

# Degree Program Student Learning Report

Revised August 2017

## Department of History & Political Science

### **AA in Secondary Education**

For 2018-2019 Academic Year

#### **PART 1**

##### **Degree Program Mission and Student Learning Outcomes**

**A.** 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. | Central to the mission of the School of Arts and Sciences is the preparation of students to achieve professional and personal goals in their respective disciplines and to enable their success in dynamic local and global communities. Our strategy is to foster an academic setting of diverse curricula that inherently incorporates an environment of service and collegiality. | 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 Associate in Arts in Secondary Education (Social Studies option) is designed to prepare students for a career in teaching grades six through twelve, specializing in Social Science. The program is designed to provide the student with the first two years of general requirements to transfer to a four year program. |

**B.** Align school purposes, department purposes, and program student learning outcomes with their appropriate University commitments.

| <b>University Commitments</b>   | <b>School Purposes</b>  | <b>Department Purposes</b>   | <b>Student Learning Outcomes</b>  |
|---|---|--|---|
| 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 offers innovative degrees, which focus upon developing skills in oral and written communication, critical thinking, creativity, empirical and evidenced-based inquiry, experimental investigation and theoretical explanation of natural phenomena, and innovative technology. | Offers innovative and quality teaching both within the classroom and through distance education.                                   | Students will pass the Oklahoma Sub-Area Test in History.   |
| 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 educates its majors to think independently and have the knowledge, skills and vision to work in all types of situations and careers and communicate with all types of people.  | Foster the skills of critical thinking, writing, research, and oral communication among our students.                              | Students will demonstrate analytical and critical thinking skills through oral presentations and papers on U.S./global history. |
| To provide a general liberal arts education that supports specialized academic programs and prepares students for lifelong learning and service in a diverse society.   | The School offers 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 pass each of the six Oklahoma General Education Test sub-area tests.  |
| To provide students with a diverse, innovative faculty dedicated to excellence in teaching, scholarly pursuits and continuous improvement of programs.  | The School fosters 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.  |   |  |   |
| To support and strengthen student, faculty and administrative structures  |   |  |   |

| University Commitments  | School Purposes   | Department Purposes  | Student Learning Outcomes |
|---|---|--|---------------------------|
| 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 fosters a community of scholars among the faculty and students of the institution. | Attract and retain high quality traditional and nontraditional students. |                           |

## PART 2

### Revisit Proposed Changes Made in Previous Assessment Cycle

Revisit each instructional/assessment change proposed in Part 5 of the degree program SLR for the preceding year. Indicate whether the proposed change was implemented and comment accordingly. Any changes the department implemented for this academic year, but which were not specifically proposed in the preceding report, should also be reported and discussed here. Please note if no changes were either proposed or implemented or this academic year.

| Proposed Change      | Implemented?<br>(Y/N) | Comments  |
|----------------------|-----------------------|---|
| No proposed changes. |                       | Program assessment for all degrees is being reviewed. |

## PART 3

### Response to University Assessment Committee Peer Review

The University Assessment Committee provides written feedback on departmental assessment plans through a regular peer review process. This faculty-led oversight is integral to RSU's commitment to the continuous improvement of student learning and institutional effectiveness. UAC recommendations are not compulsory and departments may implement them at their discretion. Nevertheless, respond below to each UAC recommendations from last year's peer review report. Indicate whether the recommendation was implemented and comment accordingly. Please indicate either if the UAC had no recommendations or if the program was not subject to review in the previous cycle.

| Peer Review Feedback | Implemented (Y/N) | Comments |
|----------------------|-------------------|----------|
| None.                |                   |          |

**PART 4**  
**Evidence of Student Learning**

Evidence and analyze student progress for each of the student learning outcomes (same as listed in Part I B above) for the degree program. See the *Appendix* for a detailed description of each component. Note: The table below is for the first program learning outcome. Copy the table and insert it below for each additional outcome. SLO numbers should be updated accordingly.

| <b>A.</b><br><b>Student Learning Outcome</b>   |  |  |                                     |  |  |
|--|--|--|-------------------------------------|--|--|
| SLO #1: Students will pass the Oklahoma Sub-Area Test in History.  |  |  |                                     |  |  |
| <b>B.</b><br><b>Assessment Measure</b>   | <b>C.</b><br><b>Performance Standard</b>           | <b>D.</b><br><b>Sampling Method</b>                                  | <b>E.</b><br><b>Sample Size (n)</b> | <b>F.</b><br><b>Results</b>                                  | <b>G.</b><br><b>Standard Met (Y/N)</b> |
| Pass rate on the Oklahoma Subject-Area Test in History (OSAT).   | All students will earn at least a 240 on the OSAT. | All majors who transfer to the Cameron University Education program. | 2                                   | Two of two (100%) graduates passed the OSAT test in History. | Y                                      |
| <b>H.</b><br><b>Conclusions</b>  |  |  |                                     |  |  |
| 2019 graduates did well on the test, but since the data point was very small Cameron University offered more granular data on 2018 graduates. Six of six (100%) majors who graduated in 2018 earn a 240 or above the OSAT. All (100%) of the 2018 and 2019 majors did well to extremely well on US/OK History test (averaging 274 out of 300). Three of six (62.5%) earned above a 240 on the Government/Political Science test with two scoring 236. An even weaker area was the Constructed Response section, which measures writing ability: neither (0%) of the 2019 graduates earned a 240 and 4 of 6 (66.7%) of 2018 graduates earned above a 240. It appears that while students have learned U.S. history, they are not doing as well in government and need additional work on their writing skills. The History and Political Science department will be coordinating with the university writing center to find ways to improve the writing skills of our students. |  |  |                                     |  |  |

| A.<br>Student Learning Outcome   |   |                                       |                       |  |                          |
|--|---|---------------------------------------|-----------------------|--|--------------------------|
| SLO #2: Students will demonstrate analytical and critical thinking skills through oral presentations and papers on U.S./global history.  |   |                                       |                       |  |                          |
| B.<br>Assessment Measure   | C.<br>Performance Standard  | D.<br>Sampling Method                 | E.<br>Sample Size (n) | F.<br>Results  | G.<br>Standard Met (Y/N) |
| Students will demonstrate analytical and critical thinking skills through papers on historical topics.   | At least 80% of Secondary Education majors will prepare a paper demonstrating their understanding of appropriate sources and analysis/critical thinking skills in HIST 3243 <i>Writing and Research for Historians</i> by the end of the course | All majors in the class are included. | 1                     | 0 of 1 (0%) secondary education majors demonstrated their understanding of appropriate sources and analysis/critical thinking skills in HIST 3243 <i>Writing and Research for Historians</i> . | N                        |
| H.<br>Conclusions  |   |                                       |                       |  |                          |
| This data fits with the OSAT information. Our students need to improve their writing abilities. The History and Political Science department will be coordinating with the university writing center to find ways to improve the writing skills of our students. |   |                                       |                       |  |                          |

| <b>A.<br/>Student Learning Outcome</b>  |   |  |                               |   |                                  |
|---|---|--|-------------------------------|---|----------------------------------|
| SLO #3: Students will pass the Oklahoma General Education Test (OGET) in History. |   |  |                               |   |                                  |
| <b>B.<br/>Assessment Measure</b>  | <b>C.<br/>Performance Standard</b>                        | <b>D.<br/>Sampling Method</b>  | <b>E.<br/>Sample Size (n)</b> | <b>F.<br/>Results</b>                     | <b>G.<br/>Standard Met (Y/N)</b> |
| Passing the OGET.   | Students will earn at least a 240 out of 300 on the OGET. | Every student seeking employment in Oklahoma primary education must take the OGET. | 9                             | Nine out of nine (100%) graduates passed. | Y                                |
| <b>H.<br/>Conclusions</b>   |   |  |                               |   |                                  |
| The department is successfully accomplishing this student learning outcome.       |   |  |                               |   |                                  |

