

# General Education Student Learning Report (rev. 7/15)

Fall 2018 – Spring 2019

## Department of History & Political Science

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 Learning Outcomes to Departmental and University Missions

<b>RSU Mission</b>	<b>General Education 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	General Education at Rogers State University provides a broad foundation of intellectual skills, knowledge, and perspectives to enable students across the University to achieve professional and personal goals in a dynamic local or global society.
<b>RSU Commitments</b>	<b>General Education 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.	<ol style="list-style-type: none"><li>1) Think critically and creatively.</li><li>2) Acquire, analyze, and evaluate knowledge of human cultures and the physical and natural world.</li><li>3) Use written, oral, and visual communication effectively.</li><li>4) Develop an individual perspective on the human experience, and</li></ol>

RSU Mission	General Education Mission
	<p>demonstrate an understanding of diverse perspectives and values.</p> <p>5) Demonstrate civic knowledge and engagement, ethical reasoning, and skills for lifelong learning.</p>
<p>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.</p>	
<p>To provide a general liberal arts education that supports specialized academic programs and prepares students for lifelong learning and service in a diverse society.</p>	<ol style="list-style-type: none"> <li>1) Think critically and creatively.</li> <li>2) Acquire, analyze, and evaluate knowledge of human cultures and the physical and natural world.</li> <li>3) Use written, oral, and visual communication effectively.</li> <li>4) Develop an individual perspective on the human experience, and demonstrate an understanding of diverse perspectives and values.</li> <li>5) Demonstrate civic knowledge and engagement, ethical reasoning, and skills for lifelong learning.</li> </ol>
<p>To provide students with a diverse, innovative faculty dedicated to excellence in teaching, scholarly pursuits, and continuous improvement of programs.</p>	
<p>To provide university-wide student services, activities, and resources that complement academic programs.</p>	
<p>To support and strengthen student, faculty, and administrative structures that promote shared governance of the institution.</p>	
<p>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.</p>	

## PART 1

### Discussion of Instructional Changes Resulting from 2015-2016 General Education Student Learning Report

List and discuss all instructional or assessment changes proposed in Part 4 of last year's General Education 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
Shifted POLS 1113 to outcome #5 after discussion with GENED committee	Y	None

## PART 2

### Discussion of the University Assessment Committee's 2015-2016 Peer Review Report

[Complete this part only if the general education course(s) was among those that were peer reviewed last year.] 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
NA	NA	NA

## PART 3

### Analysis of Evidence of Student Learning Outcomes

The five General Education Outcomes are listed below. For each outcome, indicate the General Education courses being assessed, and provide a brief narrative of 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. Finally, indicate whether the performance measure was met or not.

**OUTCOME 1: Think critically and creatively**

A. Course	B. Assessment Measures	C. Performance Standards	D. Sampling Methods	E. Sample Size (N)	F. Results	G. Conclusions	H. Performance Standards Met (Y/N)

**OUTCOME 2: Acquire, analyze, and evaluate knowledge of human cultures and the physical and natural world.**

A. Course	B. Assessment Measures	C. Performance Standards	D. Sampling Methods	E. Sample Size (N)	F. Results	G. Conclusions	H. Performance Standards Met (Y/N)
HIST 2483: American History to 1877	Embedded Exams	≥70% of students will earn ≥70%	All students who finish the course	303	79% of on ground students, 81% of online students, and 93% of blended students met the standard. Overall 82% of students in all classes met the performance standard set by the department.	See discussion below pgs. 9-10.	Y

	A	B	C	D	F	Total
On Ground	39	36	35	17	12	139
Online	46	35	15	3	20	119
Blended	24	13	5	1	2	45
Total	109	84	55	21	34	303

	A	B	C	D	F
On Ground	28%	26%	25%	12%	9%
Online	39%	29%	13%	2%	17%
Blended	53%	29%	11%	2%	4%
All Courses	36%	28%	18%	7%	11%

<b>A. Course</b>	<b>B. Assessment Measures</b>	<b>C. Performance Standards</b>	<b>D. Sampling Methods</b>	<b>E. Sample Size (N)</b>	<b>F. Results</b>	<b>G. Conclusions</b>	<b>H. Performance Standards Met (Y/N)</b>
HIST 2493: American History to 1877	Embedded Exams	≥70% of students will earn ≥70%	All students who finish the course	329	71% of on ground students, 93% of online students, and 85% of blended students met the standard. Overall 83% of students in all classes met the performance standard set by the department	See discussion below pgs. 9-10.	Y

	A	B	C	D	F	Total
On Ground	30	46	29	24	19	148
Online	85	41	1	1	8	136
Blended	16	14	8	6	1	45
Total	131	101	38	31	28	329

	A	B	C	D	F
On Ground	20%	31%	20%	16%	13%
Online	63%	30%	.07%	.07%	6%
Blended	36%	31%	18%	13%	2%
All Courses	40%	31%	12%	9%	8%

<b>A. Course</b>	<b>B. Assessment Measures</b>	<b>C. Performance Standards</b>	<b>D. Sampling Methods</b>	<b>E. Sample Size (N)</b>	<b>F. Results</b>	<b>G. Conclusions</b>	<b>H. Performance Standards Met (Y/N)</b>
GEOG 2243: Human Geography	Embedded Exams	≥70% of students will earn ≥70%	All students who finish the course	229	81% of on ground students, 86% of online students and 82% of blended students met the standard and overall 84% of all students.	See discussion below pgs. 9-10.	Y

