

SOCIAL SCIENCE DEPARTMENT

Triennial Review

December, 2016

CRITERION ONE: THE DEPARTMENT'S MISSION IS CLEAR, ARTICULATED PUBLICLY, AND IT GUIDES THE DEPARTMENT'S OPERATIONS.

1A1: The department's programs are consistent with the stated mission of the College.

The programs offered through the Social Science Department are consistent with the stated mission of the school, as evidenced by the mission statement of the department (Criterion Two) and the department's programs (Appendix A, B, C, and D).

The mission of the department is:

"To provide a Christ centered education for character, focusing on the two profound influences on human behavior: human nature as designed by God and nurture encountered through society. We are committed to an integration of faith and learning in the Social Sciences after the Wesleyan model, recognizing the influence and value of the Christian scriptures, reason (enhanced with scientific methodologies), tradition (history), and experience (personal, social and cultural)."

The College's Fit Heart and Fit Soul outcomes align with Scripture in the department's paradigm. The College's Fit Mind outcome encompasses the department's Reason and Tradition components. CCC's Fit Body somewhat coincides with the department's Experience category, with the understanding that Fit Body deals with life-oriented skill development, whereas the department emphasizes that experience includes not only skills (research, communication) but also one of the formative influences of the total person.

1A2: The department's planning and budgeting priorities align with and support the mission of the department.

On an annual basis an *Annual Strategic Goals and Budget Requests* form is submitted to the Office of the Provost. This document affords the department the ability to outline departmental goals, activities for the academic year, capital improvements, and budgetary needs.

Each request or data point is then aligned with one or more elements of the Fit Four. This provides an evaluative process through which the department can ensure alignment with the mission of the institution. Since the mission and programs of the department are consistent with the stated mission of the College (1A1), the planning and budgeting processes further supports the mission of the department and the College.

1B1: The department clearly articulates its mission through one or more public documents, such as statements of purpose, visions, values, goals, plans, or institutional priorities.

This mission statement, which reflects the mission statement of the institution, is made public through the Catalog. It is used to guide the operations of the department.

Mission statement is not stated on web page – action item

Action #	Title	Target
1B1-01	Contact IT to ascertain that the departmental mission statement is stated on the web page	February 2017

CRITERION TWO: THE DEPARTMENT'S MISSION IS CLEAR, ARTICULATED PUBLICLY, AND IT GUIDES THE DEPARTMENT'S OPERATIONS.

The Mission of the Social Science Department is:

“To provide a Christ centered education for character, focusing on the two profound influences on human behavior: human nature as designed by God and nurture encountered through society. We are committed to an integration of faith and learning in the Social Sciences after the Wesleyan model, recognizing the influence and value of the Christian scriptures, reason (enhanced with scientific methodologies), tradition (history), and experience (personal, social and cultural).”

2B: The department presents itself clearly and completely to its students and to the public with regard to its programs, requirements, faculty and staff, costs to students, and accreditation relationships.

The Social Science Department presents itself clearly and completely to its students and to the public with regard to its programs, requirements, and faculty. Evidence of this is available through the Catalog, which maintains a Social Science section providing:

- Departmental Overview
- Departmental Outcomes
- Program Mission
- Data/Degree Audit Document

Faculty credentials are listed in the Catalog and are to be verified annually.

Action #	Title	Target
2B-01	Check with Academic Dean's office and School of Professional and Distance Education (SPE) to verify faculty credentials.	February 2017

A review of the departmental websites demonstrates that there are inconsistencies related to the comprehensive level of different pages. Some pages have an abundance of information, while other have only brief descriptions. No information could be found about History, Pre-Law, Criminal Justice (SAS), or the Teacher-Education program in History/Government. While the information that is available was up-to-date, more information could be helpful. The sites reviewed included:

- <http://www.centralchristian.edu/social-sciences>

- <https://myonline.centralchristian.edu/programs/bachelor/bachelor-psychology-online>
- <http://www.centralchristian.edu/psychology>
- <https://myonline.centralchristian.edu/programs/bachelor/bachelor-criminal-justice>

Action #	Title	Target
2B-01	In the online catalog: 1) Include an overview of the Social Science Department in catalog; 2) add outcomes; 3) have links created to departmental webpage where outcomes will be articulated.	February 2017
2B-02	On the departmental webpage: 1) Have links created to the majors; 2) ascertain that all pages are in order. Have links created.	March 2017

Cost to students is not administrated by the Social Science Department. However a review of the website (<http://www.centralchristian.edu/tuition-costs>), demonstrates that the information is up-to-date, clear, and complete.

2D1: The department is committed to freedom of expression and the pursuit of truth in teaching and learning.

The College, in the Catalog, has adopted the following statement to articulate its position concerning Freedom of Expression:

Members of the Central Christian College community, including students and invited guests, are granted the privilege to write about or discuss any subject of intellectual inquiry without fear of censorship, discipline, or intimidation. This freedom does not provide the right to individuals to say anything that one wants without regard. Civility and respect are foundational components of freedom of expression. A hostile environment limits the expression of ideas and therefore undermines the diverse expression of opinion. Faculty members of the College provide a safe environment where, as members of a learning community, the entire college community can engage ideas through scholarly investigation and inquiry. Student performance is assessed solely on the fulfillment of learning outcomes as prescribed in course syllabi. Opinions shared in class, classroom conduct, or matters not related to academic performance are not used as a basis for assessing student performance. (2016, [Catalog](#))

In alignment with this statement, the Social Science Department is committed to freedom of expression and the pursuit of truth in teaching and learning. While the department does support Academic Freedom to individual faculty members, the department also provides guidelines to ensure that Freedom of Expression is protected. Each faculty member, in keeping with institutional policy, is to include a Freedom of Expression statement in syllabi and fosters a classroom experience to support this position. In the spring of 2016, Social Science faculty had an average score of 4.31 ($M = 4.27$) on T.I.G.E.R.S, in response to the question, "My instructor allowed for freedom of expression"

Action #	Title	Target
2D1-01	Verify that the statement concerning freedom of expression is included in all departmental syllabi.	March 2017

2E1: The department's policies and procedures call for responsible acquisition, discovery and application of knowledge by its faculty, students, and staff. It provides effective oversight and support services to ensure the integrity of research and scholarly practice conducted by its faculty, staff, and students. Students are offered guidance in the ethical use of information resources.

The policies and procedures of the Social Science Department call for responsible acquisition, discovery and application of knowledge by its faculty and students. This is achieved through personalized academic advisement in relation to research activities sponsored by the department or students associated with the department.

All Social Science students are offered initial guidance in research through the General Education program. This is revisited through many courses, and especially through specific courses, such as the Social Science APA Writing Seminar and capstone courses in the various programs. The Social Science Department promotes student attendance to the CCC Writing Center for workshops and one-on-one tutoring, and requires papers and presentations to utilize both APA and MLA formats. The Briner Library also offers hand-outs on how to research on the databases.

As appropriate, students are required to submit research proposals to determine if modifications are required. The department has created an Institutional Review Board that had been utilized on numerous occasions when original research involves human subjects.

2E2: The department has and enforces policies on academic honesty and integrity.

The College has clear expectations related to academic honesty and stated policies related to the violation of said policies. The Social Science Department supports these expectations and policies.

The Social Science Department utilizes turnitin.com for paper and PowerPoint submission as well as APA or MLA, as appropriate, for source citation. Research papers and presentations in many Social Science courses require the use of peer reviewed or scholarly academic articles.

All syllabi in the Social Science Department include the following policy regarding academic honesty and integrity.

As a reflection of the Lifestyle Covenant signed by all students at Central Christian College, it is expected that all work submitted for this course is your own. The submission of any work, without proper citing or referencing, which is not original to you, will be considered plagiarism. Plagiarism is dishonest and illegal. It includes, but is not limited to, the use, by paraphrase or direct quotation, of the published or unpublished work of another person without full and clear acknowledgment. It also includes the use of materials prepared by another person or agency on your behalf. Plagiarized assignments may result in one of the following punitive measures:

- 1. An failing grade applied to the plagiarized assignment*
- 2. Dismissal from the course*
- 3. Academic probation or dismissal*

Each student is expected to be honest in his or her work. Cheating is dishonest. The term “cheating” includes but is not limited to:

1. use of any unauthorized assistance in taking quizzes, tests, or examinations;
2. dependence upon the aid of sources beyond those authorized by the instructor in writing papers, preparing reports, solving problems, or carrying out other assignments; or
3. the acquisition, without permission, of tests or other academic material belonging to a member of the College faculty or staff.

Any interaction between students in a testing situation may be interpreted as cheating. Academic honesty is twofold on the part of the student; first, not to cheat, and second, not to enable others to cheat. Students found cheating will immediately forfeit a passing grade on the assignment and may face other punitive measures.

Action #	Title	Target
2E2-01	Verify that the statement concerning academic honesty and integrity is included in all departmental syllabi.	March 2017

When a student is found in violation of the policy, the department follows the arbitration procedures as outlined in the **Faculty Handbook**.

CRITERION THREE

3A1: Courses and programs are current and require levels of performance by students appropriate to the degree or certificate awarded.

When new programs have been created, curriculum has been developed in comparison to other private, liberal arts institutions. For example, when the on-ground Criminal Justice Major was developed, comparison was made to the following: Liberty University, Kansas Wesleyan University, Bethany College, Friends University, and Central’s own online program. When the History Major was developed, the following colleges and universities were cited as benchmarks: McPherson, Sterling, Bethel, Spring Arbor, Greenville, Messiah, and Eastern.

As part of the annual Catalog review process and the triennial process, the department reviews all courses. The annual process ensures that course descriptions, prerequisites, and other information recorded in the Catalog are up-to-date.

As part of the triennial process, the department investigates best practices, graduate data, and information gleaned from industry (i.e. American Psychological Association, NCATE, KSDE) to ensure that all programs are current and require levels of performance by students appropriate to the degree awarded.

3A2: The department articulates and differentiates learning goals for its undergraduate program.

The department does articulate and differentiate learning goals for its undergraduate programs. Specific Program Learning Outcomes (PLOs) are delineated for the department’s various programs: History Major,

History and Government Teacher Licensure Major, Psychology Major, Criminal Justice Major, Sociology Minor. These are to be listed in the Catalog and are discussed further in 4B.

3A3: The institution’s program quality and learning goals are consistent across all modes of delivery and all locations (on the main campus, at additional locations, by distance delivery, as dual credit, or any other modality).

The department maintains online and on-ground majors in two fields: criminal justice and psychology. The two delivery systems share the same PLOs; some course syllabi necessarily diverge because not all learning experiences can be shared across the two venues.

The online criminal justice program primarily serves officers in the employ of law enforcement agencies, so it is appropriate to have, in some cases, a different approach to learning experiences. For instance, practicums are utilized for on-ground students but are not needed for the online learners.

In both fields, psychology and criminal justice, different directors manage the online and on-ground branches. In each field, however, there is a great deal of overlap in course requirements.

Dual credit courses utilize syllabi created for the on-ground courses.

3B1: The general education program is appropriate to the mission, educational offerings, and degree levels of the institution. Departments: This question will address the appropriateness of the General Education program in supporting the specific program represented.

The General Education program is appropriate in preparing the students in the Social Science Department for major related and upper-level course requirements and in supplementing the efforts of the department to fulfill the mission. Specifically, general education requirements provided by two other departments assist the department in its mission. The department depends on the Christian worldview courses offered through Ministry and Theology Department to contribute to the vital “Scripture” component of her mission. The writing program, administered by the English Department, is also essential in equipping students with research and writing skills, a component of the Social Science Department’s “Experience” objective.

Incoming students are not surprisingly deficient in both writing skills and understanding a Christian worldview. Specifically, even after completing steps in the writing program, students do seem to lack sufficient writing skills in several areas: presenting ideas with correct grammar, documenting sources consistently, and avoiding plagiarism. These deficiencies are no doubt in part due to the ability and academic background of some of Central’s students, so the writing program cannot be blamed for these problems. Through various means, such as those mentioned in 2E1, the department endeavors to build on these General Education offerings, adding to the foundations the General Education offerings present.

3B2: Each program offered by the department engages students in collecting, analyzing, and communicating information; in mastering modes of inquiry or creative work; and in developing skills adaptable to changing environments.

Psychology Majors write a Case Study in SS-PY 498 Capstone [Psychology]. The Study is written as a culmination of student learning and gathers insight from major strands of psychology. The Case Study includes observations and insights from the following fields and categories: Summary and Background Information of the Client; Strengths, Needs and Systems; Symptoms and Diagnoses; Treatment Planning; Developmental Stages; Relevant Psychological Theorists; Social Psychology, Human Sexuality. Recent projects include the following:

Case Study: Diagnosis and Treatment – Female Sexual Interest-Arousal Disorder;

Case Study: Diagnosis and Treatment –
Relationship Distress with Spouse or Intimate Partner in the Absence of a Specific Disorder;

Case Study: Diagnosis and Treatment – Major Depressive Disorder

Criminal Justice Majors must write a major research paper of a minimum of fifteen pages in SS-AP 491 Senior Seminar [Social Science]. No papers have yet been written; the major began only three years ago.

History Majors must write a “Capstone Research Paper” of a minimum of fifteen pages in SS-HI 492 Junior/Senior Seminar [History]. The paper is intended to demonstrate the candidate's ability to "conduct historical research using primary sources and sound historical methodology," to critically "evaluate the intellectual soundness of historical writings" and to present "evidence of continuity and change" while "differentiating between and making comparisons of historical facts and historical interpretations" (items in quotes are indicators repeated in Kansas' History and Government Standards 2, 4, 5 and 6).

Recent projects include the following:

St. Constantine: A True Convert?

The Curse of Robert Todd Lincoln

Government's Dust Problem

3B3: The education offered by the department recognizes the human and cultural diversity of the world in which students live and work.

The education offered by the Social Science Department recognizes the human and cultural diversity of the world in which students live and work. A review of the curriculum demonstrates the following points of focus, relative to each major.

History Major: History PLO #3 is: “In the area of Scripture (Fit Soul and Fit Heart), the History Major evaluates the influences of Christianity upon history and culture through understanding biblical principles, including the practice of compassion and service, and demonstrates an appreciation for individual and cultural diversity.” In pursuit of this objective, SS-HI 344 History of Minorities in the United States, required of history majors, is devoted to the question of the denial of rights to minorities and the growth of the acknowledgment and protection of said rights through various means. SS-PO 210 History, Civics, and

Social Responsibilities also addresses such issues through the study of the tension between majority rights /minority rights, the bill of rights, and other topics.

Psychology Major: Two PLOs of the major relate to this point: PSY2: adapt psychological principles and modalities in response to diverse cultures and worldviews; and PSY6: evaluate psychological theories, practices, and responses from a holistic perspective (Heart, Soul, Mind, and Body). These PLOs are both addressed through the following assessments: Developmental Autobiography (in Human Growth and Development); Case Studies (in Counseling, Personality Psychology, and Abnormal Psychology); Comprehensive Case Study (in Senior Capstone).

Criminal Justice Major: Two PLOs are: 1) “Fit Heart: The student can describe the influences and behaviors related to the administration of justice and how each is affected by worldview and culture,” and 2) “Fit Soul: The student can articulate an ethical framework that recognizes the interplay of personal faith, natural law, and public policy.” These objectives are specifically addressed in a “Living Labs” assignment in SS-PY 320 Social Psychology.

Sociology Minor: PLOs of the minor include “Soc3: In the area of Scripture (Fit Soul and Fit Heart), the student defends attitudes that align with Christian character and ethical practices, justifies an appreciation for individual and cultural diversity, and incorporates a Christian worldview and theological reasoning.” The PLO is addressed on numerous levels in the following courses: SS-SO 202 Principles of Sociology, SS-SO 306 Social Problems, SS-PY 320 Social Psychology, and SS-HI 344 A History of Minorities in the U.S.

3B4: The faculty and students of the department contribute to scholarship, creative work, and the discovery of knowledge to the extent appropriate to their programs and the institution’s mission.

