



**Social Science Education Annual Assessment  
2018-2019**

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# Annual Assessment 18-19

## Social Science Education

### Program Profile

#### Program Mission Statement

*Please insert your program mission statement here*

To be submitted by ED dept.

### Program Data

#### Delivery Method

Traditional On Campus (selected)  
Online  
Hybrid

#### Students Majors 2017-18

3

#### Student Majors 2018-19

4

#### Concentrations 2017-18

*If your program contains concentrations, please list the concentrations and the number of students identified within each concentration.*

To be submitted by ED dept.

#### Concentrations 2018-19

*If your program contains concentrations, please list the concentrations and the number of students identified with each concentration.*

To be submitted by ED dept.

### Student Demographics

*What are the program goals for student retention, persistence and degree completion? What do the persistence numbers mean to the faculty in the program? Are your persistence numbers what you expected? If not, how could the numbers be improved? What is the optimal enrollment for the program?*

To be submitted by ED dept.

### Is the Program Externally Accredited

Yes  
No

### External Accreditation

*Name the Accrediting Agency or entity including the last review/approval. Is there an accrediting body for the field of study? If yes, what is the name of the group. Is the program seeking accreditation? If no, why?*

To be submitted by ED dept.

### Marketing Materials

*Please reflect on the current marketing materials used for the program. Detail what documents you are reviewing and attach a screenshot of any webpages or materials that you cannot include as a document. What changes, if any should be made to the material? Are there recommendations for how or where to market the program?*

To be submitted by ED dept.

There is a mention of the Soc. Sci. Ed. major on the history flyer.

### Marketing Material

## Program Assessment

### Standard/Outcome

Identifier	Description
WWU2016.1	Major Field Competence: Students will demonstrate excellence in an academic or professional discipline, and engage in the process of academic discovery.
WWU2016.2	Ethics: Students will exhibit values and behaviors that address self- respect and respect for others that will enable success and participation in the larger society.
WWU2016.3	Self-Liberation: Students will develop an honest understanding and appreciation of themselves and others resulting in an ability to make individual decisions.
WWU2016.4	Lifelong Education: Students will possess an intellectual curiosity and desire for continual learning both within and beyond formal education in preparation for participation in a global society.

### Additional Standards/Outcomes

Identifier	Description
HIS.1	Possess an in-depth knowledge of diverse periods and regions in US and World history.
HIS.2	Be able to conduct analysis that addresses the key historical questions of causation, comparison, and interpretation.
HIS.3	Demonstrate a familiarity with the methodology of the historian, by engaging in writing and research based on primary and secondary sources.
HIS.4	Clearly communicate their conclusions, opinions, or findings in written and verbal form.

## General Education Alignment to Program

How do the General Education criteria align with the Program Objectives? What courses within your program build upon skills learned in general education courses (please list the program course and the general education criteria). The General Education clusters are: Critical Analysis, Creative Expression, Quantitative Inquiry, and Society & the Individual. See attached for more detailed breakdown.

GE\_Cluster\_Descriptions\_FINAL\_Version\_Approved.docx

## Curriculum Map

A - Assessed  
R - Reinforced  
I - Introduced  
M - Master

### History Education

	HIS 200	HIS 215	HIS 300	HIS 366	HIS 370	HIS 390	HIS 400	HIS 418	HIS 423	HIS 451	HIS 452
<b>HIS.1</b> Possess an in-depth knowledge of diverse periods and regions in US and World history.	I, R	I, R	R	R	R	R	R, M	R, M, A	M, A	R, M, A	R, M, A
<b>HIS.2</b> Be able to conduct analysis that addresses the key historical questions of causation, comparison, and interpretation.	I, R	I, R	R	R	R	R	R, M	R, M, A	M, A	R, M, A	R, M, A
<b>HIS.3</b> Demonstrate a familiarity with the methodology of the historian, by engaging in writing and research based on primary and secondary sources.	I, R	R, I	R	R	R	R	R, M	R, M, A	M, A	R, M, A	M, R, A
<b>HIS.4</b> Clearly communicate their conclusions, opinions, or findings in written and verbal form.	I, R	I, R	R	R	R	R	R, M	R, M, A	M, A	M, R, A	R, M, A

