Date Received_____

## Annual Assessment Report Form
## DUE NO LATER THAN JANUARY 2008

**Directions:** Please complete a form for each of the programs within your Division.  Each box that is attached to each of the sections is designed to adjust to varying lengths.  **Send the report form via email to rbecker@chaminade.edu.**

1.  Program Information:

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|---|---|
| Division | Humanities |
| Program | Historical and Political Studies |
| | |
| Academic Year | 2007-08 |
| Report Submitted by | David Coleman  (Original assessment data and reports submitted by Mitch Yamasaki, Pierre Asselin, and Frank Bailey) |
| Phone/email | dcoleman@chaminade.edu |
| Date Submitted | January 31, 2008 |

2.  According to the Assessment Plan for this program, what were the planned assessment activities for this Assessment Cycle?

| Outcomes assessed for this academic year | How was the assessment performed | Where are these results stored |
|---|---|---|
| 1.  historical change, continuity and causality; | Post-activity demonstration of understanding of the nature of historical change, continuity and causality (HI 407 where this course learning outcome is specifically linked to PLO #1.) | Results are stored in the individual instructor's office and in the division assessment collection. |
| 2.  the workings of politics and governance; | Pre-course test and Post-course test demonstration of an understanding of the workings of politics and governance in post-test and the amount in change in demonstrated learning associated with this program outcome. (POL 375 | Results are stored in the individual instructor's office and in the division assessment collection |

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|---|---|---|
| | International Relations where this course learning outcome is specifically linked to PLO #2) | |
| 3. historical and political perspectives and interpretations; | Post-activity demonstration of understanding of historical and political perpectives and interpretations. (Assessment tools included cooperative learning assessment worksheets to gauge acquisition of knowledge and a concluding assessment that tested the students' understanding of historical/political perspectives and interpretations.) Pre-test with embedded discussion questions and post-activity test in HI 201. | Results are stored in the individual instructor's office and in the division assessment collection |

3. Results, conclusions, and discoveries.   What are the results of the planned activities listed above?  What conclusions or discoveries were made from these results?

| Results, conclusions, and discoveries |
|---|
| The evidence overall supported the assumption that the program outcomes are correctly linked to the courses and that learning in support of the program outcomes is taking place.<br>Evidence derived for PLO#1 indicated that current methodology will have to be modified to increase student learning (suggested by the low mean for the tool of 6.4 out of 10.) Material selected for the activity will be edited to lessen the period of time considered; more time for sharing of initial analysis of the articles will be provided prior to using the cooperative learning worksheets associated with each concept (causality, continuity, and historical change.) The lesson plan with these modifications will be run again and the final data compared as to the effectiveness of the curriculum before deciding whether to continue this exercise in the future. |

Evidence derived for PLO#2 from POL 375 International Relations showed both the change in learning from the pre-course test to the post-test, and the aggregate percentage of correct answers at the end contributes to the realization that students are realizing the content of PLO#2 within the program's curriculum.

Evidence derived for PLO#3 from HI/POL 341 Vietnam War shows that students are demonstrating an understanding of historical and political perspectives in historical and political writing. It suggests they are less clear on the significance of multiple "historical interpretations." In a future class, the professor will create a specific lecture designed to help students probe that issue and then run the same assessment. The evidence derived from HI 201 data showed that students could recognize the difference between interpretations, but could only analyze and compare/contrast two out of three of the major interpretations considered in the activity on slavery.

While cooperative learning tools utilized both definitional and short essay answers that were evaluated by the instructor, the data used to highlight the program learning outcome was based on a complex multiple choice exam that requires not only the specific knowledge set addressed in the activity, but an ability to analyze and contrast various possible answers in order to demonstrate mastery of the concepts.

4. Use of Results. Did the results lead to program changes? If so, describe the changes made. If not, describe why changes were not needed.

The evidence indicated several pedagogical changes might better assist the students' realization of the program learning outcome. In general it provided the first data based on student performance that supports the assertion that the program is enabling students to realize the program learning outcomes.

Historical Political Studies will run its first capstone assessments as part of its capstone course in Fall 2008.

5. Dissemination of results, conclusions, and discoveries. How and with whom were the results shared?

Results were shared with colleagues in the discipline and with the Dean through detail reports that included the tools, results, and analysis that were used to prepare this summary.