

ASSESSMENT PLANS



Point Loma Nazarene University Assessment Report – Academic Degree Programs

Revised:

*Please e-mail completed form to the
Dean of Social Science & Professional Studies
(BeckyHavens@ptloma.edu)*

Department: History and Political Science			
Degree: Bachelor of Arts		Major: Political Science	
Date Submitted: August 27, 2002		Assessment Period: 2002-2003	
Expanded Statement of Institutional Purpose	Program Intended Educational Outcomes	Means of Program Assessment and Criteria for Success	Use of Results
	<p>1. Students completing the major in political science will compare favorable in their knowledge of the field with students completing political science programs nationwide.</p> <p>2. Students will be able to demonstrate competence in basic social science research design skills</p>	<p>1. The average score of seniors graduating with a major in political science on the MFAT “political science” exam will be at the 65th percentile.</p> <ul style="list-style-type: none"> • As part of the Research Methods in Political Science course (POL 270), which is required of each major, each student will submit a basic research design proposal addressing some question of interest to political scientists. A sample of these designs will be analyzed by a panel of political science faculty every spring; at least 85% will be judged competent at the following elements of research design: <ul style="list-style-type: none"> • stating a hypothesis • determining dependent and 	

		<p>independent variables</p> <ul style="list-style-type: none"> • operationalizing measurement for those variables • explaining how the hypothesis could be tested with validity. 		
	<p>3. Students will develop greater appreciation for the field of politics.</p>	<p>3. Outcomes three and four are particularly important reasons why we require each political science major to complete an off-campus program of at least six units. Therefore, we will:</p> <ol style="list-style-type: none"> a. conduct an entrance and exit survey of each student when participating in their off-campus program. At least 80% of the students should respond more affirmatively after their OCP to survey questions dealing with <ul style="list-style-type: none"> • increased knowledge of political structures, processes and careers • increased positive feelings about a vocation in political science. b. assess students' performance off-campus from internship supervisors' evaluation form. c. Survey alumni 5 years after graduation about attitudes and involvement in political vocations or para-political organizations and activism. 		
	<p>4. Students will develop greater appreciation for the complexity and structures of</p>	<p>4. Outcomes three and four are particularly important reasons why we require each political science</p>		

	<p>the global political situation.</p>	<p>major to complete an off-campus program of at least six units. Therefore, we will:</p> <ul style="list-style-type: none"> a. conduct an entrance and exit survey of each student when participating in their off-campus program. At least 80% of the students should respond more affirmatively after their OCP to survey questions dealing with <ul style="list-style-type: none"> • increased knowledge of international political events and structures • increased tolerance and appreciation for diversity b. assess students' performance off-campus from internship supervisors' evaluation form. c. Survey alumni 5 years after graduation about attitudes and involvement in political vocations or para-political organizations and activism. 		



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Department: History and Political Science		Major: History	
Degree: Bachelor of Arts		Assessment Period: 2002-2003	
Date Submitted: September 25, 2002		Means of Program Assessment and Criteria for Success	Use of Results
Expanded Statement of Institutional Purpose	Program Intended Educational Outcomes	Summary of Data Collected	
	<p>1. History majors will be able to summarize three key history books.</p>	<p>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.</p> <p>Expectations in the answer: Student will be able to name three and describe what made them the best in his or her mind.</p> <p>Second expectation: Student should be able to summarize the main argument of the book and remember something specific from the book.</p>	
	<p>2. History majors will demonstrate their ability to write an analytical paper.</p>	<p>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" on four of the five criteria.</p>	

		<p>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>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? E: Student will answer “yes” while</p>		

		<p>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>		