

# Degree Program Student Learning Report

Revised November 2019

## Department of History & Political Science

### **BA in History**

For 2022-2023 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 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 Bachelor of Arts Degree in History is designed to help students develop research, analytical, critical thinking, and oral and written communications skills and competencies.

**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	The school offers innovative degrees, which focus upon	Offers innovative and quality teaching both within the	

University Commitments	School Purposes	Department Purposes	Student Learning Outcomes
degree opportunities and educational experiences which foster student excellence in oral and written communications, scientific reasoning and critical and creative thinking.	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.	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 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 dealing with 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 demonstrate an understanding of world geography to provide the background for lifelong learning and service in a diverse society.
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			

University Commitments	School Purposes	Department Purposes	Student Learning Outcomes
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 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? (Y/N)	Comments
The page length for the Writing and Research paper was reduced to 15 pages so that students would have more time to focus on research methods.	Y	The results of this change will not be noticed until students take the capstone class.

## 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
Peer reviewers recommended separating SLO #1 into SLO #1a and SLO #1b and SLO #3 into SLO #3a and SLO #3b, based on the different courses assessed.	Y	The SLOs were divided into two parts to reflect the different courses.
Peer reviewers recommended that each SLO read the same throughout the report.	Y	SLOs were edited to read the same throughout the report.
Peer reviewers recommended removing the adjective “solid” from SLO #2.	Y	The adjective “solid” was removed from SLO 2.

#### 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.

A. Student Learning Outcome					
SLO #1a: Students will demonstrate analytical and critical thinking skills through oral presentations and papers dealing with history.					
B. Assessment Measure	C. Performance Standard	D. Sampling Method	E. Sample Size (n)	F. Results	G. Standard Met (Y/N)
Majors will demonstrate analytical and critical thinking skills through a research paper.	At least 80% of majors will score at least “acceptable” on a four-point rubric for their paper in HIST 3243	All majors in HIST 3243 <i>Writing and Research</i> are included.	13 in HIST 3243 in the fall. There was no class in the spring.	Thirteen of thirteen (100%) scored at least acceptable on a paper in HIST 3243 <i>Writing and Research</i> . Rubric: 1. Directly addresses main questions or issues and adds new insight to the subject not covered in	Y

A. Student Learning Outcome					
SLO #1a: Students will demonstrate analytical and critical thinking skills through oral presentations and papers dealing with history.					
B. Assessment Measure	C. Performance Standard	D. Sampling Method	E. Sample Size (n)	F. Results	G. Standard Met (Y/N)
	<i>Writing and Research for Historians.</i>			lectures, readings, or class discussions. Synthesizes new information with material covered in the course. 2. Clearly states argument. 3. Provides compelling and accurate evidence that supports the thesis. 4. Considers alternate interpretations that could weaken the argument and thoughtfully responds to them. 5. Uses a wide range of academic sources. 6. Properly cites evidence in footnotes or endnotes.  Options are: Unsatisfactory, Marginal, Satisfactory, and Excellent	
H. Conclusions					
The change to focus on research and the reduction of pages on the paper appear to have helped students to improve.					

A. Student Learning Outcome					
SLO #1b: Students will demonstrate analytical and critical thinking skills through oral presentations and papers dealing with history.					
B. Assessment Measure	C. Performance Standard	D. Sampling Method	E. Sample Size (n)	F. Results	G. Standard Met (Y/N)
Majors will demonstrate analytical and critical thinking skills through a research paper.	At least 80% of majors will score at least "satisfactory" on a four-point rubric for the paper in HIST 4511 <i>Senior Capstone</i> .	All majors in HIST 4511 <i>Senior Capstone</i> are included.	9 total. 6 in the fall and 3 in the Spring.	<p>8 of 9 majors (89%) scored satisfactory or higher on a four-point rubric. 1 student did not complete the assigned paper.</p> <p>4 of 6 majors in the fall class scored an excellent on a paper in HIST 4511 <i>Senior Capstone</i>. 1 student scored satisfactory and 1 student did not complete the paper. In the spring class, 1 major scored an excellent and two scored satisfactory.</p> <p>Rubric: 1. Directly addresses main questions or issues and adds new insight to the subject not covered in lectures, readings, or class discussions. Synthesizes new information with material covered in the course. 2. Clearly states argument. 3. Provides compelling and accurate evidence that supports the thesis. 4. Considers alternate interpretations that could weaken the argument and thoughtfully responds to them. 5. Uses a wide range of academic sources. 6. Properly cites evidence in footnotes or endnotes.</p>	Y

A. Student Learning Outcome					
SLO #1b: Students will demonstrate analytical and critical thinking skills through oral presentations and papers dealing with history.					
B. Assessment Measure	C. Performance Standard	D. Sampling Method	E. Sample Size (n)	F. Results	G. Standard Met (Y/N)
				Rubric options are: Unsatisfactory, Marginal, Satisfactory, and Excellent	
H. Conclusions					
The <i>Capstone</i> students still struggled with some of the issues addressed last year as the <i>Writing and Research</i> class changes had not been implemented, but they were able to quickly understand and work on the areas of weakness. It appears that the changes implemented in <i>Writing and Research</i> should help improve the research and writing skills of graduates.					

A. Student Learning Outcome					
SLO #2: Students will demonstrate an understanding of world geography to provide the background for lifelong learning and service in a diverse society.					
B. Assessment Measure	C. Performance Standard	D. Sampling Method	E. Sample Size (n)	F. Results	G. Standard Met (Y/N)
Students will demonstrate their understanding through exams in GEOG 2123 <i>World Regional Geography</i> .	At least 80% of History majors will earn at least an 80% on exams in GEOG 2123 <i>World Regional Geography</i> .	All majors in the class are included.	16	Thirteen of sixteen (81%) of students earned at least an 80% on exams in GEOG 2123 <i>World Regional Geography</i> . Seven earned 90 or above, six others earned 80 or above, 2 earned 70 or above, and one failed.	N

A. Student Learning Outcome					
SLO #2: Students will demonstrate an understanding of world geography to provide the background for lifelong learning and service in a diverse society.					
B. Assessment Measure	C. Performance Standard	D. Sampling Method	E. Sample Size (n)	F. Results	G. Standard Met (Y/N)
H. Conclusions					
Students improved their standards for the second year in a row and met the standard this time.					

A. Student Learning Outcome					
SLO #3a: Students will demonstrate analytical and critical thinking skills through oral presentations and papers dealing with history.					
B. Assessment Measure	C. Performance Standard	D. Sampling Method	E. Sample Size (n)	F. Results	G. Standard Met (Y/N)
Majors will demonstrate analytical and critical thinking skills through an oral presentation.	At least 80% of History majors will score at least acceptable on an oral presentation in HIST 3243 <i>Writing and Research</i> .	All majors in HIST 3243 are included.	13 in HIST 3243	13 of 13 (100%) majors earned at least an acceptable on an oral presentation. 3 students out of 13 earned an excellent on the oral presentation, 8 earned a satisfactory, and 2 earned an acceptable.	Y
H. Conclusions					
Students appear to be improving their presentation skills.					



SLO #3b: Students will demonstrate analytical and critical thinking skills through oral presentations and papers dealing with history.					
B. Assessment Measure	C. Performance Standard	D. Sampling Method	E. Sample Size (n)	F. Results	G. Standard Met (Y/N)
Majors will demonstrate analytical and critical thinking skills through an oral presentation.	At least 80% of History majors will score at least satisfactory on a presentation for HIST 4511 <i>Capstone</i> .	All majors in HIST 4511 are included.	6 in fall HIST 4511 and 3 in spring	Eight of nine majors (89%) completed an oral presentation with at least satisfactory rating, In the fall semester, 4 of 6 majors earned at least a satisfactory rating while 3 of 3 majors in the spring completed an oral presentation with at least a satisfactory rating.	Y
H. Conclusions					
Having students present in their upper-level history courses appears to have made them more comfortable in presenting and provided experience in creating Powerpoint slides, skills that they will almost certainly need in their future endeavors.					

## 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.

Proposed Change	Applicable Learning Outcomes	Rationale and Impact
SLO #1 and SLO #3 were divided into two sub-SLOs based on the class evaluated.	SLO #1 and SLO #3	This was recommended by the peer reviewers. By separating the SLOs based on the class evaluated, readers can more easily determine the information. This was recommended by peer reviewers.
Each SLO was edited to ensure that they were consistent throughout the report.	SLO #1, #2, and #3	
The adjective “solid” was removed from SLO #2.	SLO #2	This was recommended by peer reviewers.

## PART 6

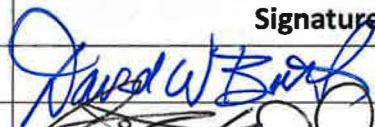




### Summary of Assessment Measures

- A. How many different assessment measures were used? Three different assessment measures were used.
- B. List the direct measures (see appendix): Writing assignments, exams, and presentations.
- C. List the indirect measures (see appendix): No indirect measures were used.

## 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 Bath	Department representative/primary author	
Michael Beauchamp	Department Review Board	
Paul Hatley	Department Review Board	
Carolyn Taylor	Department Review Board	
Quentin Taylor	Department Review Board	

for Beauchamp  
for Hatley  
for C. Taylor  
for R. Taylor

Sigismond Wilson	Department Review Board	
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**B. Reviewed by:**

<b>Titles</b>	<b>Name</b>	<b>Signature</b>	<b>Date</b>
Department Head	Kew Hicks		6-19-23
Dean	 Susan Wilson	Susan Wilson	6-27-23

## 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.

## **Performance Standard**

A performance standard is a clearly-defined benchmark that establishes the minimally-acceptable level of performance expected of students for a particular measure.

