

**Millikin University**  
**College of Arts and Sciences**  
**History, Secondary Education Assessment Plan**  
**2008-09**  
**May 2009**

The Social Science Secondary Education curriculum requires the completion of the history major. Additionally, students in the Social Science Secondary Education major are required to take introductory-level courses in Anthropology, Economics, Geography, Political Science, Psychology, and Sociology, along with three specific required courses within the department.

Upon completion of this program, graduates are certified to teach any of the following subjects in the State of Illinois: American History; World History; Political Science, Economics, Sociology, or Psychology; and Social Science.

Historically, the School of Education assessment system covers the Education portion of all Secondary Education majors. The Social Science Secondary Education major is assessed through each secondary program in the school of education. Social Science Secondary education majors are advised by the History Department faculty.

### **Learning Outcome Goals**

1. Students will be able to express in oral and written form their understanding of major issues and intellectual theories within the discipline of history
2. Students will demonstrate their ability to research and analyze objectively any historical or social and cultural topic and generate an independent and original point of view
3. Students will demonstrate a historical world view that examines causes and effects of particular events, ideas and time periods.
4. Students will demonstrate their awareness of a global perspective and an appreciation of comparative models, diverse cultural traditions and universal patterns
5. Students will demonstrate their ability to utilize critical and analytical skills in application to any subject

### **Learning Story**

The first-year curriculum for Social Science Secondary Education majors introduces students to a broad sense of historical developments in the modern world, and also exposes them to other social science disciplines such as Political Science, Economics, Sociology, Psychology, Geography, and Anthropology. The second-year curriculum enables students to explore in a more specific manner the history of medieval and modern Europe, and of American history from its beginnings to the present; the student will also take more required courses in other social-science areas. Third-year courses engage topics in European, American, non-Western and global history, along with opportunities

for independent study. The student's Social Science Secondary Education curriculum culminates in two senior-level classes: the Seminar in History, and the Historiography class.

The range and sequence of courses and learning experiences in the Social Science Secondary Education major includes a liberal arts History major of at least 33 credits, including the following requirements:

- 9 credits in World History;
- 9 credits in American History;
- 3 credits in a 400-level Seminar in History;
- 3 credits in History 480, Historiography and Research;
- At least 12 credits in upper-division (300+) History electives.

In addition to the History requirements the Social Science Secondary Education major requires the following courses (18 credits):

- HI 206, Cultural Geography
- HI 207 State and Local History or PO 240 State and Local Government
- HI 425 Methods of Teaching History
- PO 100, The American Political System
- PS 130, Introduction to Psychology
- SO 100, Introduction to Sociology
- SO 120, Introduction to Anthropology
- EC 100 Principles of Macroeconomics or EC 110 Principles of Microeconomics

### **Additional Learning Outcome Goals Specific to the Secondary Education Major**

These learning goals are addressed in three courses offered by the history department:

HI 206 Cultural Geography  
HI 435 Methods of Teaching History  
HI 207 State and Local History

**1. Cultural Geography Goals.** By taking the required course, "Cultural Geography," students will demonstrate an understanding of the world's cultural regions and be able to communicate this understanding through effective instructional methods.

### **Assessment Methods**

#### **Exams**

The learning goals are met to a *high degree* when these exams meet the following criteria: The exams reflect a mastery of the locations of the world's functional culture regions.

The learning goals are met to a *moderate degree* when these exams meet the following criteria: The exams reflect an adequate knowledge of the world's functional culture regions.

The learning goals are met to an *insufficient degree* when these exams meet the following criteria: The exams reflect a lack of knowledge of the world's functional culture regions.

### **Final Project**

The learning goals are met to a *high degree* when the project meets the following criteria: The information presented reflects a deep understanding of the world's culture regions, and a number of effective instructional techniques are incorporated into the presentation.

The learning goals are met to a *moderate degree* when the project meets the following criteria: The information presented reflects an adequate understanding of at least some of the themes of cultural geography, and at least one effective instructional technique is incorporated into the presentation.

The learning goals are met to an *insufficient degree* when the project meets the following criteria: The information presented reflects an inadequate understanding of the world's culture groups, and the presentation lacks effective instructional techniques.

**2. Methods of teaching History Goals.** By taking the required course, "Methods of Teaching History" students will create and evaluate lesson plans and presentations

### **Assessment Methods**

**Content Units** which focus on the purpose of the social sciences and a topic of student's choice. These will each include a series of lesson plans, assessment, and should rely on Bloom's Taxonomy to meet students' needs.

Department learning goals are met to a *high degree* when the content units meet the following criteria: Unit lesson plans reflect extreme clarity of purpose, excellent and appropriate selection of content material, extremely clear assessment criteria, and an advanced understanding of Bloom's Taxonomy.

Department learning goals are met to a *moderate degree* when the content units meet the following criteria: Unit lesson plans reflect reasonable clarity of purpose, appropriate selection of content material, reasonably clear assessment criteria, and an adequate understanding of Bloom's Taxonomy.

Department learning goals are met to an *insufficient degree* when the content units meet the following criteria: Unit lesson plans reflect lack of clear purpose, inappropriate selection of content material, unclear assessment criteria, and a partial or inadequate understanding of Bloom's Taxonomy.

**3. State and Local History Goals.** By taking the required course, “State and Local History”, students will:

- 1) demonstrate ability to manipulate and interpret primary documents specific to the history of Illinois
- 2) learn major events, themes and chronology in Illinois history

### **Assessment Methods**

#### **Written Project**

Department learning goals are met to a *high degree* when this paper meets the following criteria: Paper reflects an advanced understanding of primary source use, refers to a substantial range of primary sources, and makes a clear argument.

Department learning goals are met to a *moderate degree* when this paper meets the following criteria: Paper reflects an reasonable understanding of primary source use, refers to a moderate range of primary sources, and makes a recognizable argument.

Department learning goals are met to an *insufficient degree* when this paper meets the following criteria: Paper reflects a little or no understanding of primary source use, refers to a limited range of primary sources, and makes an unclear argument.

#### **Written Exam**

Department learning goals are met to a *high degree* when this paper meets the following criteria: Essay reflects a clear and comprehensive understanding of the major chronology, themes and events in Illinois history.

Department learning goals are met to a *moderate degree* when this paper meets the following criteria: Essay reflects a reasonable understanding of the major chronology, themes and events in Illinois history

Department learning goals are met to an *insufficient degree* when this paper meets the following criteria: Essay reflects an inadequate and partial understanding of the major chronology, themes and events in Illinois history.

### **Analysis of Assessment Results**

In 2006-2007 a separate assessment of the additional learning goals was not done.

### **Improvement Plans**

In 2007-08 the department faculty began collecting artifacts from all three courses. In particular, the department will work with Professor Mark Sorensen, who teaches Illinois

State History, to encourage greater consistency in his writing assignments and more focused criteria for assessment. The department will also work with Professor John Johns, who teaches Cultural Geography, along the same lines. The department will work closely with the new hire in education, Professor Brian Kahn, on all assessment matters as well as the specific assessment of HI 425, which will be taught by Professor Kahn himself.

**Means of improvement:**

The department will collect and analyze relevant data from the coming year's courses.