The faculty and students of the department contribute to scholarship, creative work, and the discovery of knowledge to the extent appropriate to their programs and the institution’s mission. This is largely done through course level requirements and final projects developed by the students, many of which have been already described in 3B2.

Faculty are not required, although they are encouraged, to participate in research.

Ron Hagen, instructor for Central’s on-ground CJ courses, is a participant with the National Center for Missing & Exploited Children. In this capacity, he is called upon to utilize skills developed working with the Kansas Bureau of Investigation to assist in the search for missing children.

3C1: The department has sufficient numbers and continuity of faculty members to carry out both the classroom and the non-classroom roles of faculty, including oversight of the curriculum and expectations for student performance; establishment of academic credentials for instructional staff; involvement in assessment of student learning

The department currently has sufficient numbers and continuity of faculty members to carry out both the classroom and the non-classroom roles of faculty, including oversight of the curriculum and expectations for student performance; establishment of academic credentials for instructional staff; involvement in assessment of student learning.

With the exception of one adjunct faculty member, there has no change among on-ground faculty personnel for several years; the department has seen necessary shift in responsibilities and load disbursement. Recruitment and establishment of academic credential for online personnel is overseen by the Associate Dean of the School of Professional and Distance Education and approved by the chair of the Social Science Department.

Advising load is appropriate for most personnel, though the Ms. Jamie Sparks advises most of the psychology majors and is sometimes overloaded.

Action #	Title	Target
2C1-01	Determine the number of advisees under Ms. Sparks and, if advisable, recommend that new psychology majors be placed under Mr. Kaufmann.	June 2017

3C2: All instructors are appropriately qualified, including those in dual credit, contractual, and consortial programs.

All instructors, associated with the Social Science Department are appropriately qualified, including those in dual credit, contractual, and consortial programs. Specific credentials are outlined in the Catalog.

Contracted members of the department include:

Instructor	Degrees / Qualifications	Subject(s) Taught
Anderson, Larry	D.Th., University of Zululand, South Africa, 2011. Th.M., Fuller Seminary, 1997. M.A., Fuller Seminary, 1984.	SS-HI 331-G History of Christianity
Allen, Ron	Ph.D., (Adult and Continuing Education) Kansas State University, 1988; 71-1973; Course work in Bible and Theology Calvary Bible College and Seminary, 1971-1973; M.S. (Secondary Curriculum and Instruction), 1971.	History and Political Science
Favara, Leonard	Ph.D., (Industrial/Organizational Psychology), Northcentral University, 2009. M.S. (Industrial/Organizational Psychology), Kansas State University, 2004.	SS-PY 211 Leadership Development
Ferrell, David	Ed.D., (Business Education), University of Kansas, 1997; M.B.A., Southern Illinois University, 1983.	SS-PY 355 Organizational Behavior; BS-EC 210 Survey of Economics
Hagen, Ron	M.B.A., Friends University, 1994. Training (selected): FBI, Quantico; Northwestern Traffic Institute, Northwestern Univ., Southern Police Institute, University of Louisville, Louisville; Association of Certified Fraud	Criminal Justice

	Examiners, Austin, Texas; Senior Special Agent, Kansas Bureau of Investigation Certifications (selected): Certified Fraud Examiners; Certified Internal control Auditor; Certified Firearms Instructor; Certified Kansas Law Enforcement Officer. Approved Mediator/Arbitrator by Kansas State Supreme Court	
Kaufmann, Charles	M.A.L.S., (psychology, sociology, anthropology, history), Wichita State University, 2001.	History, Sociology, Psychology
Spark, Jamie	M.F.A., (Marriage and Family Therapy), Friends University, 2011. Training in Play Therapy.	Psychology, Marriage and Family

In addition to the above contracted faculty members, the department does rely on a number of adjuncts to instruct courses delivered through SPE.

Instructor	Degrees / Fields of Study / Qualifications	Subject(s) Taught
Bach, Bill,	Ph.D.	Criminal Justice
Bostick, Shawn	M.A.	Criminal Justice
Bowman, Joan	Ph.D.	Sociology
Bridges, James	M.A.	Criminal Justice
Brown, Jack,	Ph.D.	Criminal Justice
Carter, Wade	J.D.	Criminal Justice
Caskey, Mindi	M.B.A.	Criminal Justice
Claassen, Danielle	M.A.	Psychology
Conboy, Marty	J.D.	Criminal Justice
Debey, Peggy	M.A.	Social Sciences
Donaldson, Mary Beth	Ed.D	Psychology, Sociology
Donaldson, Pat	Ed.D	Psychology, Sociology
Fogarty, Mary Beth	M.S.	Psychology
Greco, Tom	M.A.	Criminal Justice
Halbmaier, Sarah	M.L.S.	Criminal Justice
Hendricks, J. Kade	M.P.A.	Criminal Justice
Hyle, Jeremy	M.A.	Criminal Justice
Johnson, Molly	M.S.	Psychology
Jones, Mike	M.A., M.S.	Criminal Justice
Kroeker, S. Cheyenne	M.A.	Psychology, Sociology
Land, Carissa	M.A.	Criminal Justice
Leatherman, Jodi	M.B.A.	Sociology

Miller, Wallace	M.A.	Criminal Justice
Mobley, Daniel	M.S.	Criminal Justice
Mooney, Jody Lynn	M.A.	Psychology
Nelson, Mary	M.S.	Criminal Justice
Nicholas, Nina	Ph.D.	Psychology
Nicholas, Will	Ph.D.	Psychology
Nitsch, Richard	Ph.D.	Criminal Justice
Page, David	J.D.	Criminal Justice
Parisi, Georganne	M.B.A.	Social Sciences
Randall, Shea	J.D.	Criminal Justice
Rardon, Janell	M.A.	Psychology
Sandusky, Katherine	M.A.	Criminal Justice
Seirer, Jacquelyn	M.A.	Social Sciences
Sidorvich, Rebecca	M.A.	Social Sciences
Sparks, Jamie	M.S.	Psychology
Tucker, John	M.B.A.	Criminal Justice
Voth, Amanda	J.D.	Criminal Justice
Walker, Richard	J.D.	Criminal Justice
Wallace, Sean	M.A.	Criminal Justice
Watson, Kelly	M.S.	Psychology

In can be seen in the above table, the degrees of personnel are listed, but their fields of study are not.

Action #	Title	Target
3C2-01	Obtain the degrees/fields of study/qualifications of the above adjunct instructors and work with the Associate Dean of the School of Professional and Distance Education to ascertain all instructors are adequately qualified.	June 2017

In addition, several dual credit courses are offered with the assistance of the following personnel. These persons are vetted through the Director of Dual Credit and approved by the chair of the department.

Instructor	Degrees / Qualifications	Subject(s) Taught
Paul Rust – Berean Academy		American Government
Daniel Krebs – Berean Academy		Principles of Sociology
Dennis Knight – Brighton		American Government
Dawn Willcox - Central Christian School, Hutchinson		General Psychology
Laura Porter - Christ Preparatory Academy, Lenexa		General Psychology, Principles of Sociology

Lori Shultz – Elyria Christian School	American Government General Psychology
Linda Armstrong – Faith	American Government
Lori Hendrick – Faith	General Psychology
Jeff Strickler – Liberty	US History I & II
Mark Hosuski – Maranatha	American Government US History II
Duane Cilke – Maranatha	General Psychology
Sandy Bequette – Sunrise	Principles of Sociology
Jason Watson – Sunshine	American Government Current World Problems US History I & II
Jim Hoffman – Sunshine	General Psychology

As can be seen in the above table, the degrees and fields of study of personnel are not listed.

Action #	Title	Target
3C2-02	Obtain the degrees/fields of study/qualification of the above dual credit instructors and work with the Director of Dual Credit to ascertain all instructors are adequately qualified.	June 2017

3C3: Instructors are evaluated regularly in accordance with established institutional policies and procedures.

The department continues to work to ensure that all instructors are evaluated regularly in accordance with established institutional policies and procedures. In keeping with institutional policy, each faculty member and his or her associated class is evaluated through T.I.G.E.R.S. The data derived through this instrument is reviewed by the department annually.

Additionally, members of the department and the department chair submit annual reports to the Office of the Provost. These reports include:

- Form AD01: Annual Report: Instructor
- Form AD03: Annual Report: Academic Department

As part of the triennial process, the department is to verify that faculty members have completed peer observations (Form F02). This process was not completed during this triennial process and is a recognized deficiency.

Action #	Title	Target
3C3	Complete Peer Observation on an Annual Basis	Begin Spring Semester of 2017

3C4: The department has processes and resources for assuring that instructors are current in their disciplines and adept in their teaching roles; it supports their professional development.

The department, through institutional support systems, does have processes and resources for assuring that instructors are current in their disciplines and adept in their teaching roles; it supports their professional development.

With support from the Office of the Provost, departments and faculty are encouraged to pursue professional credentialing and professional development opportunities. Resources available to the department include (Faculty Handbook):

- Professional Development Grant: Annual award
- Tuition Assistance Program (TAP)
- Sabbaticals

Internally, the College provides a number of professional development opportunities through the work of the Professional Development Committee. These topics are broad in scope and provide connection with the totality of the instructional staff at the College.

Instructors are required to submit annual updates of teaching vitae to affirm attendance at professional development activities. These activities are also highlighted on Form AD01, which is submitted annually to the Office of the Provost. Suggestions for professional development are also collected during this annual process. Examples of professional development activities include:

Ms. Jamie Sparks:

Continued education via seminars, workshops and training in:

Mindfulness practices for mental disorders (depression, anxiety, OCD, etc.),

Couples Communication with emphasis in gender differences in communication translation

Behavioral techniques for children and adolescents with behavioral and mood disorders.

Professional Development at CCC:

Rafter 360 training

Active shooter training

HLC writing

Understanding SAP

Scientific method way to teach, Fit Hearts and Fit Souls

Defensive driving training

Sexual harassment awareness training

Advisor training

User interface training in CAMS

“How to be a hero to our students” training

Dr. Ron Allen:

Attended numerous PD offerings presented by CCC.

Presented a two day seminar on the Philosophy of Education at an Association of Christian Schools International (ACSI) convention.

Mr. Charles Kaufmann:

Attended several of Central's PD sessions including but not necessarily limited to the following:

- CCC P.D., Sept. 21, 2015, Fit Soul, Dr. Robin Jackson, 1 hour
- CCC P.D., Feb. 15, 2016, Scientific Method, Dr. Robin Jackson, 1 hour
- Rafter 360 training
- Active shooter training
- HLC writing
- Understanding SAP
- Scientific method way to teach, Fit Hearts and Fit Souls
- Sexual harassment awareness training
- User interface training in CAMS
- "How to be a hero to our students" training

Other conferences/workshops:

- McGraw Hill Web Conf., Oct. 9, 2015, Metacognition, Tricia Wessel Blaski, 30 min.
- Great Plains Conference FMC, Feb. 17, 2016, Resource Day, Dr. Stephen Gray, 3 hours
- CCC, Mar. 31, 2016, Chaney Lecture Series, Dr. Jerry Walls, 2 hours
- Five College Center for East Asian Studies (FCCEAS). April, 2016. James Zobel, Archivist. Webinar.
- The MacArthur Memorial Museum, "General Douglas MacArthur: WWII in the Pacific."

3D1: The institution provides student support services suited to the needs of its student populations associated with this department.

The institution does provide student support services suited to the needs of the student population associated with the Social Science Department. While none of these services are Social Science specific, the support services that are available are appropriate to the curriculum and needs of the students. Specifically, the department utilizes:

- One-on-one advising
- Faculty Office Hours: posted schedule during which times faculty are available to students.
- Portal: Advising and Registration
- Success Center: Academically struggling student
- Writing Center
- Counseling Services
- Academic Alert System
- Office of the Registrar
- Senior Portfolio: pass/fail class empowering students to complete resumes as well as job and graduate school applications

3D2: The department provides academic advising suited to its programs and the needs of its students.

The department does provide academic advising suited to its programs and the needs of its students. This element is enhanced by the institutions commitment to support academic advising through release time and support services. Advisors are annually provided four days specifically designated for academic advising. Two of these are scheduled at the beginning of the year and are designed to assist the registration process. The other two days fall just after mid-semester (fall & spring).

Students and advisors are provided a static and dynamic degree audit through the Catalog and the Portal (SIS). Additionally, advisors and students can access unofficial transcripts through the SIS at any time.

The Office of the Registrar remains an important resource and has made itself available to students for reviews and Q/A's.

3D3: The institution provides to students and instructors in this department the infrastructure and resources necessary to support effective teaching and learning (technological infrastructure, scientific laboratories, libraries, performance spaces, clinical practice sites, museum collections, as appropriate to the institution's offerings).

The institution does provide the infrastructure and resources necessary to support effective teaching and learning. All full-time faculty members are provided adequate office space and, if requested, student secretarial assistance. All full-time faculty members are provided phones and lap top computers. Nearly all classrooms are equipped with digital projectors.

Adequate software is available for students to engage in research in the psychology program. Specialty items, such as perception-goggles, have been purchased. Briner Library provides EBSCOhost PsycARTICLES data base and numerous other resources.

Though not required, many organizations in the vicinity have provided opportunities for practicums and internships to interested students; opportunities to volunteer are also available. These include: mental health facilities, organizations dedicated to servicing disabled clients, the Cosmophere (space history and education), McPherson Museum, and Central's Archives. In addition, Central receives information from various organizations and camps, especially Christian camps, inviting our students to apply for internships. Two courses in the criminal justice program place students for a specified number of hours with law enforcements agencies and correctional facilities. History majors are required to volunteer a few hours in the Archives or at a museum as a part of one of their courses.

CRITERION FOUR:

4A1: The institution, in partnership with the department, maintains and exercises authority over the prerequisites for courses, rigor of courses, expectations for student learning, access to learning resources, and faculty qualifications for all its programs, including dual credit programs. It assures that its dual credit courses or programs for high school students are equivalent in learning outcomes and levels of achievement to its higher education curriculum.

The institution, in partnership with the Social Science Department, does maintain and exercise authority over the prerequisites for courses, rigor of courses, expectations for student learning, access to learning resources, and faculty qualifications for all its programs. This is evidenced through the processes enforced through the Faculty Handbook and policies of the Academic Assessment and Affairs Committee.

All curricula modifications must first be recognized and approved by the department before moving to the appropriate committee or institutional body for final approval and implementation. The department chair serves on the Academic Assessment and Affairs Committee to ensure that the needs of the department are represented and the curriculum is appropriate to the mission of the College.

The Social Science Department has a significant presence in non-traditional modalities. These include: online Bachelor of Science in Psychology, online Bachelor of Science in Criminal Justice, courses in the Excel program's Bachelor of Science in Business – Organizational Management, and courses in various other online programs. All of these are administered by SPE. In addition, several departmental courses are made available in a dual-credit format in various high schools; these are administered by CCC's Director of Dual-credit. In addition, students in the traditional Criminal Justice Major may opt to take some online offerings.

Regardless of modality, all prerequisites, course rigor, and student learning assessment in the distance learning program for SPE are reviewed and approved through the Academic Assessment Affairs Committee chaired by the Dean of Academics for Central Christian College. The expectation is that these program courses align closely with the School of Arts and Sciences (SAS) learning outcomes.

Faculty endorsement and integration of all adjunct faculty into the culture, mission, and function of Central Christian College, along with professional development opportunities, are directed by the Associate Dean of the School of Professional and Distance education; recommended hires are approved by the chair of the Social Science Department.

The syllabi for dual credit courses originate in the on-ground program.

4A2: The department maintains specialized accreditation (partnerships) for its programs as appropriate to its educational purposes.

The department does not maintain any specialized accreditation or partnerships for its programs as appropriate to its educational purposes.

4A3: The department evaluates the success of its graduates. The department assures that the degree programs it represents as preparation for advanced study or employment accomplish these purposes. For all programs, the department looks to indicators it deems appropriate to its mission, such as employment rates, admission rates to advanced degree programs, and participation rates in fellowships, internships, and other programs.

