Degree Program Student Learning Report

Revised August 2017

Department of History and Political Science

History, B.A.

Fall 2017 – Spring 2018

PART 1
Degree Program Mission and Student Learning Outcomes

A. 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 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 History equips students for careers in public service, museum studies, law, education, journalism, security, intelligence, and the academic field of history. 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 and competencies.

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

University Commitments	School Purposes	Department Purposes	Student Learning Outcomes

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 and World 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 educate liberal arts majors to think critically, creatively, and independently and to 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 a knowledge of the important persons, events, and issues of American and world 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 gain the ability to closely and critically read primary and secondary sources in order to gain a greater understanding of the past.
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 be able to analyze, evaluate, and synthesize interpretations of history and how those interpretations have changed over time.
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	The School will offer and promote art, cultural, and public affairs	Attract and retain high quality traditional and nontraditional	

University Commitments	School Purposes	Department Purposes	Student Learning Outcomes
interaction in a positive academic climate that creates opportunities for cultural, intellectual and personal enrichment for the University and the communities it serves.	events on the campus and in-the region.	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
No changes proposed as this is the first SLR for this degree	NA	

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
There was no peer review in the previous assessment cycle.	NA	

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. <u>Note</u>: 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 #1: Demonstrate a knowledge of the important persons, events, and issues of American and world history.

B. Assessment Measure	C. Performance Standard	D. Sampling Method	E. Sample Size (n)	F. Results	G. Standard Met (Y/N)
BA-HIST will be assessed through performance on a research paper in *World Regional Geography* (GEOG 2123)	At Least 70% of BA-MH majors will earn at least 70%	All BA-H majors enrolled in *World Regional Geography* (GEOG 2123)	3	66% of the students met the standard. 1: 95% 1: 90% 1: 0%	N

H.
Conclusions

The failure of one student to turn in the paper meant that the standard was not met, but given the small sample size in this year's cycle that is probably not a cause for alarm.

A.
Student Learning Outcome

SLO #2: Gain the ability to closely and critically read primary and secondary sources in order to gain a greater understanding of the past.

B. Assessment Measure	C. Performance Standard	D. Sampling Method	E. Sample Size (n)	F. Results	G. Standard Met (Y/N)
Performance on a research paper from a selection of topics related to American or General History	70% of BA-HIST majors will earn 70%+ on a final research paper in *Writing and Research for Historians* (HIST 3243)	All BA-HIST majors enrolled in *Writing and Research for Historians* (HIST 3243)	8	88% received at least 70% 2: A 5: B 1: F	Y

H. Conclusions
Of eight students in *Writing and Research* seven met the metric and one student failed to complete the paper.

A. Student Learning Outcome	
SLO #3:	Be able to analyze, evaluate, and synthesize interpretations of history and how those interpretations have changed over time.

B. Assessment Measure	C. Performance Standard	D. Sampling Method	E. Sample Size (n)	F. Results	G. Standard Met (Y/N)
Performance on historiographic research papers on topics that focus on American or General History from *Interpreting History* (HIST 3223)	70% of BA-HIST majors will earn 70%+ on a final research paper in *Interpreting History* (HIST 3223)	All BA-HIST majors enrolled in *Interpreting History* (HIST 3223)	8	88% received at least 70% with an average grade on the assignment of 74%. 1: A 4: B 2: C 1: F	Y

H. Conclusions
Six of the seven students met the standard with one student failing to turn in the assignment, the same student who failed to turn in the

A. Student Learning Outcome					
SLO #3:	Be able to analyze, evaluate, and synthesize interpretations of history and how those interpretations have changed over time.				
B. Assessment Measure	C. Performance Standard	D. Sampling Method	E. Sample Size (n)	F. Results	G. Standard Met (Y/N)
World Regional Geography Assignment.					

A. Student Learning Outcome					
SLO #4:	Form interpretations of history and the human condition based on evaluations of evidence and earlier interpretations of the record of human action.				
B. Assessment Measure	C. Performance Standard	D. Sampling Method	E. Sample Size (n)	F. Results	G. Standard Met (Y/N)
BA-HIST majors will be assessed through performance on a research paper in *History Capstone* (HIST 4513)	70% of BA-HIST majors will earn 70%+ on a final research project in *History Capstone* (HIST 4513)	All BA-HIST major in *History Capstone* (HIST 4513)	3	100% received at least 70%	Y
H. Conclusions					
The students performance on their essay topics demonstrated their ability to analyze key issues of their topics and to form interpretations based on primary source evidence and secondary interpretations.					

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.

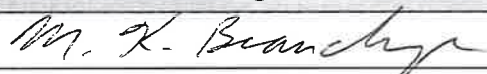| Proposed Change	Applicable Learning Outcomes	Rationale and Impact

PART 6
Summary of Assessment Measures

A. How many different assessment measures were used? 4

B. List the direct measures (see appendix): 1. *World Regional Geography Paper,* 2. *Writing and Research* paper, 3. *Interpreting History* paper, 4. *Senior Capstone* paper. All graded using a rubric.

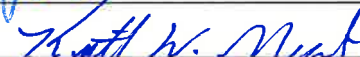C. List the indirect measures (see appendix):

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
Michael Beauchamp	collected data and prepared report	*M. K. Beauchamp*

B. Reviewed by:

Titles	Name	Signature	Date
Department Head	Ken Hicks		11-26-18
Dean	Keith Martin	*Keith W. Neal*	11/27/18

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?