

DEGREE PROGRAM STUDENT LEARNING REPORT

(Rev. August 2013)

ROGERS STATE UNIVERSITY
Department of History and Political Science
For Academic Year 2012-1013

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.

Relationship of Degree Program (or Major) Learning Outcomes to Departmental and University Missions

Name of Degree, including Level and Major: Military History

- 1) **A.** Insert and clearly state the school, department and degree program missions in the spaces below.

University Mission	School Mission	Department Mission	Degree Program Mission
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 Bachelor of Arts degree in Military History equips students for careers in the armed forces, the academic field of military history, law, public administration, education, journalism, security, intelligence, and government. It is excellent preparation for graduate study. Specific skills students will develop include analysis, critical thinking, writing, problem-solving, organizing and presenting information, and basic research competencies.

- B. Insert and clearly state school purposes, department purposes and degree program student learning outcomes in the spaces below, making sure to align the degree program 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 analyze key issues in military history.
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 that they possess a solid educational foundation in American history.
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.	Students will evaluate the complex role of the military in U. S. history on and off the battlefield.
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.	A high proportion of students will express satisfaction with the quality of the Bachelor of Arts degree in Military History.

Discussion of Instructional Changes Resulting from 2011-12 Degree Program Student Learning Report

- 2) 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
The faculty considered whether to include formative measures in the evaluation of student learning. The faculty chose to continue with only the summative measure because there is not a practical way to introduce formative measures. Students are not required to take classes in any particular sequence, so there is no common basis on which such measures could be grounded.	No	NA

- 3) 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."

Feedback and Recommended Changes from the University Assessment Committee	Suggestions Implemented (Y/N)	Changes that Were or Will Be Implemented, or Rationale for Changes that Were Not Implemented

Analysis of Evidence of Student Learning Outcomes

- 4) 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 any 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)
Students will demonstrate that they possess a solid educational foundation in American history, world civilization, and human geography.	Performance on an objective General History component of the <i>Military History Senior Capstone</i> (HIST 4511).	At least 70% of BA-MH majors will earn at least 70%.	All BA-BH majors enrolled in HIST 4511 <i>Military History Senior Capstone</i> .	NA	NA	No BA-BH majors enrolled in HIST 4511 <i>Military History Senior Capstone</i> . The degree program began enrolling students in 2010-11 and therefore none were qualified to take the course.	NA
Students will evaluate the complex role of the military in U.S. history.	Performance on essays from a selection of topics related to military	At least 70% of BA-MH majors will earn at least 70%.	All BA-BH majors enrolled in HIST 4511 <i>Military History</i>	NA	NA	No BA-BH majors enrolled in HIST 4511 <i>Military History Senior Capstone</i> . The degree program began enrolling students in 2010-11 and therefore	NA

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)
	history in <i>Military History Senior Capstone</i> (HIST 4511).		<i>Senior Capstone.</i>			none were qualified to take the course.	
Students will analyze key issues in military history	Performance on essays from a selection of topics related to military history in	At least 70% of BA-MH majors will earn an average of ≥70%.	All BA-BH majors enrolled in HIST 4511 <i>Military History Senior Capstone.</i>	NA	NA	No BA-BH majors enrolled in HIST 4511 <i>Military History Senior Capstone.</i> The degree program began enrolling students in 2010-11 and therefore none were qualified to take the course.	NA
	<i>Military History Senior Capstone</i> (HIST 4511).						
Students will positively evaluate their degree program in Military History.	Focus group conducted in <i>Military History Senior Capstone</i> (HIST 4511).	Candid observations and critiques of the degree BA-MH program	All BA-BH majors enrolled in HIST 4511 <i>Military History Senior Capstone.</i>	NA	NA	No BA-BH majors enrolled in HIST 4511 <i>Military History Senior Capstone.</i> The degree program began enrolling students in 2010-11 and therefore none were qualified to take the course.	NA
Students will positively evaluate their degree	An anonymous five-point Likert scale	At least 90% of graduating BA-MH majors will	All BA-BH majors enrolled in HIST 4511	NA	NA	No BA-BH majors enrolled in HIST 4511 <i>Military History Senior Capstone.</i> The degree program began enrolling students	NA

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)
program in Military History.	measuring overall curriculum satisfaction.	express satisfaction with the degree curriculum.	<i>Military History Senior Capstone.</i>			in 2010-11 and therefore none were qualified to take the course.	

- 5) 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 evaluate the complex role of the military in U.S. history.	The assessment measure has been changed from an objective exam to an essay exam.	The evaluation of the complex role of the military in U.S. History is better evaluated through an essay that involves critical thinking than objective, multiple choice questions.	Students are likely to be more challenged in preparing for essay questions than objective questions.

- 6) (OPTIONAL) If your department or an individual faculty member has developed a teaching technique they believe improves student learning or student engagement in the classroom, please share it below. Examples can be seen at <http://www.rsu.edu/committees/assessment/docs/FacultyInsights.pdf> . Please briefly describe the instructional practice. More detail can be communicated during the face to face peer review session. The Peer Review Report does not rate this part, but it does note whether or not any contribution has been made.

Description

7) Assessment Measures:

- A. How many different assessment measures were used? 4
- B. List the direct measures (see rubric): Objective exam; essay exams.
- C. List the indirect measures (see rubric): Focus group; objective survey.

Documentation of Faculty Assessment

- 8) A. How many full time faculty (regardless of department affiliation) teach in the program? Varies. Ten or more.
- B. 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
David Ulbrich	Analysis & Discussion	David Ulbrich
Carolyn Taylor	Analysis & Discussion	Carolyn Taylor
Quentin TAYLOR	"	Quentin Taylor
Sigismund Wilson	"	Sigismund Wilson
David Tait	analysis & discussion; Art Capture teacher	David Tait
Ken Hicks	DH- Analysis & Discussion	Ken Hicks
Steve Housel	prepare report; collect data	Steve Housel

- 9) Reviewed by:

Titles	Names	Signatures	Date
Department Head	Kenneth S. Hicks	Kenneth S. Hicks	11/12/13
Dean	Frank W. Elwell	Frank W. Elwell	11-13-13