Exit Survey

The department evaluates the success of its graduates. The department assures that the degree programs it represents as preparation for advanced study or employment accomplish these purposes. For all programs, the department looks to indicators it deems appropriate to its mission, such as employment rates and admission rates to advanced degree programs. Participation rates in fellowships, internships, and other programs are of lesser importance, since these are not required of graduates.

The following questions are asked of graduating seniors who are earning a major in the Social Science Department. The averages are aggregate numbers for all department graduates.

N=44 – Data compiled from surveys administered in 2004, 2005, 2006, 2008, 2009, 2011, 2012

1. Did you find the SSD course work more or less challenging than other departments? (1= less, 6 = more)	3.87
2. Overall, how do you rate your SSD academic experience? (1= very dissatisfied, 6 = very satisfied)	4.43
3. Overall, how do you rate the integration of faith and learning in the SSD at CCC? (1= not at all, 6 = too much religion)	3.92
4. How do you rate the academic advising you received at Central? (1= inadequate, 6 = superior)	4.61

This data, though not disaggregated by major, informs that graduates report the programs associated with the Social Science Department are, across the board, doing an exemplary job in satisfying its customers. The fact that courses are seen as somewhat more challenging than courses in other departments is, in the view of the department, a positive perspective (Question #1). Courses are not viewed as being overwhelmingly more difficult, but neither are they seen as being less challenging, than courses taken in other departments.

Another data point interpreted as being of import is that students rate the integration of faith and learning as near the optimal point of 3.5 (Question #3). See below under “Analysis of Outcomes of each Program Learning Outcome” for discussion of the significance of this point.

A recognized weakness, revealed in this analysis, is the need to disaggregate data specific to the programs.

Action #	Title	Target
4A3-01	Disaggregate Data derived from Exit Survey	September 2017

Graduate Survey

A College-wide graduate survey was administered recently. Unfortunately, only three graduates from the Social Science Department responded: one graduated with an AA, one graduated with a history major; one graduated with a psychology major. Because of the low response rate, no conclusions can be drawn. The department recognizes this as a material weakness and will develop a plan to provide an improved reporting process. Though anecdotal evidence suggests a large majority of students have been successful in gaining application to graduate schools and, when pursued, jobs in their fields, more data is needed.

Action #	Title	Target
4A3-01	Graduate Data – Improve Response Rates	February 2017

4B1: The department has clearly stated goals for student learning and effective processes for assessment of student learning and achievement of learning goals.

At the departmental level, mission aligned objectives are articulated. These provide an overarching ethos for the discrete programs housed in the Social Science Department. They are as follows:

1. Fit Mind:

- a. To support the General Education requirements of the College, enhance the objectives and curriculum of other departments, provide courses needed for students to earn majors and minors in the social sciences, and to enable students to pursue graduate studies or a vocation related to the social sciences.
 - b. To teach with excellence the relevant and necessary content of knowledge and to provide a thoroughly integrated faith perspective.
2. Fit Heart: To enable persons to engage and connect with others, including those from diverse cultures, backgrounds and worldviews.
 3. Fit Soul: To enhance character in keeping with scriptural injunctions to love God and to love your neighbor as yourself.
 4. Fit Body: To provide students with skills and experiences needed to perform well as responsible citizens and participators in God's economy as well as in the political economy.

In addition, the department has articulated learning outcomes. These are couched in terms of the Wesleyan Quadrilateral: Scripture, reason, tradition, experience. The manner in which these perspectives are related to the College's Fit Four Model is reflected in the following Departmental Learning Outcomes.

- SSD1: In the area of Tradition (history) [Fit Mind], the student has broad understanding of the cultural, historical, and/or psychological influence of human societal and individual functioning appropriate to the specific social science discipline.
- SS2: In the area of Reason (enhanced with scientific methodologies) [Fit Mind]: The student employs critical thinking skills relative to issues and concepts in the social sciences.
- SSD3: In the area of Scripture (Fit Soul and Fit Heart), the student articulates attitudes that align with Christian character and ethical practices, demonstrates an appreciation for individual and cultural diversity, and incorporates a Christian worldview and theological reasoning in his or her discipline.
- SSD4: In the area of Experience (Fit Body), the student ably engages in research utilizing methodologies appropriate to the study of the social sciences, summarizes the strengths and limitations inherent in the system of scientific inquiry, and communicates the results of research clearly and professionally in an effective presentation.

Program Outcomes

There are four programs within the Social Science Department. These include the Criminal Justice Major, Psychology Major, History Major, which includes a discrete program in secondary education, and Sociology Minor.

Because the History & Government Teacher Licensure program is subsumed under History Major, the program will not deal with it separately in this review. That program is accredited with and regulated by Kansas Department of Education. For more information, including additional assessments required for the program, see the 2015 History and Government Program Report for Kansas State Department of Education.

Note: Because the term Student Learning Outcomes (SLO) is sometimes used to refer to outcomes for either specific courses or academic programs, this report will use the term "Course Learning Objectives" (CLO) to denote course-specific learning outcomes, and the term "Program Learning Objectives" (PLOs) will be used to denote program-wide learning outcomes.

Criminal Justice Major Program Learning Outcomes (PLOs)

- Fit Mind: The student can summarize the historical development of criminal justice systems and the role of justice in America and the global community.
- Fit Heart: The student can describe the influences and behaviors related to the administration of justice and how each is affected by worldview and culture.
- Fit Soul: The student can articulate an ethical framework that recognizes the interplay of personal faith, natural law, and public policy.
- Fit Body: The student can employ appropriate procedures associated with law enforcement administration and the prevention, detection, and regulation of crime and criminal behavior.

History Major Program Learning Outcomes¹

- HI1: In the area of Tradition (Fit Mind), the History Major evaluates the development and interplay of the history of people, places, events, geography and governmental systems.
- HI2: In the area of Reason (Fit Mind), the History Major analyzes and evaluates historical documents and events and distinguishes between fact and interpretation.
- HI3: In the area of Scripture (Fit Soul and Fit Heart), the History Major evaluates the influences of Christianity upon history and culture through understanding biblical principles, including the practice of compassion and service, and demonstrates an appreciation for individual and cultural diversity.
- HI4: In the area of Experience (Fit Body), the History Major ably engages in historical research using appropriate methodologies, summarizes the strengths and limitations inherent in the system of historical inquiry, and communicates the results of research in effective presentations.

Psychology Program Learning Outcomes

These PLOs have been informed by the *APA Guidelines for Undergraduate Major*.

- PSY1: facilitate APA guidelines for the ethical treatment of human and nonhuman research participants
- PSY2: adapt psychological principles and modalities in response to diverse cultures and worldviews
- PSY3: explain the contributions of psychological theories and their relation to current practices in psychology and human functioning.
- PSY4: distinguish various etiologies and treatments related to normative and non-normative behavior
- PSY5: design and execute an experiment or research initiative to answer a psychological question
- PSY6: evaluate psychological theories, practices, and responses from a holistic perspective (Heart, Soul, Mind, and Strength).
- PSY7: analyze, interpret, and describe data using descriptive and inferential statistics
- PSY8: express thoughts, ideas, findings, etc., in accordance with APA standards
- PSY9: devise psychologically informed explanations, resolutions, and conclusions for situations encountered as part of human functioning.

¹ Note: HI1, or objective one of the History Major, aligns with SSD1, objective one of the Department, etc.

Sociology Program Learning Outcomes

- Soc1: In the area of Tradition (history) [Fit Mind], the student appraises the sociological perspective and the cultural/social influence of human societal and individual functioning.
- Soc2: In the area of Reason (enhanced with scientific methodologies) [Fit Mind]: The student assesses the centrality of empirical evidence, distinguishes methods appropriate to the study of society, argues the strengths and limitations inherent in the system of scientific inquiry, and employs critical thinking skills relative to issues and concepts in sociology.
- Soc3: In the area of Scripture (Fit Soul and Fit Heart), the student defends attitudes that align with Christian character and ethical practices, justifies an appreciation for individual and cultural diversity, and incorporates a Christian worldview and theological reasoning.
- Soc4: In the area of Experience (Fit Body), the student ably engages in research utilizing methodologies and/or resources appropriate to the study of the social sciences and communicates the results of research clearly and professionally in effective presentations.

4B2: The department assesses achievement of the learning outcomes that it claims for its curricular and co-curricular programs.

Sources of Data for Program Assessment

The Social Science Department (SSD) collects a defined series of assignments and inventories relative to the various programs. Aggregated data for these primary Program Level Assessments is stored in digital files. The SSD also collects program data through a Social Science Senior Survey, the College's Alumni Survey, and TIGER surveys. Prior to and during the tri-annual review process, the data that has been collected is analyzed and reviewed by department personnel in an effort to spot trends and make appropriate adjustments between major reviews. Each program has unique PLOs, as reflected above, and Program Level Assessments. The department uses the data from each program to assess that program. Each program is discussed in a section below and further covered in separate appendices. Some means of assessment mentioned above are dealt with in aggregate for the department at the end of this section.

Primary Criminal Justice Program-Level Assessments

1. A final praxis test in SS-CJ 316 Forensic Science. Students are placed in an imitation crime scene and demonstrate their skills through the steps they take in approaching the scene and collecting evidence. This will assess Fit Body (skills) as well as Fit Mind. This assessment is pre-existing, but the data has not been previously used for program assessment. A rubric is being prepared for this purpose.
2. A final praxis test in SS-CJ 350 Police Administration. Students are presented a problem set related to administration; skills are assessed by the choices and actions taken to address the issues. This will assess Fit Mind as well as Fit Body (skills). This assessment is pre-existing, but the data has not been previously used for program assessment. A rubric is being prepared for this purpose.
3. A Major Field Test (MFT) in Criminal Justice or a similar nationally-normed test. This will align with Fit Mind. The MFT is a new assessment
4. A major paper to fulfill the Writing Intensive requirement. This will be accomplished in SS-AP 491 Social Science Senior Seminar or an upper-level course. The paper will be used to assess Fit Mind and Fit body (writing skills).
5. Living Labs in SS-PY 320 Social Psychology. This assessment will measure Fit Heart and Fit Soul. In the Labs, students are required to engage in a specific role for an entire day; they are then to write

a reaction to their experience. This assessment is pre-existing, but the data has not been previously used for program assessment. A rubric is being prepared for this purpose.

The following Table (see also in Appendix A) demonstrates the Program Level Assessments utilized to measure the PLOs.

Table A-2: Criminal Justice Major – PLO and Program Assessment Matrix

	Final Praxis Exam in SS-CJ 216 Forensic Science	Final Praxis Exam in SS-CJ 350 Police Admin.	Living Labs in SS-PY 320 Social Psychology	Major Research Paper in SS-AP 491 Sen. Sem.	Major Field Test
Fit Mind: The student can summarize the historical development of criminal justice systems and the role of justice in America and the global community.	K	A		S	S
Fit Heart: The student can describe the influences and behaviors related to the administration of justice and how each is affected by worldview and culture.			S		
Fit Soul: The student can articulate an ethical framework that recognizes the interplay of personal faith, natural law, and public policy			S		
Fit Body: The student can employ appropriate procedures associated with law enforcement administration and the prevention, detection, and regulation of crime and criminal behavior	S	S		S	

Legend: K = Knowledge (Levels 1 & 2 of Bloom's taxonomy); A = Application (Levels 3 & 4 of Bloom's taxonomy); S = Synthesis (Levels 5 & 6 of Bloom's taxonomy)

* This course/assignment addresses the English Intensive requirement pertaining to the College's Writing Program.

Criminal Justice PLOs and Course Alignment

As demonstrated in Appendix A (Table A-1 – Criminal Justice Major: PLO and Course Matrix), all four PLOs are addressed at all three levels of learning (Knowledge, Application, Synthesis), and all three levels are addressed a minimum of two times at each level. Depending on the order in which courses are taken, a given student may encounter a course in which an objective is addressed at a higher level (synthesis, for instance) prior to completing all of the courses in which that objective is addressed at the previous level. In general, however, there is a clear scaffolding of learning objectives.

The syllabus of each course is to include CLOs related to the PLOs as noted in Table A-1. In addition, syllabi define specific assignments or course-level assessments that encourage mastery of the PLO at an appropriate level. These processes have begun, but further verification needs to be made to be certain they have been satisfactorily completed.

Action #	Title	Target
4B2-01	Ascertain that all Criminal Justice syllabi include the CLOs related to the PLOs as noted in Table A-1: Criminal Justice Major – PLOs and Course Matrix.	September 2017
4B2-02	Ascertain that all Criminal Justice syllabi define specific assignments or course-level assessments that	September 2017

target relevant PLOs as noted in Table A-1: Criminal Justice Major – PLOs and Course Matrix.
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Primary History Program-Level Assessments

Appropriate measures of assessment for the History Major Program have been developed. In every case except two, assessments are administered as a part of a required course. The courses involved are identified below. The two exceptions are the Social Science Content Knowledge Exam (SSCKE) and the Average GPA. In those cases where PLO assessments are integrated in a course, rubrics for the assessment are embedded in or attached to the appropriate syllabi.

The Program Level Assessments, as well as when or where assessed, until recently, have been as follows:

- Geography Project, in SS-GE 113
- Historiography Presentation, in SS-HI 463
- Personal Philosophy of History Paper, in SS-HI 463
- Capstone Research Paper, in SS-HI 492
- U.S. History Comprehensive Exam, during the senior year
- World Civilization Comprehensive Exam, during the senior year
- Average GPA on Courses Required for Major, calculated after graduation

Two changes have been or are being made in the above assessments:

1) Reading Notes in SS-HI 331 History of Christianity is a new assessment created as a result of this Tri-Annual Review. See discussion related to this below in two places: “Analysis of Outcomes of each Program Learning Outcome (PLOs)” and “Modifications Taken in Response to Assessment Process.”

2) As of 2015-16, a Social Science Content Exam is replacing the previous two comprehensive exams in U.S. History and World Civilization. In addition to content pertaining to U.S. History and World Civilization, the new exam will also include questions related to government, political science, and geography. This change was made because the previous system of testing was too lengthy and it was believed that students lost focus and did not do as well as they otherwise might have done; the change was not made because scores were poor (see Table B-2 below and related discussion in 4B3).

The following Table demonstrates the Program Level Assessments utilized to measure for the PLOs.

Table B-2: History Major – PLO and Program Assessment Matrix

	Program Level Assessments						
	Presentation on Historiographer (in SS-HI 463)	Geography Project (in SS-GE 113)	Selected Reading Notes in History of Christianity (in SS-HI 331)	Personal Philosophy of History (in SS-HI 463)	*Capstone Research Paper (in SS-HI 492)	Social Science Content Knowledge Exam	Average GPA on Required Courses
<p style="text-align: center;">Table B-2 Central Christian College of Kansas History Major: PLO and Program Assessment Matrix (Spring, 2016)</p>							
<p>Hi1: In the area of Tradition (Fit Mind), the History Major evaluates the development and interplay of</p>	A	A		S	S	S	K

the history of people, places, events, geography, and governmental systems.							
Hi2: In the area of Reason (Fit Mind), the History Major analyzes and evaluates historical documents and events and distinguishes between fact and interpretation.	A			S	S		K
Hi3: In the area of Scripture (Fit Soul and Fit Heart), the History Major evaluates the influences of Christianity upon history and culture through understanding biblical principles, including the practice of compassion and service, and demonstrates an appreciation for individual and cultural diversity.			Assessment Approved 2/2016: Not Yet Operational				
Hi4: In the area of Experience (Fit Body), the History Major ably engages in historical research using appropriate methodologies, summarizes the strengths and limitations inherent in the system of historical inquiry, and communicates the results of research in effective presentations.	S	A		S	S		

Legend: K = Knowledge (Levels 1 & 2 of Bloom's taxonomy) A = Application (Levels 3 & 4 of Bloom's taxonomy)
S = Synthesis (Levels 5 & 6 of Bloom's taxonomy)

*English Program Writing Intensive course

History PLOs and Course Alignment

Table B-1 in Appendix B provides a visual representation of the development of the PLOs throughout the curriculum's required courses, identifying the PLOs each courses addresses as well as the level (Knowledge, Application, Synthesis) at which the PLOs are addressed. These levels are based on the College's scaffolding approach to learning and are informed by Bloom's taxonomy of learning objectives.

