

# Degree Program Student Learning Report

Revised August 2017

## Department of History & Political Science

### **BA in ~~Military~~ History**

For 2018-2019 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 degree opportunities and educational experiences which foster student excellence in oral and written communications, scientific reasoning and critical and creative thinking.	The School offers innovative degrees, which focus upon 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.	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 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 on U.S./global 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 a solid understanding of history and 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.			

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 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
No proposed changes.		

## 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.

<b>Peer Review Feedback</b>	<b>Implemented (Y/N)</b>	<b>Comments</b>
None.		

**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 #1: Students will demonstrate analytical and critical thinking skills through oral presentations and papers dealing with U.S./global history.

<b>B. Assessment Measure</b>	<b>C. Performance Standard</b>	<b>D. Sampling Method</b>	<b>E. Sample Size (n)</b>	<b>F. Results</b>	<b>G. Standard Met (Y/N)</b>
Students will demonstrate analytical and critical thinking skills through oral presentations and papers dealing with historiography.	At least 80% of History majors will prepare a paper demonstrating their understanding of appropriate sources and analysis/critical thinking skills in HIST 3243 <i>Writing and Research for Historians</i> by the end of the course.	All majors in the class are included.	3 (Although 4 majors began the course, one was forced to take an incomplete so has not completed the course.)	Two of three (66.7%) demonstrated a solid understanding of historiography through a historiographic paper that addressed the rubric requirements listed below. (One student was required to take an incomplete because of family issues and will complete the requirement after the semester.)  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.	N

**H.  
Conclusions**

Students appear to need more support on their writing. To try to provide more opportunity to improve papers, professors will include a requirement that the students take at least one draft of the paper to the university writing center for advice and improvement.

**A.  
Student Learning Outcome**

SLO #2: Students will demonstrate a solid understanding of historiography to provide the background for lifelong learning and service in a diverse society.

<b>B. Assessment Measure</b>	<b>C. Performance Standard</b>	<b>D. Sampling Method</b>	<b>E. Sample Size (n)</b>	<b>F. Results</b>	<b>G. Standard Met (Y/N)</b>
Students will demonstrate a solid understanding of historiography to provide the background for lifelong learning and service in a diverse society.	80% of majors will earn an average of 80% or above on all exams in HIST 3223 <i>Interpreting History</i> .	All majors in the class are included.	5	Two of five (40%) majors earned an average of 80% or above on all exams in HIST 3223 <i>Interpreting History</i> .	N

**H.  
Conclusions**

In this course, only 10% of students earned an average of 90% or better while 60% earned less than an average of 80%. The course is a methodological course, with information usually taught at the graduate student level. The department will review expectations of the course to ensure that expectations for the course are reasonable for undergraduate students.

<b>A. Student Learning Outcome</b>					
SLO #3: Students will demonstrate a solid understanding world geography to provide the background for lifelong learning and service in a diverse society.					
<b>B. Assessment Measure</b>	<b>C. Performance Standard</b>	<b>D. Sampling Method</b>	<b>E. Sample Size (n)</b>	<b>F. Results</b>	<b>G. Standard Met (Y/N)</b>
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.	0	No history majors completed the class this year.	N/A
<b>H. Conclusions</b>					

<b>A. Student Learning Outcome</b>					
SLO #4: Students will demonstrate competency in expressing ideas through oral and written communications.					
<b>B. Assessment Measure</b>	<b>C. Performance Standard</b>	<b>D. Sampling Method</b>	<b>E. Sample Size (n)</b>	<b>F. Results</b>	<b>G. Standard Met (Y/N)</b>
Students will show improved oral and written communications through a capstone paper and presentation.	At least 80% of History majors will reveal improved communications skills by preparing a conference-ready capstone paper in	All majors in the class are included.	Fall: 4 Spring: 3	In the fall, three of four (75%) majors prepared a conference ready paper. In the Spring, two of three (66.6%) majors prepared a conference ready paper. Overall, 71.4% of students in the course prepared a conference ready paper.	N

A. Student Learning Outcome					
SLO #4: Students will demonstrate competency in expressing ideas through oral and written communications.					
B. Assessment Measure	C. Performance Standard	D. Sampling Method	E. Sample Size (n)	F. Results	G. Standard Met (Y/N)
	HIST 4511 <i>Senior Capstone.</i>				
H. Conclusions					
The professor stated that those students who did not complete a conference ready paper did not obey guidance provided on how to write the paper.					

A. Student Learning Outcome					
SLO #5:					
B. Assessment Measure	C. Performance Standard	D. Sampling Method	E. Sample Size (n)	F. Results	G. Standard Met (Y/N)
H. Conclusions					

**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.

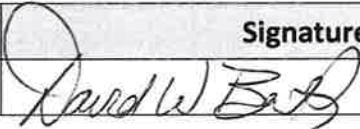
Proposed Change	Applicable Learning Outcomes	Rationale and Impact

**PART 6**  
Summary of Assessment Measures


- A. How many different assessment measures were used?
- B. List the direct measures (see appendix):
- 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
David W. Bath	Dept. Assessment Coordinator	

B. Reviewed by:

Titles	Name	Signature	Date
Department Head	Kw Hietes		6-6-19
Dean		Kurt W. Meach	6/10/19