## **PART 5**

### **Proposed Instructional or Assessment Changes**

Learning outcomes assessment can generate actionable evidence of student performance that can be used to improve student success and institutional effectiveness. Knowledge of student strengths and weakness gained through assessment can inform faculty efforts to improve course instruction and program curriculum. Below discuss potential changes the department is considering which are aimed at improving student learning or the assessment process. Indicate which student learning outcome(s) will be affected and provide a rationale for each proposed change. These proposals will be revisited in next assessment cycle.

| <b>Proposed Change</b>  | <b>Applicable Learning Outcomes</b>                               | <b>Rationale and Impact</b>   |
|---|---|---|
| The History and Political Science Department will try to gain more granular detail on the OSAT. | SLO #1. Students will pass the Oklahoma Sub-Area Test in History. | This will provide a better understanding of strengths and weaknesses of our majors who take the test. |

**PART 6**  
**Summary of Assessment Measures**


- A. How many different assessment measures were used?
- B. List the direct measures (see appendix):
- C. List the indirect measures (see appendix):

**PART 7**  
**Faculty Participation and Signatures**

- A. Provide the names and signatures of all full time and adjunct faculty who contributed to this report.

| Faculty Name  | Assessment Role             | Signature     |
|---------------|-----------------------------|---------------|
| David W. Bath | Dept Assessment Coordinator | David W. Bath |

- B. Reviewed by:

| Titles          | Name         | Signature   | Date    |
|-----------------|--------------|---|---------|
| Department Head | Ken Hicks    |  | 6/10/19 |
| Dean            | Keith Martin | Keith W. Martin   | 6/10/19 |

## Appendix

### Student Learning Outcome

Student learning outcomes are the observable or measurable results that are expected of a student following a learning experience. Learning outcomes may address knowledge, skills, attitudes, or values that provide evidence that learning has occurred. They can apply to a specific course, a program of study, or an institution. Outcomes should be worded in language that clearly implies a measurable behavior or quality of student work. Outcomes should also include Bloom's action verbs appropriate to the skill level of learning expected of students.

#### Examples:

*Students will be able to apply principles of evidence-based medicine to determine clinical diagnoses and implement acceptable treatment modalities.*

*Students will be able to articulate cultural and socioeconomic differences and the significance of these differences for instructional planning.*

### Assessment Measure

An assessment measure is a tool or instrument used to gather evidence of student progress toward an established learning outcome. Every program learning outcome should have at least one appropriate assessment measure. Learning outcomes are frequently complex, however, and may require multiple measures to accurately assess student performance. Assessment plans should try to incorporate a combination of direct and indirect assessment measures. Direct provide concrete evidence of whether a student has command of a specific subject or content area, can perform a certain task, exhibits a particular skill, demonstrates a certain quality in their work, or holds a particular value. Because direct measures tap into actual student learning, it is often viewed as the preferred measure type. Indirect measures assess opinions or thoughts about the extent of a student's knowledge, skills, or attitudes. They reveal characteristics associated with learning, but they only imply that learning has occurred. Both types of measures can provide useful insight into student learning and experiences in a program. Each also has unique advantages and disadvantages in terms of the type of data and information it can provide. Examples of common direct and indirect measures are listed below.

#### Direct Measures

- Comprehensive exams
- Class assignments
- Juried review of performances and exhibitions
- Internship or clinical evaluations
- Portfolio evaluation
- Pre/post exams
- Third-party exams such as field tests, certification exams, or licensure exams
- Senior thesis or capstone projects

#### Indirect Measures

- Graduate exit interviews
- Focus group responses
- Job placement statistics
- Graduate school placement statistics
- Graduation and retention rates
- Student and alumni surveys that assess perceptions of the program
- Employer surveys that assess perceptions of graduates
- Honors and awards earned by students and alumni.