

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

Fall 2023 – Spring 2024

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

<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>	<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.
<p>RSU Mission</p>	<p>General Education Mission</p>
	<ol style="list-style-type: none"> 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.
<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>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>	<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. 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.
<p>To provide students with a diverse, innovative faculty dedicated to excellence in teaching, scholarly pursuits, and continuous improvement of programs.</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 that promote shared governance of the institution.</p>	
<p>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.</p>	

PART 1

Discussion of Instructional Changes Resulting from 2022-2023 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
General Education committee questioned if embedded exams meant multiple unit exams or a single comprehensive exam.	Y	Clarified in measure (Box B) that it is the average of all embedded exams within a given course
Requested greater clarity on the tables to make clear difference between raw numbers vs. percentages meeting the standard	Y	Labeled tables in upper left quadrant.
There are no specific student-centered conclusions as to the successful progress of students toward the chosen learning outcomes.	N	This will need to be discussed within department meetings in the coming year. Not clear if this would necessitate changes in assessment measures or changes in verbiage.

PART 2

Discussion of the University Assessment Committee’s 2022-2023 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
NA	NA	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	Average of embedded exams	≥70% of students will earn ≥70%	All students who finish the course	135	87% of on-ground students, and 90% of online students met the standard. Overall 88% of students met the standard.	See discussion below pgs.8-9.	Y

Raw Numbers	A	B	C	D	F	Total
On Ground	4	6	3	2	0	15
Online	64	45	2	2	7	120
Total	68	51	5	4	7	135

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Percentages	A	B	C	D	F
On Ground	27%	40%	20%	13%	-
Online	53%	37%	2%	2%	6%
All courses	50%	38%	4%	3%	5%

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)
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HIST 2483: American History to 1877	Average of embedded exams	≥70% of students will earn ≥70%	All students who finish the course	147	80% of on-ground students and 81% of online students met the standard. Overall 80% of students met the standard.	See discussion below pg. 9.	Y
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Raw Numbers	A	B	C	D	F	Total
On Ground	21	16	22	12	3	74
Online	25	22	12	3	11	73
Total	46	38	34	15	14	147

Percentages	A	B	C	D	F
On Ground	28%	22%	30%	16%	4%
Online	34%	30%	17%	4%	15%
All Courses	31%	26%	23%	10%	10%

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 History to 1877	Average of embedded exams	≥70% of students will earn ≥70%	All students who finish the course	307	74% of on-ground student and 85% of online students met the standard. Overall 83% of students met the standard.	See discussion below pg. 9.	Y

Raw Numbers	A	B	C	D	F	Total
On Ground	51	38	34	17	27	167
Online	97	26	10	3	4	140
Total	148	64	44	20	31	307

Percentages	A	B	C	D	F
On Ground	31%	23%	20%	10%	16%
Online	69%	19%	7%	2%	3%
All Courses	48%	21%	14%	7%	10%

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	Average of embedded exams	≥70% of students will earn ≥70%	All students who finish the course	56	100% of on-ground students and 87% of online students met the standard. Overall 89% of students met the standard.	See discussion below pg. 9.	Y

Raw Numbers	A	B	C	D	F	Total
On Ground	4	4	1	-	-	9
Online	5	21	15	1	5	47

Total	9	25	16	1	5	56
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Percentages	A	B	C	D	F
On Ground	45%	45%	10%	-	-
Online	10%	45%	32%	2%	11%
Total	16%	45%	28%	2%	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 2023: World Civilization II	Average of embedded exams	≥70% of students will earn ≥70%	All students who finish the course	8	75% of online students met the standard, which was also the total student number this school year.	See discussion below pg.9.	Y

Raw Numbers	A	B	C	D	F	Total
Online	2	3	1	1	1	8
Total	“	“	“	“	“	“

Percentages	A	B	C	D	F
Online	25%	37.5%	12.5%	12.5%	12.5%
All courses	“	“	“	“	“

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	Average of embedded exams	≥70% of students will earn ≥70%	All students who finish the course	265	90% of on-ground students and 85% of online students met the standard. Overall 87% 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 online formats are sufficiently challenging and rigorous, even though they vary from instructor to instructor.	Y

Raw Numbers	A	B	C	D	F	Total
On Ground	50	48	32	5	10	145
Online	50	38	14	10	8	120
Total	100	86	46	15	18	265

Percentages	A	B	C	D	F
On Ground	35%	33%	22%	3%	7%

Online	41%	32%	12%	8%	7%
All Courses	38%	32%	17%	6%	7%

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.
NA	NA	NA	NA

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	<i>Michael Beauchamp</i>
David Bath	Department Review Board	
Paul Hatley	Department Review Board	
Carolyn Taylor	Department Review Board	
Quentin Taylor	Department Review Board	
Sigismond Wilson	Department Review Board	

B. Reviewed by:

Titles	Names	Signatures	Date

Department Head	Ken Hicks		
Dean	Susan Willis		

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