### Examples:

*At least 70% of students will score 70% or higher on a comprehensive final exam.*

*At least 75% of students will earn score a "Proficient" or higher rating on the Communicate Effectively rubric.*

## **Sampling Method**

Sampling method describes the methodology used for selecting the students that were assessed for a given measure. In some cases, such as most course-embedded measures, it is possible to assess all active enrolled students. In other cases, however, it is not feasible to measure the population of all potential students. In these cases, it is important that a well-designed sampling scheme be used to ensure the sample of students measured is an unbiased representation of the overall population. Where multiple instructors teach a particular course, care should be taken to assess students across all instructors, including adjuncts.

### Examples:

*All students enrolled in BIOL 4801 Biology Research Methods II*

*All majors graduating in the 2016-17 academic year.*

## **Sample Size**

Sample size is the number of students from which evidence of student learning was obtained for a given assessment measure.

## **Results**

Results are an analytical summary of the findings arising from the assessment of student performance for a particular assessment measure. Typical presentation includes descriptive statistics (mean, median, range) and score frequency distributions.

## **Standard Met?**

This is a simple yes/no response that indicates whether the observed level of student performance for a particular measure meets or exceeds the established standard. An N/A may be used where circumstances prevented the department from accurately assessing a measure.

## **Conclusion**

The conclusion is a reflective summary and determination of the assessment results obtained for a specific learning outcome. Questions to consider in this section include the following:

- Does the assessment evidence indicate the learning outcome is being satisfactorily met?
- Where multiple measures are used for a single outcome, do the results present a consistent or contradictory pattern?
- What are the most valuable insights gained from the assessment results?
- What strengths and weaknesses in student learning do the results indicate?
- What implications are there for enhancing teaching and learning?
- How can the assessment process be improved?



## Catherine Heimdale

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**From:** Michael Beauchamp  
**Sent:** Tuesday, June 20, 2023 1:15 PM  
**To:** Catherine Heimdale  
**Subject:** Re: approval needed to sign doc for you

Hi Catherine,  
I approve.  
all my best,  
Michael

---

**From:** Catherine Heimdale <cheimdale@rsu.edu>  
**Sent:** Tuesday, June 20, 2023 11:12 AM  
**To:** Paul Hatley <phatley@rsu.edu>; Michael Beauchamp <mbeauchamp@rsu.edu>  
**Subject:** approval needed to sign doc for you

This is the third "Degree Program Student Learning Report" for BA in History. If you approve, please email me permission to sign for you.

*If we can change one person's life, then we have affected their entire world. Let's do that!*

*Catherine Heimdale*

Administrative Assistant  
History & Political Science  
Rogers State University



Ask me about...



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1701 W Will Rogers Blvd  
Claremore, OK 74017  
918 343 6811  
[www.rsu.edu](http://www.rsu.edu)  
[cheimdale@rsu.edu](mailto:cheimdale@rsu.edu)

**From:** noreply@rsu.us.uniflowonline.com <noreply@rsu.us.uniflowonline.com>  
**Sent:** Tuesday, June 20, 2023 11:08 AM  
**To:** Catherine Heimdale <cheimdale@rsu.edu>  
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**From:** Paul Hatley  
**Sent:** Tuesday, June 20, 2023 12:04 PM  
**To:** Catherine Heimdale  
**Subject:** Re: approval needed to sign doc for you

Catherine, you have my complete approval!!!

---

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**From:** Carolyn Taylor  
**Sent:** Tuesday, June 20, 2023 1:35 PM  
**To:** Catherine Heimdale  
**Subject:** Re: approval needed to sign doc for you

Yes.

Sent from my iPhone

On Jun 20, 2023, at 11:32 AM, Catherine Heimdale <cheimdale@rsu.edu> wrote:

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<image001.jpg>

Ask me about...

<image002.png>

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**From:** Paul Hatley  
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Catherine, you have my complete approval!!!

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**From:** Quentin Taylor  
**Sent:** Thursday, June 22, 2023 2:27 AM  
**To:** Catherine Heimdale  
**Subject:** Re: approval needed to sign doc for you

Yes. You have my approval.

qt

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**From:** Catherine Heimdale <cheimdale@rsu.edu>  
**Sent:** Tuesday, June 20, 2023 2:31 PM  
**To:** Carolyn Taylor <ctaylor@rsu.edu>; Quentin Taylor <qtaylor@rsu.edu>  
**Subject:** FW: approval needed to sign doc for you

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