

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

Fall 2020 – Spring 2021

## 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></ol>

RSU Mission	General Education Mission
	4) Develop an individual perspective on the human experience, and demonstrate an understanding of diverse perspectives and values. 5) Demonstrate civic knowledge and engagement, ethical reasoning, and skills for lifelong learning.
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.	
To provide a general liberal arts education that supports specialized academic programs and prepares students for lifelong learning and service in a diverse society.	1) Think critically and creatively. 2) Acquire, analyze, and evaluate knowledge of human cultures and the physical and natural world. 3) Use written, oral, and visual communication effectively. 4) Develop an individual perspective on the human experience, and demonstrate an understanding of diverse perspectives and values. 5) Demonstrate civic knowledge and engagement, ethical reasoning, and skills for lifelong learning.
To provide students with a diverse, innovative faculty dedicated to excellence in teaching, scholarly pursuits, and continuous improvement of programs.	
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.	

**PART 1**

**Discussion of Instructional Changes Resulting from 2019-2020 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
No changes were planned or implemented		

**PART 2**

**Discussion of the University Assessment Committee's 2018-2019 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
Assessment Committee covered degree plan SLRs, but no peer review report available from General Education Committee	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 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)
GEOG 2243: Human Geography	Embedded Exams	≥70% of students will earn ≥70%	All students who finish the course	243	87% of on-ground students, 90% of online students and 86% of blended students met the standard. Overall 88% of students met the standard.	See discussion below pgs.8-10.	Y

	A	B	C	D	F	Total
On Ground	12	20	24	5	3	64
Online	81	43	10	5	11	150
Blended	7	13	5	2	2	29
Total	100	76	39	12	16	243

	A	B	C	D	F
On Ground	19%	31%	37%	8%	5%
Online	54%	29%	7%	3%	7%
Blended	24%	45%	17%	7%	7%
All courses	41%	31%	16%	5%	7%

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		79% of on-ground students, 86% of online students, and 100% of blended students met the standard. Overall 84% of students met the standard.	See discussion below pgs. 8-10.	Y

	A	B	C	D	F	Total
On Ground	11	25	54	18	7	115
Online	70	60	37	14	13	194
Blended	7	6	3	-	-	16
Total	88	91	94	32	20	325

	A	B	C	D	F
On Ground	10%	22%	47%	15%	6%
Online	36%	31%	19%	7%	7%
Blended	44%	37%	19%	-	%
All Courses	27%	28%	29%	10%	6%

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 2493: American	Embedded Exams	≥70% of students will earn ≥70%	All students who finish the course		85% of on-ground students, 91% of online students, and 89% of	See discussion below pgs. 8-10.	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)
History to 1877					blended students met the standard. Overall 87% of students met the standard.		

	A	B	C	D	F	Total
On Ground	61	41	31	9	15	157
Online	52	45	9	4	7	117
Blended	25	13	1	3	2	44
Total	138	99	41	16	24	318

	A	B	C	D	F
On Ground	39%	26%	20%	6%	9%
Online	44%	39%	8%	3%	6%
Blended	57%	30%	2%	7%	4%
All Courses	43%	31%	13%	5%	8%

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 2013: World Civilization I	Embedded Exams	≥70% of students will earn ≥70%	All students who finish the course		95% of on-ground students, 91% of online students, and 77% of blended students met the standard. Overall 92% of students met the standard.	See discussion below pgs. 8-10.	Y

	A	B	C	D	F	Total
On Ground	13	15	13	0	2	43
Online	3	18	8	0	3	32
Blended	3	2	2	1	1	9
Total	19	35	23	1	6	84

	A	B	C	D	F
On Ground	30%	35%	30%	-	5%
Online	9%	57%	25%	-	9%
Blended	33%	22%	22%	11%	11%
Total	23%	42%	27%	1%	7%

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 2023: World Civilization II	Embedded Exams	≥70% of students will earn ≥70%	All students who finish the course		86% of on-ground, 85% of online, and 91% of blended students met the standard. Overall 87% of students met the standard.	See discussion below pgs. 8-9.	Y

	A	B	C	D	F	Total
On Ground	6	2	4	0	2	14
Online	5	12	6	1	3	27

Blended	5	2	3	0	1	11
Total	16	16	13	1	6	52

	A	B	C	D	F
On Ground	43%	14%	29%	-	14%
Online	19%	44%	22%	4%	11%
Blended	46%	18%	27%	-	9%
All courses	31%	31%	25%	2%	11%

**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		% of on ground students, % of online students, and 90% of blended students met the standard, overall % of students met 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 department's full time and adjunct instructors in the on ground and blended, formats are sufficiently challenging and rigorous,	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)
						<p>even though they vary from instructor to instructor. Given discussions in department meeting on May 19, 2021 in the next assessment cycle we plan on asking a further question on assessment requests to instructors to clarify why some students failed to meet the standard. For instance, some of the failing grades are the result of students who did not take all the exams, but who failed to drop the course. In addition, some faculty raised concerns with SLO #5 as an assessment measure. While there is broad agreement that POLS 1113 requires that students demonstrate civic knowledge, civic engagement is much more difficult and problematic to assess. This might necessitate changes to the SLO or to selecting a different SLO for POLS 1113 in the future.</p>	

	A	B	C	D	F	Total
On Ground	147	108	62	20	12	
Online	75	57	24	9	33	
Blended	21	9	4	3	1	38
Total						

	A	B	C	D	F
On Ground	%	%	%	%	%
Online	%	%	%	%	%
Blended	55%	24%	11%	8%	2%
All Courses	%	%	%	%	%

**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.
(2 & 5):	The department plans on adding a question on assessment requests to instructors to clarify why some students failed to meet the standard.	Greater clarity in evaluation	None

General Education Outcomes	Instructional or Assessment Changes	Rationale for Changes	Impact of Planned Changes on Student Learning and Other Considerations.
(2 & 5).	The department plans on adding a question on assessment requests to instructors to clarify why some students failed to meet the standard.	Greater clarity in evaluation	None

**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
NA

**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	
David Bath	Department Review Board	 

Paul Hatley	Department Review Board	<i>PH Hatley</i>
Steve Housel	Department Review Board	<i>SH Housel</i>
Jane Johansson	Department Review Board	<i>Jane Johansson email approval</i>
Carolyn Taylor	Department Review Board	<i>Carolyn Taylor</i>
Quentin Taylor	Department Review Board	<i>Quentin Taylor</i>
Sigismund Wilson	Department Review Board	<i>Sigismund Wilson</i>

B. Reviewed by:

Titles	Names	Signatures	Date
Department Head	Ken Hicks	<i>Ken Hicks</i>	6-2-21
Dean	Keith Martin	<i>Keith W. Martin</i>	6/8/21