

**Proposal for Quality Enhancement Plan Project
Cover Sheet**

History

Department Name

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Amy Mitchell-Cook and Jay Clune

Faculty and staff involved

We understand that the following project proposal elements must be included in all proposals considered by the UWF Quality Enhancement Steering Committee:

- Project Rationale
- Relationship to the University's QEP goals (see Appendix A) and the program's Academic Learning Compact (see Appendix B)
- Project student learning outcomes (see Appendix C for suggested format)
- Outcomes assessment procedures
- Instructional /learning strategy enhancements focusing on active learning/student engagement
- Project assessment plan (see Appendix D for suggested format)
- Information dissemination plan
- Institutionalization plan
- Resources needed (see Appendix E for suggested format)
- Timeline for project activities and events

We understand that the UWF Quality Enhancement Plan Steering Committee will recommend funding only if the project is consistent with the intent of the University's Quality Enhancement Plan. We further understand that all funds must be expended in accordance with the terms and conditions of approval.

Amy Mitchell-Cook _____

Print name of contact person Signature

June 24, 2005

Date

6014

Phone

Jay Clune _____

Department/Division Head Signature

(Signature signifies departmental endorsement of the project.)

June 24, 2005

Date

2442

Phone

Dean/Vice President

Signature

Date

Phone

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Date and time application was received: _____

Signature: _____

University of West Florida Quality Enhancement Plan

Project Proposal Narrative

Project Title: Portfolio/Capstone Experience

Contact Person: Amy Mitchell-Cook

Project Rationale

The History Capstone Experience will provide the History Department with the capability to directly assess specific student learning outcomes addressed in the Academic Learning Compact and the Quality Enhancement Program. The assessment procedure will measure the student's ability to develop a proposal, identify resources, plan and implement a project, and to present the project to a faculty member for assessment. It will increase student accountability, provide opportunities for direct and cognitive assessments and support alternative methods of teaching and learning.

A student takes an active role in two ways. First, the student must fulfill each component of the History Capstone Experience, which will be embedded in, and linked to the requirements of a 3000/4000-level course. To meet expectations the student must create a portfolio, compile all necessary elements, which includes a research/writing component and all other course requirements. Second, the student will self-assess his/her performance in the course by using an on-line interactive annotation program that allows self assessment of specific student learning outcomes within the broader ALC domains: content knowledge, critical-thinking, communication, ethics and integrity, and project management.

The faculty member will then assess the portfolio, measuring specific student learning outcomes within the broader context of ALC domains. Data from the faculty and student rubrics will be used in an annual meeting to locate areas needing improvement in the course curriculum and to address deficiencies in lower level or general-education history courses.

Relationship to QEP Goals and Program ALC Student Learning Outcomes (or Student Affairs Outcomes)

The History Capstone Experience addresses all five ALC Student-Learning Outcomes: content knowledge, critical-thinking, communication, ethics and integrity, and project management. The heart of the History Capstone Experience is the successful completion of a research paper, a class project, a documentary, a series of oral histories, an in-class presentation, or a similar project deemed appropriate by the professor. In doing so the student must develop a proposal for the project, identify and utilize resources available, plan and implement the project within appropriate timelines, work with other team members as necessary, and effectively present the results of the project.

At the end of the History Capstone Experience the student should meet several student learning outcomes. He/she will demonstrate: the ability to sort, analyze, evaluate and interpret historical evidence; the ability to communicate effectively in a written format; competency in historical writing; academic integrity and adherence to professional ethical practices; and, most importantly, the ability to conceptualize, research, document, and present a history paper or project, regulate work to meet appropriate deadlines and exhibit skills relevant to successful completion of a project (i.e., project management skills).

The portfolio is completed with a self-assessment that highlights the student's ability to recognize his/her capacity to think critically, to communicate and to manage a complex project. In addition to meeting ALC student learning outcomes, the self-assessment will highlight how the student understands, or misunderstands, the requirements of the discipline of History. Rather than merely assess the student's ability to manage a project, the self-assessment will reveal the process that the student undergoes in completing the capstone portfolio.

Project student learning outcomes

Project Student Learning Outcomes	Relationship to QEP Goals	Relationship to Project Academic Learning Compact
Conceptualize, research, and present a project	Project Planning	Project Management
Document sources	Project Planning	Project Management
Regulate work	Self-regulation	Project Management
Skills for successful completion	Project Delivery	Project Management
Sort, analyze, and interpret historical evidence	Problem solving, information literacy Analysis skills	Critical Thinking
Communicate and write in a competent manner	Writing, speaking, technological literacy	Communication
Academic integrity and ethical practices	Academic integrity, Ethical reasoning	Values/ Integrity

Outcomes assessment procedures

Assessment for the capstone portfolio comprises two steps. Upon completion, the student fills out an on-line interactive self-assessment of his/her portfolio. The student must reflect upon his/her performance and ability to manage the portfolio successfully. The self-assessment will follow a rubric that measures specific student learning outcomes within the broader areas of content knowledge, critical-thinking, communication, ethics and integrity, and project management. In the self-assessment the student has the ability to explain his/her decisions as he/she completes the portfolio. In this way, the History Capstone Experience gives insight into what the student understands, what he/she does not understand, and what instructional strategies and materials might best serve in the interest of student learning

The faculty member then assesses both the portfolio and the student's self-assessment. This faculty assessment will follow a rubric that parallels that of the student self-assessment. History will coordinate with Dr. Joe Peters to explore the possibility of linking "Teacher Education QEP Pilot Project SLO Assessment System" to the online annotation program, Hylighter, that is intended as the basis for the student's self-assessment rubric.

