

Degree Program Student Learning Report

Revised November 2019

Department of History & Political Science

AA in Secondary Education

For 2020-2021 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
<p>Our mission is to ensure students develop the skills and knowledge required to achieve professional and personal goals in dynamic local and global communities.</p>	<p>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.</p>	<p>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.</p>	<p>The Associate in Arts in Secondary Education (Social Studies option) is designed to prepare students for a career in teaching grades six through twelve, specializing in Social Science. The program is designed to provide the student with the first two years of general requirements to transfer to a four year program.</p>

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
<p>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.</p>	<p>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.</p>	<p>Offers innovative and quality teaching both within the classroom and through distance education.</p>	<p>Students will be able to demonstrate broad knowledge of history, political science, and geography.</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>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.</p>	<p>Foster the skills of critical thinking, writing, research, and oral communication among our students</p>	<p>Students will demonstrate analytical and critical thinking skills through oral presentations and papers dealing with history.</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>	<p>The School offers general education courses of high quality and purpose that provide a foundation for life- long learning.</p>	<p>Serve the University and the community through the provision of quality general education courses.</p>	<p>Students will demonstrate a broad understanding of general education.</p>
<p>To provide students with a diverse, innovative faculty dedicated to excellence in teaching, scholarly pursuits and continuous improvement of programs.</p>	<p>The School fosters a community of scholars among the faculty and students of the institution.</p>	<p>Foster values of scholarship, creativity, appreciation of diversity, and community service among our faculty, staff, and students.</p>	
<p>To provide university-wide student services, activities and resources that complement academic programs.</p>			

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
Incorporate oral communications into the HIST 3243 <i>Writing and Research for Historians</i> assessment material.	Y	SLO 2 was divided into two parts, SLO #2A assesses written assignments while SLO #2B assesses oral presentations.
This class will be capped at 15 to ensure that instructors can realistically provide a positive learning experience.	Y	The class will be offered each semester as needed to ensure that the course can be capped at 15 students.

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
Provide detailed information on OSAT scores when possible to provide better information for analysis.	Y	Detailed information was provided on OSAT scores.
Separate oral presentations and written papers into two separate SLOs.	Y	SLO 2 was divided into SLO #2A for written assignments and SLO #2B for oral presentations.
Provide rubric for assessments.	Y	Rubric was added to conclusions.

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 be able to demonstrate broad knowledge of history, political science, and geography.					
B. Assessment Measure	C. Performance Standard	D. Sampling Method	E. Sample Size (n)	F. Results	G. Standard Met (Y/N)
Pass rate on the Oklahoma Subject-Area Test in History (OSAT)	All students will earn at least a 240 on the OSAT.	All majors who transfer to the Cameron University Education program.	3	Two of three (66.6%) majors passed the Oklahoma Sub-Area Test in History.	N

**H.
Conclusions**

One student who took the OSAT passed with a 292 out of 300, showing a very good knowledge of U.S. and Oklahoma history. The student also scored a 264, well over passing, for Government and Political Science. A second student passed with a 244. The third student did not pass their first attempt, but is taking the test again. Because of the small sample size and drastic differences, no conclusion can be made.

**A.
Student Learning Outcome**

SLO #2A: Students will demonstrate analytical and critical thinking skills through papers on U.S./global history.					
B. Assessment Measure	C. Performance Standard	D. Sampling Method	E. Sample Size (n)	F. Results	G. Standard Met (Y/N)
Students will demonstrate analytical and critical thinking skills through papers on historical topics.	At least 80% of Secondary Education majors will prepare a paper demonstrating their understanding of appropriate sources and analysis/critical	All majors in the class are included.	5	Of the five students that took HIST 3243 Writing and Research, only 2 turned in a paper. Both completed the paper that qualified as acceptable per our rubric. 2 dropped the course and 1 did not complete the assignment, requiring an incomplete for the course.	N

**A.
Student Learning Outcome**

SLO #2A: Students will demonstrate analytical and critical thinking skills through papers on U.S./global history.