### HIST

	HIS 101	HIS 102	HIS 103	HIS 104	HIS 210	HIS 214	HIS 216	HIS 310	HIS 311	HIS 314	HIS 321
<b>HIS.4</b> Clearly communicate their conclusions, opinions, or findings in written and verbal form.	I	I	I, A	I, A	I	I	I	I, R	I, R	I, R, A	I, R
<b>HIS.3</b> Demonstrate a familiarity with the methodology of the historian, by engaging in writing and research based on primary and secondary sources.	I	I	I, A	A, I	I	I	I	I, R	I, R	I, R, A	I, R
<b>HIS.2</b> Be able to conduct analysis that addresses the key historical questions of causation, comparison, and interpretation.	I	I	I, A	I, A	I	I	I	I, R	I, R	I, R, A	I, R
<b>HIS.1</b> Possess an in-depth knowledge of diverse periods and regions in US and World history.	I	I	I, A	A, I	I	I	I	I, R	I, R	I, R, A	I, R

	HIS 322	HIS 332	HIS 340	HIS 341	HIS 342	HIS 345	HIS 353
<b>HIS.4</b> Clearly communicate their conclusions, opinions, or findings in written and verbal form.	I	I, R	I, R	R, I	R, I	I, R	R, I
<b>HIS.3</b> Demonstrate a familiarity with the methodology of the historian, by engaging in writing and research based on primary and secondary sources.	I, R	I, R	R, I	I, R	I, R	R, I	I, R
<b>HIS.2</b> Be able to conduct analysis that addresses the key historical questions of causation, comparison, and interpretation.	I, R	I, R	I, R	R, I	R, I	I, R	R, I
<b>HIS.1</b> Possess an in-depth knowledge of diverse periods and regions in US and World history.	I, R	I, R	R, I	R, I	I, R	R, I	I, R

### Changes to Curriculum

Are there any changes made to the curriculum map for this academic year? If so, please describe the program changes made along with the rationale for why and the impact the change should have on student learning?

## Assessment Findings

### Assessment Findings for the Assessment Measure level for History Education(Imported)(Imported)

~Not included

### Assessment Findings for the Assessment Measure level for HIST(Imported)

HIS.1 Possess an in-depth knowledge of diverse periods and regions in US and World history.				
Assessment Measures				
<b>HIS 103</b>				
<b>Assessment Measure</b>	<b>Criterion</b>	<b>Summary</b>	<b>Attachments of the Assessments</b>	<b>Improvement Narratives</b>
Direct - Research Paper	No data has been entered.	Met		
<b>HIS 104</b>				
<b>Assessment Measure</b>	<b>Criterion</b>	<b>Summary</b>	<b>Attachments of the Assessments</b>	<b>Improvement Narratives</b>
Direct - Research Paper	No data has been entered.	met		

HIS.2 Be able to conduct analysis that addresses the key historical questions of causation, comparison, and interpretation.				
Assessment Measures				
HIS 103				
Assessment Measure	Criterion	Summary	Attachments of the Assessments	Improvement Narratives
Direct - Research Paper	No data has been entered.	Met		
HIS 104				
Assessment Measure	Criterion	Summary	Attachments of the Assessments	Improvement Narratives
Direct - Research Paper	No data has been entered.	met		

HIS.3 Demonstrate a familiarity with the methodology of the historian, by engaging in writing and research based on primary and secondary sources.				
Assessment Measures				
HIS 103				
Assessment Measure	Criterion	Summary	Attachments of the Assessments	Improvement Narratives
Direct - Research Paper	No data has been entered.	Met		
HIS 104				
Assessment Measure	Criterion	Summary	Attachments of the Assessments	Improvement Narratives
Direct - Research Paper	No data has been entered.	met		

HIS.4 Clearly communicate their conclusions, opinions, or findings in written and verbal form.

HIS 103				
Assessment Measure	Criterion	Summary	Attachments of the Assessments	Improvement Narratives
Direct - Research Paper	No data has been entered.	Met	Screen_Shot_2019_05_08_at_12.20.03_PM.png	

HIS 104				
Assessment Measure	Criterion	Summary	Attachments of the Assessments	Improvement Narratives
Direct - Research Paper	No data has been entered.	Met	Screen_Shot_2019_05_08_at_12.23.13_PM.png	

### Analysis of the Assessment Process

Describe your assessment process; clearly articulate how the program is using course work and or assessment day activities for program assessment. Note any changes that occurred to that process since the previous year. Discuss what activities were successful at assessment and which ones were not as helpful and why. Please include who met to discuss the changes (unless you are a program of one person) and when you met. – Include a discussion on the process for collection and analysis of program data.

### Improvement Narrative List

#### Assessment Findings for the Assessment Measure level

No improvement narratives have been added.

## Program Activities

### Student Performance Review

Describe the department assessment day activities if not already described previously. Please articulate the nature of the assessments are conducted, explain the process for assessment that happens on these two days. Include the schedule of assessment day for your program. What does the data and outcomes tell you? What changes will you make as a result of the data? What areas are successful for the program?

Conducted by School of Ed.

### Student Performance Review Schedule

Upload the program schedule for students during Performance Reviews.

