

# Assessment Plan for History and Political Science 20/21 AY

## I. Mission statement

The overall mission of the History and Political Science program is to offer high quality degree programs to our students. We seek to make educational opportunities available to a diverse student population by offering content-rich and pedagogically solid courses. The department is also dedicated to offering out-of-classroom learning opportunities by encouraging participation in discipline-specific clubs, interdisciplinary programs, meetings of professional organizations, field trips, seminars and conferences/ workshops. We promote academic excellence by encouraging qualified students to take advantage of opportunities afforded by the IU Kokomo Honors program and by offering opportunities to engage in independent study, research projects, and internships. The department helps students to prepare for careers and post-graduate education.

## II. Student learning outcomes

### Goal #1: Fostering Global Learning

- a. Understanding of historical and political processes
  - i. Understanding historical development of societies
  - ii. Understanding diverse cultures
  - iii. Understanding and application of historical and political theories
  - iv. Understanding political systems in practice

### Goal #2: Encourage Active Citizenship

- a. Political and historical interaction
  - v. Experience interacting with diverse viewpoints
  - vi. Understanding of cultural interchange and conflicting ideas
  - vii. Experience with internships and presentations (e. g., fieldwork, internship, or teaching evaluation)

### Goal #3: Develop Discipline-Specific Skills

- a. Develop discipline-specific skills
  - i. Demonstrate critical thinking
  - ii. Utilize scholarly sources with proper citations
  - iii. Thesis articulation in written work
  - iv. Supporting evidence in written work
  - v. Command of content knowledge
  - vi. Implement scholarly arguments
  - vii. Present research capably and clearly to an audience.

## III. Curriculum map

Have not had time to put this together for all of our courses at this point.

## IV. Assessment Plan

We plan to assess one outcome each year, alternating between content-based (goal 1 and 2) and skill-based (goal 3) outcomes so that we learn more about both areas.

<b>Academic Year 2020-2021</b>	
<b>Student Learning Outcomes</b>	Goal #1, a., iii. Understanding and application of historical and political theories
<b>Measure Description</b>	We will evaluate each student's use of such arguments in most 300+ level history and political science classes, particularly H495 our Senior Seminar being taught in fall 2020. Faculty will evaluate these in each student's largest paper assignment in that class because these large papers require students to use and apply theories to make arguments about their topic. All student's in each class will be evaluated as most are majors and all should be learning this process in the class, particularly the Senior Seminar students. In these assignments, students will be rated between 1 and 5 with 5 being mastery and 1 failure.
<b>Benchmark/Target</b>	50% of students receiving a rating of 3 or better will be seen as acceptable, 70% as mastery.

<b>Academic Year 2021-2022</b>	
<b>Student Learning Outcomes</b>	Goal #3: a., iii. Thesis articulation in written work
<b>Measure Description</b>	We will evaluate each student's thesis articulation and clarity in most 300+ level history and political science classes. Faculty will evaluate these in each student's largest paper assignment in that class because these large papers require students to make their argument with a clear thesis that then organizes the body of the paper. All student's in each class will be evaluated as most are majors and all should be learning this process in the class. In these assignments, students will be rated between 1 and 5 with 5 being mastery and 1 failure.

<b>Benchmark/Target</b>	50% of students receiving a rating of 3 or better will be seen as acceptable, 70% as mastery.

<b>Academic Year 2022-2023</b>	
<b>Student Learning Outcomes</b>	Goal #1, a., i. Understanding historical development of societies
<b>Measure Description</b>	We will evaluate each student’s understanding of historical development in multiple history classes that must span at least 50 years (i.e. multiple periods of history) and generally in upper-level classes. Faculty will evaluate this in a variety of assignments depending on the specific class and ranging from final exams, to papers, to class debates/RTTP activities as the faculty feels is most appropriate given their class structure. All student’s in each class will be evaluated as most are majors and all should be learning this process in the class. In these assignments, students will be rated between 1 and 5 with 5 being mastery and 1 failure.
<b>Benchmark/Target</b>	50% of students receiving a rating of 3 or better will be seen as acceptable, 70% as mastery.

<b>Academic Year 2023-2024</b>	
<b>Student Learning Outcomes</b>	Goal #3, a. iv. Supporting evidence in written work

<b>Measure Description</b>	In 21-22 we will assess thesis development, so in 23-24 we will evaluate student's use of supporting evidence in written work in most 300+ level history and political science classes. Faculty will evaluate these in each student's largest paper assignment in that class because these large papers require students to make and support full arguments thoroughly. All students in each class will be evaluated as most are majors and all should be learning this process in the class. In these assignments, students will be rated between 1 and 5 with 5 being mastery and 1 failure.
<b>Benchmark/Target</b>	50% of students receiving a rating of 3 or better will be seen as acceptable, 70% as mastery.

<b>Academic Year 2024-2025</b>	
<b>Student Learning Outcomes</b>	Goal #3, a., v. Experience interacting with diverse viewpoints
<b>Measure Description</b>	We will evaluate each student's interaction with diverse viewpoints in multiple upper-level history and political science classes. Faculty will evaluate this in a variety of assignments depending on the specific class and ranging from final exams, to papers, to class debates/RTTP activities as the faculty feels is most appropriate given their class structure. All students in each class will be evaluated as most are majors and all should be learning this process in the class. In these assignments, students will be rated between 1 and 5 with 5 being mastery and 1 failure.
<b>Benchmark/Target</b>	50% of students receiving a rating of 3 or better will be seen as acceptable, 70% as mastery.