End of Year Assessment Report for Programs

Program: History	Semester/year: 2018-2019
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Program Mission Statement

The History/Political Science Department equips students with the knowledge and skills to understand their roles as recipients of a specific heritage and as agents of change in a complex world.   Through an emphasis on service-learning, historical literacy and technological proficiency, we hope to help students and faculty colleagues become better equipped to be a force for positive change in the world, to be able to say with the Apostle Paul, "Imitate me as I Imitate the Lord."

Program Objectives

At the close of their degree students will 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.

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.

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 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. *Demonstrate Historical Thinking*	HIST 101 CO 1 Topic Paper	HIST 205 CO2 Test Analysis	
	Benchmark: >=70%	Benchmark: >=70%	
	Evidence: 95% completion	Evidence: 100% completion	
PO2. *Master Historical Knowledge*	HIST 101 CO2 Quizzes/Exams	HSIT 205 CO4 Daily Writing	POLS 399 CO1 Test 1
	Benchmark: >=70%	Benchmark: >=70%	Benchmark: >=70%

	Evidence: 81% completion	Evidence: 76% completion	Evidence: 100% completion
PO3. *Engage in Historical Research*	*Not taught this semester*	HIST 250 CO3 Organizational Research Project	*Not taught this semester*
	Benchmark: >=75%	Benchmark: >=70%	Benchmark: >=70%
	Evidence: N/A	Evidence: 100% completion	Evidence: N/A
PO4. *Communicate Effectively Within the Discipline of History*	HIST 205 CO6 Cultural History Paper Presentation	HIST 250 CO4 Presentations	*Not taught this semester*
	Benchmark: >=70%	Benchmark: >=70%	Benchmark: >=75%
	Evidence: 100% completion	Evidence: 100	Evidence: N/A
PO5. *Describe and analyze [American] political and governmental processes*	Not taught this semester	POLS 210 CO3 Quiz 6	POLS 399 CO3 Legislator Paper
	Benchmark: >=75%	Benchmark: >=70%	Benchmark: >=70%
	Evidence: N/A	Evidence: 100% completion	Evidence: 100% completion
PO6. *Engage in Civil discourse*	Not taught this semester	POLS 210 CO5 Editorial	POLS 399 CO4 Class Facilitation
	Benchmark: >=70%	Benchmark: >=70%	Benchmark: >=70%
	Evidence: N/A	Evidence: 100% completion	Evidence: 100% completion

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?
1. In the case of classes with mostly History and History Education students, students' engagement was more meaningful, and students beyond the first year showed development compared with their first year.
2. Reduced faculty size leads to limitations on background preparation/expertise in some of the areas covered with the curriculum. In the case of the Eastern Civ. class, change is needed in the structure of the class to make up for this lack of preparation.
3. Since many of our lower division classes are populated with students taking them for general education credit, limitations are placed on the degree to which majors' interests and abilities can be addressed and furthered.
4. Number three is also tied to a small faculty size, where lower-division and upper-division students are combined in the same class.

(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)?
1. Since this new system of assessment is still in its infancy, we are still discovering what changes are needed.

(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.
1. We are noticing a discernible improvement in history majors' skills and abilities as they progress from lower to upper-division classes.

2. We are developing more of a rhythm with our offerings. This makes it easier to alter our expectations from fall to spring, and from year to year.

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.

1. Program faculty meet to discuss findings at the end of every semester, and at the end of the school year.
2. We schedule discussions with focus groups of students, especially majors, for their input on how classes can be made more engaging.

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

(A) Describe any changes in (1) the program and/or (2) the assessment process that are planned in response to these assessment findings.
(B) 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?
(C) 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.

1. We can do a better job of incentivizing students to complete course evaluations. Across the department, response rates are low.
2. In classes that are a combination of lower/upper-division, strategize about to make the experience more meaningful for upper division (major) students.
3. In the Research Methods class, have students write integratively about faith and learning, since this topic is addressed in the text.

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?

1. No fall semester-end report was completed due to a sabbatical leave for one professor.
2. With developing experience in this new assessment approach, we are exploring ways to think about program improvement in light of results.

Supporting Documents

Revised by the Office of Assessment May 2019

[If you attach any supporting documents, please list them here. You may submit these supporting documents into the D2L dropbox.]