

Degree Program Student Learning Report

Revised November 2019

Department of History & Political Science

BA in History

For 2021-2022 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 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	The School offers innovative degrees, which focus upon	Offers innovative and quality teaching both within the	

University Commitments	School Purposes	Department Purposes	Student Learning Outcomes
<p>opportunities and educational experiences which foster student excellence in oral and written communications, scientific reasoning and critical and creative thinking.</p>	<p>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>classroom and through distance education.</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 solid understanding of historical events have influenced the United States and/or the world. This will provide the background for lifelong learning and service.</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>			
<p>To support and strengthen student, faculty and administrative structures</p>			

University Commitments	School Purposes	Department Purposes	Student Learning Outcomes
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
An oral presentation was added to the requirements for HIST 3243 Writing and Research.	Y	Although one class did not include an oral presentation, students who did present appear to have met the standards.
HIST 3223 has been removed as a requirement for the curriculum and replaced by a second American History course.	Y	This should adequately prepare students for further study or for lifelong learning in history.
Tests in GEOG 3123 were changed to better reflect student learning.	Y	Instructors believe that the new exams better reflect student knowledge.
A four point rubric was added to the Capstone paper.	Y	The rubric provides better clarification of how students have improved in their analysis and writing abilities.

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
No peer review was accomplished this year.		

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. Assessment Measure	C. Performance Standard	D. Sampling Method	E. Sample Size (n)	F. Results	G. Standard Met (Y/N)	
Majors will demonstrate	At least 80% of History majors will	All majors in HIST 3243 <i>Writing and</i>	15 in HIST 3243	Eleven of fifteen majors (73%) scored at least acceptable on a paper in HIST	N for Hist 3243 but yes	

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. Assessment Measure	C. Performance Standard	D. Sampling Method	E. Sample Size (n)	F. Results	G. Standard Met (Y/N)
analytical and critical thinking skills through a research paper.	score at least "acceptable" on a four point rubric for their paper in HIST 3243 <i>Writing and Research for Historians</i> and at least "satisfactory" for the paper in HIST 4511 <i>Senior Capstone</i> .	<i>Research</i> and HIST 4511 <i>Senior Capstone</i> are included.	13 in HIST 4511	3243 <i>Writing and Research</i> . Three students have not yet completed their papers and took an incomplete for the course. 2 of 13 majors scored an excellent and 9 others scored satisfactory on a paper in HIST 4511 <i>Senior Capstone</i> . Two students did not complete the paper. 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.	for HIST 4511

H.

**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. Assessment Measure	C. Performance Standard	D. Sampling Method	E. Sample Size (n)	F. Results	G. Standard Met (Y/N)	

Conclusions

HIST 3243 Writing and Research was modified to reduce the length of the paper so that students could focus more closely on sources, analysis and writing rather than on completing a longer paper. There has been some concerns about students not showing objectivity or an appropriate pattern of logic in their papers and students have come to class with no understanding of footnotes or the requirement to document sources. For this reason, more emphasis has been placed on ensuring students learn how to conduct good research and analysis rather than presuming that they have been taught these things in high school, which has proven not to be the case. The primary difficulty, however, is people not competing the course. If only the people that completed their papers are considered, then the standards were met in both courses.

**A.
Student Learning Outcome**

SLO #2: Students will demonstrate a solid understanding of world geography to provide the background for lifelong learning and service in a diverse society.						
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 2123 <i>World</i>	At least 80% of History majors will earn at least an 80% on exams in GEOG 2123 <i>World</i>	All majors in the class are included.	14	Eleven of fourteen (78.5%) of students earned at least an 80% on exams in GEOG 2123 <i>World Regional Geography</i> . 5 earned 90 or above, 6 others earned 80 or above, 2 earned 70 or above, and one failed.	N	

**A.
Student Learning Outcome**

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

B. Assessment Measure	C. Performance Standard	D. Sampling Method	E. Sample Size (n)	F. Results	G. Standard Met (Y/N)
<i>Regional Geography.</i>	<i>Regional Geography.</i>				

**H.
Conclusions**

This is a significant improvement from last year. While we still did not meet the standard we have set, we were very close. For this reason, no changes to the course will occur at this time.

**A.
Student Learning Outcome**

SLO #3: Students will demonstrate analytical and critical thinking skills through oral presentations dealing with U.S./global history.

B. Assessment Measure	C. Performance Standard	D. Sampling Method	E. Sample Size (n)	F. Results	G. Standard Met (Y/N)
Majors will demonstrate analytical and critical thinking skills through an oral presentation.	At least 80% of History majors will score at least acceptable on an oral presentation in HIST 3243 <i>Writing and Research</i> and at least satisfactory	All majors in HIST 3243 and HIST 4511 are included.	15 in HIST 3243 13 in HIST 4511	Nine students of nine (100%) completed an oral presentation with at least acceptable rating in the fall semester. Because of a communication mistake, no students in the spring semester completed an oral presentation.	N

	on a presentation for HIST 4511 Capstone.				
H. Conclusions					
Instructors will include the oral presentation requirement for future courses.					

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
Paper length for the Hist 3243 Writing and Research class will be reduced from 20 pages to 15 pages.	SLO #1	By reducing the length of the papers, instructors will be able to focus more on teaching students how to write with logic and objectivity and improve students' understanding of how to properly document sources.

PART 6
Summary of Assessment Measures

- A.** How many different assessment measures were used? Three different assessment measures were used.
- B.** List the direct measures (see appendix): Writing assignments, exams, and senior capstone projects.


C. List the indirect measures (see appendix): No indirect measures were used.

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	
Michael Beauchamp	Department Review Board	
Paul Hatley	Department Review Board	
Steve Housel	Department Review Board	
Jane Johansson	Department Review Board	
Carolyn Taylor	Department Review Board	
Quentin Taylor	Department Review Board	
Sigismond Wilson	Department Review Board	

B. Reviewed by:

Titles	Name	Signature	Date
Department Head	Ken Hicks		6-20-22
Dean	Keith H. Mack	Keith Martin	6/20/22

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.