

Department/Program Assessment Plan

Department/Program: History and Cultural Studies

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1. Program Maps

Please include below or attach a curriculum map linking program outcomes to courses. Also include a map indicating where in the program College Learning Outcomes and High Impact Practices are addressed.

Economics and Political Science Curriculum Map (Aligns with Gen Ed Core Social Sciences)

	SS 1: Analyze how institutions and traditions develop, evolve, and shape the lives of individuals, social and cultural groups, societies, and nations	SS 2: Analyze human behavior, ideas, and social institutions for historical and cultural meaning and significance	SS 3: Gather information, analyze data, and draw conclusions from multiple hypotheses to understand human behavior	SS4: Synthesize ideas and information with regard to historical causes, the course of events, and their consequences, separated by time and place	SS 5: Use factual and interpretive data to support hypotheses based upon appropriate inquiry methodology
ECNS 201		X			X
ECNS 202		X			X
PSCI 210	X	X			

American History Curriculum Map (Aligns with Gen Ed Core History)

	HIST 1: Analyze historical phenomena in appropriate context	HIST 2: Weigh and interpret the evidence available to them and present a narrative argument supported by historical evidence	HIST 3: Recognize the distinction between primary and secondary sources, and understand how each are used to	HIST 4: Recognize and interpret multiple forms of evidence (visual, oral, statistical and material, and print)	HIST 5: Understand the historical construction of differences and similarities among peoples within and across groups,	HIST 6: Interpret other societies in comparative context and one's own society in the context of other societies

			make historical claims		regions, and nations	
HSTA 101	X	X	X	X	X	X
HSTA 102	X	X	X	X	X	X
HSTA 255	X	X	X	X	X	X

World History, Liberal Studies & Humanities, Philosophy Curriculum Map (Aligns with Gen Ed Core Humanities)

	HUM 1: Explore the human search for meaning and value in one or more time period(s) and cultures	HUM 2: Recognize, interpret, and respect concepts of values and beliefs in a global society	HUM 3: Communicate, in writing and in speech, thoughtful and critical assessments of multiple value systems	HUM 4: Construct and articulate a set of beliefs and values	HUM 5: Utilize respectful inquiry to understand global concepts, values, and beliefs	HUM 6: Incorporate humanities perspectives in other areas of study
HSTR 101	*Currently not offered*X	X	X	X	X	X
HSTR 102	*Currently not offered*X	X	X	X	X	X
HSTR 160	X	X	X	X	X	X
LSH 201	X	X	X	X	X	X
PHL 101	X	X	X	X	X	
PHL 110	X		X		X	
PHL 221	X	X	X	X	X	X
WGSS 242	X	X	X			X

Native American Studies Curriculum Map (Aligns with Gen Ed Core Cultural Diversity)

	CD 1: Demonstrate an awareness of the centrality of cultural diversity to their own and other human societies	CD 2: Demonstrate an awareness of the negative impacts upon cultural diversity of economic, social, and other forms of institutional and interpersonal discrimination	CD 3: Demonstrate competence and effectiveness in interacting with culturally diverse people by understanding cross- and inter-cultural interaction and communication	CD 4: Demonstrate the ability to advocate for non-discriminatory policies and behaviors on their own behalf and on behalf of others, including peers, clients, and colleagues
NASX 105	X	X	X	X
NASX 204		X	X	
NASX 232	Currently not offered			

CLO/HIPs alignment

Course	CLOs			HIPs										
	Critical Thinking	Comm.	Prof.	FYS	CIE	LC	WIC	CAP	UR	DGL	eP	SL	IN	CCP
ECNS 201	x													
ECNS 202	x													
HSTA 101	x													
HSTA 102	x													
HSTA 255	x													
HSTR 101	TBD													
HSTR 102	TBD													
HSTR 160	x													
LSH 201	x													
LSH 291	TBD													
NASX 105	x													
NASX 204	x													
NASX 232	TBD													
PHL 101	x													
PHL 110	x													
PHL 221	x													
PSCI 210	x													
WGSS 242	x													

CLOs: Critical Thinking

Communication

Professionalism

HIPS: First-Year Seminars/Experiences (FYS) Common Intellectual Experiences (CIE) Learning Community (LC) Writing-Intensive Courses (WIC) Collaborative Assignments/Projects (CAP) Undergraduate Research (UR) Diversity/Global Learning (DGL) ePortfolios (eP) Service Learning (SL) Internships (IN) Capstone Courses/Projects (CCP)

2. Assessment Plan and Schedule

Please provide a multi-year schedule indicating when program outcome assessment will be reported and what classes will be used to assess program outcomes. The assessment cycle should be 5 years or less.

*Programs with external accreditation should follow the assessment timeline and requirements of their accrediting body. Please share your assessment schedule (if applicable) below. Otherwise, please give a detailed response to item 3.

Course	Year(s) Reported	Program Outcomes Assessed
ECNS 201	F21-each fall	SS 2, 5
ECNS 202	S21-each spring	SS 2, 5
HSTA 101	F20-each fall	HIST 1, 2, 3, 4, 5, 6
HSTA 102	S21-each spring	HIST 1, 2, 3, 4, 5, 6
HSTA 255	F21-each fall	HIST 1, 2, 3, 4, 5, 6
HSTR 101-currently not offered	TBD	HUM 1, 2, 3, 4, 5, 6
HSTR 102-currently not offered	TBD	HUM 1, 2, 3, 4, 5, 6
HSTR 160	S21-each spring	HUM 1, 2, 3, 4, 5, 6
LSH 201	F20-each fall	HUM 1, 2, 3, 4, 5, 6
LSH 291	TBD	
NASX 105	F20-each fall	CD 1, 2, 3, 4
NASX 204	S21-each spring	CD 2, 3
NASX 232-currently not offered	TBD	
PHL 101	S21-each spring	HUM 1, 2, 3, 4, 5
PHL 110	F21-each fall	HUM 1, 3, 5
PHL 221	S21-each spring	HUM 1, 2, 3, 4, 5, 6
PSCI 210	F21-each fall	SS 1, 2
WGSS 242	F21-each fal	HUM 1, 2, 3, 6

3. Assessment Process

Individual faculty will be asked to follow the assessment plan and schedule as indicated above. Faculty will be expected to complete reflections for the courses indicated. Please note here 1) when reflections will be completed (e.g., end of block, end of semester, fall, spring, summer, etc.), and 2) any additional assessment processes your department/program will follow.

Faculty members will be asked to complete the reflection document at the end of each term or by the end of the second eight-week block in which their class is offered.

4. College Learning Outcomes Assessment

Please indicate here if CLOs will be assessed using any departmental/programmatic assessments or if they will be assessed by individual faculty using a tool of their choice. If different assessment methods will be used for each CLO, please specify which CLO(s) will be assessed departmentally or through individual faculty assessments.

Department/Program Assessment _____

What is the tool or assessment?

Individual Faculty Assessment ___x___

5. Opportunities for Change

Please indicate here any opportunities for change on which your department/program plans to work during the assessment cycle and how those changes will be assessed. Examples might include improving pass rates in a course, creating departmental assessments, etc.

Individual faculty members will work to reflect upon, assess and amend their courses as the data indicates. No need for changes noted at this time.

Please return this completed form to Mandy Wright at assessment@gfcmsu.edu.