**Arkansas Tech University**

**Course Addition**

**Assessment Form**

**Our Mission**

Arkansas Tech University, a state-supported institution of higher education, is dedicated to nurturing scholastic development, integrity, and professionalism. The University offers a wide range of traditional and innovative programs which provide a solid educational foundation for life-long learning to a diverse community of learners.

Provide an answer for each question. Your answers are to be typed single spaced.

1. How does this course fit with the university mission? SOC 4233/HIST 4233 Seminar in Qualitative Research will provide students the opportunity to enhance “scholastic development” in qualitative research methods and strategies. The dual listed course will serve Sociology and History majors, as well as other majors who desire to include the course in their major.
2. If this course is mandated by an accrediting or certifying agency, include the directive. If not, state not applicable. Not Applicable.
3. Provide up to three student learning outcomes students will achieve after completing this course? Students will (1) understand the concepts, methods, and characteristics of qualitative research; (2) design a discipline specific qualitative research study; and (3) evaluate the quality and rigor of discipline specific qualitative research studies.
4. What assessment tool or measure will you use to assess student learning? Exams, Qualitative Research Design and Analysis Assignment, Oral Presentation of Research Study, and Evaluation of Discipline Specific Qualitative Research Studies.
5. What will students demonstrate, represent, or produce to provide evidence of their learning? Students will demonstrate the distinction between quantitative and qualitative research methods. Students will demonstrate knowledge of qualitative research studies utilizing in-depth interviewing, content analysis, field research, and historical comparative analyses. Students will be able to code, identify thematic categories, analyze qualitative research data and present it in a professional manner.
6. Provide an example or examples of student learning assessment evidence which supports the addition of this course. Senior surveys completed in the past three cycles included comments from students from history majors and sociology majors desiring a course in qualitative research methods, they believe a course in qualitative research will enhance their research skills and will be advantageous for graduate school preparation or employment. Annual assessment reports for BS in Sociology and BA in History revealed that students completing SOC 4953 and HIST 4953 Undergraduate Research are having difficulty completing qualitative research. Students in the past two academic cycles did not meet the assessment performance standard and demonstrated difficulty developing and completing a qualitative research study. Ten percent of students taking the course performed at a D or lower and were required to retake the course.
7. How does this course fit in the current state of the discipline? Include Arkansas institutional comparisons. If Arkansas educational institutions do not have the course or program provide comparative examples from regional educational institutions. Arkansas State University, HIST 3333 The Practice of History; Henderson State University, HIST 4803 Seminar in History, and SOC 4213 Quantitative and Qualitative Research Methods; University of Arkansas, HIST 4893 Senior Capstone Seminar (research methods, current theories, emphasizes analysis, synthesis, and integration of primary source-based research).