

Degree Program Student Learning Report (rev. 7/14)

Fall 2013 – Spring 2014

The Department of History & Political Science in the School of Liberal Arts

Secondary Education, A.A.

Effectively assessing a degree program should address a number of factors:

- 1) Valid student learning outcomes should be clearly articulated;
- 2) Valid assessment measures should be used, consistent with the standards of professional practice;
- 3) There should be evidence that assessment data are being used by faculty to make necessary instructional or assessment changes; and there should be evidence that instructional or assessment changes are being implemented to improve student learning.

**PART 1 (A & B)**

**Relationship of Degree Program Learning Outcomes to Departmental and University Missions**

**A.** Clearly state the school, department and degree program missions.

<b>University Mission</b>	<b>School Mission</b>	<b>Department Mission</b>	<b>Degree Program Mission</b>
Our mission is to ensure students develop the skills and knowledge required to achieve professional and personal goals in dynamic local and global communities.	The mission of the School of Liberal Arts is to further the study and practice of the arts, humanities, and social sciences at Rogers State University, in the community, and in the region.	The mission of the Department of History and Political Science is to support discipline-specific degree programs as well as the University's general education program.	The general program mission is to prepare students for a career teaching grades seven through twelve. The specific program mission is to provide students with the first two years of general education requirements which will transfer to a four year program.

B. Clearly state school purposes, department purposes and degree program student learning outcomes. Align student learning outcomes with their appropriate school and department purposes, and these outcomes and purposes with their appropriate university commitments.

University Commitments	School Purposes	Department Purposes	Student Learning Outcomes
To provide quality associate, baccalaureate, and graduate degree opportunities and educational experiences which foster student excellence in oral and written communications, scientific reasoning and critical and creative thinking.	The School will offer innovative degrees which focus upon developing skills in oral and written communication, critical thinking, and creativity.	Offers innovative and quality teaching both within the classroom and through distance education.	
To promote an atmosphere of academic and intellectual freedom and respect for diverse expression in an environment of physical safety that is supportive of teaching and learning.	The School will educate liberal arts majors to think critically, creatively, and independently and have the skills to work in all types of situations and communicate with all types of people.	Foster the skills of critical thinking, writing, research, and oral communication among our students.	Students will demonstrate the knowledge with which to pursue a baccalaureate in education or another four-year degree.
To provide a general liberal arts education that supports specialized academic program sand prepares students for lifelong learning and service in a diverse society.	The School will offer general education courses of high quality and purpose that provide a foundation for life-long learning.	Serve the University and the community through the provision of quality general education courses.	Students will demonstrate competency in general education.
To provide students with a diverse, innovative faculty dedicated to excellence in teaching, scholarly pursuits and continuous improvement of programs.	The School will foster a community of scholars among the faculty and students of the institution.	Foster values of scholarship, creativity, appreciation of diversity, and community service among our faculty, staff, and students.	
To provide university-wide student services, activities and resources that complement academic programs.			

University Commitments	School Purposes	Department Purposes	Student Learning Outcomes
To support and strengthen student, faculty and administrative structures that promote shared governance of the institution.			
To promote and encourage student, faculty, staff and community interaction in a positive academic climate that creates opportunities for cultural, intellectual and personal enrichment for the University and the communities it serves.	The School will offer and promote art, cultural, and public affairs events on the campus and in the region.	Attract and retain high quality traditional and nontraditional students.	Provide an AA-SE degree program recognized for its quality.

## PART 2

### Discussion of Instructional Changes Resulting from 2012-2013 Degree Program Student Learning Report

List and discuss all instructional or assessment changes proposed in Part 5 of last year's Degree Program Student Learning Report, whether implemented or not. Any other changes or assessment activities from last year, but not mentioned in last year's report, should be discussed here as well. Emphasis should be placed on student learning and considerations such as course improvements, the assessment process, and the budget. If no changes were planned or implemented, simply state "No changes were planned or implemented."

