

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

Program Basics	<p>Program Name: State formal program name from list of ADHE- or UCA-recognized programs. M.A. History</p>
	<p>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.</p> <p>The Master’s program in history provides students with an advanced, broad knowledge of history from both a historiographic and content perspective. This knowledge serves the needs of all of our constituencies: M.A. students who wish to go on to a Ph.D. program, terminal M.A. students who wish to teach college, and secondary school teachers who are seeking the M.A. for increased content knowledge in the areas they teach.</p>
Program Goals (Typically programs have 2-4 goals)	<p>Goal 1: Program goals state the faculty’s broad expectations of the knowledge, skills, or abilities held by program completers. History MA students will be proficient in historical theory.</p>
	<p>Goal 2: History MA students will have content knowledge in a major and minor field of study (American, European, or Non-Western).</p>
	<p>Goal 3: History MA students will show mastery of the historical process.</p>
	<p>Goal 4: History MA students will be able to orally discuss/analyze historical arguments.</p>
	<p>Goal 5: Thesis-track History MA students will continue their education and/or make academic use of their thesis material.</p>
	<p>Goal 6:</p>
	<p>Goal 7:</p>
	<p>Goal 8:</p>

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

Closing the Loop Process	Data Collection	Who & How: Indicate who will collect the data and how data will be collected. The Coordinator of Graduate Studies (CGS) will collect the data as it occurs.
		Timeline: Indicate when the data will be collected. The data will be collected at the end of every semester.
	Data Analysis	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 CGS and Graduate Committee will perform the initial analysis of the data and make any recommendations to the department Assessment Committee.
		Timeline: Indicate when the data will be analyzed. By June 1.
	Data Dissemination	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.
		Timeline: Indicate when the data will be shared. At first department meeting in the Fall semester.
	Resulting Actions	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.
		Timeline: Indicate when the data and faculty feedback will be shared. By the end of November.
	Re-assessment/ Evaluation	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.
		Timeline: Indicate when the data will be collected following these changes. Following year when the data has been collected and analyzed.

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 Outcome is a specific and measurable indicator of student progress toward a program goal(s). Students completing the M.A. program will demonstrate knowledge of historiography and the major schools of historical theory.
	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 1
	Assessment Activity/Artifact/Output	State the activity that will be directly assessed for the above Student Learning Outcome. A historiography section on their written and oral comprehensive exams and an exit questionnaire.
	Assessment Method	Explain how the quality of the above activity will be assessed. The examiner of the historiographic section will rate the student's proficiency in both the written and oral component along with one question on the exit questionnaire.
	Benchmark	State the performance expectation for the above activity, and some justification for that expectation. Student results on the historiography section of their comprehensive exam will be marked fail, low pass, pass, or high pass. 95% of students will pass the historiography section of their comprehensive exams. 90% of students will indicate on their exit exam questionnaire that they have a "better knowledge" of historiography at the end of their time in the program. These benchmarks have been established based on data accumulated since 2009.
	Academic Course of Assessment	State who will be assessed using the above activity AND in which academic course the assessment will occur. Every graduating MA student.
	Frequency	State when AND how frequently the above activity will be assessed. Typically in the last semester before graduation.
Observations	Data Summary	Provide a short summary of the results of the above activity AND the date these results were compiled. 96% of graduates have passed the historiography section of their comprehensive exams since 2009.
	Result	<input checked="" type="checkbox"/> Exceeded <input type="checkbox"/> Met <input type="checkbox"/> 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. <i>Example:</i> Date of Presentation: Provide the date on which presentation to faculty was conducted. <i>Example:</i> Comments: Provide comments about the data from the relevant faculty <i>Example:</i>
	Conclusion	<input type="checkbox"/> Continue to assess next assessment period <input type="checkbox"/> Rotate out of assessment (to be assessed again: _____) <input type="checkbox"/> Curricular change <input type="checkbox"/> Pedagogic change <input type="checkbox"/> Assessment Process change <input type="checkbox"/> Benchmark change <input type="checkbox"/> 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. <div style="text-align: right;">Date</div>

