



Point Loma Nazarene University
Assessment Report – Academic Degree Programs

Revised:

*Please e-mail completed form to the
 Dean of Social Science & Professional Studies
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Department: History and Political Science				
Degree: Bachelor of Arts		Major: History		
Date Submitted: April 24, 2008		Assessment Period: 2007-2008		
Expanded Statement of Institutional Purpose	Program Intended Educational Outcomes	Means of Program Assessment and Criteria for Success	Summary of Data Collected	Use of Results
	1. History majors will be able to summarize three key history books.	1. In the oral exit interview, students will be asked “What are the three best assigned history books that you read while a student at PLNU? Please give one from each of the required areas: American, European, Non-Western. Expectations in the answer: Student will be able to name three and describe what made them the best in his or her mind. Second expectation: Student should be able to summarize the main argument of the book and remember something specific from the book.	Out of eight graduates in History and Social Science, three students met with four professors for exit interview. Given the smaller numbers, we decided it was best to do the two majors together. Each student named three books and all were able to describe something specific and give a quick description of the book.	There was a strong appreciation of novels and, surprisingly, standard text books. Students also remembered easily books such as Ben Franklin’s <i>Autobiography</i> that are additional to textbooks but not novels. In general, the students showed themselves strong and diverse readers and showed themselves members of the Republic of Letters—a big goal of ours for our graduates.
	2. History majors will demonstrate their ability to write an analytical paper.	2. Students will submit by April 1 of their senior year two writing samples from PLNU history courses. Both papers will be assessed by departmental faculty for the following criteria. It will be expected that all students will be able to score at least an “acceptable”	We passed around two examples of papers from each student and were well pleased with them All were "acceptable" based on the criteria below. In general, the papers showed that the	Students were very vocal in praise of local history in both the Reseach Methods class and the “capstone” San Diego Seminar. Students feel inspired to do

		<p>on four of the five criteria. The following answered by either: <i>no</i>, <i>acceptable</i>, or <i>very much so</i>.</p> <ol style="list-style-type: none"> 1. Does the paper have a clear and concise theme? 2. Does the student use evidence to support assertions? 3. Does the student use primary sources for evidence? 4. Does the student use a variety of secondary sources? 5. Does the student show ability to make inferences? 	<p>department is doing well teaching the writing of research papers.</p>	<p>their best writing when they have easy access to sources and the subject seems close and real to them.</p> <p>The success of the student reseach conference also came up and the benefit of oral presentation of papers. We all decided it would be best to push all seniors to present papers at our Colt Conference.</p>
	<p>3. History majors will have an appreciation for the value of history and a desire for life-long learning of history.</p>	<p>3. Students in their senior year will be scheduled to meet with the history faculty for an oral interview. The student will be asked the following questions with the faculty taking notes according to a checklist of expectations. Faculty will compare their assessments of the student answers. 70% of the students will be expected to meet all expectations.</p> <p>E= Expectations in the answer.</p> <p>1. Why is learning history important? E: Student will say something about the usefulness of history for comparing and contrasting with the present. E: Student will say something of lessons or models for application that come from history for the students own life and society.</p> <p>2. Do you plan on continuing your study of history and if so how?</p>	<p>Excellent conversation over fish tacos continued on after the scheduled end of the meeting.</p> <p>We were well pleased with the maturity of the student answers.</p> <p>Students were especially vocal about the way department courses enhanced their sense of humilityand appreciation in the world.</p> <p>“The world does not revolve around me” was what one student reported he learned.</p> <p>The three students plan to be teachers of history and have strong inclination to continue in teaching.</p>	<p>We agreed that this is a good thing to continue pushing and enhancing in our department: that our majors should get people out of themselves and into a better appreciation of the world that is characterized by humility and appreciation.</p>

		<p>E: Student will answer “yes” while noting vocational or avocational goals. E: Student will mention desire for future reading.</p> <p>3. Can you give a specific example where in serious conversation outside of class you have used your historical knowledge? E: Student will give an example.</p> <p>4. Name and describe three history books that you read will an undergraduate that were not assigned in class—possibly vacation reading. E: Student will be able to name and talk about three.</p>		