

**New SLO/Academic Assessment Plan Submission Form**

Check one:

- ☐ New Certificate Academic Assessment Plan  
☐ New Undergraduate Academic Assessment Plan  
☐ New Graduate Academic Assessment Plan  
☐ New Professional Academic Assessment Plan  
☒ New Student Learning Outcome (SLO)

Major: History

College: CLAS

Effective term and year of implementation: Term: Spring      Year: 2015

**IMPORTANT:** If you are submitting an **Academic Assessment Plan**, please enter your plan into Compliance Assist, and then submit this form to the approvals submission site. Once we receive this form, we will download the plan for committee review. You do not need to restate the SLOs on this form because the SLOs are in the Plan. Instead, skip items 1-5 and go directly to items 7 and 8, the Department and College Contact Sections.

If you are submitting one or more new **Student Learning Outcomes (SLOs)**, please complete items 1 through 6.

1. Include the new SLO here: Identify a historical research topic related to the focus of the research seminar, develop knowledge of the topic through research, and create historical arguments using evidence effectively with clear prose.

2. Indicate the areas of the SLOs:

Undergraduate: ☒ Content      ☐ Critical Thinking      ☐ Communication

Graduate:      ☐ Knowledge      ☐ Skills      ☐ Professional Behavior

3. What types of assessments will be used?

- ☐ Course-related Exam      ☒ Capstone  
☒ Final Paper/Project/Presentation      ☐ Course Grades  
☐ Course Assessments/Assignments      ☐ Standardized Exam  
☐ Other – please describe here

4. What assessment methods will be used?

x ☒ Rubric

☐ Single Faculty Member

☐ Other:

5. Who applies the method?

x ☒ Faculty Committee

☐ Single Faculty Member

6. Describe the individual student assessments and the assessment method that will be used to measure each SLO. Student will write a statement of his/her research project in HIS4930 and the statement will be evaluated by the Undergraduate Committee using the attached rubric.

7. Department Contact

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8. College Contact

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**History Department Rubric**  
**Student Learning Outcome: Content**

	<b>Did Not Meet</b>	<b>Minimally Achieved</b>	<b>Adequately Achieved</b>	<b>Exceeds Expectations</b>
<b>Organization</b>	Information and ideas are poorly sequenced. The audience/reader has difficulty following the thought.	Information and ideas presented in a way that the audience can follow with minimum difficulty.	Information and ideas are presented in a logical sequence which is followed by the audience/reader with little or no difficulty	Information and ideas are presented in a logical sequence which flows naturally and is engaging to the audience/reader.
<b>Clarity</b>	The purpose of the work is not well defined. Central ideas are not focused to support the thesis. Thoughts not connected.	The central purpose of the work is identified. Ideas are generally focused in a way that supports the thesis.	Purpose of work is clear and ideas are almost always focused in a way that supports the thesis. Relevant details illustrate the idea.	Central purpose of the work is clear and supporting ideas always well-focused. Details are relevant and enrich the work.
<b>Knowledge of the subject</b>	Student does not have grasp of information and is unable to answer questions about the basic concepts.	Student has a slight grasp of basic information and is able to respond to rudimentary questions.	Student has considerable knowledge and is at ease answering questions but does not always elaborate.	Student has full knowledge and answer questions fully with explanation and elaboration.