Acknowledgement	Provide signature of College committee chairperson or College Dean acknowledging above results. Date
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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 Outcome is a specific and measurable indicator of student progress toward a program goal(s). Students completing the M.A. program will demonstrate knowledge in a major field of study (American, European, or Non-Western) and minor field of study (American, European, or Non-Western).
	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 2
	Assessment Activity/Artifact/Output	State the activity that will be directly assessed for the above Student Learning Outcome. A major field and minor field section on their written and oral comprehensive exams and an exit questionnaire.
	Assessment Method	Explain how the quality of the above activity will be assessed. The examiners of the major and minor field sections will rate the student's proficiency in both the written and oral component along with one question respectively on the exit questionnaire.
	Benchmark	State the performance expectation for the above activity, and some justification for that expectation. Student results on the major and minor field of study sections of their comprehensive exam will be marked fail, low pass, pass, or high pass. 95% of students will pass the major and minor field of study sections of their comprehensive exams. 90% of students will indicate on their exit exam questionnaire that they have a "better knowledge" of their major and minor fields at the end of their time in the program. 90% of students will indicate on their exit exam questionnaire that the major and minor field content knowledge met their needs for seeking the degree. These benchmarks have been established based on data accumulated since 2009.
	Academic Course of Assessment	State who will be assessed using the above activity AND in which academic course the assessment will occur. Every graduating MA student.
	Frequency	State when AND how frequently the above activity will be assessed. Typically in the final semester before graduation.
Observations	Data Summary	Provide a short summary of the results of the above activity AND the date these results were compiled. 96% of graduates have passed the major and minor field of study sections of their comprehensive exams since 2009. 100% of graduates indicated "better knowledge" of their major and minor fields at the end of their time in the program since 2009. 95% of graduates have indicated that the major and minor field content knowledge met their needs for seeking the degree since 2009.
	Result	<input checked="" type="checkbox"/> Exceeded <input type="checkbox"/> Met <input type="checkbox"/> 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. <i>Example:</i> Date of Presentation: Provide the date on which presentation to faculty was conducted. <i>Example:</i> Comments: Provide comments about the data from the relevant faculty <i>Example:</i>
	Conclusion	<input type="checkbox"/> Continue to assess next assessment period <input type="checkbox"/> Rotate out of assessment (to be assessed again: _____) <input type="checkbox"/> Curricular change <input type="checkbox"/> Pedagogic change <input type="checkbox"/> Assessment Process change <input type="checkbox"/> Benchmark change <input type="checkbox"/> 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

Student Learning Outcome	Student Learning Outcome	A Student Learning Outcome is a specific and measurable indicator of student progress toward a program goal(s). Students completing the M.A. program will demonstrate knowledge in research methods, conduct archival research, and identify and analyze primary and secondary sources to be able to create an original argument and support it with appropriate historical evidence.
	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/Artifact/ Output	State the activity that will be directly assessed for the above Student Learning Outcome. HIST 6371: Final Paper (a 25-30 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. An attached rubric.
	Benchmark	State the performance expectation for the above activity, and some justification for that expectation. 80% of students will receive a score of B or above on rubric. These benchmarks have been established based on data accumulated since 2009.
	Academic Course of Assessment	State who will be assessed using the above activity AND in which academic course the assessment will occur. All students in every section of HIST 6371
	Frequency	State when AND how frequently the above activity will be assessed. Every time HIST 6371 is offered.
Observations	Data Summary	Provide a short summary of the results of the above activity AND the date these results were compiled. 93% of students received a score of B or above since 2009.
	Result	<input checked="" type="checkbox"/> Exceeded <input type="checkbox"/> Met <input type="checkbox"/> 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. <i>Example:</i> Date of Presentation: Provide the date on which presentation to faculty was conducted. <i>Example:</i> Comments: Provide comments about the data from the relevant faculty <i>Example:</i>
	Conclusion	<input type="checkbox"/> Continue to assess next assessment period <input type="checkbox"/> Rotate out of assessment (to be assessed again: _____) <input type="checkbox"/> Curricular change <input type="checkbox"/> Pedagogic change <input type="checkbox"/> Assessment Process change <input type="checkbox"/> Benchmark change <input type="checkbox"/> Other: _____

Semester and/or academic year for which the data applies: 2013-2014

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

Student Learning Outcome	Student Learning Outcome	A Student Learning Outcome is a specific and measurable indicator of student progress toward a program goal(s). Students completing the M.A. program will demonstrate the ability to discuss/analyze historical arguments orally.
	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 4
	Assessment Activity/Artifact/Output	State the activity that will be directly assessed for the above Student Learning Outcome. Students will show proficiency of this SLO during their oral comprehensive exam by discussing and analyzing historical arguments and defending their validity.
	Assessment Method	Explain how the quality of the above activity will be assessed. The three professors proctoring the exam will decide if the student is proficient.
	Benchmark	State the performance expectation for the above activity, and some justification for that expectation. Student results on the oral component their comprehensive exam will be marked fail, low pass, pass, or high pass. 95% of students will receive a pass or above on the oral component of their comprehensive exams/thesis defense. These benchmarks have been established based on data accumulated since 2009.
	Academic Course of Assessment	State who will be assessed using the above activity AND in which academic course the assessment will occur. Every student who sits for their MA oral comprehensive exam.
	Frequency	State when AND how frequently the above activity will be assessed. As needed for students to complete the program.
Observations	Data Summary	Provide a short summary of the results of the above activity AND the date these results were compiled. 100% of students since 2009 have received a pass on the oral component of their comprehensive exams/thesis defense.
	Result	<input checked="" type="checkbox"/> Exceeded <input type="checkbox"/> Met <input type="checkbox"/> 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. <i>Example:</i> Date of Presentation: Provide the date on which presentation to faculty was conducted. <i>Example:</i> Comments: Provide comments about the data from the relevant faculty <i>Example:</i>

