Program-Level Continuous Improvement Process (CI-Process) Basics

<table>
<tr>
<td rowspan="2">Program Basics</td>
<td>Program Name: State formal program name from list of ADHE- or UCA-recognized programs.
History BA/BS/BSE</td>
</tr>
<tr>
<td>Program Purpose: State WHY this program exists. The purpose should support the University, College, and Department mission statements, but it should NOT be a reiteration of those statements.

The purposes of the BA/BS program in history are to provide the knowledge and skills to undergraduate history majors that will allow them to understand the diversity of historical cultures, problems, and time periods (in American, European, and World categories), to be prepared for successful admission to graduate programs, to find employment in schools, museums, and archives, and to become engaged in the field outside the classroom.</td>
</tr>
<tr>
<td rowspan="8">Program Goals
(Typically programs have 2–4 goals)</td>
<td>Goal 1: Program goals state the faculty's broad expectations of the knowledge, skills, or abilities held by program completers.
History graduates will be able to think critically.</td>
</tr>
<tr>
<td>Goal 2:
History graduates will be able to analyze and use primary and secondary sources.</td>
</tr>
<tr>
<td>Goal 3:
History graduates will be able to research and write effectively.</td>
</tr>
<tr>
<td>Goal 4:
History graduates will have participated in discipline-relevant professional activities outside the classroom.</td>
</tr>
<tr>
<td>Goal 5:</td>
</tr>
<tr>
<td>Goal 6:</td>
</tr>
<tr>
<td>Goal 7:</td>
</tr>
<tr>
<td>Goal 8:</td>
</tr>
</table>

Program-Level Continuous Improvement Process (CI-Process) Plan

<table>
<tr>
<td rowspan="11">Closing the Loop Process</td>
<td rowspan="2">Data Collection</td>
<td>Who & How: Indicate who will collect the data and how data will be collected.
Faculty will collect the data for their courses and give a hard copy to the department Assessment Committee Chair</td>
</tr>
<tr>
<td>Timeline: Indicate when the data will be collected.
Compiled data will be given to the department Assessment Committee Chair by 5pm on the day grades are due.</td>
</tr>
<tr>
<td rowspan="2">Data Analysis</td>
<td>Who: Indicate who, by name or position, is responsible for organizing the data and performing an initial analysis of the data to determine the extent to which the benchmarks for the tested student learning outcomes were achieved.
The department Assessment Committee Chair is responsible for organizing the data presented by the faculty and performing an initial analysis of the data to determine the extent to which the benchmarks for the tested learning objectives were achieved. The Committee will assist the chair in this analysis.</td>
</tr>
<tr>
<td>Timeline: Indicate when the data will be analyzed.
By June 1.</td>
</tr>
<tr>
<td rowspan="2">Data Dissemination</td>
<td>Who & How: Indicate who will share data will relevant faculty and how data will be shared.
The department Assessment Committee Chair sends the results to the department chair. The department chair distributes the results to the faculty and will charge appropriate department committees to discuss possible curricular and/or pedagogical changes.</td>
</tr>
<tr>
<td>Timeline: Indicate when the data will be shared.
At first department meeting in the Fall semester.</td>
</tr>
<tr>
<td rowspan="2">Resulting Actions</td>
<td>How: Indicate how the Program Director will formally share results and present desired program changes with the Responsible Authority
The department Assessment Committee Chair collates faculty and committee responses and considers them at a subsequent meeting. Changes recommended by the department Assessment Committee based on the above responses will be forwarded to the faculty for approval and implementation.</td>
</tr>
<tr>
<td>Timeline: Indicate when the data and faculty feedback will be shared.
By the end of November.</td>
</tr>
<tr>
<td>Re-assessment/ Evaluation</td>
<td>How: Indicate how the desired program changes will be put into place and what data will be collected following the changes. If process for collecting and analyzing data is different than what is stated above, indicate how it will be different here.
The impact of these changes will be assessed in the first semester following the implementation of these changes. The data related to these changes will then be disseminated and analyzed according to the procedure outlined above.</td>
</tr>
</table>

		Timeline: Indicate when the data will be collected following these changes. Following year when the data has been collected and analyzed.