### **Senior Showcase**

*Describe program Senior Showcase activities if not detailed previously in the report? What benefit does the program gain from the activities? What if any assessment of students happens during this event? What changes if any will occur due to what is learned by faculty on Senior Showcase?*

Conducted by School of Ed.

### **Assessment Rubrics**

*Upload rubrics used for Senior Showcase or Student Performance Reviews for student assessment.*

### **Service Learning**

*Does the Program include projects/ course content that uses the philosophy of service learning?*

Yes

No (selected)

### **Service Learning Component**

*If so, how is service learning infused in the coursework within your department? Is service or community engagement in the program mission? Describe the Service Learning Activities that your students and department engaged in this past year. How did the activities improve student learning? How did the activities benefit the community?*

History: N/A

### **LEAD Events**

*Highlight lead events sponsored by program faculty that are connected to program or general education objectives for the past academic year. Include a total number of lead events program faculty sponsored.*

See History AIS report

### **Student Accomplishments**

*Highlight special examples of student successes in the field (academic: mentor-mentee, conference presentations, competitive internship, journal acceptance; extra-curricular: horse show championship, art exhibit). This is for any accomplishments that a student achieved outside of course work or the normal expectations of student success.*

History accomplishments listed on History AIS report.

### **Alumni Accomplishments**

*Please highlight special examples of any successes of recent graduated alumni (acceptance or graduation graduate school, employment or professional milestones. Include recent graduates.*

History accomplishments listed on History AIS report.

### **Faculty Accomplishments**

*Highlight special examples of faculty success in the profession/field/content area. This is for any accomplishment of a faculty activity/research/professional nature.*

History accomplishments listed on History AIS report.

## Assessment Rubric

### Annual Assessment Rubric 2018

15.000 pts 35.71%

Clear	3.000 Exceeds	2.000 Meets	1.000 Falls Below Expectations	N/A
Mission Statement Clearly Articulated weight: 1.000	<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> The mission statement for the program is insightful and forward thinking. It aligns with the University Mission and learning objectives showing a clear alignment between the University and the program.</li> </ul>	<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> The mission statement for the program clearly articulated and aligned with the University mission.</li> </ul>	<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> The mission statement is minimal at best.</li> </ul>	<input checked="" type="checkbox"/> N/A
Comment:	<p><b>Noted that the mission statement is the responsibility of the Education department</b></p>			
Reflection on Retention weight: 1.000	<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> The program provides a detailed description on the retention numbers. The program provides new ideas on how to improve retention of their program students or articulates what they are currently doing to keep students in their program.</li> </ul>	<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> The program provides a basic reflection on the retention data provided.</li> </ul>	<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> The program does not reflect on retention data in a detailed way.</li> </ul>	<input checked="" type="checkbox"/> N/A
Comment:	<p><b>Noted that this component is the responsibility of the Education department</b></p>			
Defines External Accreditation Standards weight: 1.000	<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> The program provides a detailed explanation of the accreditation organizations within the field along with all the timeline and supplemental information required for accreditation.</li> </ul>	<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> The program provides a basic explanation of the accreditation organizations in the field.</li> </ul>	<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> The program fails to provide any accreditation information.</li> </ul>	<input checked="" type="checkbox"/> N/A
Comment:	<p><b>Noted that this component is the responsibility of the Education department</b></p>			
General Education alignment clearly explained weight: 1.000	<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> The program provides a detailed explanation of the General Education criterial and how the basic skills learned are expanded upon in the program. Details include but are not limited to: specific courses, or activities that stretch the knowledge of the specific areas.</li> </ul>	<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> The program provides a basic explanation of the General Education curriculum and how the skills learned are expanded in program courses.</li> </ul>	<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> The program provides a minimal explanation of the General Education curriculum and how the skills learned are expanded in program courses.</li> </ul>	<input checked="" type="checkbox"/> N/A
Comment:	<p><b>Noted that this component is the responsibility of the Education department</b></p>			
Curriculum Map alignment weight: 1.000	<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> The curriculum map is detailed and complete.</li> </ul>	<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> The curriculum map is complete</li> </ul>	<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> The curriculum map is not complete</li> </ul>	<input checked="" type="checkbox"/> N/A
Comment:	<p><b>There are 2 maps aligned theHistory objectives. The first map states it is for the History Education program. The courses are different, but they do not include any of the courses that are outside of the History program and Social Science education has several courses outside of history that need to be included in this matrix.</b></p>			
Assessment of Objectives weight: 1.000	<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Assessment of objectives are spread out across the curriculum with a variety of assessment measures and each program objective is assessed a minimum of twice a year.</li> </ul>	<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Each objective is assessed a minimum of 2 times a year or an assessment rotation is explained so that all objectives are assessed. The assessments are not concentrated in one class.</li> </ul>	<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> The assessment map is not complete or much of the assessment happens in only one course. Not all objectives are assessed annually, nor is a plan provided on assessment.</li> </ul>	<input checked="" type="checkbox"/> N/A
Comment:	<p><b>The assessment map is left blank for Social SinceEducation. The map states that four classes will be used for assessment purposes, but there is no detail included as to what and how that will occur. The map is mostly completed for history specifically , but not social science education.</b></p>			
Data Driven Decision-making is explained weight: 1.000	<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Curricular and assessment changes are articulated and validated through data based decisions. Faculty discuss the data that lead to curricular decisions being made.</li> </ul>	<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Curricular and assessment decisions are made based on data provided in assessment, but detailed alignment is not provided as justification for the change.</li> </ul>	<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Changes are proposed and brought forth with little explanation on the data included in the decision, if data was included in the decision.</li> </ul>	<input checked="" type="checkbox"/> N/A
Comment:	<p><b>Uploaded and completed assessment on the 103, 104 courses, but no data is completed for other courses within the program.</b></p>			

