



**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
HIS.1 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
HIS.2 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
HIS.3 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
HIS.4 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
HIS.4 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
HIS.3 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
HIS.2 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
HIS.1 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
HIS.4 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
HIS.3 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
HIS.2 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
HIS.1 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				
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.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	✓ 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.	✓ The mission statement for the program clearly articulated and aligned with the University mission.	✓ The mission statement is minimal at best.	✓ N/A
Comment:	Noted that the mission statement is the responsibility of the Education department			
Reflection on Retention weight: 1.000	✓ 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.	✓ The program provides a basic reflection on the retention data provided.	✓ The program does not reflect on retention data in a detailed way.	✓ N/A
Comment:	Noted that this component is the responsibility of the Education department			
Defines External Accreditation Standards weight: 1.000	✓ The program provides a detailed explanation of the accreditation organizations within the field along with all the timeline and supplemental information required for accreditation.	✓ The program provides a basic explanation of the accreditation organizations in the field.	✓ The program fails to provide any accreditation information.	✓ N/A
Comment:	Noted that this component is the responsibility of the Education department			
General Education alignment clearly explained weight: 1.000	✓ The program provides a detailed explanation of the General Education criteria 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.	✓ The program provides a basic explanation of the General Education curriculum and how the skills learned are expanded in program courses.	✓ The program provides a minimal explanation of the General Education curriculum and how the skills learned are expanded in program courses.	✓ N/A
Comment:	Noted that this component is the responsibility of the Education department			
Curriculum Map alignment weight: 1.000	✓ The curriculum map is detailed and complete.	✓ The curriculum map is complete	✓ The curriculum map is not complete	✓ N/A
Comment:	There are 2 maps aligned the History 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.			
Assessment of Objectives weight: 1.000	✓ 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.	✓ 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.	✓ 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.	✓ N/A
Comment:	The assessment map is left blank for Social Science Education. 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.			
Data Driven Decision-making is explained weight: 1.000	✓ Curricular and assessment changes are articulated and validated through data based decisions. Faculty discuss the data that lead to curricular decisions being made.	✓ Curricular and assessment decisions are made based on data provided in assessment, but detailed alignment is not provided as justification for the change.	✓ Changes are proposed and brought forth with little explanation on the data included in the decision, if data was included in the decision.	✓ N/A
Comment:	Uploaded and completed assessment on the 103, 104 courses, but no data is completed for other courses within the program.			

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