

Degree Program Student Learning Report

Revised May 2023

Department of History & Political Science

AA in Secondary Education

For 2023-2024 Academic Year

PART 1

Degree Program Mission and Student Learning Outcomes

A. State the school, department, and degree program missions.

University Mission	College 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 college 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 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.

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 college 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.	Students will be able to demonstrate broad knowledge of history, political science, and geography.
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 college 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 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 college 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 broad understanding of general education.
To provide students with a diverse, innovative faculty dedicated to excellence in teaching, scholarly pursuits and continuous improvement of programs.	The college 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.	
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.			

University Commitments	School Purposes	Department Purposes	Student Learning Outcomes
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 college 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
There were no proposed changes in the previous assessment cycle.	N/A	There were too few students to make clear decisions.

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	Comments

	(Y/N)	
N/A		The program was not subject to review in the previous cycle.

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 #1a: Students will demonstrate analytical and critical thinking skills through a paper on U.S. or 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 thinking skills in HIST 3243 <i>Writing and Research for Historians</i> .	All majors in the class are included.	2 in the fall; 3 in the spring.	Four of five (80%) education majors earned at least a satisfactory on their paper. Both education majors in the fall earned at least a satisfactory on their papers and two of three in the spring earned at least a satisfactory using the following rubric: 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	Y

A. Student Learning Outcome					
SLO #1a: Students will demonstrate analytical and critical thinking skills through a paper on U.S. or global history.					
B. Assessment Measure	C. Performance Standard	D. Sampling Method	E. Sample Size (n)	F. Results	G. Standard Met (Y/N)
				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	
H. Conclusions					
Education majors appear to be learning from the class in its current design.					

A. Student Learning Outcome					
SLO #1b: Students will demonstrate analytical and critical thinking skills through oral presentations and 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 oral presentations on historical topics.	At least 80% of Secondary Education majors will give an oral presentation demonstrating their understanding of appropriate sources and analysis/critical	All majors in the class are included.	2 in the fall; 3 in the spring.	Four of five (80%) education majors earned at least a satisfactory on their paper. Both education majors in the fall earned at least a satisfactory on their presentations and two of three in the spring earned at least a satisfactory.	Y

A. Student Learning Outcome					
SLO #1b: Students will demonstrate analytical and critical thinking skills through oral presentations and 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					
Education majors are able to present information appropriately and accurately.					

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
No proposed changes.	N/A	Students appear to be achieving the goals of the SLOs.






PART 6

Summary of Assessment Measures



- A. How many different assessment measures were used? Two assessment measures were used.
- B. List the direct measures (see appendix): Written assignments and oral presentations.
- 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	 For Beauchamp
Paul Hatley	Department Review Board	 for Hatley
Carolyn Taylor	Department Review Board	 for Taylor
Sigismond Wilson	Department Review Board	

B. Reviewed by:

Titles	Name	Signature	Date
Department Head	Kenneth Hicks		5-30-24
Dean	Susan Willis		5/30/24

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.

Performance Standard

A performance standard is a clearly-defined benchmark that establishes the minimally-acceptable level of performance expected of students for a particular measure.

Examples:

At least 70% of students will score 70% or higher on a comprehensive final exam.

At least 75% of students will earn score a "Proficient" or higher rating on the Communicate Effectively rubric.

Sampling Method

Sampling method describes the methodology used for selecting the students that were assessed for a given measure. In some cases, such as most course-embedded measures, it is possible to assess all active enrolled students. In other cases, however, it is not feasible to measure the population of all potential students. In these cases, it is important that a well-designed sampling scheme be used to ensure the sample of students measured is an unbiased representation of the overall population. Where multiple instructors teach a particular course, care should be taken to assess students across all instructors, including adjuncts.

Examples:

All students enrolled in BIOL 4801 Biology Research Methods II

All majors graduating in the 2016-17 academic year.

Sample Size

Sample size is the number of students from which evidence of student learning was obtained for a given assessment measure.

Results

Results are an analytical summary of the findings arising from the assessment of student performance for a particular assessment measure. Typical presentation includes descriptive statistics (mean, median, range) and score frequency distributions.

Standard Met?

This is a simple yes/no response that indicates whether the observed level of student performance for a particular measure meets or exceeds the established standard. An N/A may be used where circumstances prevented the department from accurately assessing a measure.

Conclusion

The conclusion is a reflective summary and determination of the assessment results obtained for a specific learning outcome. Questions to consider in this section include the following:

- Does the assessment evidence indicate the learning outcome is being satisfactorily met?
- Where multiple measures are used for a single outcome, do the results present a consistent or contradictory pattern?
- What are the most valuable insights gained from the assessment results?
- What strengths and weaknesses in student learning do the results indicate?
- What implications are there for enhancing teaching and learning?
- How can the assessment process be improved?

Catherine Heimdale

From: Carolyn Taylor
Sent: Thursday, May 30, 2024 11:43 AM
To: Catherine Heimdale
Subject: Re: DEGREE ASSESSMENTS NEED YOUR SIGNATURE!!!

You can sign for me. Thanks.
Carolyn
Sent from my iPhone

On May 30, 2024, at 11:23 AM, Catherine Heimdale <cheimdale@rsu.edu> wrote:

These need to be signed by everyone in the department. The attached degree assessments require your signature.

If you approve, please just reply to this email and give me permission to sign for you.

This still has to be signed by the dean and turned into Dr. Millikin by tomorrow.

If we can change one person's life, then we have affected their entire world. Let's do that!

Catherine Heimdale

Administrative Assistant
History & Political Science
Rogers State University

<[image001.jpg](#)>

Ask me about...

<[image002.png](#)>

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<Degree Program Student Learning Report - 2024 - Secondary Education.docx>

<Degree Program Student Learning Report - 2024 - History.docx>

<Degree Program Student Learning Report - 2024 - Political Science.docx>

Catherine Heimdale

From: Paul Hatley
Sent: Thursday, May 30, 2024 11:33 AM
To: Catherine Heimdale
Subject: Re: DEGREE ASSESSMENTS NEED YOUR SIGNATURE!!!

I trust you to sign for me.

Get [Outlook for iOS](#)

From: Catherine Heimdale <cheimdale@rsu.edu>
Sent: Thursday, May 30, 2024 11:23:45 AM
To: Carolyn Taylor <ctaylor@rsu.edu>; Michael Beauchamp <mbeauchamp@rsu.edu>; Paul Hatley <phatley@rsu.edu>
Subject: DEGREE ASSESSMENTS NEED YOUR SIGNATURE!!!

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Catherine Heimdale

From: Michael Beauchamp
Sent: Thursday, May 30, 2024 1:02 PM
To: Catherine Heimdale
Subject: Re: DEGREE ASSESSMENTS NEED YOUR SIGNATURE!!!

Hi Catherine,
Feel free to sign it for me.
All my best,
Michael Beauchamp

From: Catherine Heimdale <cheimdale@rsu.edu>
Sent: Thursday, May 30, 2024 11:23 AM
To: Carolyn Taylor <ctaylor@rsu.edu>; Michael Beauchamp <mbeauchamp@rsu.edu>; Paul Hatley <phatley@rsu.edu>
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