



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: Social Science		
Date Submitted: April 23, 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. Social Science majors will be able to summarize two key history books and two from non-history social science fields	1. In the oral exit interview, students will be asked “What are two best assigned history books that you read while a student at PLNU?” and “What were the two best non-history books you read in other fields of social science?” Expectations in the answer: Student will be able to name the four books 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. Social Science 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 Research 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. Social Science majors will have an appreciation for the value of history and the social sciences, and, if planning to become a teacher, be able to articulate why learning history and the social sciences is important for their future students.</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 and the social sciences important? E: Student will say something about the usefulness of history and social sciences for understanding society and helping to solve social problems.</p> <p>2. Do you plan on a career in teaching? E: Student will answer “yes” or have plans to pursue future goals where they will be able to apply their knowledge of</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>social sciences and history.</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 while an undergraduate that were not assigned in class—possibly vacation reading. E: Student will be able to name and talk about three.</p>		