

End of Year Assessment Report for Programs

Program: History/Political Science

Semester/year: Spring 2018

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Program Mission Statement

The History/Political Science major equips students to study the past for the purpose of understanding the present, from a Christian worldview, by offering a curriculum characterized by both breadth and depth that challenges students to communicate clearly, think critically and act ethically.

Program Objectives

List all of your program's objectives.

At the end of their degree, students should be able to:

1. *Demonstrate Historical Thinking.* Students should demonstrate a comprehension of how chronology, contextual influences, and culture shape how historians think as they read, research, and write history, and the distinctives of a Christian perspective.
2. *Master Historical Knowledge.* Students should demonstrate mastery of advanced knowledge in American History and one other specific area of history.
3. *Engage in Historical Research.* Students should demonstrate an ability to frame historical questions, access and evaluate sources, and conduct historical research.
4. *Communicate Effectively Within the Discipline of History.* Students should demonstrate the ability to speak, write, read, and listen effectively in historical contexts.
5. *Describe and analyze [American] political and governmental processes.* Students should describe [American] political and governmental processes and analyze the context in which [Americans] currently and historically have created law and public policy.
6. *Engage in Civil discourse.* Students should demonstrate the ability to engage in civil discourse with grace, understanding and purpose, as informed by faith.

Assessment Methods and Benchmarks – SPRING SEMESTER

For each program objective, choose one “best representative” assignment at the Introductory, Developmental, and Mastery levels. You will have a total of three assignments/measurements per program objective. Put this information in a chart. Refer back to your [Program Learning Objective Alignment Chart](#) (created during 2017 Assessment Initiative) to determine best representative assignments and benchmarks. In any given semester, you may not have assignments at all three levels for every program objective; simply report all that you can.

Program Objective	Introducing	Developing	Mastering
PO1. <i>Demonstrate Historical Thinking</i>	HIST 248/348 CO2 Topic Paper	HIST 399 CO3 Participation A	
	Benchmark: >=70%	Benchmark: >=70%	Benchmark: >=70%

PO2. Master Historical Knowledge	HIST 248 CO3 Exam 3	HIST 399 CO1 Exam 3	
	Benchmark: >=70%	Benchmark: >=70%	Benchmark: >=70%
PO3. Engage in Historical Research	HIST 248 CO2 Topic Paper	HIST 399 CO4 Research Paper	
	Benchmark: >=70%	Benchmark: >=70%	Benchmark: >=70%
PO4. Communicate Effectively	HIST 248 CO1 Multi-Cultural Fest.	HIST 399 CO2 Presentations	
	Benchmark: >=70%	Benchmark: >=70%	Benchmark: >=70%
PO5. Describe and analyze [American] political and governmental processes	POLS 210 CO3 Current Event Presentations		
	Benchmark: >=70%	Benchmark: >=70%	Benchmark: >=70%
PO6. Engage in Civil discourse	POLS 210 CO4 Editorial Writing and Commenting		
	Benchmark: >=75%	Benchmark: >=75%	Benchmark: >=75%

Assessment Findings – SPRING SEMESTER

For each assessment method and program objective assessed, provide a simple justification of how the assignment meets the program objective, then summarize the data collected and principal findings. The findings should relate directly to the program objectives and the desired results, and they should provide information that is potentially useful for informing program improvements. More detailed descriptions, such as charts and tables, including assignment grade distributions, may be attached to the report or uploaded as separate documents. The findings should not include any individually-identifiable student data.

PO1.

- A. Introducing: HIST 248 Topic Paper – The Topic Paper addressed PO1 (Demonstrate Historical Thinking) at the introductory level by having students choose a topic in Mexican culture and explore its historical development. 100% of students in the class met this objective at a level of 70% or higher.
- B. Developing: HIST 399 Participation A – Students had to articulate the interpretation of history made by both primary and secondary sources. 85% of students met this objective at a level of 70% of higher.

PO2.

- A. Introducing: HIST 248 Exam 3 – Students had to employ learning from over the course of the semester to explain the functions of one element in Mexican society, economics or politics. 61% of students met this objective at a level of 70% or higher.
- B. Developing: HIST 399 Exam 3 – Students had to tell how the intellectual work of 19th Century figures influenced 20th Century protest movements. 100% of students met this objective at a level of 70% or higher.

PO3.

- A. Introducing: HIST 248 Topic Paper – Students selected a topic from Mexican culture, society or politics and conducted a historical analysis of its development over the course of Mexican History. 91% of the students met this objective at the level of 70% or higher.

