

UNIVERSITY OF CENTRAL ARKANSAS

Proposal for Change in Assessment Plans/Processes

NOTE: Changes in assessment plans/processes can be reviewed only during the regular academic year. Action-item proposals must be received by the Academic Assessment Committee at least one month before action is desired.

Department History Date 10/25/2024

Program for which the change is proposed BA/BS/BSE

Action Item	Information Item
<p>Select area(s) of change:</p> <p><input type="checkbox"/> New assessment plan</p> <p><input checked="" type="checkbox"/> Assessment plan revision</p> <p><input type="checkbox"/> Alternative reporting method</p> <p><input type="checkbox"/> Other <input style="width: 150px;" type="text"/></p>	<p>Select area(s) of change:</p> <p><input checked="" type="checkbox"/> Minor change of wording</p> <p><input checked="" type="checkbox"/> Minor change in assessment criteria</p> <p><input checked="" type="checkbox"/> Rubric updates</p> <p><input checked="" type="checkbox"/> Curriculum/Curriculum Map Update</p> <p><input type="checkbox"/> Other <input style="width: 150px;" type="text"/></p>

Description of change:

The assessment plan for the History Department has been updated for clarity and standardization. Minor wording has been changed and the rubrics have been redesigned for simplicity and relevance. We have also included an updated curriculum map.

Reason for change:

Periodic Review

Effective date of change:

Fall 2024

Change recommended by (for action items) or noted by (for information items)

College Curriculum and Assessment Committee

Wendy Lucas
DEPARTMENT CHAIR

10/28/24

DATE

Mark Mullenbach
COMMITTEE CHAIR

11/12/2024

DATE

Thane
COLLEGE DEAN

11/13/2024

DATE

Academic Assessment Committee

COMMITTEE CHAIR

DATE

DRAFT OF 2024 ASSESSMENT PLAN

1. Introduction (Liberal Arts, History, Bachelor's of Arts, Bachelor's of Science, and Bachelor's of Science in Education in Social Studies)

- Purpose:
- The purposes of the BA/BS program in history are to provide knowledge and skills to undergraduate history majors that will prepare them for successful admission to graduate school, employment in museum and archival fields, and analysis of historical data in the commercial and public spheres. The BSE degree is closely related in terms of knowledge and skills, but graduates are prepared specifically for Social Studies teaching positions in Secondary Education, grades 7-12.
- Unit Mission Statement:
We provide a high quality, demanding curriculum to prepare our students to analyze historical sources, use them to make persuasive arguments, and position their findings within the previous work of other scholars. They can think critically about what they read, analyze it, use that evidence as support for their message, and convey their findings in effective communication, both orally and in writing.

2. Student Outcomes

- Learning Outcomes for BA/BS/BSE:

SLO 1 Knowledge: Students will know and understand academic historical narratives about the past.

SLO 2 Research & Organization: Students will be able to develop an argument with appropriate use of primary and secondary source material while situating the topic in historiography.

SLO 3 Students will produce and present historical arguments with correct syntax and mechanics.

SLO 4 Experiential Learning: Students will engage in academic and professional experiences outside of the classroom.

3. Assessment Cycle

- Will be determined with assistance from the Office of Assessment: Yearly

4. Curriculum Map

- See attached:

5. Assessment Methods and Measures (Formative and Summative recommended)

Note: All future BA/BS/BSE majors will take HIST 2390 (an introductory methods course) & HIST 4300 (a capstone course). However, we are still designing appropriate methods and measures for HIST 2390. Our plan is to begin assessing both courses in 2025/2026 to allow for a comparison between performance at the beginning and end points of our program.

Student Learning Outcomes 1-3:

Methods: Faculty will apply the attached rubric (see below) to coursework in HIST 4300.

Measures: 4300 Final paper (a 25-30 page paper based on primary sources and contributing an original argument on their findings).

Student Learning Outcome 4:

Methods: Participation records kept by appropriate coordinators and Student Exit Questionnaire.
Measures: Data collected from Phi Alpha Theta, History Day, internships/volunteer coordinator, conference presentations, service learning, etc.

6. Data Collection and Review

- When will data be collected for each outcome?

Compiled data for SLO 1-3 will be collected by 5 pm on the day grades are due by the instructor of each relevant course, currently 4300. The Chair of the Assessment Committee will collect data from relevant parties for SLO 4.

- How will data be collected for each outcome?

Faculty will collect the data for their courses by utilizing a Google-form. The data will populate an Excel spreadsheet and be sorted by course and whether students are pursuing a BA, BS, or BSE. The Chair of the Assessment Committee will incorporate the data for outcome 4.

- What will be the benchmark/target for each outcome?

Student Learning Outcomes 1-3: 80% of students to score proficient on each learning outcome. Students who score **3 or 4 on the appropriate rubric** are considered proficient in the assessed areas. Those who score 2 or 1 are considered not proficient.

Student Learning Outcome 4: 50% of graduating seniors will have participated in activities beyond the classroom.

- What individuals/groups will be responsible for data collection?

Faculty who teach HIST 4300 courses (and eventually those who teach HIST 2390).

7. Participation in Assessment Process

- Who will participate in carrying out the assessment plan?

Faculty, Assessment Committee, and Department Chair.

- What will be their specific role/s?

- a) Faculty will collect the data from their students.
- b) Assessment Committee chair will collect and organize the data from the faculty. The committee members will assist the chair to perform an initial analysis of the data to determine the extent to which the benchmarks for the tested learning objectives were achieved.
- c) The department chair collects the data and analysis report from the Assessment committee by June 1.

8. Data Analysis

- How and when will the data and findings be shared with faculty?

The department chair distributes the results to the faculty at the first department meeting in the fall semester.

- Who is involved in analyzing the results?

Faculty collectively review data at the first fall-semester faculty meeting and are encouraged to forward concerns and suggestions to the Chair of the Assessment committee. The Chair of Assessment will meet with the Departmental Chair and the Chair of the Curriculum committee in

September to review the data and faculty input. Any recommended policy changes will be presented at the October or November meeting. Approved changes will be put into practice for the fall semester of the following year.

- How are results aligned to outcomes and benchmarks?

See Above

9. What are the plans to evaluate students' post-graduate success?

The Student Exit Questionnaire will include a request for a long-term email address. Chair of the Assessment Committee will work with Alumni Services for follow-up.

10. What are the plans to evaluate teaching effectiveness?

Peer observations of teaching, chair observations of teaching, chair review of syllabi and assignments, and student evaluations of teaching are all tools used to ensure teaching effectiveness. In addition, annual-review and tenure-and-promotion processes emphasize teaching effectiveness as a crucial component of instructor duties.

11. Appendices-Required....Curriculum Maps by Program, Assessment Tools (examples: Rubrics, Surveys, Tests, etc.), any other important materials/documentation

See attached:

12. Submit Assessment Plan

- Send completed form electronically to assessment@uca.edu

These are the two rubrics you will use when you are evaluating/assessing your 4300 students. The Student Survey, the Critical Thinking/Inquiry and Paper/Effective Communication Rubrics have changed. Please adjust your assessment accordingly.

Once you are finished:

A folder labeled for the appropriate semester is located in the Pool Drive under Departmental Assessment Files. Faculty members should upload their data into the appropriate semester file (i.e. Fall 2024) once completed. It is important that you labeled your file as "Faculty-Name.Semester.CRN" (i.e. Pauly.Fall2024.25624) when you upload it into the appropriate folder.

Make sure that there is a file for each class. DO NOT COMBINE classes. Any questions, contact Dr. Chris Craun, Assessment Chair, craunc@uca.edu.

Critical Inquiry (Inquiry and Analysis)

Specific Skill or Knowledge Area Related To the SLO	Student Learning Outcomes				
	4	3	2	1	0
SLO 1: Knowledge	Shows both a broad and deep understanding of the concepts/principles and their relevance to important questions in the discipline.	Shows a general grasp of the concepts/principles and how they relate to important questions in the discipline.	Shows some knowledge of the concepts/principles and can begin to relate them to important questions in the discipline.	Shows some knowledge of the concepts/principles and limited ability to relate them to important questions in the discipline.	As sign a zer o for per for ma nce tha t do es not me et a sco re of on e (1)
SLO2: Research and Organization	Selects information from the most relevant and credible sources in a way that reflects a thorough understanding of the topic/thesis. Organizational pattern is clear and consistent, polished, and makes the content cohesive.	Selects relevant information from a variety of sources, but some may lack clear relevance or credibility. Organizational pattern is clear and consistent.	Selects information from limited and similar sources with little thought to their relevance or credibility. Organizational pattern is partially developed.	Selects information randomly that lacks relevance and quality; or was given the information by the instructor. Organizational pattern is poorly developed and unclear.	
SLO 3: Production & presentation of a historical argument with correct syntax and mechanics.	Justifies a position and/or draws a logical conclusion using appropriate disciplinary analysis on a significant question or problem. Demonstrates clear and fluid control of syntax and mechanics that skillfully communicates meaning to readers and is virtually error-free.	Presents a position and/or conclusion on a significant question/problem using appropriate disciplinary analysis, but lacks depth and/or draws a weak/illogical conclusion. Uses syntax and mechanics that generally conveys meaning to readers with clarity. The language has few errors.	Summarizes different perspectives used in the discipline but does not evaluate a position and/or draw a conclusion. Exhibits substantive errors in syntax and mechanics which, at times, impedes the clarity of the work.	Recognizes there are multiple approaches to academic questions/problems. Shows a serious pattern of error in syntax and mechanics that interferes with meaning.	