Data from both student and faculty assessments will be used to locate areas needing improvement in the course curriculum to address deficiencies with the lower-level or general education history courses.

Instructional /learning strategy enhancements

Phillip Winne and Allyson Hadwin, in “Studying as Self-Regulated Learning” (284-5), put forth the COPES model that identifies four stages of studying: task definition, goal setting and planning, study tactics and metacognitive adaptation. “In stage 4, the student inspects products created in preceding stages, monitoring them relative to meta-knowledge that characterizes standards for those events.” Students can re-evaluate how to approach the preceding stages and make change in their methods of studying. “A change like this might reshape motivational orientation from task-based to mastery-based.”

In the self-assessment, the student takes an active role in evaluating his/her ability to study, synthesize and analyze historical evidence; and to complete projects successfully. The student can compare his/her analyses with the faculty’s assessment and reframe how he/she approaches future projects. The self-assessment relates directly to project management by highlighting where and how a student failed to meet capstone expectations and provides the student with a learning strategy to refine and improve his/her mastery of historical methods.

Project assessment plan

Project Student Learning Outcomes/Activities	Assessment Measure(s)
Conceptualize, research and present a project	Assessment by professor, self-assessment
Document sources	Assessment by professor, self-assessment
Regulate Work	Assessment by professor, self-assessment
Skills for successful completion	Assessment by professor, self-assessment
Sort, analyze, and interpret historical evidence	Assessment by professor, self-assessment
Communicate and write in a competent manner	Assessment by professor, self-assessment
Academic integrity and ethical practices	Assessment by professor, self-assessment

Information dissemination plan

Preliminary results of the use of online assessments will be presented at the Sloan International Conference of Asynchronous Learning this November.

Information gleaned from this project will be used as seed money for several grants. For example, NEH offers a substantial grant for “Teaching and Learning Resources and Curriculum Development.” The History Department hopes to use this grant as a means to supplement the “Gulf South Conference” in Pensacola to create an interdisciplinary format for educators to discuss the use of innovative

technology and teaching methods to promote active learning and the creation of a community of learners.

Institutionalization plan

The use of online interactive assessment could expand to the general education courses as a means to highlight deficiencies throughout the student’s course work. As a student progresses from the lower-level courses to the upper-level courses, he/she should be able to refine his/her ability to meet the student learning outcomes. In addition, the student should gain a stronger understanding of how he/she meets these criteria and where an acceptable level of expertise is lacking. The online interactive self-assessment places little additional work on the professors, yet allows the student to see clearly the basic skills required of him/her at each level and to the extent to which the student masters each skill. The rubric used will not assess content but the degree a student can successfully manage and complete complex projects.

Resources needed

Suggested format:

Budget Item	Description	Unit Cost	Total Item Cost
Personnel	Fall and spring-semester supplemental pay for half-time program coordinator to develop assessment measures related to the capstone portfolio, write grants, present findings, and implement capstone.¹		\$5000

¹ History’s needs are to fund seed money for writing grants and the implementation of the History Capstone Experience. The technology is available free of charge at this stage of the investigation.

Timeline for project activities and events

Start date: August 2005

Submission of CCR to create History Capstone Experience requirement: August 2005

Presentation of preliminary results of assessment measures: October 2005, Gulf South Conference; November 2005, Sloan Conference

Submission of grants: Possible grants include: October 1, Theodore Hesburgh Award: TIAA-CREF, award for faculty development to enhance Undergraduate Teaching and Learning; October 1, NEH: Grants for Teaching and Learning Resources and Curriculum Development; November 1, Spencer Foundation Grant: Teaching, Learning, and Instructional Resources Grant

Implementation of History Capstone Experience through departmental faculty workshops, March 2005

Dissemination of preliminary project results to University community: April 2005.

References

Twigg, Carol A. "Improving Learning and Reducing Costs: New Models for Online Learning," *Educause Review* (September/October 2003), pp. 28-38.

Winne, Philip and Allyson Hadwin, "Studying as Self-Regulated Learning," in *Metacognition in Educational Theory in Practice*, eds. Douglas Hacker, John Dunlosky, Arthur Graesser (Mahwah, N.J.: L. Erlbaum Associates, 1998), pp. 277-304.