B. Developing: HIST 399 Research Paper – Students completed a process of writing a work of history, from development of a research question, research proposal, annotated bibliography, outline, first and final drafts. Pass rate was 85%

P04.

- A. Introducing: HIST 248 Multi-Cultural Festival – Students prepared a 3-fold stand-up display, decorated to illustrate the themes of their topic paper, to present at the Multi-Cultural Festival. They explained details of their display to passers-by. 100% pass rate.
- B. Developing: HIST 399 Presentations – Students communicated how current-day events demonstrate continuity with historical events. 85% pass rate.

P05

- A. Introducing: POLS 210 Current Event Presentations – Students showed how law and public policy shape American culture, through current political issues. 100% pass rate.

P06

- A. Introducing: POLS 210 Editorial Writing and Commenting – Students had to editorialize about a current issue, and use civil discourse to engage others. 88% pass rate.

Analysis of Assessment Findings – SPRING SEMESTER

Discuss the significance of the findings of the current semester in light of the desired results, findings from previous semesters/years, recent changes in the program or the assessment process, etc. What did you learn from the assessment? In particular: (1) What strengths and weaknesses do the findings reveal about the program and/or the assessment process? (2) What impact have program changes in the last several years had on student learning (indicate those program changes that resulted from previous assessment findings)? (3) What impact have recent changes in the assessment process had on the quality and usefulness of the findings? Of particular importance to note are recent changes and improvements in the program that resulted from previous assessment efforts.

Greater need to more actively support fledgling writers of history, by making sure they are engaging the online process by which the course is conducted. With group work, we need to find a way to more effectively spread responsibilities among group members, instead of the more capable members shouldering a greater share of the burden.

Sharing and Discussion of Assessment Findings – SPRING SEMESTER

Describe how assessment findings are typically shared and discussed among program faculty and other stakeholders. In particular, make clear the process for analyzing assessment findings and using them to make improvements in the program and/or the assessment process.

Program faculty met during the May Convention to, discuss findings. We include student feedback from course evaluations, student performance on key assignments, and discussion about problem students (students who struggled for the variety of their presenting reasons), to discuss revisions.

Use of Assessment Findings for Program Improvement (Action Plan) – SPRING SEMSTER

Describe any changes in (1) the program and/or (2) the assessment process that are planned in response to these assessment findings. If relevant, briefly summarize the status of the previous years' or semester's action plans. Are they complete, still being implemented, on hold, or some other status? For each intended improvement or change in the program stemming from this semester's data, provide a detailed timeline for follow-up data collection, data analysis, and data review.

We realized that last year's program revision that eliminated the one-semester lower-division American History class, and combined the three upper-division American History classes into two, needed further change. Instead of offering upper and lower division options for the same classes (American History I and American History II), we needed to revert back to lower-division classifications in order simplify matters for the various categories of students taking these classes: elementary education majors, history education majors, and history/political science majors. This makes the two-course, lower-division sequence available to those who are not transferring in previous work, either via AP or dual credit.

We also contemplated adjustments needed for transfer students whose community college experience has not prepared them for the challenges of upper-division courses in the department. This year, one student in particular appeared not to have made use of D2L at all, and seemed to be unduly challenged by digital and electronic features of a 21st century education. This alerted us to the need to more carefully check on readiness for students whose prior exposure to digital learning tools is limited. Other students seemed ill at ease with the challenges of critical thinking, having previously been trained to engage their history classes from the perspective of Bloom's lowest objectives in the taxonomy of learning in the cognitive realm. When we perceive deficits, we might pair such students with their more capable peers in group project situations.

We also plan to draw together focus groups of current students and recent students to present them with new and revised syllabi, for their feedback on course design.

Full Year Reflection – FALL/INTERTERM/SPRING TERMS

Recall the Program Assessment Action Plan from the Fall semester. Now that you have two semesters of following this data collection and reporting format, reflect on your assessment strategy: How well does the data support your learning objectives? Do your procedures for gathering and reviewing information need to be modified? What was done as a response to assessment data in the past? How did it go? Did you make the intended changes from your program's Fall Action Plan, and are you on track with your timeline?

We noted the differences in skill-level between Upper Division and Lower Division students in the same HIST 199/399 class, which contributed to our decision to petition ISAAC for an addendum to our program change, making the two-semester American History sequence only available for lower-division credit. This way, non-majors are served, and majors are prepared for the greater challenges of the Upper Division major classes.

Supporting Documents