Instructional or Assessment Changes	Changes Implemented (Y/N)	Impact of Changes on Degree Program Curriculum or Budget
In the 2012-2013 SLR it was stated that the HPS Department would consider whether to try to make better use of OGET test results. This was accomplished.	Y	OGET test results are provided by the Oklahoma Office of Educational Quality and Accountability. Traditionally we have been provided with overall OGET scores. This year we asked for and received the sub area scores for each test, which provides us with a better opportunity to understand the overall score; furthermore, it enables us to evaluate areas graduates' strengths and weaknesses.
In the 2012-2013 SLR it was stated that the School of	N	Nobody from this department or, presumably, any other department

Liberal Arts Graduating Student Survey should be reviewed with an eye toward greater clarity and utility.		(including the dean's office) undertook a review.
---	--	---

**PART 3**

**Discussion About the University Assessment Committee's 2012-2013 Peer Review Report**

The University Assessment Committee in its Degree Program Peer Review Report provided feedback and recommendations for improvement in assessment. List or accurately summarize all feedback and recommendations from the committee, and state whether they were implemented or will be implemented at a future date. If they were not or will not be implemented, please explain why. If no changes were recommended last year, simply state "No changes were recommended."

<b>Feedback and Recommended Changes from the University Assessment Committee</b>	<b>Suggestions Implemented (Y/N)</b>	<b>Changes that Were or Will Be Implemented, or Rationale for Changes that Were Not Implemented</b>
1 (B). Consider rewording: "a baccalaureate in education or another four-year degree."	Y	Recommendation implemented.
1 (B). General education competency might be better aligned with the General Education outcome (the previous outcome on the list).	Y	Recommendation implemented.
4 (B). OGET test makes sense as a measure only if everyone really takes it. If, as you say, some graduates delay or never take it, how do you know whether those students were successful in their studies? What measure could be applied to every student?	Y	<i>Introduction to Sociology</i> (SOC 1113) is being used this year for the first time as an additional measure. Every AA-SE student must take it. However, unlike OGET which is a summative measure, the sociology course is formative. There is no capstone or senior seminar course in the AA-SE curriculum; so a summative measure like OGET is not

		available.
4 (B). You might consider adding an employer survey to to SLO #3 to assess the quality of the AA-SE degree program.	N	Employer surveys are well known for requiring a substantial commitment of resources and producing spotty results. Sustainability and payoff have to be considered when contemplating an assessment measure. An employer survey would be difficult to sustain (lack of resources) and lean on ultimate value (notoriously poor response rates).
4 (C). Regarding SLO #3, you might want to re-align the performance standard of high level of satisfaction and results of satisfied and somewhat satisfied.	Y	Recommendation implemented.
4 (D). Sampling method 1 is not stated as a sampling method.	Y	Recommendation implemented.
4 (F). Yes but how do we facilitate more participation? Increasing sample size will increase confidence in the measure.	N	We agree with the recommendation, but currently there are not enough majors to increase participation, which is the major problem. For example, in 2013-2014 there six graduates and in 2012-2013 there were nine graduates. Compounding the problem is that the School of Liberal Arts Graduating Student Survey is voluntary; that is, even though it is made available to every student in their graduation packet, there is no method of forcing them to complete it. The problem with OGET is similar. Students who do not pursue a baccalaureate in education have no reason to take the exam.
8. Which faculty teach in the program, and what is each one's role in the assessment process?	Y	Recommendation implemented.

#### PART 4

#### Analysis of Evidence of Student Learning Outcomes

For all student learning outcomes (as listed in Part 1 B above), describe the assessment measures and performance standards used, as well as the sampling methods and sample sizes. For each measure, document the results of the activity measured and draw relevant conclusions related to strengths and weaknesses of their performance.

