Program/Department Assessment Plan Summary  
Greenville College, Greenville, IL  62246  
Revised 2005

Department_______History and Political Science____ Program _____History Major______________

Dept. Head _______Dr. Huston_________ Program Director _________Dr. Huston______________

Program/Department Mission Statement
The developments of civilization—social, cultural, political, religious, and economic—must be analyzed and interpreted in order to understand both present and future possibilities for mankind. The History and Political Science Department provides knowledge and perspectives on civilizations and challenges students to reassess their own values and attitudes.

Program/Department Objectives

Qualities/competencies expected in graduates:

1. Historical Literacy: The ability to understand and articulate the degree to which the study of cause and effect leads to producing the society in which we live. Awareness of how events, ideas, people and movements have influenced the course of world history is emphasized.

2. Competition: The ability to compete with graduates from other 4-year colleges in applications for career positions and graduate schools.

3. Technological skill: The ability to accomplish tasks associated with research work in history classes in graduate school and in career positions.

4. Inquiry: The ability to create a clear research question, sift secondary sources, locate and analyze primary sources, and synthesize these findings into a unique document that reflects on that process.

Integration of Program Mission and Objectives with Institutional Mission and Objectives

<table>
<thead>
<tr>
<th>Institutional Objectives</th>
<th>Addressed by Program Obj.</th>
<th>Course/ Experience</th>
<th>Student Outcome Evidence</th>
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</thead>
<tbody>
<tr>
<td>Critical Thinking: Seek Truth</td>
<td>4  Inquiry</td>
<td>HST 250</td>
<td>Prospectus and Research paper</td>
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<tr>
<td>Learn to think critically and creatively</td>
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<tr>
<td>World Diversity: UNDERSTAND and value the wholeness of creation</td>
<td>1 Historical Literacy</td>
<td>HST 101</td>
<td>Topic Paper and Annotated Bibliography</td>
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<tr>
<td>Understand our world</td>
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<td>HST 310</td>
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<td>Respect human life</td>
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<td>Understand the human condition</td>
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<tr>
<td>Understand and apply basic social structures and processes</td>
<td>3 Technological Skill</td>
<td></td>
<td>Topic Paper on feature of the selected country, and Annotated Bibliography</td>
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<tr>
<td>Character:</td>
<td>2  Competition</td>
<td>GRE Subject Test</td>
<td>Successful completion of competitive scores on GRE Subject Test in History</td>
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<td>Develop self-understanding</td>
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<td>Regional Conferences</td>
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<td>Value personal accomplishment</td>
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<td>Performance by students at regional LASA, Midwest Conference</td>
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<td>Respond to God’s expression</td>
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Program/Department Assessment Plan Summary

Review Process

Assessment Committee sub-group

Assessment Committee Review

HLC Best Practices Criteria

Program/Department Assessment Plan Score Number of Reviewers

Average Criteria scores: (1=not evident; 2=present/needs improvement; 3=adequate; 4=excellent)

Clearly stated learning outcomes for department/program
Link department/program learning outcomes to both course experiences and institutional goals/objectives
Identify measures to be used to assess each outcome
Describe who will use results and for what purpose
Describe the process for collection, analysis, interpretation, and use of data for program improvement
Maintain feedback loops to constituents
Evaluate the assessment plan using AAHE’s principles

Revisions Recommended

Comments:

Approval Date

Provisional Approval Date

VPAA Signature Date

Comments: