

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

Fall 2013 – Spring 2014

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

# Military History, B.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.

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 practices 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

University Mission	School Mission	Department Mission	Degree Program Mission
			excellent preparation for graduate study. Specific skills students will develop include analysis, critical thinking, writing, problem-solving, organizing and presenting information, and basic research and competencies.

- 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.	Students will demonstrate analytical and critical thinking skills through written and oral presentations based on issues and events in American military 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 will education liberal arts majors to think critically, creatively, and independently and have the skills to work in all types of situation and communicate with all types of people.	Forster 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.



University Commitments	School Purposes	Department Purposes	Student Learning Outcomes
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.			
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.

## 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
A new student learning outcome has been added. It is aligned with the first Department Purpose. The new SLO is, "Students will demonstrate analytical and critical thinking skills through written and oral presentations based on issues and events in American military history." This outcome will be measured by performance standards in <i>Introduction to Military History</i> .	Y	This will not impact the curriculum or the budget.
It was determined by the faculty that the <i>Military History Senior Capstone</i> (HIST 4511) will become a three-hour course. In 2014-2015 the course will be taught under a special topics designation (HIST 3950) and will serve as a pilot for the new permanent <i>Capstone</i> , which will begin in 2015-2016. The two principal components consist of (1) multiple revisions of papers from a previous history class and (2) instruction related to building the skills and knowledge necessary for professional development.	Y	This will not impact the curriculum or the budget.
The faculty chose to add two new measures to the assessment of the Military History degree. It is <i>War and Society</i> (HIST/SOC 3223). It is paired with the following student learning outcome: "Students will evaluate the complex role of the military in U. S. history on and off the battlefield." Until this year all of the measures for Military History have been included in one course, the one-hour	Y	This will not impact the curriculum or the budget.



<p><i>Military History Senior Capstone</i> (HIST 4511). The faculty has decided develop measures for other classes in order to generate formative data.</p> <p>The faculty also chose to add another new measure to the assessment of Military History. It is <i>Introduction to Military History</i> (HIST 3123). It is aligned with the following student learning outcome: "Students will demonstrate analytical and critical thinking skills by writing and making oral presentations based on issues and events in American military history."</p>	Y	This will not impact the curriculum or the budget.
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### 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."

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
"Under School mission the word "state" is split between two lines."	Y	Corrected.
"No Peer Review Report for last year."	NA	A Peer Review Report was not prepared by the University Assessment Committee because there were no data to report since no students were taking the Military History Senior Capstone (HIST 4511) and all of the degree's assessment measures were contained in that course. In Part 2 (above) of this report, the faculty reported that formative measures have been added to the degree program.
"What exactly is the 'objective General History component'?"	NA	This question is no longer relevant since it was removed as one of the measures included in the Military History Senior Capstone (HIST 4511) course. No student ever took the test.
"SLO #2: Performance of at least 70% will earn at least 70% but uncertain of the performance requirements."	NA	The <i>Military History Senior Capstone</i> course has been changed. The measures associated with it have yet to be determined. It will be taught again in spring 2015.
"SLO #4: How is the focus group in the assessment chosen – is this a qualitative piece to the feedback?"	NA	The focus group will continue to be used in order to solicit candid feedback from students who are within a few weeks of finishing their degree in Military History. However, the results will be used for the faculty's benefit, but will no longer be reported as an assessment measure.
"SLO #4: How is the anonymous five-point Likert scale survey conducted? Is it through the IDEA survey?"	N	The survey is constructed by the Military History faculty.
"Performance standard 4: "Candid observations and critiques" seems ambiguous. How are different focus	NA	This refers to a description of focus group, which is an assessment measure that will no longer be reported as a part of the Military History



group facilitators to judge candor?"		SLR.
"Sampling methods all list BA-BH rather than BA-MH.	Y	The correction has been made.
<p>Three comments were made in the PRR section titled, "Additional Comments Not Addressed Above."</p> <p>(1) The first comment consisted of an observation that last year's SLR contained no data because the degree program was young and all the assessment data were included in the <i>Military History Senior Capstone</i> (HIST 4511). Nevertheless, the Military History SLR was submitted for review and comment about the elements of the plan, e.g., degree program mission, student learning outcomes, and assessment measures.</p> <p>(2) The second comment made by the peer review team suggested that not all of the assessment measures be loaded into a one-hour senior capstone course. This concern is shared by the HPS faculty; accordingly, assessment measures will also be drawn from two other courses. Details of the change appear in Part 2 of this report.</p> <p>(3) The third comment inquired about the status of the degree--whether the senior capstone course had been offered yet and when students will be ready to take the course. As of August 2013: (a) four students have taken the senior capstone course and have graduated; (b) 20 students are currently majoring in Military History; (c) a GOLD (Oklahoma Guard Officer Leadership Development) program is now established at RSU, which the HPS faculty believe will lead to a modest increase in Military History majors; (d) articulation agreements have been signed with Valley Forge (VVFMA) and New Mexico (NMMI) military schools, and more articulation agreements will be forthcoming.</p>		