CI-Process Student Learning Outcome Information Sheet
Repeat table as needed for each Student Learning Outcome

<table>
<tr>
<td rowspan="7">Student Learning Outcome</td>
<td>Student Learning Outcome</td>
<td>A Student Learning Outcomes is a specific and measurable indicator of student progress toward a program goal(s).
Students will demonstrate critical thinking skills including being able to: identify & summarize problems; assess the quality of supporting evidence; present their own perspective/theories; and draw conclusions.</td>
</tr>
<tr>
<td>Related Program Goal(s)</td>
<td>State the program goal addressed by this Student Learning Outcome. A "SLO" may address a single goal or multiple goals.
Goal 1</td>
</tr>
<tr>
<td>Assessment Activity</td>
<td>State the activity that will be directly assessed for the above Student Learning Outcome.
HIST 4300: Final Paper (a 20-25 page paper based on primary sources and contributing an original argument on their findings)</td>
</tr>
<tr>
<td>Assessment Method</td>
<td>Explain how the quality of the above activity will be assessed.
Critical Thinking Rubric</td>
</tr>
<tr>
<td>Benchmark</td>
<td>State the performance expectation for the above activity, and some justification for that expectation.
_____% of students will score proficient on Critical Thinking rubric (This is a new assessment and benchmarks have not yet been established.)</td>
</tr>
<tr>
<td>Location</td>
<td>State whom will be assessed using the above activity AND where it will occur.
All students in every section of HIST 4300</td>
</tr>
<tr>
<td>Frequency</td>
<td>State when AND how frequently the above activity will be assessed.
Every semester HIST 4300 is offered</td>
</tr>
<tr>
<td rowspan="3">Observations</td>
<td>Data Summary</td>
<td>Provide a short summary of the results of the above activity AND the date these results were compiled.
Data does not yet exist.</td>
</tr>
<tr>
<td>Result</td>
<td>☐ Exceeded ☐ Met ☐ Did Not Meet …. The benchmark for this activity (stated above).</td>
</tr>
<tr>
<td>Responsible Authority Analysis</td>
<td>Authority Responsible for Analysis: Provide the position of the person responsible for the program.

Date of Analysis: Provide the date on which Responsible Authority reviewed data

Comments: Provide comments about data from Responsible Authority</td>
</tr>
<tr>
<td rowspan="2">Analysis</td>
<td>Department/ Area/ Program Faculty</td>
<td>Presented to Program Faculty by: Provide position of person responsible for sharing results with relevant faculty.
Example:

Date of Presentation: Provide the date on which presentation to faculty was conducted.
Example:

Comments: Provide comments about the data from the relevant faculty
Example:</td>
</tr>
<tr>
<td>Conclusion</td>
<td>☐ Continue to assess next assessment period ☐ Rotate out of assessment (to be assessed again:) ☐ Curricular change

☐ Pedagogic change ☐ Assessment Process change ☐ Benchmark change ☐ Other: _____</td>
</tr>
<tr>
<td rowspan="3">Closing the Loop</td>
<td>Assessment Data-Driven Change</td>
<td>Planned Implementation Date: Provide date on which change(s) will be made based on data for this SLO.</td>
</tr>
<tr>
<td>Acknowledgement</td>
<td>Provide signature of Department Chair acknowledging above results.
<div align="right">Date</div></td>
</tr>
<tr>
<td>Acknowledgement</td>
<td>Provide signature of College committee chairperson or College Dean acknowledging above results.
<div align="right">Date</div></td>
</tr>
</table>

CI-Process Student Learning Outcome Information Sheet
Repeat table as needed for each Student Learning Outcome

