

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

Fall 2021 – Spring 2022

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

RSU Mission	General Education 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	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.
RSU Commitments	General Education 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.	<ol style="list-style-type: none">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.

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
Department planned to add a question on assessment requests to instructors to clarify why some students failed to meet the standard, failed to implement in 21-22 cycle, but will implement for 22-23	N	NA

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	191	86% of on-ground students, 93% of online students and 77% of blended students met the standard. Overall 89% of students met the standard.	See discussion below pgs.8-9.	Y

	A	B	C	D	F	Total
On Ground	9	23	19	4	4	59
Online	61	40	9	4	5	119
Blended	3	4	3	1	2	13
Total	73	67	31	9	11	191

	A	B	C	D	F
On Ground	15%	39%	32%	7%	7%
Online	51%	34%	8%	3%	4%
Blended	23%	31%	23%	8%	15%
All courses	38%	35%	16%	5%	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 2483: American History to 1877	Embedded Exams	≥70% of students will earn ≥70%	All students who finish the course	170	76% of on-ground students, 84% of online students, and 85% of blended students met the standard. Overall 83% of students met the standard.	See discussion below pgs. 8-9.	Y

	A	B	C	D	F	Total
On Ground	8	11	9	6	3	37
Online	30	32	17	4	10	93
Blended	25	7	2	6	0	40
Total	63	50	28	16	13	170

	A	B	C	D	F
On Ground	22%	30%	24%	16%	8%
Online	32%	34%	18%	5%	11%
Blended	62%	18%	5%	15%	-
All Courses	37%	29%	17%	9%	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 2493: American	Embedded Exams	≥70% of students will earn ≥70%	All students who finish the course	379	80% of on-ground students, 85% of online students, and 96% of	See discussion below pgs. 8-9.	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 85% of students met the standard.		

	A	B	C	D	F	Total
On Ground	51	53	37	13	20	174
Online	92	26	16	11	13	158
Blended	32	9	4	0	2	47
Total	175	88	57	24	35	379

	A	B	C	D	F
On Ground	29%	30%	21%	8%	12%
Online	58%	17%	10%	7%	8%
Blended	68%	19%	9%	-	4%
All Courses	46%	23%	16%	6%	9%

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	25	100% of on-ground students, 100% of online students, and 90% of blended students met the standard. Overall 96% of students met the standard.	See discussion below pgs. 8-9.	Y

	A	B	C	D	F	Total
On Ground	3	5	1	0	0	9
Online	4	2	0	0	0	6
Blended	6	3	0	1	0	10
Total	13	10	1	1	0	25

	A	B	C	D	F
On Ground	33%	56%	11%	-	-
Online	67%	33%	-	-	-
Blended	60%	30%	-	10%	-
Total	52%	40%	4%	4%	-

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	45	70% of on-ground, 69% of online, and 89% of blended students met the standard. Overall 74% of students met the standard.	See discussion below pgs. 8-9.	Y

	A	B	C	D	F	Total
On Ground	0	4	3	2	1	10

Online	2	10	6	2	6	26
Blended	5	2	1	0	1	9
Total	7	16	10	4	8	45

	A	B	C	D	F
On Ground	-	40%	30%	20%	10%
Online	8%	38%	23%	8%	23%
Blended	56%	22%	11%	-	11%
All courses	16%	36%	22%	9%	17%

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	393	85% of on-ground students, 87% of online students, and 95% of blended students met the standard. Overall 86% 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, online, and	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)
						blended, formats are sufficiently challenging and rigorous, even though they vary from instructor to instructor.	

	A	B	C	D	F	Total
On Ground	63	54	53	17	12	199
Online	82	51	15	4	20	172
Blended	20	1	0	1	0	22
Total	165	106	68	22	32	393

	A	B	C	D	F
On Ground	32%	27%	26%	9%	6%
Online	48%	30%	9%	2%	11%
Blended	90%	5%	-	5%	-
All Courses	42%	27%	17%	6%	8%

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

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)

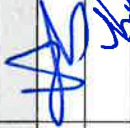

Documentation of Faculty Participation and Review

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	
Jane Johansson	Department Review Board	
Carolyn Taylor	Department Review Board	
Quentin Taylor	Department Review Board	
Sigismund Wilson	Department Review Board	

B. Reviewed by:

Titles	Names	Signatures	Date
Department Head	Ken Hicks		6-20-22
Dean	Keith Martin		6/22/22