As demonstrated by Table B-1, all four PLOs are addressed at all three levels (Knowledge, Application, Synthesis), and all three levels are addressed a minimum of two times at each level. Depending on the order in which courses are taken, a given student may encounter a course in which an objective is addressed at a higher level (synthesis, for instance) prior to completing all of the courses in which that objective is addressed at the previous level. In general, however, there is a clear scaffolding of learning objectives.

The syllabus of each course is to include specific CLOs that are related to the PLOs noted in Table B-1. Appendix E documents whether that is the case and, when necessary, changes that are needed. In addition, syllabi define specific assignments and, in some cases, course-level assessments that encourage mastery of the PLO at an appropriate level.

Primary Psychology Program-Level Assessments

Appropriate measures of assessment for the Psychology Major Program have been developed. These include the following:

- Final Book (in Scientific Writing Seminar: APA)
- Developmental Autobiography (in Human Growth and Development)
- NIH certification (in Senior Research Project)
- Research Proposal (in Research Methods)
- Case Studies (in Counseling, Personality Psychology, and Abnormal Psychology)
- Comprehensive Case Study (in Senior Capstone)

Major Field Test (in Senior Capstone)

The relationship of the assessments to the PLOs for the psychology major are shown in Table C-1.

Table C-1: Psychology Major – PLO and Program Assessment Matrix

PLO and Program Assessment Matrix	Assessment Measures & Schedule			
	Assessment: Remember Level	Assessment: Application Level	Assessment: Synthesis Level	Assessment: Comprehensive/Capstone
PSY1: facilitate APA guidelines for the ethical treatment of human and nonhuman research participants	NIH certification (Senior Research Project)	Research Proposal (Research Methods)	Senior Thesis (Senior Research Project)	Senior Thesis (Senior Research Project)
PSY2: adapt psychological principles and modalities in response to diverse cultures and worldviews	Developmental Autobiography (Human Growth and Development)	Case Studies (Counseling, Personality Psychology, Abnormal Psychology)	Comprehensive Case Study (Senior Capstone)	Comprehensive Case Study (Senior Capstone)
PSY3: explain the contributions of psychological theories and their relation to current practices in psychology and human functioning.	Developmental Autobiography (Human Growth and Development)	Case Studies (Personality Psychology)	Comprehensive Case Study (Senior Capstone)	Comprehensive Case Study (Senior Capstone) Major Field Test (Senior Capstone)
PSY4: distinguish various etiologies and treatments related to normative and non-normative behavior	Developmental Autobiography (Human Growth and Development)	Case Studies (Counseling, Personality Psychology, Abnormal Psychology)	Comprehensive Case Study (Senior Capstone)	Comprehensive Case Study (Senior Capstone) Major Field Test (Senior Capstone)
PSY5: design and execute an experiment or research initiative to answer a psychological question	SSJR Response (Introduction to Psychology)	Research Proposal (Research Methods)	Senior Thesis (Senior Research Project)	Senior Thesis (Senior Research Project)
PSY6: evaluate psychological theories, practices, and responses from a holistic perspective (Heart, Soul, Mind, and Strength).	Developmental Autobiography (Human Growth and Development)	Case Studies (Counseling, Abnormal Psychology)	Comprehensive Case Study (Senior Capstone)	Comprehensive Case Study (Senior Capstone)
PSY7: analyze, interpret, and describe data using descriptive and inferential statistics	SSJR Response (Introduction to Psychology)	Research Proposal (Research Methods)	Senior Thesis (Senior Research Project)	Senior Thesis (Senior Research Project)
PSY8: express thoughts, ideas, findings, etc., in accordance with APA standards	Final Book (Scientific Writing Seminar: APA)	Research Proposal (Research Methods)	Senior Thesis (Senior Research Project)	Senior Thesis (Senior Research Project)
PSY9: devise psychologically informed explanations, resolutions, and conclusions for situations encountered as part of human functioning.	Developmental Autobiography (Human Growth and Development)	Case Studies (Counseling, Personality Psychology, Abnormal Psychology)	Comprehensive Case Study (Senior Capstone)	Comprehensive Case Study (Senior Capstone) Major Field Test (Senior Capstone)

Psychology PLOs and Course Alignment

Table C-2 in Appendix C provides a visual representation of the development of the PLOs throughout the curriculum's required courses, identifying the PLOs each courses addresses as well as the level (Knowledge, Application, Synthesis) at which the PLOs are addressed. These levels are based on the College's scaffolding approach to learning and are informed by Bloom's taxonomy of learning objectives.

As demonstrated by Table C-2, all four PLOs are addressed at all three levels (Knowledge, Application, Synthesis), and all three levels are addressed a minimum of two times at each level. Depending on the order in which courses are taken, a given student may encounter a course in which an objective is addressed at a higher level (synthesis, for instance) prior to completing all of the courses in which that objective is addressed at the previous level. In general, however, there is a clear scaffolding of learning objectives.

The syllabus of each course is to include specific CLOs that are related to the PLOs noted in Table B-1. In addition, syllabi are to define specific assignments and, in some cases, course-level assessments that encourage mastery of the PLO at an appropriate level.

Action #	Title	Target
4B2-03	Ascertain that all psychology syllabi include the CLOs related to the PLOs as noted in Table C-2: Psychology Major – PLOs and Course Matrix	September 2017
4B2-04	Ascertain that all psychology syllabi define specific assignments or course-level assessments that target relevant PLOs as noted in Table C-2: Psychology Major – PLOs and Course Matrix	September 2017

Primary Sociology Program-Level Assessments

Two program level assessment tools have been devised. One of these is comprised of three assignments in SS-PY 302 Social Psychology. Three "Living Lab" provide opportunity for students to experience what it is like to be different or to endeavor to live differently. Students document how they acted, how others reacted to them, and how they felt. This assessment serves to gauge PLO Soc3. The second assessment is a Theory Paper implemented in SS-SO 458 Sociological Theory. The student utilizes a sociological theory to analyze a current social fact or phenomenon; in the process, the student will utilize empirical data and acknowledge a Christian worldview. This assessment is relevant to all four PLOs. It is believed that these two assessments are adequate to assess student learning for the limited number of courses required in the earning of this minor. Table D-2 visualizes this plan.

Table D-2: Sociology Minor – PLO and Program Assessment Matrix

	Theory Paper in SS-SO 458 Soc. Theory	Living Labs in SS-PY 320 Social Psych
Soc1: ...the student appraises the sociological perspective and the cultural/social influence of human societal and individual functioning.	S	
Soc2: ...The student assesses the centrality of empirical evidence, distinguishes methods appropriate to the study of society, argues the strengths and limitations inherent in the system of scientific inquiry, and employs critical thinking skills relative to issues and concepts in sociology.	S	

Soc3: ...the student defends attitudes that align with Christian character and ethical practices, justifies an appreciation for individual and cultural diversity, and incorporates a Christian worldview and theological reasoning. A A

Soc4: ...the student ably engages in research utilizing methodologies and/or resources appropriate to the study of the social sciences and communicates the results of research clearly and professionally in effective presentations. S

Legend: K = Knowledge (Levels 1 & 2 of Bloom's taxonomy); A = Application (Levels 3 & 4 of Bloom's taxonomy); S = Synthesis (Levels 5 & 6 of Bloom's taxonomy)

Overall Departmental Assessment (Aggregate Information Concerning All Programs)

Teacher Instruction and General Evaluation Rating (T.I.G.E.R.) Assessment.

Each semester, students are asked to complete a T.I.G.E.R. report for each course attended. Aggregate data demonstrates that most departmental personnel scored near average on most question items; scores were below average on some items, and above average on others. One professor's averages were above the College average on every item. Looking at averages for 26 questions rating four faculty members, including one long-term adjunct (a total of 104 items), only twelve items reflected a score below 4.0 (on a 5 point scale). Scores below 4.0 after considered to be of concern. The four professors scored 4.11 to 4.69 when all items were averaged. This demonstrates that social science faculty members, according to student evaluations, are, on average, performing adequately; the only outlier is the one faculty that is above average on every point. Remarkably, College-wide averages reflect no items below 4.0. This demonstrates that faculty in other departments are, across the board, teaching with excellence. In a "competition" for good student evaluations, it is gratifying to know that Social Science Department personnel are "competing with" such excellent educators. As with all departments, the Dean of Academics requests departmental faculty members to create a T.I.G.E.R. Growth Plan at least annually; an individual's Plan assesses Strengths and Limiters and outlines strategies to strengthen the Strengths and limit the Limiters. Recent TIGER Growth Plans are being submitted to the Dean of Academics in connection with this departmental review.

For additional evaluation of aggregate data, see Section 4A3

4B3: The department uses information gained from assessment to improve student learning.

Criminal Justice Major Program

There is no data to report for the Criminal Justice Major. The Major began in the fall of 2014; the program has had one graduate. This graduate had taken most of her required criminal justice courses from another institution, however, so it was not deemed necessary to collect assessment data.

Action #	Title	Target
4B3-01	Revise syllabi to ascertain that courses align specific CLOs with designated PLOs as visualized by the matrix on Table A-1.	As taught over the course sequence

Action #	Title	Target
4B3-02	Adjust assignments so CLOs are appropriate to the course level and are measureable. See Appendix F for Action Items F-1 through F-8 related to specific syllabi identified for needed revision.	As taught over the course sequence

Action #	Title	Target
4B3-03	Revise course description in the Catalog in order to ascertain that verbs used are appropriate for designated course levels.	Fall 2017

Action #	Title	Target
4B3-04	Revise course descriptions in the syllabi in order to ascertain that verbs used are appropriate for designated course levels.	Fall 2017

Action #	Title	Target
4B3-05	Ensure that rubrics are embedded into syllabi	Fall 2017

History Major Program

Appendix B displays (Table B-3) and analyzes assessment data for graduates in the History Major from 2008 to 2015.

Results of History Major Program Assessment

Change resulting from Assessment of PLO Hi2 (Reason – Fit Mind).

From the above mentioned data, it was determined that, of all the assessments, fewer students scored Proficient or Target on the Capstone Research Paper than on any other. PLO Hi2 (Reason), a primary PLO related to this assessment, calls for analyzing and evaluating historical documents and events. Instructions for the Paper, as per the course syllabus, call for the student to demonstrate the ability to "conduct historical research using primary sources and sound historical methodology," to critically "evaluate the intellectual soundness of historical writings" and to present "evidence of continuity and change" while "differentiating between and making comparisons of historical facts and historical interpretations." These writing/research skills are all direct reflections of ideals found in the History Standards adopted by the Kansas Department of Education. Though students have a grasp of facts (as demonstrated by other assessments), they tend to not adequately deal with historical sources, critically "evaluate the intellectual soundness of historical writings," or present "evidence of continuity and change."

To remedy this deficiency, the following steps are being taken. In the past, various papers have been required in courses; now, in order to better develop the research and writing skills of history majors, a minimum number of papers is now going to be required in specific courses prior to the writing of the Capstone Research Paper. Papers will be required in these courses: SS-PO 203 American Government; SS-PO 333 Political Science and Thought; SS-HI 344 History of Minorities in the U.S. In addition, four shorter

papers will be written in sequence in SS-HI 103 World Civilization I, II and SS-HI 105-106 [G] U.S. History I, II. These four papers will each focus on a specific research skill contained in the expectations for the Capstone Research Paper (see above). Specific instructions are being prepared for each paper, and rubrics will reflect attention to desired goals.

Goal of Paper 1: Differentiate between and make comparisons of historical facts and historical interpretations.

Goal of Paper 2: Conduct historical research using primary sources and sound historical methodology.

Goal of Paper 3: Critically evaluate the intellectual soundness of historical writings.

Goal of Paper 4: Present evidence of continuity and change.

Change Resulting from Assessment of PLO Hi3 (Scripture – Fit Soul & Fit Heart):

The process of this departmental review has brought to light the realization that there has been no adequate assessment of this PLO. There have been past attempts to encourage and to assess learning in this area, but they have not been adequate. For example, there was for a time discussion of a College-wide essay assigned to all graduating seniors that would assess student spiritual development; it was suggested then that such an essay might also serve as a data point for specific programs. In fact, such an essay was assigned one year to students in the Junior/Senior Seminar. The results were enlightening but have not been included here since that assessment was not pursued College-wide and was subsequently abandoned by the SSD.

To address this deficit, the department created a new assessment; in cooperation with Dr. Larry Anderson (Department of Ministry and Theology), assessment will be made of selected reading notes in his History of Christianity (SS-HI 331). An established major assessment for his course is weekly reading notes; each week, students are given three questions from which they must choose one to address. After perusing those questions, SSD personnel selected several specific questions from over the course of the semester; these questions address the specific elements of this PLO and the average of a student's scores will serve as a measure of assessment for this PLO. This assessment will be implemented in the spring of 2017 when the course is again offered.

Action #	Title	Target
4B3-06	Revise syllabi for specific courses to 1) align specific CLOs with designated PLOs as visualized by the matrix on Table B-1. See Appendix E for Action Items E-1 through E-5 related to specific syllabi identified for needed revision.	See Appendix E for Target Dates

Action #	Title	Target
4B3-07	Ascertain that the above revised CLOs are appropriately assessed. See Appendix E for Action Items E-1 through E-5 related to specific syllabi identified for needed revision.	See Appendix E for Target Dates

Action #	Title	Target
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4B3-08	Adjust assignments so CLOs are appropriate to the course level and are measureable. See Appendix F for Action Items F-1 through F-8 related to specific syllabi identified for needed revision.	See Appendix F for Target Dates
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Action #	Title	Target
4B3-09	Revise course description in the Catalog in order to bring descriptions into alignment designated course levels. See Appendix G for Action Items G-1 through G-21 related to specific syllabi identified for needed revision.	See Appendix G for Target Dates

Action #	Title	Target
4B3-10	Revise course descriptions in the syllabi in keeping with designated course levels. See Appendix H for Action Items H-1 through H-26 related to specific syllabi identified for needed revision.	See Appendix H for Target Dates

Action #	Title	Target
4B3-11	Revise assessments so they are adequate for course level. See Appendix I for Action Item related to a specific syllabus identified for needed revision.	See Appendix I for Target Date

Action #	Title	Target
4B3-12	Designate which PLO each CLO addresses on syllabi for SS-SO 381 Marriage and Family and SS-SO 306 Social Problems.	Spring 2017

Action #	Title	Target
4B3-13	Ensure that rubrics are embedded into syllabi	February 2017

Psychology Major Program

Results of Psychology Major Program Assessment

1) A decision was made to switch from original research to literature research for Senior Research Project. The following explains the reasons for this change.

For the final project of the Senior Research Project course, students complete a comparative analysis of two different types of therapy models, counseling techniques, medications, programing, etc. to determine which of the two are the most effective treatment of a specific disorder, population, struggle, or issue. The comparative analysis includes a literature review, introduction, methods, results, and discussion sections.

The decision to do a comparative analysis research project for the Senior Research Project was made for two main reasons. An original research project is done in the Research Methods course, since other majors also take the course, it was concluded that it would be more beneficial to keep that major assignment within the Research Methods course. The capstone course is meant to evaluate the culmination of learning within the psychology department that meets some of the Program Learning Objectives, and the comparative analysis research project does this. Because of the inherent difficulty of internships due to confidentiality issues within this field, this comparative analysis research project, combined with the case study project, evaluates whether students have met the program learning objectives at the synthesis level.

2) Changes to the format of the Scientific Writing: APA course were also made due to assessment.

Due to lower T.I.G.E.R.S scores than desired in the area of the timely return of graded homework in the Scientific Writing: APA course, changes were effectively made based on these scores. Previously for this class, each student turned in a two to three page paper based on that week's chapter assignment for six weeks. It took the instructor one to two hours per student to complete the grading process with all the edits to give back to the student to correct. With 10-12 students in the class, it quickly became difficult to return the previous weeks graded material before the next assignment was due; this impacted their ability to learn from past mistakes and make necessary changes on the next chapter due.

