

Department of History and Sociology
Assessment Report, 2005-2006

Expanded Statement of Institutional Purpose	Program Intended Educational Outcomes/Objectives	Means of Program Assessment and Criteria
<p><u>Mission Statement</u></p> <p>The Department of History and Sociology seeks to educate students about the history of past peoples and about the role of social organization on human interaction. Its faculty equip students with analytical and communicative skills which will enable them to investigate past and present human cultures and societies and to communicate their findings logically, scientifically and effectively. The Department offers major and minor programs for the disciplines of History and Sociology and supports a Social Science Composite Degree for secondary teaching certification.</p> <p><u>Goals Statement</u></p> <p>The Department of History and Sociology purposes to:</p> <p>1. Provide expert classroom instruction from qualified instructors with terminal</p>	<p>1.a. History and Sociology courses will be taught by qualified faculty members with expertise (and preferably, terminal degrees) in their teaching fields.</p> <p>1.b. History and Sociology courses will support the department=s mission and the mission of the respective disciplines.</p> <p>2.a. Students will gain an understanding of the methodologies, concepts, and subject matter of their discipline.</p> <p>3. a. Students will demonstrate ability to conduct original research in the discipline of their major by designing a research proposal, collecting data, analyzing</p>	<p>1.a. The History and Sociology Department will hire, promote, and tenure qualified faculty members who excel in teaching.</p> <p>1.b. Faculty will work with the Department Curriculum Committee to ensure curricular coherence.</p> <p>1.c. Per request of a faculty, course syllabus/I will be evaluated by qualified faculty from a peer institution.</p> <p>2.a. Department majors and minors will pass all classes in their subject major and/or minor with a C- grade or better as assessed by the professors assigned to the respective classes.</p> <p>2.b. Comprehensive assessment tests (ETS Major Field Tests) will be administered to majors in each of the disciplines.</p> <p>2.c. Data will be collected from students scores on the appropriate content field in the Praxis test, required of all graduating seniors with secondary education certification.</p> <p>2.d. Scores from ETS Major Field Tests and from Praxis test will be used to determine if a discipline need to revise and/or update its curriculum.</p> <p>3.a. Graduating majors in History and Sociology</p>

<p>degrees.</p> <p>2. Educate students with basic and advanced knowledge germane to their major and discipline.</p> <p>3. Equip students with the skills to conduct original research and to express cogently the results of their researches.</p> <p>4. Prepare students for a variety of employment opportunities and for graduate studies.</p> <p>5. Provide opportunities for practical experience and experiential education within the respective disciplines.</p>	<p>the data and writing the results of their researches.</p> <p>4.a. Students will be satisfied with their preparation within their major, with their employment opportunities, and will be successful in attaining admission to graduate and professional schools.</p> <p>5.a. History and Sociology students will have opportunities for internships, work studies, service learning, practicums, memberships in honorary societies, and other forms of practical experience.</p>	<p>will complete at least one original piece of research using the acceptable style manual for the respective discipline. The minimum acceptable grade for this research is B-.</p> <p>3.b. A representative sample of original research projects conducted by graduating majors will be reviewed by outside qualified faculty.</p> <p>4.a. Postgraduate surveys of students will help determine satisfaction with preparation in the major and success in admission to graduate and professional schools.</p> <p>5.a. History and Sociology faculty with expertise will oversee internship, practicum, work study, and service learning opportunities, and will sponsor and advise honorary societies and other club activities.</p>
--	---	---

Summary of Data Collected	Use of Results
<p>1.a. 100% of departmental courses were taught by qualified faculty members in their areas of expertise. All full-time faculty (100%) have terminal degrees and teaching experience in their fields. Two adjunct history instructors taught this year, one with a Ph.D. and the other with an M.A. The department hired two new tenure-track faculty: one Anthropologist, Emily Dean, Ph.D., University of California, Berkeley; and two, Mark Miller, Ph.D. University of Arizona, to teach American history.</p> <p>In Fall 2005, 586 students completed course evaluations; on Question 9, did the "instructor demonstrate effective teaching," the mean score was 4.41. 88.6 % of the students who evaluated History and Sociology courses indicated that they agreed (28%) or strongly agreed (60.6%) with this statement about their instructors. In Spring 2006, 446 student replies on the same question yielded a mean score of 4.50; 25.8% agreed with this statement, while 64.4% strongly agreed with the statement.</p> <p>On a voluntary basis, we will begin peer evaluations this Fall 2006. The department chair hopes to make peer evaluations standard procedure in the department's LRT policy.</p> <p>1.b. The Department Curriculum Committee met numerous times in Fall 2005 to review, approve, and emend curricular proposals from faculty. It was an extremely busy semester as all courses in the General Education areas had to be submitted for review.</p> <p>2.a. Students receiving grades of C-or better demonstrated knowledge and understanding of their disciplines indicated by scores on their exams and assignments.</p>	<p>1.a. Continue to hire and retain terminally-qualified faculty. Improve efforts to evaluate teaching with peer and self-evaluations.</p> <p>1.b. Continue the function and expand the responsibilities of the Department Curriculum Committee. Encourage faculty to plan and develop curriculum in systematic and proactive manner in line with disciplines= and department=s mission(s) and goals. Utilize data from ETS field exams for future development of curricula.</p> <p>One new history course was approved, while the History Major and Minor plan of study was significantly revised and thus 'streamlined,' offering students more selection of electives. The sociologists will revise their plan of studies this year.</p> <p>2.a. Continue this process.</p> <p>2.b. With the feedback from outside reviewers, we will be in a better position to evaluate the knowledge and competencies our graduates have attained. We are committed to continuing these capstone courses.</p> <p>2.c. Continue and improve this process. Develop and refine surveys of graduates and employers. Most important, the Department will need to compile data on graduating</p>

<p>2.b. 100% of graduating majors completed original work in a capstone research-oriented course (e.g., History 4990 and Sociology 4990). We will be sending five papers from each discipline to outside reviewers for their comments.</p> <p>2.c. During this year, the Department did not track graduating seniors has been done previously.</p> <p>2.d. 60.8% of graduating seniors completed the ETS Major Field exam in their respective disciplines. This end-of-year test administration was funded by a \$25 course fee in History 4990 and Sociology 4990 that commenced in 2004-05. Eleven sociology majors scored a mean of 139.5 on a scale of 120-200. Seventeen history majors scored a mean of 143.8 on the same scale. The department will discuss whether to compare these scores with those from peer institutions this year which will cost an additional \$300. Faculty will also discuss and evaluate these scores with particular focus on their respective sub-fields.</p> <p>3.a. 100% of students in internships, practica, work study, and service-learning projects were supervised by faculty with expertise. Faculty advisors assisted honorary societies and club activities in the two disciplines of History and Sociology. Phi Alpha Theta (History) inducted five new members in December 2005. Alpha Kappa Delta (Sociology) continued to sponsor numerous activities and placed a float in the SUU Homecoming Parade. Service-learning opportunities were available to students in Sociology 1020 (<i>Social Problems</i>) and in History 2700/2710 (<i>United States History To/Since 1877</i>).</p>	<p>students as they prepare for careers and graduate school.</p> <p>3.a. Continue and improve this process, especially as it relates to annual reporting of activities.</p>
---	---