<table>
<tr>
<td rowspan="7">Student Learning Outcome</td>
<td>Student Learning Outcome</td>
<td>A Student Learning Outcomes is a specific and measurable indicator of student progress toward a program goal(s).
Students will demonstrate appropriate use of sources, specifically to: analyze primary sources & use them effectively as evidence in supporting their argument; utilize secondary sources as supporting evidence & to situate the topic in to the historiography.</td>
</tr>
<tr>
<td>Related Program Goal(s)</td>
<td>State the program goal addressed by this Student Learning Outcome. A "SLO" may address a single goal or multiple goals.
Goal 2</td>
</tr>
<tr>
<td>Assessment Activity</td>
<td>State the activity that will be directly assessed for the above Student Learning Outcome.
HIST 4300: Final Paper (a 20-25 page paper based on primary sources and contributing an original argument on their findings)</td>
</tr>
<tr>
<td>Assessment Method</td>
<td>Explain how the quality of the above activity will be assessed.
Paper Rubric: Section on Evidence</td>
</tr>
<tr>
<td>Benchmark</td>
<td>State the performance expectation for the above activity, and some justification for that expectation.
____% of students will score proficient on Evidence section of Paper Rubric (This is a new assessment and benchmarks have not yet been established.)</td>
</tr>
<tr>
<td>Location</td>
<td>State whom will be assessed using the above activity AND where it will occur.
All students in every section of HIST 4300.</td>
</tr>
<tr>
<td>Frequency</td>
<td>State when AND how frequently the above activity will be assessed.
Every semester HIST 4300 is offered.</td>
</tr>
<tr>
<td rowspan="3">Observations</td>
<td>Data Summary</td>
<td>Provide a short summary of the results of the above activity AND the date these results were compiled.
Data does not yet exist.</td>
</tr>
<tr>
<td>Result</td>
<td>☐ Exceeded ☐ Met ☐ Did Not Meet …. The benchmark for this activity (stated above).</td>
</tr>
<tr>
<td>Responsible Authority Analysis</td>
<td>Authority Responsible for Analysis: Provide the position of the person responsible for the program.

Date of Analysis: Provide the date on which Responsible Authority reviewed data

Comments: Provide comments about data from Responsible Authority</td>
</tr>
<tr>
<td rowspan="2">Analysis</td>
<td>Department/ Area/ Program Faculty</td>
<td>Presented to Program Faculty by: Provide position of person responsible for sharing results with relevant faculty.
Example:

Date of Presentation: Provide the date on which presentation to faculty was conducted.
Example:

Comments: Provide comments about the data from the relevant faculty
Example:</td>
</tr>
<tr>
<td>Conclusion</td>
<td>☐ Continue to assess next assessment period ☐ Rotate out of assessment (to be assessed again:) ☐ Curricular change

☐ Pedagogic change ☐ Assessment Process change ☐ Benchmark change ☐ Other: _____</td>
</tr>
<tr>
<td rowspan="3">Closing the Loop</td>
<td>Assessment Data-Driven Change</td>
<td>Planned Implementation Date: Provide date on which change(s) will be made based on data for this SLO.</td>
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<tr>
<td>Acknowledgement</td>
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<tr>
<td>Acknowledgement</td>
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</tr>
</table>

Semester and/or academic year for which the data applies: __2013-2014_____

CI-Process Student Learning Outcome Information Sheet
Repeat table as needed for each Student Learning Outcome

Student Learning Outcome	Student Learning Outcome	**A Student Learning Outcomes is a specific and measurable indicator of student progress toward a program goal(s).** Students will demonstrate the ability to produce a clear & analytical argument developed throughout the paper, supported by their research in clear & mature writing (free from grammatical errors and with proper citations).
	Related Program Goal(s)	**State the program goal addressed by this Student Learning Outcome. A "SLO" may address a single goal or multiple goals.** Goal 3
	Assessment Activity	**State the activity that will be directly assessed for the above Student Learning Outcome.** HIST 4300: Final Paper (a 20-25 page paper based on primary sources and contributing an original argument on their findings)
	Assessment Method	**Explain how the quality of the above activity will be assessed.** Paper Rubric: Sections on Argument, Development, and Writing
	Benchmark	**State the performance expectation for the above activity, and some justification for that expectation.** _____% of students will score proficient on Argument, Development, and Writing sections of Paper Rubric (This is a new assessment and benchmarks have not yet been established.)
	Location	**State whom will be assessed using the above activity AND where it will occur.** All students in every section of HIST 4300.
	Frequency	**State when AND how frequently the above activity will be assessed.** Every semester HIST 4300 is offered.
Observations	Data Summary	**Provide a short summary of the results of the above activity AND the date these results were compiled.** Data does not yet exist.
	Result	☐ Exceeded ☐ Met ☐ Did Not Meet …. **The benchmark for this activity (stated above).**
	Responsible Authority Analysis	**Authority Responsible for Analysis: Provide the position of the person responsible for the program.** **Date of Analysis: Provide the date on which Responsible Authority reviewed data** **Comments: Provide comments about data from Responsible Authority**
Analysis	Department/ Area/ Program Faculty	**Presented to Program Faculty by: Provide position of person responsible for sharing results with relevant faculty.** *Example:* **Date of Presentation: Provide the date on which presentation to faculty was conducted.** *Example:* **Comments: Provide comments about the data from the relevant faculty** *Example:*
	Conclusion	☐ Continue to assess next assessment period ☐ Rotate out of assessment (to be assessed again:) ☐ Curricular change ☐ Pedagogic change ☐ Assessment Process change ☐ Benchmark change ☐ Other: _____
Closing the Loop	Assessment Data-Driven Change	**Planned Implementation Date: Provide date on which change(s) will be made based on data for this SLO.**
	Acknowledgement	**Provide signature of Department Chair acknowledging above results.** Date
	Acknowledgement	**Provide signature of College committee chairperson or College Dean acknowledging above results.** Date

