

Degree Program Student Learning Report

Revised August 2018

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.

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.	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 Military 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.

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 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 dealing with military 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 how international conflicts and potential conflicts have influenced the United States and the world. This will provide the background for lifelong learning and service. Students will also evaluate the role of the U.S. military in civil rights and diversity.
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.	

University Commitments	School Purposes	Department Purposes	Student Learning Outcomes
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 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.

Peer Review Feedback	Implemented (Y/N)	Comments
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 military history.

B. Assessment Measure	C. Performance Standard	D. Sampling Method	E. Sample Size (n)	F. Results	G. Standard Met (Y/N)
Students will show analytical and critical thinking skills through oral presentations and papers dealing with military history.	At least 80% of Military History majors will meet an 80% or higher on a rubric on analysis and critical thinking in HIST 3123 <i>Intro to Military History</i> by the end of the course.	All majors in the class are included.	7	Seven of seven (100%) met at least 80% of the rubric standards by the end of the course. Rubric for Intro to Military History: Did student accurately discern key reasons for the conflict to begin? Did student identify key turning points in the conflict and explain why they were key? Did student clearly explain why the conflict concluded the way it did? Did student recognize the impact of the conflict on the surrounding nations? Did student identify any significant changes to warfare brought about by the conflict?	Y

**H.
Conclusions**

Students are demonstrating basic analytical and critical thinking skills through oral presentations and papers.

**A.
Student Learning Outcome**

SLO #2: 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)
Students will show improved oral and written communications through a capstone paper and presentation.	At least 80% of Military History majors will reveal improved communications skills by preparing a conference-ready capstone paper in HIST 4511 <i>Senior Capstone</i> .	All majors who pass the class are included.	Fall: 5 Spring: 6	In the Fall, four of five (80%) majors prepared conference ready papers. In the Spring, three of six (50%) of majors prepared conference ready papers. Overall, 63.6% of students prepared conference ready papers.	N

**H.
Conclusions**

The students who did not demonstrate competency in this area failed to follow the professor's guidance in writing the papers.

**A.
Student Learning Outcome**

SLO #3: Students will demonstrate a solid understanding of how international conflicts and potential conflicts have influenced the United States.

B. Assessment Measure	C. Performance Standard	D. Sampling Method	E. Sample Size (n)	F. Results	G. Standard Met (Y/N)
Students will demonstrate their understanding through exams in	At least 80% of Military History majors will earn at least an 80% on	All majors in the class are included.	11	Ten of eleven (90.9) of majors earned at least an 80% on exams.	Y

HIST 3323 <i>War and Society</i> .	exams in HIST 3223 <i>War and Society</i> .				
H. Conclusions					
All students who completed the work earned at least an 80% on all exams, demonstrating a solid understanding of how international conflicts and potential conflicts have influenced the United States.					

A. Student Learning Outcome					
SLO #4: Students will demonstrate a solid understanding of how international conflicts and potential conflicts have influenced the world.					
B. Assessment Measure	C. Performance Standard	D. Sampling Method	E. Sample Size (n)	F. Results	G. Standard Met (Y/N)
Students will demonstrate their understanding through exams in GEOG 3053 <i>Military Geography</i> .	At least 80% of Military History majors will earn at least an 80% on exams in GEOG 3053 <i>Military Geography</i> .	All majors in the class are included.	16	Thirteen of sixteen (81.25%) majors earned an 80% or better on exams.	Y
H. Conclusions					
Although most students were able to apply the concepts learned in the class to questions that required use rather than just memorization, not all were able to do so.					

A. Student Learning Outcome					
SLO #5: Students will demonstrate a solid understanding of the role of the U.S. military in civil rights and diversity.					
B. Assessment Measure	C. Performance Standard	D. Sampling Method	E. Sample Size (n)	F. Results	G. Standard Met (Y/N)
Students will demonstrate their understanding through exams in HIST 3223 War and Society.	At least 80% of Military History majors will earn at least an 80% on exams in HIST 3223 War and Society.	All of the majors in the class.	11	Ten of eleven (90.9) of majors earned at least and 80% on exams.	Y
H. Conclusions					
All students who completed the work earned at least an 80% on all exams.					

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

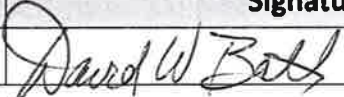
Summary of Assessment Measures

- 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	Ken Hicks		6-6-19
Dean	Keith Martin		6/10/19

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.