A. Student Learning Outcomes	B. Assessment Measures	C. Performance Standards	D. Sampling Methods	E. Sample Size (N)	F. Results	G. Conclusions	H. Performance Standards Met (Y/N)																					
<p>Students will demonstrate competency in general education.</p> <p>AND</p> <p>Students will demonstrate the knowledge with which to pursue a baccalaureate in education or another four-year degree.</p>	(1) Oklahoma General Education Test (OGET).	90% of all students will pass OGET with a score of $\geq 240$ or better. A perfect score is 300. A score of $< 240$ is failing.	All AA-SE students who graduated in 2013-2014 who took the OGET by August 1, 2014.	<p>2</p> <p>Only two of the six 2013-14 AA-SE graduates had taken the OGET by August 1, 2014.</p>	<p>AA-SE graduates are usually required to take OGET before beginning a baccalaureate degree in Secondary Education. The names of RSU's 2013-2014 graduates were sent to the Oklahoma Office of Educational Accountability. The agencies sent RSU each overall score and, for the first time, the graduates' sub area scores.</p> <table border="1" data-bbox="1102 954 1409 1367"> <thead> <tr> <th>Period</th> <th>N</th> <th>Pass %</th> </tr> </thead> <tbody> <tr> <td>2008-09</td> <td>26</td> <td>81%</td> </tr> <tr> <td>2009-10</td> <td>9</td> <td>100%</td> </tr> <tr> <td>2010-11</td> <td>7</td> <td>100%</td> </tr> <tr> <td>2011-12</td> <td>5</td> <td>80%</td> </tr> <tr> <td>2012-13</td> <td>4</td> <td>100%</td> </tr> <tr> <td>2013-14</td> <td>2</td> <td>100%</td> </tr> </tbody> </table>	Period	N	Pass %	2008-09	26	81%	2009-10	9	100%	2010-11	7	100%	2011-12	5	80%	2012-13	4	100%	2013-14	2	100%	<p>There would be more data upon which to draw conclusions if the scores were broken down into more discreet measures, such as:  280-300  259-279  240-278  etc.  This would provide more substance from which to draw conclusions. In the case of the two students who took the test, one barely passed (score of 245), whereas the score of the other student reflected better performance (score of 267).</p> <p>In the future, we will be able to provide such information.</p>	Y
Period	N	Pass %																										
2008-09	26	81%																										
2009-10	9	100%																										
2010-11	7	100%																										
2011-12	5	80%																										
2012-13	4	100%																										
2013-14	2	100%																										

A. Student Learning Outcomes	B. Assessment Measures	C. Performance Standards	D. Sampling Methods	E. Sample Size (N)	F. Results	G. Conclusions	H. Performance Standards Met (Y/N)						
	(2) Oklahoma General Education Test (OGET)	90% of all students will pass the six sub areas of the test with a score of $\geq 240$ or better. A perfect score is 300. A score of $< 240$ is failing	All AA-SE students who graduated in 2013-2014.	2  Only two of the six 2013-14 AA-SE graduates had taken the OGET by August 1, 2014.	<p>There are three areas where the students' performance was weak. One student failed sub area 5 and barely passed sub area 2. Both students barely passed sub area 6. The two sub areas in which both students demonstrated strength were sub area 1 and sub area 3.</p> <table border="1" data-bbox="1102 728 1407 1433"> <tr> <td data-bbox="1102 728 1407 849">(1) Critical Thinking Skills: Reading and Communications</td> </tr> <tr> <td data-bbox="1102 849 1407 969">(2) Communication Skills</td> </tr> <tr> <td data-bbox="1102 969 1407 1090">(3) Critical Thinking Skills</td> </tr> <tr> <td data-bbox="1102 1090 1407 1210">(4) Computation Skills</td> </tr> <tr> <td data-bbox="1102 1210 1407 1331">(5) Liberal Studies: Science, Art and Literature, Social Sciences</td> </tr> <tr> <td data-bbox="1102 1331 1407 1433">(6) Critical Thinking Skills: Writing</td> </tr> </table>	(1) Critical Thinking Skills: Reading and Communications	(2) Communication Skills	(3) Critical Thinking Skills	(4) Computation Skills	(5) Liberal Studies: Science, Art and Literature, Social Sciences	(6) Critical Thinking Skills: Writing	The sub area reporting can be helpful if trends are reflected over time. It is possible to seek the sub area scores for graduates who have taken the OGET since 2010. In this case, both students scored 241 on sub area 6. If more students' scores could be collected, and if sub area 6 often reflected weakness, then this knowledge--in conjunction with what is learned from the ETS results--could be used to examine the curriculum and consider changes. B	Y
(1) Critical Thinking Skills: Reading and Communications													
(2) Communication Skills													
(3) Critical Thinking Skills													
(4) Computation Skills													
(5) Liberal Studies: Science, Art and Literature, Social Sciences													
(6) Critical Thinking Skills: Writing													
University Assessment Committee							Page 7						