CI-Process Student Learning Outcome Information Sheet

Repeat table as needed for each Student Learning Outcome

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<tr>
<td rowspan="8">Student Learning Outcome</td>
<td>Student Learning Outcome</td>
<td>A Student Learning Outcomes is a specific and measurable indicator of student progress toward a program goal(s).
Students will demonstrate academically and professionally related engagement outside of the classroom.</td>
</tr>
<tr>
<td>Related Program Goal(s)</td>
<td>State the program goal addressed by this Student Learning Outcome. A "SLO" may address a single goal or multiple goals.
Goal 4</td>
</tr>
<tr>
<td>Assessment Activity</td>
<td>State the activity that will be directly assessed for the above Student Learning Outcome.
Data collected from Phi Alpha Theta, History Day, internships/volunteer coordinator, conference presentations, service learning, etc.</td>
</tr>
<tr>
<td>Assessment Method</td>
<td>Explain how the quality of the above activity will be assessed.
Departmental records kept by appropriate coordinators and Exit Questionnaire</td>
</tr>
<tr>
<td>Benchmark</td>
<td>State the performance expectation for the above activity, and some justification for that expectation.
____% of graduating seniors will have participated in activities beyond the classroom. (This is a new assessment and benchmarks have not yet been established.)</td>
</tr>
<tr>
<td>Location</td>
<td>State whom will be assessed using the above activity AND where it will occur.
All graduating students.</td>
</tr>
<tr>
<td>Frequency</td>
<td>State when AND how frequently the above activity will be assessed.
Every semester.</td>
</tr>
<tr>
<td rowspan="4">Observations</td>
<td>Data Summary</td>
<td>Provide a short summary of the results of the above activity AND the date these results were compiled.</td>
</tr>
<tr>
<td>Result</td>
<td>☐ Exceeded ☐ Met ☐ Did Not Meet …. **The benchmark for this activity (stated above).**</td>
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<td>Provide signature of College committee chairperson or College Dean acknowledging above results.
<div align="right">Date</div></td>
</tr>
</table>

CRITICAL THINKING RUBRIC				
SKILL	**Inadequate 1**	**Needs Improvement 2**	**Acceptable 3**	**Proficient 4**
Identification and summary of the problem/question at the issue.	Does not identify the problem/questions.	The main problem/question is identified but summary is unclear, confusing, or does not exist.	The main problem/question is identified.	The main problem/question is identified as well as any implanted, implicit, or secondary problems/questions are identified and summarized in a clear and concise manner
Assessment of the quality of supporting in formation, evidence, or data.	Does not provide an assessment of supporting information, evidence, or data.	Information is taken from sources without any interpretation or assessment. There is no distinguishing between fact and opinion. Viewpoints form experts are taken as fact without question.	Information is selected and assessed but only the minimum required. There is not enough to develop an in depth analysis. Viewpoints from experts are taken mainly as fact, but with some questioning. Student does distinguish between fact and opinion.	Information is thoroughly assessed and evaluated. Questions the viewpoints of experts. Provides new information for consideration. Questions precision, accuracy, relevance of the evidence. Identifies possible bias. Identifies possible cause and effect and/or possible consequences. Creates a comprehensive synthesis or analysis.
Presentation of student's own perspective, thesis/hypothesis, or position.	No specific position, thesis, or perspective is offered.	Student position is vague and unclear. Different sides of the issue are not included. No justification provided for student's position.	Student position is clearly defined but only a little support for that position is provided. Different sides of the issue are included but not analyzed.	Student's position is clearly defined, well supported, and includes a discussion about its strengths and weaknesses. Different sides of the issue are clearly defined with analysis of these positions in relation to the students'. The student will draw from outside sources and experiences to develop their position.
Conclusions, implications, and consequences.	No conclusions are provided.	Suggests a conclusion but it is unclear or simplistic in nature. The student does not tie the conclusion to the information discussed.	A clear conclusion is presented but is tied to the information discussed in an unclear or inconsistent manner. Only one or two consequences or implications are included.	A clear conclusion is presented and discussed along with implications and consequences of that conclusion. Student considers all relevant assumptions, data, supporting evidence, information, and context. Student reflects upon their own conclusion with logic and objectivity.