Documentation provided on assessment findings weight: 1.000	<input checked="" type="checkbox"/> The program uploads all rubric and support information to support the claims in the assessment findings along with detailed instructions on the assessment process and data analysis.	<input checked="" type="checkbox"/> The program uploads all rubric and support information to support the claims in assessment findings.	<input checked="" type="checkbox"/> The program did not upload the data to support assessment claims in the assessment findings.	<input checked="" type="checkbox"/> N/A
Comment:				
Analysis of Assessment is complete weight: 1.000	<input checked="" type="checkbox"/> The program completed assessment findings for each component identified, and provided a comprehensive summary of each assessment measure identified in the report.	<input checked="" type="checkbox"/> The program completed the assessment findings for each component and provided a summary for each assessment measure.	<input checked="" type="checkbox"/> The program did not provide a completed assessment findings for each component, nor did they complete the summary for each measure.	<input checked="" type="checkbox"/> N/A
Comment:	Noted that this component is the responsibility of the Education department			
Improvement narratives are selected with intentionality weight: 1.000	<input checked="" type="checkbox"/> The program identified Improvement Narratives that appear to move the program forward and see the bigger picture than only the specific program curriculum options	<input checked="" type="checkbox"/> The program used the provided Improvement Narratives and selected options that made sense to the objectives and issues within the assessment.	<input checked="" type="checkbox"/> The program did not use any improvement narratives, or the ones chosen are not aligned with assessment results.	<input checked="" type="checkbox"/> N/A
Comment:	Noted that this component is the responsibility of the Education department			
Student Performance Review weight: 1.000	<input checked="" type="checkbox"/> The program described and provided a detailed account of Student performance Review activities. Data evidence provided and detailed.	<input checked="" type="checkbox"/> The program provided the schedule and a brief description of Student Performance Review with data of the results.	<input checked="" type="checkbox"/> The program did not provide complete explanation on Student Performance Review nor did they provide data results.	<input checked="" type="checkbox"/> N/A
Comment:	Noted that this component is the responsibility of the Education department			
Senior Showcase weight: 1.000	<input checked="" type="checkbox"/> The program had all senior students participate in Senior Showcase and provided a detailed explanation of their expectation and the presentations presented.	<input checked="" type="checkbox"/> The program described the Senior showcase activities and provided some evidence of what was presented.	<input checked="" type="checkbox"/> Little to no content of Senior showcase was provided.	<input checked="" type="checkbox"/> N/A
Comment:	Noted that this component is the responsibility of the Education department			
Co Curricular activities weight: 1.000	The program detailed the activities of LEAD and other co-curricular programming that was provided throughout the year. They provided numerous events for students.	<input checked="" type="checkbox"/> The program provided a listing of LEAD events and activities provided.	<input checked="" type="checkbox"/> The program provided little to no description of the Co-curricular activities provided throughout the year.	<input checked="" type="checkbox"/> N/A
Comment:	Any History related events were noted to have been reported on the History report.			
Faculty, alumni, and Student accomplishments weight: 1.000	<input checked="" type="checkbox"/> The program provided detail updates on successes on Students, Alumni and Faculty with added information explaining the kinds of success that were experienced.	<input checked="" type="checkbox"/> The program provided a listing of information on Students, Alumni, and faculty accomplishments.	<input checked="" type="checkbox"/> The program provided little to no data on students, alumni, faculty accomplishments.	<input checked="" type="checkbox"/> N/A
Comment:	Any History student/faculty accomplishments were noted to be on the HIS report.			