After receiving the lowered scores, the homework schedule was revised to four chapters, one due every other week, combining the remaining two chapters into the other chapter questions. During the off weeks, peer edits were implemented, giving the students practice at editing APA corrections in the papers of their fellow students, which was part of their final. The students became more "critical" of their own work as an outcome as well. These changes improved the feedback time, shortened the instructor's grading time and gave a valuable learning experience to the students. These changes occurred from T.I.G.E.R.S. survey results from Spring 2015 to Spring 2016.

Perusing the assessment statistics in subsequent edition of the annual data books reveals the following needs. These Action Items are obviously the result of the assessment process:

1) A consistent break-down of scores for the Major Field Test (MFT) is needed. Some years, the data for the four sub-scores has been recorded; other times it has not. Such a break-down will enable the department to more easily see trends in student learning and better enable the personnel to identify changes that may be needed.

Action #	Title	Target
4B3-14	Include sub-scores for the MFT in the data book.	May 2017

2) In general, MFT scores have been lower than the target of 158. Some students have done fairly well; others have done very poorly. Student ability and sustained effort obviously vary; it would therefore be useful to correlate student MFT scores with GPA on required psychology courses. This would help determine if getting poor grades (and/or low ability) was a primary factor in students' doing poorly on the MFT. If there is no correlation, then causes others than low grades might then be sought and changes to the program may be in order. If a correlation is present, that correlation will be partial evidence that the program is enabling students to work and learn to the extent of their abilities.

Action #	Title	Target
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4B3-15	Record data so MFT scores may be correlated with GPA on required psychology courses	May 2017
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Action #	Title	Target
4B3-16	Review all course description in the Catalog in order to ascertain that verbs used are appropriate for designated course levels.	Spring 2017 in time for changes to be implemented in new version of Catalog.

Action #	Title	Target
4B3-17	Revise course descriptions in the syllabi in order to ascertain that verbs used are appropriate for designated course levels.	Spring 2017

Action #	Title	Target
4B3-18	Ensure that rubrics are embedded into syllabi	February 2017

4B4: The department processes and methodologies to assess student learning reflect good practice, including the substantial participation of faculty and other instructional staff members.

The department processes and methodologies to assess student learning reflect good practice, including the substantial participation of faculty and other instructional staff members. This is evidenced by the departmental participation in Final Projects and Research Presentations, which are evaluated by departmental personnel.

In psychology and criminal justice, Major Field Tests, prepared and distributed by the Educational Testing Service (ETS), are given. There is no MFT available in history, so the department has created a Social Science Content Exam in an effort to assess student knowledge of U.S. History, world civilization, government, political science, and geography.

To determine whether student work is being fairly and consistently graded department-wide, grading by more than one rater should be practiced. Towards that end, capstone papers, chosen at random from all programs, will be graded by more than one departmental representative. This will be done when the completed papers are submitted. It is recognized that subject matter, and to some extent style, may not be adequately graded by persons from different fields; nevertheless, writing skills, whether the material is presented clearly and logically, and perhaps some other factors may be fairly assessed by other raters.

Action #	Title	Target
4B4-1	Meet with departmental personnel to determine how to implement a program that will establish inter-rater-reliability. This may include the creation of a rubric for said purpose.	February 2017
4B4-2	Implement a system whereby randomly-selected capstone papers will be assessed by more than one rater in the department.	May 2017

4BC: THE DEPARTMENT DEMONSTRATES A COMMITMENT TO EDUCATIONAL IMPROVEMENT THROUGH ONGOING ATTENTION TO DEPARTMENTAL RETENTION, PERSISTENCE, AND COMPLETION RATES; USING THIS INFORMATION TO MAKE IMPROVEMENTS AS WARRANTED BY THE DATA.

The department has, in the past, depended on institutional data for this information. So that the information may be more readily available, it is advisable to record data annually in the spring concerning 1) the number of declared majors in each field in the SSD at each grade level and 2) the graduates.

Exploring this matter has revealed gaps in the data; there needs to be more intentionality related to this matter.

Action #	Title	Target
4BC-1	Record data annually in the spring concerning 1) the number of declared majors in each field in the SSD at each grade level and 2) the graduates.	April 2017

The History program has a graduation rate of ~56% over the life of the program. That includes 8 graduates with a history major. An additional person graduated with the history major, then returned for the certification. The History & Government Teacher Education program has a graduation rate of about 33% over the life of the program. That includes 5 graduates. Two persons have neared completion of the teach education program and switched to a history major in their senior year.

There is no data to report for the Criminal Justice program, since the program has been in existence for such a short while.

APPENDIX A

PROGRAM REVIEW: CRIMINAL JUSTICE MAJOR

The Criminal Justice Major is a 45 hour program. All required courses are on-ground courses. However, the Major is a hybrid program, and students may take online courses to fulfill their elective requirements.

The required courses (35 hours) are listed below.

- SS-CJ 214 Introduction to Law Enforcement (3) (Fall, alternate years) (Online and On-ground)
- SS-CJ 216 Forensic Science (3) (Fall, alternate years) (Online and On-ground)
- SS-CJ 235 Criminal Justice Systems (3) (Fall, alternate years) (Previously named Introduction to Criminal Justice and Legal Studies)
- SS-CJ 240 Criminology (3) (Fall, alternate years)
- SS-CJ 241 Introduction to Law & Legal Studies (3) (Spring, alternate years)
- SS-CJ 242 Patrol Operations (3) (Interterm, alternate years)
- SS-CJ 340 Criminal Law (3) (Spring, alternate years)
- SS-CJ 341 Criminal Investigations (3) (Spring, alternate years)
- SS-CJ 342 Corrections (3) (Interterm, alternate years)
- SS-CJ 350 Police Administration (3) (Spring, alternate years) (Online and On-ground)
- SS-AP 491 Senior Seminar [Social Science] 1 (As needed)
- SS-SO 202 Sociology 3
- SS-PY 320 Social Psychology 3

In addition to the required courses, students must take 10 additional hours. Elective courses are as follows. Note: In the summer of 2016, some changes were made in the online course offerings. The company delivering the services was changed, and the opportunity was taken to bring the online program into closer alignment with the on-ground program. Therefore, the list below is no longer correct.)

- SS-CJ 110 Introduction to Criminal Justice (3) (Online only)
- SS-CJ 212 Introduction to Corrections (3) (Online only)
- SS-CJ 213 Drugs and Criminal Justice (3) (Online only)
- SS-CJ 215 Introduction to Courts (3) (Online only)
- SS-CJ 225 Serial Killers (3) (Online only)
- SS-CJ 232 Terrorism and Counterterrorism (3) (Online only)
- SS-CJ 332 Investigations and Evidence (3) (Online only)
- SS-CJ 320 Ethics in Criminal Justice (3) (Online only)
- SS-CJ 330 Statistics in Criminal Justice (3) (Online only)
- SS-CJ 352 Comparative Justice (3) (Online only)
- SS-CJ 440 Criminal Procedure I (3) (Online only)
- SS-CJ 442 Criminal Procedure II (3) (Online only)
- SS-CJ 450 Criminological Theory (3) (Online only)
- SS-CJ 452 Victimology (3) (Online only)
- SS-CJ 470 Juvenile Justice (3) (Online only)
- SS-CJ 482 Community Corrections (3) (Online only)
- SS-CJ 490 Crisis Management (3) (Online only)

- SS-CJ 495 Criminal Justice Capstone (3) (Online only)
- BS-MG 357 Business Law (3)
- SS-PY 330 Abnormal Psychology (3)
- SS-SO 306 Social Problems (3)

Criminal Justice Major Program Learning Outcomes

- Fit Mind: The student can summarize the historical development of criminal justice systems and the role of justice in America and the global community.
- Fit Heart: The student can describe the influences and behaviors related to the administration of justice and how each is affected by worldview and culture.
- Fit Soul: The student can articulate an ethical framework that recognizes the interplay of personal faith, natural law, and public policy.
- Fit Body: The student can employ appropriate procedures associated with law enforcement administration and the prevention, detection, and regulation of crime and criminal behavior.

PLOs and Course Alignment

As demonstrated on Table A-1 below, all four PLOs are addressed at all three levels (Knowledge, Application, Synthesis) and all three levels are addressed a minimum of two times at each level. Depending on the order in which courses are taken, a given student may encounter a course in which an objective is addressed at a higher level (synthesis, for instance) prior to completing all of the courses in which that objective is addressed at the previous level. In general, however, there is a clear scaffolding of learning objectives.

Table A-1: Criminal Justice Major – PLOs and Course Matrix

	Objectives			
	Fit Mind: The student can summarize the historical development of criminal justice systems and the role of justice in America and the global community.	Fit Heart: The student can describe the influences and behaviors related to the administration of justice and how each is affected by worldview and culture.	Fit Soul: The student can articulate an ethical framework that recognizes the interplay of personal faith, natural law, and public policy.	Fit Body: The student can employ appropriate procedures associated with law enforcement administration and the prevention, detection, and regulation of crime and criminal behavior.
SS-SO 202 Prin. of Sociology 3		K	K	
SS-PY 320 Social Psychology 3			S	
SS-CJ 214 Intro. to Law Enforcement 3	K	K	K	K
SS-CJ 216 Intro. to Forensic Science 3	K	K, A	A	A
SS-CJ 235 Criminal Justice Systems 3	K	K, A	K, A	
SS-CJ 240 Criminology 3	K	A		A
SS-CJ 241 Intro. Law & Legal Studies 3	K		A	A
SS-CJ 242 Patrol Operations 3	A		A	K, A, S
SS-CJ 340 Criminal Law 3	S	S	K	S
SS-CJ 341 Criminal Investigations 3	S	S	A	A, S
SS-CJ 342 Corrections 3	A	A	S	A
SS-CJ 350 Police Administration 3	S	S	S	A, S

*SS-AP 491 Senior Seminar [Soc. Sci.] 1

S

S

Legend: K = Knowledge (Levels 1 & 2 of Bloom's taxonomy); A = Application (Levels 3 & 4 of Bloom's taxonomy); S = Synthesis (Levels 5 & 6 of Bloom's taxonomy)

* This course/assignment addresses the English Intensive requirement pertaining to the College's Writing Program.

Primary Criminal Justice Program-Level Assessments

1. A final praxis test in SS-CJ 316 Forensic Science. Students are placed in an imitation crime scene and demonstrate their skills through the steps they take in approaching the scene and collecting evidence. This will assess Fit Body (skills) as well as Fit Mind. This assessment is pre-existing, but the data has not been previously used for program assessment. A rubric is being prepared for this purpose.
2. A final praxis test in SS-CJ 350 Police Administration. Students are presented a problem set related to administration; skills are assessed by the choices and actions taken to address the issues. This will assess Fit Mind as well as Fit Body (skills). This assessment is pre-existing, but the data has not been previously used for program assessment. A rubric is being prepared for this purpose.
3. A Major Field Test (MFT) in Criminal Justice or a similar nationally-normed test. This will align with Fit Mind. The MFT is a new assessment
4. A major paper to fulfill the Writing Intensive requirement. This will be accomplished in SS-AP 491 Social Science Senior Seminar or an upper-level course. The paper will be used to assess Fit Mind and Fit body (writing skills).
5. Living Labs in SS-PY 320 Social Psychology. This assessment will measure Fit Heart and Fit Soul. In the Labs, students are required to engage in a specific role for an entire day; they are then to write a reaction to their experience. This assessment is pre-existing, but the data has not been previously used for program assessment. A rubric is being prepared for this purpose.

Table A-2: Criminal Justice Major – PLO and Program Assessment Matrix

	Final Praxis Exam in SS-CJ 216 Forensic Science	Final Praxis Exam in SS-CJ 350 Police Admin.	Living Labs in SS-PY 320 Social Psychology	Major Research Paper in SS-AP 491 Sen. Sem.	Major Field Test
Fit Mind: The student can summarize the historical development of criminal justice systems and the role of justice in America and the global community.	K	A		S	S
Fit Heart: The student can describe the influences and behaviors related to the administration of justice and how each is affected by worldview and culture.			S		
Fit Soul: The student can articulate an ethical framework that recognizes the interplay of personal faith, natural law, and public policy			S		
Fit Body: The student can employ appropriate procedures associated with law enforcement	S	S		S	

administration and the prevention, detection,
and regulation of crime and criminal behavior

Legend: K = Knowledge (Levels 1 & 2 of Bloom's taxonomy); A = Application (Levels 3 & 4 of Bloom's taxonomy); S = Synthesis (Levels 5 & 6 of Bloom's taxonomy)

* This course/assignment addresses the English Intensive requirement pertaining to the College's Writing Program.

APPENDIX B

PROGRAM REVIEW: HISTORY MAJOR

The History Major is a 45 hour program. The required courses (35 hours) are incorporated into Table B-1, below. In addition to the required courses, students must take 10 additional hours. Elective courses are as follows:

- BS-EC 210 Survey of Economics 3
- BS-EC 261 Macroeconomics 3
- HU-AR 101 Art Appreciation 3
- HU-TH 112 Introduction to Theatre 3
- MU-MS 306 Popular Music in America 3
- MU-MS 362 Music History I 3
- MU-MS 363 Music History II 3
- MU-MS 364 Music History III 3
- NS-MA 209 Statistics 3
- SS-HI ### Any History Course 1-3
- SS-SO 328 Field Anthropology 3

Each syllabus delineates the PLO met by each CLO. In addition, each syllabus denotes specific SLOs that correspond, according to Table B-1, to PLOs intended to be addressed in a given course.

See related documents: Appendices E-I. These highlight, course by course, changes to be made in syllabi and the Catalog in order to accomplish the following:

- Appendix E ascertains that the plan visualized by Table B-1 is realized by aligning specific CLOs in selected courses with designated PLOs and by addressing the specific CLO/PLO with a specific assignment;
- Appendix F defines adjustments required and/or completed to ascertain that CLOs are appropriate to the course, matched with a relevant PLO, aligned with course level, and measureable;
- Appendix G defines adjustments required and/or completed in order to make the Catalog course descriptions consistent with the Knowledge-Application-Synthesis (and Bloom's Taxonomy) sequence demonstrated on Table B-1 and with the 100-400 Course Level Sequence prescribed by Central Christian College;
- Appendix H identifies adjustments required and/or completed in order to make verbiage in course descriptions on syllabi consistent with 100-400 Course Level Sequence prescribed by Central Christian College.; and
- Appendix I ascertains that assessments relevant to Table B-1 are appropriate to the Bloom's level designated for that outcome.

Alignment of PLOs, Courses, and Program Assessments

Table B-1 below provides a visual representation of the development of the PLOs throughout the curriculum's required courses, identifying the PLOs each courses addresses as well as the level (Knowledge, Application, Synthesis) at which the PLOs are addressed. These levels are based on the College's scaffolding approach to learning and are informed by Bloom's taxonomy of learning objectives.

Table B-1: History Major – PLOs and Course Matrix

	Courses													
	SS-HI 103	SS-HI 104	SS-HI 105	SS-HI 106	SS- GE 113	SS- PO 203	SS- PO 210	SS-HI 331	SS-HI 332	SS- PO 333	SS-HI 344	SS-HI 463	SS-HI 492	
Hi1: In the area of Tradition (Fit Mind), the History Major evaluates the development and interplay of the history of people, places, events, geography, and governmental systems.	K	K	K	K	A	K	A	A	A	A	A	S		
Hi2: In the area of Reason (Fit Mind), the History Major analyzes and evaluates historical documents and events and distinguishes between fact and interpretation.	K	K	K	K		K	A	A	A	A	S	S	S	
Hi3: In the area of Scripture (Fit Soul and Fit Heart), the History Major evaluates the influences of Christianity upon history and culture through understanding biblical principles, including the practice of compassion and service, and demonstrates an appreciation for individual and cultural diversity.	K	K	K	K	A	A	A	S	K	K	S	S		
Hi4: In the area of Experience (Fit Body), the History Major ably engages in historical research using appropriate methodologies, summarizes the strengths and limitations inherent in the system of historical inquiry, and communicates the results of research in effective presentations.	K	K	K	K	K						A	A	S	S

Legend: K = Knowledge (Levels 1 & 2 of Bloom's taxonomy); A = Application (Levels 3 & 4 of Bloom's taxonomy); S = Synthesis (Levels 5 & 6 of Bloom's taxonomy)

As demonstrated on Table B-1, all four PLOs are addressed at all three levels (Knowledge, Application, Synthesis), and all three levels are addressed a minimum of two times at each level. Depending on the order in which courses are taken, a given student may encounter a course in which an objective is addressed at a higher level (synthesis, for instance) prior to completing all of the courses in which that objective is addressed at the previous level. In general, however, there is a clear scaffolding of learning objectives.