Paper Evaluation Rubric: Hist 4300

	4: Exceptional	3: Proficient	2: Inadequate	1: Failed
Argument	Clear and analytical argument; argument stated in intro and sustained throughout paper	Has argument, but more descriptive than analytical, or not sustained throughout, or not clearly stated in intro	Argument not explicit, or is hard to find. Argument simplistic; Argument reflects poor analysis.	No argument given.
Evidence	Primary source evidence supports the argument; quantity of citations sufficient; evidence is analyzed; demonstrates mastery of sources. Secondary source evidence is clearly articulated in historiographic section of the paper; paper clearly situates itself within a historiographical debate.	Use of evidence is adequate but not outstanding; examples may not have sufficient analysis or clear relation to thesis statement. Historiographic section exists in paper, but unclear how topic fits into existing debate.	Inadequate use of primary source evidence; only a few citations from primary sources; little to no analysis of primary sources; not enough specific examples to support the argument. Inadequate historiography with no clear sense of debate or how topic enters debate; key historiographic sources missing.	No primary source evidence. Misunderstanding of primary source evidence. No connection of evidence to argument. No historiography in paper.
Development	Argument is developed. Paragraphs throughout paper have main ideas related to argument. Paper presents logical flow of ideas and sound organization.	Uneven development of main ideas that support the argument. Analysis lacks depth. Some breakdowns in organization and flow of ideas.	Argument poorly developed. Paragraphs throughout paper lack main ideas related to the argument. Poor analysis. Major breakdowns in organization and flow of ideas.	No development of argument or analysis of sources. Organization confusing; ideas disconnected. Paper generally lacks supporting main ideas that relate to the argument.
Writing	Clear and mature writing. Free from grammatical and stylistic errors. Correct footnote citation style.	Solid writing with some flaws. Some problems with grammar, style, or footnotes.	Basic and simplistic writing. Major portions of paper contain grammar and style errors. Mistakes are distracting.	Paper is riddled with errors of grammar and style. Writing is poor and incoherent. Obvious failure to proofread or revise.

Exit Questionnaire

First Name: Last Name:

Are you pursuing a B.S., B.A., or B.S.E.?

Which of the following history related extracurricular activities, if any, did you participate in while at UCA?

How would you rate your critical thinking skills before beginning your degree in history? How skillful were you at identifying arguments, creating arguments, identifying the assumptions and implications of arguments, and evaluating arguments based on their evidence and reasoning?

How would you rate your critical thinking skills now? How skillful are you now at identifying arguments, creating arguments, identifying the assumptions and implications of arguments, and evaluating arguments based on their evidence and reasoning?

How would you rate your ability to analyze, contextualize, and use primary sources now?

Now history, how skillful were you at critical thinking skills (identifying arguments, creating arguments, identifying the assumptions and implications of arguments, and evaluating arguments based on their evidence and reasoning)?

How would you rate your ability to analyze, contextualize, and use primary sources before beginning the degree in history?

How would you rate your research skills before beginning the degree in history?

How would you rate your research skills now?

How would you rate your ability to communicate effectively in writing before beginning the degree in history?

How would you rate your ability to communicate effectively in writing now?

How would you rate your ability to understand, analyze, and use secondary sources before beginning the degree in history?

How would you rate your ability to understand, analyze, and use secondary sources now?

Please describe in the space below your post-graduate plans.

Please indicate any plans you may have for graduate education.

If you have applied to a graduate program, please indicate which type of program(s):