A. Student Learning Outcomes	B. Assessment Measures	C. Performance Standards	D. Sampling Methods	E. Sample Size (N)	F. Results	G. Conclusions	H. Performance Standards Met (Y/N)
	(3) <i>Introduction to Sociology</i> (SOC 1113)	At least 80% will earn 70% or better.	A random selection of SOC 1113 classes.	4  Only AA-SE students were selected.	All four students earned at least 80% in the course.	The issue of finding a course which could be used as a formative measure has been an issue for several years. Last year the faculty determined that <i>Introduction to Sociology</i> is the only course that could be used since it is required of all AA-SE majors. The curriculum does not permit it to be taken as a general education course. Since many different instructors teach the course, the faculty believe it serves as a quality formative measure. However, since it is only required of AA-SE majors who choose the Social Studies option, another course will need to be chosen in place of <i>Introduction of Sociology</i> .	Y
Provide an AA-SE degree program recognized for its quality.	School of Liberal Arts Graduating Student Survey.	100% of AA-SE students applying for graduation during 2013-2014 were given a survey.	A School of Liberal Arts Graduating Student Survey is included with all of the School's student	3  Six students were reported as having graduated in	There are three parts of the survey that are relevant to this report. The instrument presents statements and the respondents choose from one of four response choices, which range from "very satisfied" to "very	The average on all parts was a perfect 4.00. ("very satisfied"). With results such as this one wonders if the students gave much thought to the questions. This is the first time in years that all of the survey scores were the same.	Y

A. Student Learning Outcomes	B. Assessment Measures	C. Performance Standards	D. Sampling Methods	E. Sample Size (N)	F. Results	G. Conclusions	H. Performance Standards Met (Y/N)
			graduation packets.	2013-14; however, only three completed the survey.	<p>unsatisfied." A score of 4 is the best possible, which means the respondent was "very satisfied."</p> <p>Part 1: Satisfaction with the RSU experience. Average score: 4.00</p> <p>Part 2: Satisfaction with the HPS department experience: Average score: 4.00</p> <p>Part 3: This part poses 9 questions relating to satisfaction with different areas, such as accessibility to faculty, academic advising, and development of writing skills. Average score of all questions' scores combined: 4.00</p>	<p>On the other hand, it could very well reflect an extremely high degree of satisfaction, which is what the numbers indicate. One would think that if a student had a grievance of felt let down in one area or another, then that negative evaluation would have been expressed in the survey.</p>	

**PART 5**

**Proposed Instructional Changes Based on Conclusions Drawn from Evidence Presented Above**

State any proposed instructional or assessment changes to be implemented for the next academic year. They should be based on conclusions reported in Part 4 (above) or on informal activities, such as faculty meetings and discussions, conferences, pilot projects, textbook adoption, new course proposals, curriculum modifications, etc. Explain the rationale for these changes and how they will impact student learning and other considerations, such as curriculum, degree plan, assessment process, or budget. If no changes are planned, simply state "No changes are planned."

Student Learning Outcomes	Instructional or Assessment Changes	Rationale for Changes	Impact of Planned Changes on Student Learning and Other Considerations.
Students will demonstrate the knowledge with which to pursue a baccalaureate in education or another four-year degree.	<i>Human Geography</i> (GEOG 2243) will replace <i>Introduction to Sociology</i> (SOC 1113) as a formative measure.	<i>Human Geography</i> is required of all AA-SE majors regardless whether they choose the General option or the Social Studies option; whereas, <i>Introduction to Sociology</i> is only required of those who choose the Social Studies option.	None

**PART 7 (A & B)**

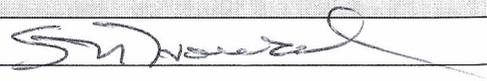
**Assessment Measures and Faculty Participation**

**A. Assessment Measures:**

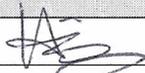
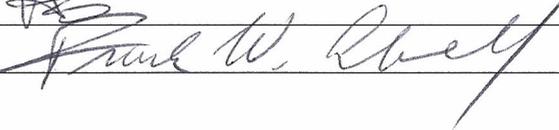
- 1) How many different assessment measures were used? 4
- 2) List the direct measures (see rubric): (1) OGET (overall score) (2) OGET (sub area scores) (3) embedded exams
- 3) List the indirect measures (see rubric): (4) SLA Graduating Student Survey

**B.**

- 1) Provide the names and signatures of all faculty members who contributed to this report and indicate their respective roles:

Faculty Members	Roles in the Assessment Process (e.g., collect data, analyze data, prepare report, review report, etc.)	Signatures
Steve Housel	collected and analyzed data prepared and reviewed report	

- 2) Reviewed by:

Titles	Names	Signatures	Date
Department Head	Kew Hicks		10/1/14
Dean	Frank W. Stowell		10-2-14