History Major Program Assessment

Primary History Program Level-Assessments

Appropriate measures of assessment for the History Major Program have been developed. In every case except two, assessment are administered as a part of a required course. The courses involved are identified below. The two exceptions are the Social Science Content Knowledge Exam (SSCKE) and the Average GPA. In those cases where PLO assessments are integrated in a course, rubrics for the assessment are embedded in or attached to the appropriate syllabi.

The Program Level Assessments, as well as when or where assessed, until recently, have been as follows:

- Geography Project, in SS-GE 113
- Historiography Presentation, in SS-HI 463
- Personal Philosophy of History Paper, in SS-HI 463
- Capstone Research Paper, in SS-HI 492
- U.S. History Comprehensive Exam, during the senior year
- World Civilization Comprehensive Exam, during the senior year
- Average GPA on Courses Required for Major, calculated after graduation

Two changes have been or are being made in the above assessments:

- 1) Reading Notes in SS-HI 331 History of Christianity is a new assessment created as a result of this Tri-Annual Review. See discussion related to this below in two places: “Analysis of Outcomes of each Program Learning Outcome (PLOs)” and “Modifications Taken in Response to Assessment Process.”
- 2) As of 2015-16, a Social Science Content Exam is replacing the previous two comprehensive exams in U.S. History and World Civilization. In addition to content pertaining to U.S. History and World Civilization, the new exam will also include questions related to government, political science, and geography.

Table B-2: History Major – PLO and Program Assessment Matrix

Table B-2	Program Level Assessments						
Central Christian College of Kansas History Major: PLO and Program Assessment Matrix (Spring, 2016)	Presentation on Historiographer (in SS-HI 463)	Geography Project (in SS-GE 113)	Selected Reading Notes in History of Christianity (in SS-HI 331)	Personal Philosophy of History (in SS-HI 463)	*Capstone Research Paper (in SS-HI 492)	Social Science Content Knowledge Exam	Average GPA on Required Courses
Hi1: In the area of Tradition (Fit Mind), the History Major evaluates the development and interplay of the history of people, places, events, geography, and governmental systems.	A	A		S	S	S	K

Hi2: In the area of Reason (Fit Mind), the History Major analyzes and evaluates historical documents and events and distinguishes between fact and interpretation.	A			S	S		K
Hi3: In the area of Scripture (Fit Soul and Fit Heart), the History Major evaluates the influences of Christianity upon history and culture through understanding biblical principles, including the practice of compassion and service, and demonstrates an appreciation for individual and cultural diversity.			Assessment Approved 2/2016: Not Yet Operational				
Hi4: In the area of Experience (Fit Body), the History Major ably engages in historical research using appropriate methodologies, summarizes the strengths and limitations inherent in the system of historical inquiry, and communicates the results of research in effective presentations.	S	A		S	S		

Legend: K = Knowledge (Levels 1 & 2 of Bloom's taxonomy) A = Application (Levels 3 & 4 of Bloom's taxonomy)
S = Synthesis (Levels 5 & 6 of Bloom's taxonomy)

*English Program Writing Intensive course

Table B-3 below displays the data for graduates in the History Major from 2008 to 2015. This data includes some for students seeking teaching licensure in History and Government. These students are required to take the Praxis II content exam. That information, though not required of History Majors, is included here because the same core of courses are required of both programs; the data is therefore relevant to this report.

Table B-3: History Major – Program Assessment Data

Assessment	When Assessed	Target Score	Target #/n	Target %	Proficient Score	Prof. #/n	Prof. %	Basic Score	Basic #/n	Basic %	Deficient Score	Def. #/n	Def. %
^Geography Project	SS-GE 113	90%	3/4	75%	80%	1/4	25%	70%	0/4	0%	<70%	0/4	0%
Historiography Presentation	SS-HI 463	90%	6/10	60%	80%	3/10	30%	70%	0/10	0%	<70%	1/10	10%
Personal Philosophy of History	SS-HI 463	90%	1/10	10%	80%	7/10	70%	70%	2/10	20%	<70%	0/10	0%
Capstone Research Paper	SS-HI 492	90%	2/9	22%	80%	4/9	44%	70%	2/9	22%	<70%	1/9	11%
^U.S. History Comp. Exam	Sr. Year	86%	0/4	0%	70%	3/4	75%	55%	1/4	25%	<55%	0/4	0%
^World Civ. Comp. Exam	Sr. Year	86%	0/4	0%	70%	3/4	75%	55%	1/4	25%	<55%	0/4	0%
Avg. GPA on Courses Req. for Major	Post-Graduate	3.5	6/9	67%	2.75	3/9	33%	<2.75	0/9	0%			
*History of Christianity Reading Notes	SS-HI 331												

Data since first graduate, in 2008, on students who graduated with a History Major OR in History and Government Teacher Education. Population = 8 History Major Graduates; 4 History and Government Teacher Education graduates.

* Assessment Approved 2/2016: May Operationalize Spring 2016, or the next time the course is offered.

^ The N value for these assessments is low for various reasons. In the case of the U.S. History and World Civilization Comprehensive Exams, a professor left the College and failed to submit data he was to have accumulated. In the case of the Geography Project, some students took geography elsewhere and transferred credits; they obviously do not have a score for this assessment.

As of 2015-16, a Social Science Content Exam will be replacing the previous two comprehensive exams in U.S. History and World Civilization.

All assessments for which data is available demonstrate that from 67% to 90% of students score Proficient or Target. Based on that standard, students show the weakest success rate on the Capstone Paper. See below under “Analysis of Outcomes of each Program Learning Outcome” for discussion related to this point.

Content Praxis Scores for Teacher Education Graduates: Of five graduates who have taken the Praxis II content exam, required to be certified by the Kansas Department of Education to teach in high schools and middle schools, three students earned a satisfactory grade on the first exam. The two other students, unfortunately, failed multiple testings. One of those students did then eventually succeed, and the other satisfactorily completed the content exam for certification at the middle-school level. Interestingly, the three students who passed on their first attempt were students here at Central for four years. Students who were not successful transferred to Central as juniors and took many of their required courses (about 18 hours each) at other educational institutions.

Analysis of Outcomes of each Program Learning Outcome (PLOs).

PLO Hi1: In the area of Tradition (Fit Mind), the History Major evaluates the development and interplay of the history of people, places, events, geography, and governmental systems.

Six assessments orient towards an analysis of this PLO (Presentation on Historiographer (in SS-HI 463), Geography Project (in SS-GE 113), Personal Philosophy of History (in SS-HI 463), Capstone Research Paper (in SS-HI 492), Social Science Content Knowledge Exam, and Average GPA on Required Courses). The data (Table B-3), based on the number of "Proficient" and "Target" scores in comparison to "Basic" and "Deficient" scores, demonstrates that a large majority of graduates have an adequate grasp of the development of historical information. Forty-two of fifty cumulative assessments (84%) support this claim.

PLO Hi2: In the area of Reason (Fit Mind), the History Major analyzes and evaluates historical documents and events and distinguishes between fact and interpretation.

Five assessments pertain to this PLO: Presentation on Historiographer (in SS-HI 463), Personal Philosophy of History (in SS-HI 463), Capstone Research Paper (in SS-HI 492), and Average GPA on Required Courses.

Reflected in the above data (Table B-3) is the fact that, of all the assessments, fewer students score Proficient or Target on the Capstone Research Paper than on any other. PLO Hi2 (Reason), a primary PLO related to this assessment, calls for analyzing and evaluating historical documents and events. Instructions for the Paper, as per the course syllabus, call for the student to demonstrate the ability to "conduct historical research using primary sources and sound historical methodology," to critically "evaluate the intellectual soundness of historical writings" and to present "evidence of continuity and change" while "differentiating between and making comparisons of historical facts and historical interpretations." Though students have a grasp of facts (see discussion under PLO Hi1, immediately above), they tend to not adequately deal with historical sources, critically "evaluate the intellectual soundness of historical writings," or present "evidence of continuity and change." A way to remedy this weakness is presented below.

PLO Hi3: In the area of Scripture (Fit Soul and Fit Heart), the History Major evaluates the influences of Christianity upon history and culture through understanding biblical principles, including the practice of compassion and service, and demonstrates an appreciation for individual and cultural diversity.

The process of this departmental review has brought to light the realization that there has been no adequate assessment of this PLO. There have been past attempts to encourage and to assess learning in this area, but they have not been adequate. For example, there was for a time discussion of a College-wide essay assigned to all graduating seniors that would assess student spiritual development; it was suggested then that such an essay might also serve as a data point for specific programs. In fact, such an essay was assigned one year to students in the Senior Seminar. The results were enlightening but have not been included here since that assessment was not pursued College-wide and was subsequently abandoned by the SSD. See below for action taken to correct this weakness in the program of assessment.

Another data point that reflects on this PLO is gleaned from Senior Survey statistics (See Section 4A3). In response to the question, "Overall, how do you rate the integration of faith and learning in the SSD at CCC?" (1= not at all, 6 = too much religion), the mean was 3.92. This is interpreted as being significant because students have rated the integration of faith and learning as near the optimal point of 3.5. The mean of 3.92 demonstrates that the department, on average, is perceived as neither ignoring nor inappropriately overemphasizing the "Scripture" (Fit Heart and Fit Soul) component of learning. This is an especially important result since one weakness of the assessment strategies and resulting data, as noted

immediately above, is in this area. In spite of the fact that there has not been adequate assessment of the “Scripture” PLO, this data demonstrates that, in various courses, integration of faith and learning is regularly occurring.

PLO Hi4: In the area of Experience (Fit Body), the History Major ably engages in historical research using appropriate methodologies, summarizes the strengths and limitations inherent in the system of historical inquiry, and communicates the results of research in effective presentations.

Four assessment points relate to this PLO: Presentation on Historiographer (in SS-HI 463); Geography Project (in SS-GE 113); Personal Philosophy of History (in SS-HI 463); and Capstone Research Paper (in SS-HI 492). Students have scored higher on the presentations and projects than on the two papers. Only one in ten have reached the Target on the Personal Philosophy of History paper, and only two of nine have scored Target on the Capstone Research Paper. Some of the weakness seen here is in the area of research and thinking deeply about historical ideas. For discussion on this, see above under PLO Hi2. In this section, PLO Hi4, it is the skills and mechanics of writing that is identified as a weakness. It is anticipated that the steps taken to improve the research and analysis weakness addressed in PLO HI2 will also improve the writing skills of students.

Modifications Taken in Response to Assessment Process.

Modifications Related to PLO Hi2 (Reason) and PLO Hi4 (Experience):

As noted above, assessment demonstrated that students are not adequately analyzing and evaluation historical (PLO Hi2) or demonstrating adequate writing skills (PLO Hi4). In the past, various papers have been required in courses; now, in order to better develop the research and writing skills of history majors, a minimum number of papers is now going to be required in specific courses prior to the writing of the Capstone Research Paper. Papers will be required in these courses: SS-PO 203 American Government; SS-PO 333 Political Science and Thought; SS-HI 344 History of Minorities in the U.S. In addition, four shorter papers will be written in sequence in SS-HI 103 World Civilization I, II and SS-HI 105-106 [G] U.S. History I, II. These four papers will each focus on a specific research skill; these skills are all direct reflections of ideals found in the History Standards adopted by the Kansas Department of Education. Specific instructions have been prepared for each paper, and rubrics will reflect attention to desired goals.

Goal of Paper 1: Differentiate between and make comparisons of historical facts and historical interpretations.

Goal of Paper 2: Conduct historical research using primary sources and sound historical methodology.

Goal of Paper 3: Critically evaluate the intellectual soundness of historical writings.

Goal of Paper 4: Present evidence of continuity and change.

The rubrics for the major writing assignments have separate components that measure content and mechanics. In the past, only the total scores have been recorded, but departmental personnel have recognized that many students are weak in both of the areas mentioned in this analysis. In the future, separate scores will be recorded for papers so that future analysis will be able to better segregate research and analysis from writing mechanics.

Action #	Title	Target
Appen B-1	In future, record separate scores related to mechanics and content for major writing assessments	February 2017

Modifications Related to PLO Hi3 (Scripture):

Because of the weakness in a lack of assessment identified as a part of this Review, the department created a new assessment; in cooperation with Dr. Larry Anderson (Department of Ministry and Theology), assessment will be made of selected reading notes in his History of Christianity (SS-HI 331). An established major assessment for his course is weekly reading notes; each week, students are given three questions from which they must choose one to address. After perusing those questions, SSD personnel selected several specific questions from over the course of the semester; these questions address the specific elements of this PLO and the average of a student's scores will serve as a measure of assessment for this PLO.

APPENDIX C

PROGRAM REVIEW: PSYCHOLOGY MAJOR

The PLOs of the Psychology Major can be seen below, along with their alignment to specific assessments and assessment levels. The PLOs are informed by the *APA Guidelines for Undergraduate Major*.

Table C-1: Psychology Major – PLO and Program Assessment Matrix

PLO and Program Assessment Matrix	Assessment Measures & Schedule			
	Assessment: Remember Level	Assessment: Application Level	Assessment: Synthesis Level	Assessment: Comprehensive/Capstone
PSY1: facilitate APA guidelines for the ethical treatment of human and nonhuman research participants	NIH certification (Senior Research Project)	Research Proposal (Research Methods)	Senior Thesis (Senior Research Project)	Senior Thesis (Senior Research Project)
PSY2: adapt psychological principles and modalities in response to diverse cultures and worldviews	Developmental Autobiography (Human Growth and Development)	Case Studies (Counseling, Personality Psychology, Abnormal Psychology)	Comprehensive Case Study (Senior Capstone)	Comprehensive Case Study (Senior Capstone)
PSY3: explain the contributions of psychological theories and their relation to current practices in psychology and human functioning.	Developmental Autobiography (Human Growth and Development)	Case Studies (Personality Psychology)	Comprehensive Case Study (Senior Capstone)	Comprehensive Case Study (Senior Capstone) Major Field Test (Senior Capstone)
PSY4: distinguish various etiologies and treatments related to normative and non-normative behavior	Developmental Autobiography (Human Growth and Development)	Case Studies (Counseling, Personality Psychology, Abnormal Psychology)	Comprehensive Case Study (Senior Capstone)	Comprehensive Case Study (Senior Capstone) Major Field Test (Senior Capstone)
PSY5: design and execute an experiment or research initiative to answer a psychological question	SSJR Response (Introduction to Psychology)	Research Proposal (Research Methods)	Senior Thesis (Senior Research Project)	Senior Thesis (Senior Research Project)
PSY6: evaluate psychological theories, practices, and responses from a holistic perspective (Heart, Soul, Mind, and Strength).	Developmental Autobiography (Human Growth and Development)	Case Studies (Counseling, Abnormal Psychology)	Comprehensive Case Study (Senior Capstone)	Comprehensive Case Study (Senior Capstone)
PSY7: analyze, interpret, and describe data using descriptive and inferential statistics	SSJR Response (Introduction to Psychology)	Research Proposal (Research Methods)	Senior Thesis (Senior Research Project)	Senior Thesis (Senior Research Project)
PSY8: express thoughts, ideas, findings, etc., in accordance with APA standards	Final Book (Scientific Writing Seminar: APA)	Research Proposal (Research Methods)	Senior Thesis (Senior Research Project)	Senior Thesis (Senior Research Project)
PSY9: devise psychologically informed explanations, resolutions, and conclusions for situations encountered as part of human functioning.	Developmental Autobiography (Human Growth and Development)	Case Studies (Counseling, Personality Psychology, Abnormal Psychology)	Comprehensive Case Study (Senior Capstone)	Comprehensive Case Study (Senior Capstone) Major Field Test (Senior Capstone)

Major Program Assessments include the following:

Developmental Autobiography (in Human Growth and Development)

NIH certification (in Senior Research Project)

Research Proposal (in Research Methods)

Case Studies (in Counseling, Personality Psychology, Abnormal Psychology)

Comprehensive Case Study (in Senior Capstone)

Table C-2 below provides a visual representation of the development of the PLOs throughout the curriculum's required courses, identifying the PLOs each courses addresses as well as the level (Knowledge, Application, Synthesis) at which the PLOs are addressed. These levels are based on the College's scaffolding approach to learning and are informed by Bloom's taxonomy of learning objectives.