Semester and/or academic year for which the data applies: 2013-2014

Closing the Loop	Conclusion	<input type="checkbox"/> Continue to assess next assessment period <input type="checkbox"/> Rotate out of assessment (to be assessed again: _____) <input type="checkbox"/> Curricular change <input type="checkbox"/> Pedagogic change <input type="checkbox"/> Assessment Process change <input type="checkbox"/> Benchmark change <input type="checkbox"/> Other: _____	
	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 _____	
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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 Outcome is a specific and measurable indicator of student progress toward a program goal(s). Students completing the thesis-track M.A. program will go on to continue their graduate education at a Ph.D. granting institution and/or will make academic use of their thesis material.
	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 5
	Assessment Activity/Artifact/ Output	State the activity that will be directly assessed for the above Student Learning Outcome. Exit Questionnaire and follow-up correspondence.
	Assessment Method	Explain how the quality of the above activity will be assessed. Exit Questionnaire and alumni survey and correspondence administered by the Coordinator of Graduate Studies.
	Benchmark	State the performance expectation for the above activity, and some justification for that expectation. ____ % of thesis students will be admitted to a Ph.D. program within 5 years of graduation. ____ % of thesis students will present or publish either their 6371 paper or part of their thesis within 5 years of graduating from the program. (This is a new assessment and benchmarks have not yet been established.)
	Academic Course of Assessment	State who will be assessed using the above activity AND in which academic course the assessment will occur. Every graduating thesis-track MA student.
	Frequency	State when AND how frequently the above activity will be assessed. Upon graduation and a follow-up after 5 years (and information as given to the CGS)
Observations	Data Summary	Provide a short summary of the results of the above activity AND the date these results were compiled.
	Result	<input type="checkbox"/> Exceeded <input type="checkbox"/> Met <input type="checkbox"/> 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
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Semester and/or academic year for which the data applies: 2013-2014

Closing the Loop	Conclusion	<input type="checkbox"/> Continue to assess next assessment period <input type="checkbox"/> Rotate out of assessment (to be assessed again: _____) <input type="checkbox"/> Curricular change <input type="checkbox"/> Pedagogic change <input type="checkbox"/> Assessment Process change <input type="checkbox"/> Benchmark change <input type="checkbox"/> Other: _____	
	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 _____	

Rubric for 6371

A: Paper presents an original thesis. Thesis is well-developed and sustained with evidence from a wide variety of primary sources. Primary sources sufficient and presented with understanding of historical context. Paper clearly situates itself within a historiographical debate. Paper is well-organized and demonstrates a clear progression of ideas. Mature writing with correct style (Turabian) and grammar. Proper use of citation and footnote.

B: Paper presents an original thesis. Proper use of citations and footnotes. Uses correct and/or minor errors in style (Turabian) and grammar. Primary sources sufficient but may leave evidentiary gaps. Paper demonstrates mistakes in one or more of the following areas: thesis not fully developed; breakdowns in organization or progression of ideas; thesis not always sustained with evidence; minor style or grammar mistakes; lack of historiography; writing lacks clarity of argument in places.

C: Paper presents a thesis and uses primary source evidence. Paper demonstrates mistakes in one or more of the following areas: primary sources insufficient; thesis not fully developed; breakdowns in organization or progression of ideas; thesis not sustained by the evidence; distracting style and grammar mistakes; mistakes in use of citation and footnote; insufficient or absent historiography; major writing errors.

SAMPLE EXIT QUESTIONNAIRE

Graduation Questionnaire

(Your responses will be entered anonymously.)

Name: _____ UCA ID#: _____

Graduation Date: _____ Email Address: _____

Address: _____

1. Why did you choose the MA program at UCA? _____

2. Did the program meet those needs? _____

3. What do you plan to do now that you have graduated? If you have entered a Ph.D. program or other graduate program, please tell us where. If you are teaching, please tell us where.

4. What did you enjoy most about your experience in the program? _____

5. What can the History Department do to make the M. A. program more effective? _____

6. Do you feel that you have better knowledge of historiography at the end of your time in the program?

_____ Yes _____ No If no, please comment _____

7. Do you feel that you have better knowledge of your major and minor fields at the end of your time in the program? _____ Yes _____ No If no, please comment _____

8. Do you feel that the major and minor field content knowledge met your needs for seeking the M.A. History degree? _____ Yes _____ No If no, please comment _____

9. Would you recommend the M. A. Program at UCA to others wanting a degree in History?

10. Additional comments: (Feel free to use the back if you need more space.)