## 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)
Students will demonstrate that they	Several papers requiring	At least 70% of BA-MH majors will	All BA-MH majors enrolled in	4	75% of the students completed the course with a course grade of 85% or	HIST 4511 was conceived as a summation of all history courses taken by	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)
possess a solid educational foundation in American history, world civilization, and human geography.	students to demonstrate knowledge of American history, world history, and human geography.	earn at least 70%.	<i>Military History Senior Capstone</i> (HIST 4511).		better.	students. The papers and related class discussion fulfilled the SLO to demonstrate knowledge of American history, world civilization, and human geography.	
Students will analyze key issues in military history.	Performance on essays from a selection of topics related to military history.	At least 70% of MH majors will earn at least 70%.	MH majors enrolled in <i>Military History Senior Capstone</i> (HIST 4511).	4	75% of the students completed the three 15-20 page essay papers with grades of 85% or better.	The essays' topics were designed to test students' ability to synthesize various topics, such as ethics and technology, within the context of American military history. <i>Senior Capstone</i> was conceived as a course requiring students to summarize and tie together into coherent essays the threads of knowledge about U.S. Military History they'd learned from their curriculum of study. All of the students in <i>Capstone</i> were successful in achieving this culmination review.	Y
Students will evaluate the	Embedded exams	At least 70% of MH majors	All MH majors who enrolled	10	More than 70% of MH majors earned at least	The two embedded exams tested the MH majors'	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)
complex role of the military in U. S. history on and off the battlefield.	(combination of objective and essay questions) in <i>War and Society</i> (HIST/SOC 3223)	will earn at least 70%.	in <i>War and Society</i> (HIST/SOC 3323).		85% on two embedded exams.	knowledge and understanding of the military's complex roles on and off the battlefield. They learned that warfare and military institutions reflect society and vice versa.	
Students will positively evaluate their degree program in Military History.	Five-point Likert scale survey administered in <i>Military History Senior Capstone</i> (HIST 4511). The survey includes 12 positive statements about the program. The response choices range from "strongly agree" to "strongly disagree."	An overall average of 4.0, which means that students agree with the 12 positive statements.	All BA-MH majors enrolled in <i>Military History Senior Capstone</i> (HIST 4511).	4	The average score was 4.45, which means that on average the BA-MH graduates' opinions about the program are about midway between agreement and strong agreement with the 12 positively-stated questions. The questions covered areas such as critical thinking, writing skills, professor knowledge, professor quality, advising, oral presentations, preparation for graduate school and employment, and overall satisfaction.	The full time and adjunct faculty can take a measure of satisfaction that the first group of students to graduate from the program hold it in such high regard. The only area in which obvious attention needs to be paid is encouraging students to join and participate in professional organizations related to the study of history. Otherwise, the graduates reported virtual universal agreement or strong agreement with the questionnaire elements. Their responses in the focus group were similarly encouraging.	Y
Students will positively	A focus group conducted by	Students will express a	All BA-MH majors	4	There was unanimous agreement with the	The HPS faculty are aware that a focus group,	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)
evaluate their degree program in Military History.	the HPS Department chair, who asked six questions and reported responses in both qualitative and quantitative terms.	high degree of satisfaction with the program.	enrolled in <i>Military History Senior Capstone</i> (HIST 4511).		students' positive impressions of the degree, the rigor of coursework, and believing themselves to be well prepared for advancement to either employment or graduate school. The other questions were more open ended. The military background of the faculty was seen as one of the curriculum's strengths. <i>Research Methods I: Research Designs</i> (SBS 3013), on the other hand, was viewed as a "poor fit" for military historians.	in order to be consider a high quality assessment measure, requires a trained moderator and several other requisites, which were not present in this situation. Nevertheless, the purpose of a focus group is to aid in understanding the "why" behind the survey results; and this effort yielded important contributions to that objective.	

## 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.
NA	The faculty will consider changing the first Department Purpose, which is, "Offers innovative and quality teaching both within the classroom and through distance education."	Whereas the Department Purpose is worthy, it does not align well with the University Commitment, School Purpose or Student Learning Outcome with which it is aligned.	None, other than improving the alignment.

## PART 6

### Shared Pedagogical Insight that Improves Student Learning or Classroom Engagement

(OPTIONAL) If your department or a faculty member has developed a method or technique of teaching that seems especially effective in improving student learning or student engagement in the classroom, please provide a brief description below. More detail can be communicated during the face to face peer review session.

Description
Using webstreamed oral history interviews with veterans as part of class assignments. Students are required to view several interviews with veterans and then compare, contrast, or synthesize their experiences with lectures and reading on military history. This same approach has possible application in courses other than history, such as the other social sciences, business, and communication.

## PART 7 (A & B)

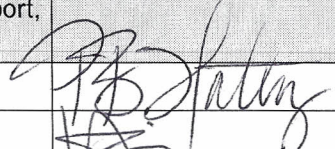


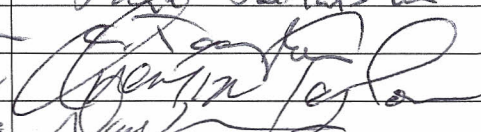
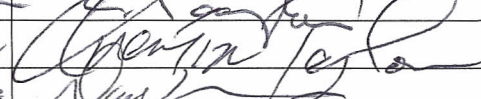
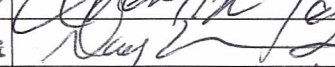

### Assessment Measures and Faculty Participation

**A. Assessment Measures:**


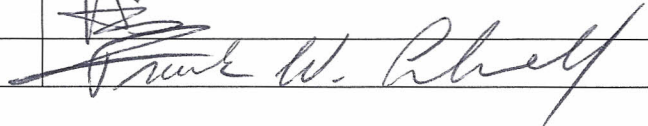
- 1) How many different assessment measures were used? 4
- 2) List the direct measures (see rubric): 2
- 3) List the indirect measures (see rubric): 2

**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
Paul Hatley	Reviewed and consulted	
Ken Hicks	Reviewed and consulted	
Steve Housel	collected data, prepared report	
Jane Johansson	Reviewed and consulted	Jane Johansson
Carolyn Taylor	Reviewed and consulted	
Quentin Taylor	Reviewed and consulted	
David Ulbrich	Collecting, reviewing, & consulting data	
Sigismond Wilson	Review and Consultation	

- 2) Reviewed by:

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