Table C-2: Psychology Major – PLOs and Course Matrix	110-G General Psychology	201 Human Growth	209 Statistics	291 Scientific Writing: APA	310 Applied Statistics/Research	312 Personality Psychology	320 Social Psychology	330 Abnormal Psychology	493 Research Project [Psychology]	498 Capstone [Psychology]
PSY1: facilitate APA guidelines for the ethical treatment of human and nonhuman research participants	K/A	K			A/S		A	S	S	
PSY2: adapt psychological principles and modalities in response to diverse cultures and worldviews	K	K	A	K		A	K/A/S	S	S	S
PSY3: explain the contributions of psychological theories and their relation to current practices in psychology and human functioning.	K	K	A	K/A		K/A/S	A/S	S	S	S
PSY4: distinguish various etiologies and treatments related to normative and non-normative behavior	K	K				K/A	A/S	A/S	S	S
PSY5: design and execute an experiment or research initiative to answer a psychological question	K/A				A/S	A/S			S	
PSY6: evaluate psychological theories, practices, and responses from a holistic perspective (Heart, Soul, Mind, and Body).	K	K		K		K/A/S	K/A/S	A/S	S	S
PSY7: analyze, interpret, and describe data using descriptive and inferential statistics	K/A		K/A	K	A/S			A/S	S	
PSY8: express thoughts, ideas, findings, etc., in accordance with APA standards	K	K		K/A	A			A/S	S	S
PSY9: devise psychologically informed explanations, resolutions, and conclusions for situations encountered as part of human functioning.	K	K	A	K/A/S	A/S	K/A/S	K/A/S	S	S	S

Areas of Blooms Taxonomy

K= Knowledge/Comprehension **A**=Application/Analysis **S**=Synthesis/Evaluation

APPENDIX D

PROGRAM REVIEW: SOCIOLOGY MINOR

The Social Science Department offers a Sociology Minor and an identical Sociology Track that may be earned as a Social Science Concentration in the Liberal Studies Major. Since this minor/track is not associated with a major, it is reviewed as an individual component.

Sociology Program Learning Outcomes

- Soc1: In the area of Tradition (history) [Fit Mind], the student appraises the sociological perspective and the cultural/social influence of human societal and individual functioning.
- Soc2: In the area of Reason (enhanced with scientific methodologies) [Fit Mind]: The student assesses the centrality of empirical evidence, distinguishes methods appropriate to the study of society, argues the strengths and limitations inherent in the system of scientific inquiry, and employs critical thinking skills relative to issues and concepts in sociology.
- Soc3: In the area of Scripture (Fit Soul and Fit Heart), the student defends attitudes that align with Christian character and ethical practices, justifies an appreciation for individual and cultural diversity, and incorporates a Christian worldview and theological reasoning.
- Soc4: In the area of Experience (Fit Body), the student ably engages in research utilizing methodologies and/or resources appropriate to the study of the social sciences and communicates the results of research clearly and professionally in effective presentations.

Course Requirements for the Sociology Liberal Studies Track / Minor

Required Courses:

- SS-SO 202 [G] Principles of Sociology (3) (Fall)
- SS-SO 306 Social Problems (3) (Spring, alternate years)
- Prerequisite: SS-SO 202 [G]— Principles of Sociology
- SS-SO 381 [G] Marriage and Family (3) (Interterm and Spring, twice yearly)
- SS-SO 458 Sociological Theory (3) (On demand, normally directed study)
- SS-PY 320 Social Psychology (3) (Interterm or Spring, annually)
- SS-HI 344 A History of Minorities in the U.S. (2) (Fall, alternate years)

Electives:

- SS-SO 265 [G] World Religions (3) (Spring, alternate years)
- SS-SO 320 Cross Cultural Communications (3) (Fall, alternate years)
- SS-SO 328 [G] Field Anthropology (3) (Interterm trip, intermittently)
- BS-EC 210 Survey of Economics (3) (Fall)
- BS-EC 261 Macroeconomics (3) (Spring)
- NS-MA 209 Statistics (3) (Spring)
- SS-CJ 235 Criminal Justice Systems (3) (Fall, alternate years)
- SS-CJ 240 Criminology (3) (Fall, alternate years)
- SS-HI 244 Social History of the 1960s (1) (On demand)
- SS-PO 112 Current World Problems (3) (On demand)
- SS-PY 201 Human Growth & Development (3) (Fall)
- SS-PY 310 Research Methods/Applied Statistics (3) (Fall, alternate years)

- SS-PY 355 Organizational Behavior (3) (Fall)
- SS-AP 291 Scientific Writing Seminar: APA (1) (Spring)
- SS-AP 491 Social Science Senior Seminar [WI] (1) (On demand)

Alignment of PLOs, Courses, and Program Assessments

Table D-1 below provides a visual representation of the development of the PLOs throughout the curriculum's required courses, identifying the PLOs each courses addresses as well as the level (Knowledge, Application, Synthesis) at which the PLOs are addressed. These levels are based on the College's scaffolding approach to learning and are informed by Bloom's taxonomy of learning objectives.

As demonstrated on Table D-1, all four PLOs are addressed at all three levels (Knowledge, Application, Synthesis). Depending on the order in which courses are taken, a given student may encounter a course in which an objective is addressed at a higher level (synthesis, for instance) prior to completing all of the courses in which that objective is addressed at a lower level. In general, however, there is a clear scaffolding of learning objectives.

Table D-1: Sociology Minor – PLO and Course Matrix

	SS-SO 202 Principles of Sociology	SS-SO 306 Social Problems	SS-PY 320 Social Psychology	SS-SO 381 Marriage and Family	SS-HI 344 Minorities in the U.S.	SS-SO 458 Sociological Theory
Soc1: ...the student appraises the sociological perspective and the cultural/social influence of human societal and individual functioning.	K	A	A	K		S
Soc2: ...The student assesses the centrality of empirical evidence, distinguishes methods appropriate to the study of society, argues the strengths and limitations inherent in the system of scientific inquiry, and employs critical thinking skills relative to issues and concepts in sociology.	K	A	A			S
Soc3: ...the student defends attitudes that align with Christian character and ethical practices, justifies an appreciation for individual and cultural diversity, and incorporates a Christian worldview and theological reasoning.	K		A	K	A	S
Soc4: ...the student ably engages in research utilizing methodologies and/or resources appropriate to the study of the social sciences and communicates the results of research clearly and professionally in effective presentations.	K				A	S

Legend: K = Knowledge (Levels 1 & 2 of Bloom's taxonomy); A = Application (Levels 3 & 4 of Bloom's taxonomy); S = Synthesis (Levels 5 & 6 of Bloom's taxonomy)

The syllabus of each course is to include specific CLOs that are related to the PLOs noted in Table B-1. In addition, syllabi define specific assignments or course-level assessments that provide opportunities for the mastery of the PLO at an appropriate level.

Primary Program Level Assessments

Two program level assessment tools have been devised. One of these is comprised of three assignments in SS-PY 302 Social Psychology. Three "Living Lab" provide opportunity for students to experience what it

is like to be different or to endeavor to live differently. Students document how they acted, how others reacted to them, and how they felt. This assessment serves to gauge PLO Soc3. The second assessment is a Theory Paper implemented in SS-SO 458 Sociological Theory. The student utilizes a sociological theory to analyze a current social fact or phenomenon; in the process, the student will utilize empirical data and acknowledge a Christian worldview. This assessment is relevant to all four PLOs. It is believed that these two assessments are adequate to assess student learning for the limited number of courses required in the earning of this minor. Table D-2 visualizes this plan.

Table D-2: Sociology Minor – PLO and Program Assessment Matrix

	Theory Paper in SS-SO 458 Soc. Theory	Living Labs in SS-PY 320 Social Psych
Soc1: ...the student appraises the sociological perspective and the cultural/social influence of human societal and individual functioning.	S	
Soc2: ...The student assesses the centrality of empirical evidence, distinguishes methods appropriate to the study of society, argues the strengths and limitations inherent in the system of scientific inquiry, and employs critical thinking skills relative to issues and concepts in sociology.	S	
Soc3: ...the student defends attitudes that align with Christian character and ethical practices, justifies an appreciation for individual and cultural diversity, and incorporates a Christian worldview and theological reasoning.	A	A
Soc4: ...the student ably engages in research utilizing methodologies and/or resources appropriate to the study of the social sciences and communicates the results of research clearly and professionally in effective presentations.	S	
Legend: K = Knowledge (Levels 1 & 2 of Bloom's taxonomy); A = Application (Levels 3 & 4 of Bloom's taxonomy); S = Synthesis (Levels 5 & 6 of Bloom's taxonomy)		

Data and Interpretation

There is no data to report. Though this track/minor has been available for several years, only three students have earned it, and those students graduated several years before the current PLOs and assessments were devised.

Nevertheless, in appraising some of the syllabi for relevant courses as a part of this review process, it has been determined that the following action steps need to be taken as the courses are taught in the rotational cycle. Action steps have been included in the body of the Triennial Report.

HISTORY PROGRAM – SUPPLEMENTAL APPENDICES

Appendices E-I – Changes to be incorporated in syllabi and catalog course descriptions.

Note to Departmental Personnel: Use this document as an instruction sheet to make changes in your syllabi. Over the next two years, (2016-2018) as you prepare syllabi to teach each course in sequence, refer to all of these appendices in order to adequately bring syllabi into compliance with our current College and Departmental standards.

Changes to the Catalog will be completed in time for the changes to be incorporated in the 2017-2018 edition.

This document contains five Appendices. They highlight, course by course, changes to be made in syllabi.

Appendix E ascertains that the plan visualized by Matrix #1 is realized by aligning specific CLOs in selected courses with designated PLOs and by addressing the specific CLO/PLO with a specific assignment;

Appendix F defines adjustments required and/or completed to ascertain that CLOs are appropriate to the course, matched with a relevant PLO, align with course level, and are measurable;

Appendix G defines adjustments required and/or completed in order to make the Catalog course descriptions consistent with the Knowledge-Application-Synthesis (and Bloom's Taxonomy) sequence demonstrated on Matrix 1 and with the 100-400 Course Level Sequence prescribed by Central Christian College;

Appendix H identifies adjustments required and/or completed in order to make verbiage in course descriptions on syllabi consistent with 100-400 Course Level Sequence prescribed by Central Christian College.; and

Appendix I ascertains that assessments relevant to the Table B-1 are appropriate to the Bloom's level designated for that outcome.

Table B-1: History Major – PLOs and Course Matrix

	Courses												
	SS-HI 103	SS-HI 104	SS-HI 105	SS-HI 106	SS- GE 113	SS- PO 203	SS- PO 210	SS-HI 331	SS-HI 332	SS- PO 333	SS-HI 344	SS-HI 463	SS-HI 492
Hi1: In the area of Tradition (Fit Mind), the History Major evaluates the development and interplay of the history of people, places, events, geography, and governmental systems.	K	K	K	K	A	K	A	A	A	A	A	S	
Hi2: In the area of Reason (Fit Mind), the History Major analyzes and evaluates historical documents and events and distinguishes between fact and interpretation.	K	K	K	K		K	A	A	A	A	S	S	S
Hi3: In the area of Scripture (Fit Soul and Fit Heart), the History Major evaluates the influences of Christianity upon history and culture through understanding biblical principles, including the practice of compassion and service, and demonstrates an appreciation for individual and cultural diversity.	K	K	K	K	A	A	A	S	K	K	S	S	
Hi4: In the area of Experience (Fit Body), the History Major ably engages in historical research using appropriate methodologies, summarizes the strengths and limitations inherent in the system of historical inquiry, and communicates the results of research in effective presentations.	K	K	K	K	K					A	A	S	S

Legend: K = Knowledge (Levels 1 & 2 of Bloom's taxonomy); A = Application (Levels 3 & 4 of Bloom's taxonomy); S = Synthesis (Levels 5 & 6 of Bloom's taxonomy)

Appendix E—Ascertaining that the plan visualized by Matrix #1 is realized by aligning specific CLOs in selected courses with designated PLOs and by addressing the specific CLO/PLO with a specific assignment.

Instructors: Every point on the Matrix is to be referenced below in relation to the relevant course. The relevant CLO should be listed along with the description of a specific assessment related to that CLO. Syllabi that need corrections are accompanied by an Action Item.

SS-HI 103 History of World Civilization I

Hi2 – Reason – Knowledge Level

Hi2 is addressed in CLO Reason 3: Evaluate the social, political, economic, and cultural and histories of each respective civilization.

Assignment(s) addressing Program Learning Objective: Presentations, Research Papers

Hi1 – Tradition – Knowledge Level

Hi4 – Experience – Knowledge Level

Hi1 and Hi4 are addressed in CLO Tradition/Experience 5: Recognize major historical periods and distinguish political, social, economic, and geographical characteristics of each.

Assignment(s) addressing Program Learning Objective: Test, Research Papers, Essays

Hi3 – Scripture – Knowledge Level

Hi3 is addressed in CLO Scripture 6: Demonstrate an understanding of the impact of Christianity.

Assignment(s) addressing Program Learning Objective: Essays, Discussion

SS-HI 104 History of World Civilization II

Hi1 Tradition – Knowledge Level

Hi1 is addressed in CLO Tradition 5: Examine major historical periods and distinguish political, social, economic, and geographical characteristics of each.

Assignment(s) addressing Program Learning Objective: Tests, Research Papers, Essays

Hi2 – Reason – Knowledge Level

Hi2 is addressed in CLO Reason 3: Evaluate the social, political, economic, and cultural and histories of each respective civilization.

Assignment(s) addressing Program Learning Objective: Presentations, Research Papers

Hi3 – Scripture – Knowledge Level

Hi3 is addressed in CLO Scripture 6: Demonstrate an understanding of the impact of Christianity.

Assignment(s) addressing Program Learning Objective: Essays, Discussions

Action #	Title	Target
Appendix E-1	Add a CLO addressing Hi4.	January 2018

SS-HI 105 U.S. History I

Action #	Title	Target
Appendix E-2	Add a CLO addressing Hi1.	August 2018

Hi2 – Reason – Knowledge Level

Hi2 is addressed in CLO Reason f: Connect the events of the past to the present.

Assignment(s) addressing Program Learning Objective: Essays, Charts

Hi3 – Scripture – Knowledge Level

Hi3 is addressed in CLO Scripture g: Trace the impact of Christianity on the American Experience.

Assignment(s) addressing Program Learning Objective: Essays, Presentations

Action #	Title	Target
Appendix E-3	Add a CLO to address Hi4.	August 2018

SS-HI 106 U.S. History II

Hi1 – Tradition – Knowledge Level

Hi1 is addressed in CLO Tradition 2: Summarize the westward expansion and the further development of a nation.

Assignment(s) addressing Program Learning Objective: Timelines, Maps

Hi2 – Reason – Knowledge Level

Hi2 is addressed in CLO Reason 6: Analyze and identify the early and steady attempts to protect and promote democracy.

Assignment(s) addressing Program Learning Objective: Charts, Research Writing

Hi3 – Scripture – Knowledge Level

Hi4 is addressed in CLO Scripture 15: Trace the impact of Christianity on the American Experience.

Assignment(s) addressing Program Learning Objective: Essays, Readings

Hi4 – Experience – Knowledge Level

Hi3 is addressed in CLO Experience 11: Analyze and understand the character and lasting consequences of restoring democracy in the western world after WWII.