B. Assessment Measure	C. Performance Standard	D. Sampling Method	E. Sample Size (n)	F. Results	G. Standard Met (Y/N)
	thinking skills in HIST 3243 <i>Writing and Research for Historians</i> .				

**H.
Conclusions**

Although only two students out of five were able to complete the assignment, this was due more to outside influences than to the structure of the class or the student's intellectual capabilities. The course was offered in the evening to allow more working students to complete it, but the students struggled with outside obligations and constraints. Because of this, no changes to the course appear necessary at this time.

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. Uses a wide range of academic sources. 5. Properly cites evidence in footnotes or endnotes.

Scale: Excellent, Satisfactory, Acceptable, Unacceptable

**A.
Student Learning Outcome**

SLO #2B: Students will demonstrate analytical and critical thinking skills through oral presentations on U.S./global history.					
B. Assessment Measure	C. Performance Standard	D. Sampling Method	E. Sample Size (n)	F. Results	G. Standard Met (Y/N)
Students will demonstrate analytical and critical thinking skills through papers on historical topics.	At least 80% of Secondary Education majors will conduct an oral presentation demonstrating their understanding of appropriate sources and analysis/critical thinking skills in HIST 3243 <i>Writing and Research for Historians</i> .	All majors in the class are included.	5	Of the five students that took HIST 3243 Writing and Research, three completed a satisfactory presentation. 2 dropped the course before completing the assignment, requiring an incomplete for the course.	N

**H.
Conclusions**

All three students who completed the assignment did well. Those who did not do well did not complete the assignment due to outside influences. The course was offered in the evening to allow more working students to complete it, but the students struggled with outside obligations and constraints. Because of this, no changes to the course appear necessary at this time.

Rubric: 1. Directly addresses main questions or issues. Synthesizes new information with material covered in the course. 2. Clearly states argument. 3. Provides compelling and accurate evidence that supports the thesis. 4. Properly uses slides or other material to enhance presentation. 5. Knows material with limited use of notecards or other supportive material.

Scale: Excellent, Satisfactory, Acceptable, Unacceptable

**A.
Student Learning Outcome**

SLO #3: Students will demonstrate a broad understanding of general education.						
B. Assessment Measure	C. Performance Standard	D. Sampling Method	E. Sample Size (n)	F. Results	G. Standard Met (Y/N)	
Passing the OGET.	All students will earn at least a 240 out of 300 on the OGET.	Every student seeking employment in Oklahoma primary education must take the OGET.	5	Five out of five (100%) student passed the OGET. Scores ranged from 252 to 276.	Y	

**H.
Conclusions**

240 is the minimum passing score. Our students appear to have learned what they needed to pass the OGET, although this includes the information they learned at Cameron University as well as the information that we have taught them..

**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
The requirements of this class are too great to have classes larger than 15. Because the number of history majors is growing, this class will be capped at 15 to ensure that	SLOs 1, 2, and 3.	Classes were too large for instructors to successfully assist students in improving their writing and oral presentation skills.









Proposed Change	Applicable Learning Outcomes	Rationale and Impact
instructors can realistically provide a positive learning experience.		

PART 6
Summary of Assessment Measures



- A. How many different assessment measures were used? Two different assessment measures were used.
- B. List the direct measures (see appendix): Third party exams and class assignments.
- C. List the indirect measures (see appendix): None.

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 Bath	Department representative/primary author	
Steve Housel	Department Review Board/advisor	
Michael Beauchamp	Department Review Board	
Paul Hatley	Department Review Board	
Jane Johansson	Department Review Board	
Carolyn Taylor	Department Review Board	
Quinton Taylor	Department Review Board	
Sigismund Wilson	Department Review Board	

B. Reviewed by:

Titles	Name	Signature	Date
Department Head	Ken Hicks		5-27-21
Dean	Keith Martin		6/8/21