Student Score (1-4)

SLO1:

SLO2:

SLO3:

Note: Proficient is a score of 3-4 on the rubric.

____ This student did not turn in an acceptable response to the assignment (e.g., failed to turn in a paper, plagiarized, etc.)

Print Name _____ ID _____ Academic
Year _____

Academic and professional engagement outside of the classroom.

The UCA History Department will use your information to continue the development and betterment of our department.

Have you participated in ANY of the following activities at ANY time during your educational career here at UCA?

Please check ALL that apply.

_____ Phi Alpha Theta

_____ History Day Volunteer

_____ Public History Internship (provide an evaluation by the supervisor)

_____ Teaching Internship (provide an evaluation by the supervisor)

_____ Conference Presentation (circle all that applies)

- Invited presentation
- Peer-reviewed
- Scope (circle one): Local Regional National

_____ Service Learning

- Course:
- Service area:

_____ History Workshop

- Date & Time:

_____ Other

If other, please list the title of the event/activity

_____ I have not participated in any of the listed activities.

Co-curricular & Experiential Learning—for use by the Chair of the Assessment Committee

SLO 4: Experiential Learning	Serious engagement in various academic and professional events outside the classroom	Engaged in some academic and professional events outside the classroom	Attended one academic and professional events	No engagement in any outside the classroom activities
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SLO 1 Knowledge: know and understand academic historical narratives about the past.

SLO 2 Research & Organization: to develop an argument with appropriate use of primary and secondary sources.

SLO 3 Production and presentation of historical arguments with correct syntax and mechanics.

SLO 4 Experiential Learning: academic and professional engagement outside of the classroom.

SLO1

SLO2

SLO3

Course				
	SLO1	SLO2	SLO3	
1310	I	I	I	
1320	I	I	I	
1330	I	I	I	
1375	I	I	I	
1376	I	I	I	
1399	R	R	R	
2301	I	I	I	
2302	I	I	I	
2310	R	R	R	
2360	M	R	R	
2390	I	I	I	will begin to
3310	R	R	R	
3312	R	R	R	
3320	R	R	R	
3340	R	R	R	
3351	R	R	R	
3353	R	R	M	
3354	M	R	M	
3360	R	R	M	
3365	R	R	M	
3368	R	R	R	
3381	R	R	R	
3383	R	R	R	
3384	R	R	R	
3385	R	R	R	
3390	R	R	R	
4300	M	M	M	Currently
4301	M	M	M	
4302	M	M	M	
4305	R	R	R	
4306	R	R	M	
4307	R	R	R	
4308	M	R	R	
4310	M	M	M	
4311	R	R	R	
4324	M	R	R	

4327	R	R	R	
4328	R	R	R	
4330	R	R	R	
4333	R	R	R	
4334	R	R	R	
4335	R	R	R	
4336	R	R	R	
4338	R	R	R	
4340	R	R	R	
4341	R	R	R	
4343	R	R	R	
4344	R	R	R	
4345	R	R	R	
4346	R	R	R	
4350	R	R	R	
4351	M	M	M	
4355	R	R	R	
4358	M	M	M	
4358	M	M	R	
4359	M	M	R	
4360	R	R	R	
4361	R	R	R	
4365	R	R	R	
4369	R	R	R	
4370	R	R	R	
4372	M	M	M	
4374	M	M	M	
4376	R	R	R	
4377	R	R	R	
4390	R	R	R	
4395	M	M	R	
4397	M	M	M	
4398	M	M	M	