/229 or 80% success rate.	73 assessed; 61/73 successful (84%)  <b>HIST 2312</b> 45 assessed; 39/45 successful (87%)  Total assessed-Spring 2023 246; 198/246 or 80% success rate.
Academic Year Total (add the numbers from Fall and Spring)	475 students from all history courses (1311, 1312, 2311, 2312) offered in Fall 2022 & Spring 2023 with 382/475 successful (80% success rate).	
Was the benchmark/goal for this academic year met?	YES	
Were standardized rubrics, tests, or checklists used?	YES	

## 5 What is your analysis of the findings?

For CLO 1 Critical Thinking.

HIST 1311 surpassed our Competency benchmark (70%) both semesters, with 77% competency in Fall 2022 and 80% in Spring 2023.

HIST 1312 had no data because courses were not offered due to no (or low) enrollment in Fall 2022, and only achieved 55% competency in Spring 2023.

HIST 2311 surpassed our Competency benchmark (70%) both semesters, with 77% competency in Fall 2022 and 84% in Spring 2023.

HIST 2312 surpassed our Competency benchmark (70%) both semesters, with 84% competency in Fall 2022 and 87% in Spring 2023

For CLO 2 Communication. Student improvement in written communication was sporadic. Faculty continually prep students on writing skills improvement (e.g. one-on-one assistance, going to tutoring labs, explaining rubric function so students understand faculty expectations). However, several students (regardless of instructional methodology—live, online or hybrid) in various courses (HIST 1311, 2312) during both semesters still underperformed. For example, below is an Assessment Data break-down for one course:

Essay 1		Essay 2	
Advanced	=13		=9
Proficient	=0		=1
Needs Improvement	=1		=2
Failing	=5		=1
Failed (no attempt)	=6		=12

At a risk of stating the obvious, the vast majority of students failing the course did so because they simply stopped completing assignments. Very few students failed if they at least attempted the work. Also, several students did not bother to attempt the second or third essay and still successfully passed the course, which likely caused numbers to sharply decrease for the second and third essays. One possible solution to counter this problem is increasing point values of second and/or third essays (basically make the assignments too valuable to simply skip).

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

### Explain.

Increase our emphasis on Cultural Awareness in all history courses. All faculty took steps to improve levels of cultural awareness, chiefly through reading primary source materials from assorted groups. This method will be improved for next year because our textbook includes a good quantity of varied primary source materials. Direct assessment will occur through short answer and essay questions focusing on Cultural Awareness. One task for faculty in the upcoming year will be re-formulating our rubric to gauge student levels of Cultural Awareness.

The highest point value category on our rubric is Critical Thinking, which will not change because of our CLO #1 linkage to ILO #4. The majority of our assignments continue focusing on student ability to develop and/or improve their critical thinking skills. For example, students frequently answer “compare and contrast” questions, and this method proves to be an effective assessment instrument. Students provide written responses to these questions, and this dovetails into our next action plan or goal for the upcoming year (see below)

Continue stressing written communication in assignments. Communication (CLO #2 & ILO #3) remains an integral part of all history courses and assessment goals. A serious challenge regarding written communication is student use of artificial intelligence (AI), such as ChatGPT. Determining student plagiarism by their use of AI has left faculty searching for solutions to the rapidly growing, widespread problem of AI generated answers. A very legitimate concern is how AI-generated answers will skew our assessment of written communication. The pros and cons of AI in higher education is a new frontier, and at this juncture we have more questions and qualms than answers.

Finally, some individual course sections did not meet competency, which was quite demoralizing to faculty. Yet, our overall competency totals were good (80% both semesters). We will strive to meet (hopefully surpass) the SoFAHSS Dean’s challenge of improving success rates by 2%.