	A	B	C	D	F	Total
On Ground	18	29	29	13	5	94
Online	46	38	8	2	13	107
Blended	11	3	9	2	3	28
Total	75	70	46	17	21	229

	A	B	C	D	F
On Ground	19%	31%	31%	14%	5%
Online	43%	36%	7%	2%	12%
Blended	39%	11%	32%	7%	11%
All courses	33%	31%	20%	7%	9%

<b>A. Course</b>	<b>B. Assessment Measures</b>	<b>C. Performance Standards</b>	<b>D. Sampling Methods</b>	<b>E. Sample Size (N)</b>	<b>F. Results</b>	<b>G. Conclusions</b>	<b>H. Performance Standards Met (Y/N)</b>
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<b>A. Course</b>	<b>B. Assessment Measures</b>	<b>C. Performance Standards</b>	<b>D. Sampling Methods</b>	<b>E. Sample Size (N)</b>	<b>F. Results</b>	<b>G. Conclusions</b>	<b>H. Performance Standards Met (Y/N)</b>
HIST 2013: World Civilization I	Embedded Exams	≥70% of students will earn ≥70%	All students who finish the course	29	79% of on ground students and 100% of online students met the standard. The overall average for students exceeded the standard at 86%.	See discussion below pgs. 9-10.	Y

	A	B	C	D	F	Total
On Ground	5	2	8	3	1	19
Online	-	-	-	-	-	-
Blended	4	4	2	-	-	10
Total	9	6	10	3	1	29

	A	B	C	D	F
On Ground	26%	11%	42%	16%	5%
Online	40%	40%	20%	-	-
Total	31%	21%	34%	10%	3%

<b>A. Course</b>	<b>B. Assessment Measures</b>	<b>C. Performance Standards</b>	<b>D. Sampling Methods</b>	<b>E. Sample Size (N)</b>	<b>F. Results</b>	<b>G. Conclusions</b>	<b>H. Performance Standards Met (Y/N)</b>
HIST 2023:	Embedded	≥70% of	All students	33	88% of on ground and	See discussion below pgs.	Y

A. Course	B. Assessment Measures	C. Performance Standards	D. Sampling Methods	E. Sample Size (N)	F. Results	G. Conclusions	H. Performance Standards Met (Y/N)
World Civilization II	Exams	students will earn $\geq 70\%$	who finish the course		94% of blended students met the standard. The overall average for students exceeded the standard at 90%.	9-10.	

	A	B	C	D	F	Total
On Ground	1	7	7	1	1	17
Blended	6	8	1	0	1	16
Online	-	-	-	-	-	-
Total	7	15	8	1	2	33

	A	B	C	D	F
On Ground	6%	41%	41%	6%	6%
Blended	38%	50%	6%	-	6%
Online	-	-	-	-	-
All courses	21%	45%	24%	3%	6%

**OUTCOME 3: Use written, oral, and visual communication effectively.**



A. Course	B. Assessment Measures	C. Performance Standards	D. Sampling Methods	E. Sample Size (N)	F. Results	G. Conclusions	H. Performance Standards Met (Y/N)

**OUTCOME 4: Develop an individual perspective on the human experience, and demonstrate an understanding of diverse perspectives and values.**

A. Course	B. Assessment Measures	C. Performance Standards	D. Sampling Methods	E. Sample Size (N)	F. Results	G. Conclusions	H. Performance Standards Met (Y/N)

**OUTCOME 5: Demonstrate civic knowledge and engagement, ethical reasoning, and skills for lifelong learning.**

A. Course	B. Assessment Measures	C. Performance Standards	D. Sampling Methods	E. Sample Size (N)	F. Results	G. Conclusions	H. Performance Standards Met (Y/N)
POLS 1113: Federal Government	Embedded exams	≥70% of students will earn ≥70%	All students who finish the course	387	67% of on ground, 77% of online students, and 92% of blended students met the standard. Overall the department met the standard with 85% of all students meeting the standard.	The results of the general education survey courses meet the standards of the department. The consensus view of the faculty is that the components of instruction (quizzes, papers, discussions, lectures, readings, tests etc.) required by the	Y

A. Course	B. Assessment Measures	C. Performance Standards	D. Sampling Methods	E. Sample Size (N)	F. Results	G. Conclusions	H. Performance Standards Met (Y/N)
						department's full time and adjunct instructors in the on ground and blended, formats are sufficiently challenging and rigorous, even though they vary from instructor to instructor.	

	A	B	C	D	F	Total
On Ground	20	66	47	33	32	198
Online	30	22	23	13	10	98
Blended	40	27	16	3	5	91
Total	90	115	86	49	47	387

	A	B	C	D	F
On Ground	10%	33%	24%	17%	16%
Online	31%	22%	23%	13%	10%
Blended	44%	30%	18%	3%	5%
All Courses	23%	30%	22%	13%	12%

#### PART 4

#### 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 3 (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."

General Education Outcomes	Instructional or Assessment Changes	Rationale for Changes	Impact of Planned Changes on Student Learning and Other Considerations.
No changes are planned			

**PART 5**

**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

**PART 6 (A & B)**

**Documentation of Faculty Participation and Review**

**A.** 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
Michael Beauchamp	Collected data and prepared report	<i>M. K. Beauchamp</i>

**B. Reviewed by:**

Titles	Names	Signatures	Date
Department Head	Ken Hicks	<i>[Signature]</i>	6-6-19
Dean	Keith Martin	<i>Keith N. Martin</i>	6/10/19