Assignment(s) addressing Program Learning Objective: Research Writing, Essays, Videos

SS-HI 331 History of Christianity

Action #	Title	Target
Appendix E-4	Include in syllabus CLOs and assignments addressing the following: Hi1 at Application Level; Hi2 at Application Level; Hi3 at Synthesis Level	January 2018

SS-HI 332 Late 20th Century World History

Hi1 – Tradition – Application Level

Hi1 is addressed in CLO Tradition 3: Evaluate the contributions made by historical actors who have been primary shapers of the last part of the 20th century, or compare the opinions of historians.

Assignment addressing Program Learning Objective: “Students have the option of giving a 15-20 minute presentation before the class or writing a ten page research paper (including title and reference pages).

Either option requires six sources other than the textbook. As a part of the paper/presentation, the student with either 1) evaluate the contributions/choices of a historical actor or 2) compare the opinions of two or more historians concerning a historical actor or event.”

Hi2 – Reason – Application Level

Hi2 is addressed in CLO Reason 3: Construct a time-line of important events, actions, and persons related to specific areas of the globe.

Assignment addressing Program Learning Objective: Time-Lines

Hi3 – Scripture – Knowledge Level

Hi3 is addressed in CLO Experience 3: Explain the role and development of the nation of Israel in contemporary and biblical perspectives.

Assignment addressing Program Learning Objective: Test

Hi4 – Experience – Knowledge Level

Hi4 is addressed in CLO Experience 10: ...presents effectively, in the classroom, the results of historical research.

Assignment addressing Program Learning Objective: Presentation on section of Text

SS-HI 344 History of Minorities in the US U.S.

Hi1 – Tradition – Application Level

Hi1 is addressed in CLO Tradition 9. ...appraises the ongoing struggle for the United States to realize its identity through its diversity.

Assignment addressing Program Learning Objective: Final Essay

Hi2 – Reason – Synthesis Level

Hi2 is addressed in the following CLOs

CLO Reason 1: ...will contemplate a future United States in which a minority of persons are of European ancestry, and how that may affect democracy and culture.

CLO Reason 4: ...acquires knowledge of historical content in United States history in order to ask large and searching questions that compare patterns of continuity and change in the history and values of the many peoples who have contributed to the development of the continent of North America

CLO Reason 5: ...understands how to investigate, interpret and analyze multiple historical and contemporary viewpoints within and across cultures related to important events, recurring dilemmas and persistent issues, while employing empathy, skepticism and critical judgment. (1K3)

Assignment addressing the above three PLOs: Final Essay

Hi3 – Scripture – Synthesis Level

Hi3 is addressed in CLO Scripture 2: ...integrates issues and concerns relating to minorities with a Christian worldview.

Assignment addressing Program Learning Objective: Final Essay

Hi4 – Experience – Application Level

Hi4 is addressed in the following CLOs:

CLO Experience 2: ...is able to conduct historical research using primary sources and sound historical methodology.

CLO Experience 3: ...develops and implements effective research strategies and exhibits the results of this work using a variety of formats including but not limited to speaking, writing, and creating multimedia productions.

CLO Reason 5: ...understands how to investigate, interpret and analyze multiple historical and contemporary viewpoints within and across cultures related to important events, recurring dilemmas and persistent issues, while employing empathy, skepticism and critical judgment. (1K3)
Assignment addressing these three PLOs: Research Paper

SS-HI 463 Historiography

Hi1 – Tradition – Synthesis Level

Hi1 is addressed in CLO Tradition 4: ...states conclusion about important historians, ancient and modern.

Assignments addressing Program Learning Objective:

- Presentation – A Historian’s View of History and His Times;
- Paper on One’s Personal View (Theory) of History / Historiography

Hi2 – Reason – Synthesis Level

Hi2 is addressed in CLO Reason 4: ...engages in historical thinking skills including but not limited to analyzing primary and secondary historical materials for evidence of continuity and change and differentiating between and making comparisons of historical facts and historical interpretations

Assignments addressing Program Learning Objective: Presentation – A Historian’s View of History and His Times; Paper on One’s Personal View (Theory) of History / Historiography

Hi3 – Scripture – Synthesis Level

Hi3 is addressed in CLO Scripture 2: ...will comprehend a Christian view of history.

Assignment addressing Program Learning Objective: Paper – Defining a Christian Historiography

Hi4 – Experience – Synthesis Level

Hi4 is addressed in CLO Experience 3: ...develops and implements effective research strategies and exhibits the results of this work using a variety of formats including but not limited to speaking, writing, and creating multimedia productions

Assignment addressing Program Learning Objective: Presentation – A Historian’s View of History and His Times

SS-HI 492 Junior/Senior Seminar [History]

Hi2 – Reason – Synthesis Level

Hi2 is addressed in CLO Reason 1: ...engages in historical thinking skills including but not limited to analyzing primary and secondary historical materials for evidence of continuity and change and differentiating between and making comparisons of historical facts and historical interpretations

Assignment addressing PLO: Major Paper.

Hi4 – Experience – Synthesis Level

Hi4 is addressed in CLO Experience 1: ...develops and implements effective research strategies and exhibits the results of this work using a variety of formats including but not limited to speaking, writing, and creating multimedia productions (2P6) (4P6) (5P6) (6P8)

Hi4 is also addressed in CLO Experience 2: ...is able to conduct historical research using primary sources and sound historical methodology (2P2, 6P2, 3K2)

Assignment addressing both PLOs: Major Paper

SS-GE 113 World Geography

Hi1 – Tradition – Application Level

Hi1 is addressed in CLO Tradition 1: Identify major land divisions of the continents.

Assignment(s) addressing Program Learning Objective: Tests, Maps

Hi3 – Scripture – Application Level

Hi3 is addressed in CLO Scripture 4: Compare and contrast the major religions in the world today.

Assignment(s) addressing Program Learning Objective: Essays, charts

Hi4 – Experience – Knowledge Level

Hi4 is addressed in CLO Experience 5: Identify the major economic and political interaction between nations.

Assignment(s) addressing Program Learning Objective: Research Project, Presentations

SS-PO 203 American Government

Action #	Title	Target
Appendix E-5	Include in syllabus CLOs and assignments addressing the following: Hi1 at Knowledge Level; Hi2 at Knowledge Level; Hi3 at Application Level	Fall 2018

SS-PO 210 History, Civics and Social Responsibility

H1 – Tradition – Application Level

H1 is addressed in CLO Tradition 1: Outlines freedoms and “rights” the “New World” offered the migrants from other continents. (Target > PLO—Tradition [Application])

Assignment(s) addressing PLO: Student Presentations; Quiz on lecture

H2 Reason – Application Level

H2 Reason is addressed in three CLOs

CLO Reason 1: Discusses the need for and foundations of government from the biblical perspective. (Target > PLO—Reason [Application])

Assignment addressing PLO: Essay, Quiz

CLO Reason 2: Identifies how numerous current issues relate to the Declaration of Independence and the Constitution (and amendments) of the United States. (Target > PLO—Reason [Application])

Assignment addressing PLO: Presentations on the amendments, Essay, Quiz

CLO Reason 3: Interprets differences between: liberals and conservatives; Republicans and Democrats; etc. (Target > PLO—Reason [Application])

Assignment addressing PLO: Quiz

H3 Scripture – Application Level

H3 Scripture is addressed in CLO Scripture 1: Outlines the impact of Christianity in America as it relates to the development of political systems. (Target > PLO—Scripture [Application])

Assignment addressing PLO: Essay, Quiz

SS-PO 333 Political Science and Thought

Hi1 – Tradition – Application Level

Hi1 is addressed in CLO Tradition 4: Exhibit an understanding of political ideology.

Assignment addressing PLO: Test, Essays

Hi3 – Scripture – Knowledge Level

Hi3 is addressed in CLO Scripture 5: Discuss the merits of a Christian world view in the midst of a secular society.

Assignment addressing PLO: Research Paper, Essays

Hi3 – Scripture – Application Level

Hi4 – Experience – Application Level

Hi3 and Hi4 are addressed in CLO Experience 8: Conduct a search of the scriptures for their insight, principles, and the influence of politics.

Assignment addressing PLO: Research Paper

The Course below is no longer required:

SS-HI 343 *The American Revolution*

Hi1 – Tradition – Application Level

Hi2 is addressed in CLO Tradition 3: ...has knowledge to evaluate significant individuals, groups, ideas, events, eras, and developments in the history of the United States

Assignment addressing Program Learning Objective: Analysis of Historical Choice Essay

Hi2 – Reason – Application Level

Hi1 is addressed in CLO Reason 2: ...analyzes and evaluates historical documents (4P7).

Hi1 is also addressed in CLO Reason 3: ...distinguishes between historical fact and historical interpretation.

Assignment addressing both Program Learning Objective: Analysis of a Historical Document Essay.

Hi3 – Scripture – Application Level

Hi3 is addressed in CLO Scripture 2: ...integrates issues and concerns relating to the American Revolution, the U.S. Constitution and nation building with a Christian worldview.

Activity addressing Program Learning Objective: Lecture, discussion

Appendix F—Adjustments required and/or completed to ascertain that CLOs are appropriate to the course, matched with a relevant PLO, aligned with course level, and measureable.

Note: One overall “Action Item” is to add the Program Learning Objectives (PLOs) to all syllabi.

Action #	Title	Target
Appendix F-1	Include the Program Learning Objectives in all syllabi.	January 2017

Only courses required for completion of the History Major are included below.

Problems with individual syllabi.

SS-HI 103 *History of World Civilization I*

No Issues

SS-HI 104 *History of World Civilization II*

No Issues

SS-HI 105 *United States History I*

No Issues

SS-HI 106 *United States History II*

Action #	Title	Target
Appendix F-2	Many specific outcomes are listed, but not enough to cover everything taught in course; general ones may be better.	January 2017

SS-HI 331 *History of Christianity*

No Issues

SS-HI – 334 *KANSAS History* Course Not Required for Major

SS-HI - 332 *Late 20th Century World History*

CLO Experience 1. Be academically competent and professionally astute (from Teacher Education Program [TEP] mission statement)

And CLO Experience 2. Be servant minded (from TEP).

Not measureable. Too general?

Action #	Title	Target
Appendix F-3	Decide whether these CLOs need to be retained here and introduced to all other teacher-education related syllabi, then change syllabi accordingly.	April 2017

SS-HI 344 *History of Minorities in the U.S.*

No Issues

SS-HI – 463 Historiography

The following were adapted from the Kansas history standards document, but they are very repetitious.

2. ... understands that historical knowledge and the concept of time are socially influenced constructions that lead historians to be selective in the questions they seek to answer and the evidence they use (1K1).
3. ...understands the key concepts from the study of history such as time, chronology, causality, change, conflict and complexity to explain, analyze and show connections among the patterns of historical change and continuity (1K2).
4. ...engages in historical thinking skills including but not limited to analyzing primary and secondary historical materials for evidence of continuity and change and differentiating between and making comparisons of historical facts and historical interpretations (2P7, 4P7).
5. ...understands chronological thinking that assists in distinguishing the past, present and future time; can place historical narratives in the proper chronological framework; can interpret data presented in time lines; and can compare alternative models for periodization (3K1).
6. ...understands historical analysis and interpretation; understands the difference between historical facts and interpretations (3K2).
7. ...is able to evaluate the intellectual soundness of historical writings (6P1).
8. ...understands how ideas, theories and modes of historical inquiry can be used to analyze historical and contemporary developments and to inform and evaluate actions concerning public policy (7K11).

Action #	Title	Target
Appendix F-4	Combine the above into fewer CLOs	August 2018
Appendix F-5	Add an assignment related to interpreting historical documents; (See Historical Thinking text used in Senior Seminar for examples).	August 2018

SS-HI 492 Junior/Senior Seminar [History]

Action #	Title	Target
Appendix F-6	Add a CLO in “scripture” pertaining to understanding the role history plays in a person’s faith. Add an assignment or label an existing assignment to address the issue.	August 2018

SS-PO 203 American Government

Some CLOs need to be re-aligned with program objectives, especially since those objectives have been modified. For instance, the following maybe fits in another category better than “experience.” Tradition (Hi1) may be more appropriate.

- #3. Develop an understanding of the role and function of the branches of government. (Experience)
 Also, maybe Hi2 (reason) needs to be re-worded to be more inclusive, since it presently refers specifically to historical items. It might include other topics (geography, economics, etc.) and also include engaging in social change (whether through sociological understanding and engagement or through historical analysis).

Action #	Title	Target
Appendix F-7	Reword CLOs as needed align with PLOs	August 2018

SS-PO 210 *History, Civics and Social Responsibility*

No issues

SS-PO 333 *Political Science and Thought*

Issues have been corrected.

The following course is no longer required:

SS-HI - 343 *The American Revolution*

CLO Experience 3. ...has knowledge and understanding to create learning experiences for students related to the history of the United States (HGS #3). Hi4

And CLO Experience 10. ...presents effectively, in the classroom, the results of historical research (Program Objective Experience #3).

These refer specifically to teacher education; they should be reworded/edited/deleted

Action #	Title	Target
Appendix F-8	Reword CLOs as needed	Spring 2017

Appendix G—Adjustments required and/or completed in order to make the Catalog course descriptions consistent with the Knowledge-Application-Synthesis (and Bloom’s Taxonomy) sequence demonstrated on Matrix 1 and with the 100-400 Course Level Sequence prescribed by Central Christian College.

Legend:

- a. 100 level courses: Remembering & Understanding
- b. 200 level courses: Understanding (or Comprehension) & Applying
- c. 300 level courses: Applying & Analyzing
- d. 400 level courses: Evaluating & Creating
 - i. Practicums should focus on Applying
 - ii. Internships should focus on Evaluating & Creating
 - iii. Reading courses should combine knowledge attainment with synthesis to current major area of study.

Below is a list of all courses related to history, political science, and geography. Also included, and listed last, are SS-AP courses (Applied Departmental Studies). These last courses relate to all disciplines in the Department and include the following: readings, practicums, internships, research projects. Verbs, as well as other terms, indicating the level of the course (as related to Bloom’s Taxonomy) are underlined. If the verbiage in the course description is appropriate for the level of course (100, 200, etc.), no notes are attached or corrections made. If a course description is not appropriate for the level of the course, changes in wording are underlined and old terms have a line placed through them. Alternately, an “Action Item” notes the description needs further attention. It will be noted that many description do not directly contain references to a type or level of student learning. The concept is sometimes inferred with other terminology; for instance, instead of using a verb to describe student learning, the course may be described as a “general survey” or refer to learning “cause and effect” of events. In these cases, an Action Item will note the deficiency.

SS-HI 103 [G] History of World Civilization I (3)

The first in a series of courses designed as a general survey of the root origins and the rise of orderly society, the development of culture as seen in art, literature, philosophy, and science. The development of social and political institutions is stressed. Courses may be taken independently of each other. (Offered alternate years).

This course description does not reflect any specific level of learning. Changing the wording to contain verbs related to specific levels related to Bloom’s Taxonomy should be considered.

Action #	Title	Target
Appendix G-1	Reword Catalog course description and submit change request when submitting changes to catalog.	Spring 2017

SS-HI 104 [G] History of World Civilization II (3)

The second in a series of courses designed as a general survey of the root origins and the rise of orderly society, the development of culture as seen in art, literature, philosophy, and science. The development of social and political institutions is stressed. (Offered alternate years).

This course description does not reflect any specific level of learning. Changing the wording to contain verbs related to specific levels related to Bloom’s Taxonomy should be considered.

Action #	Title	Target
Appendix G-2	Reword Catalog course description and submit change request when submitting changes to catalog.	Spring 2017

SS-HI 105 [G] United States History I (3)

A course focused on the beginnings of our national history through Civil War reconstruction. Cause and effect as well as factual, social and political developments are given prime consideration, to provide a fuller understanding as to why our history has taken the course it has. (Offered alternate years).

This course description implies but does not adequately reflect any specific level of learning. Changing the wording to contain verbs related to specific levels related to Bloom's Taxonomy should be considered.

Action #	Title	Target
Appendix G-3	Reword Catalog course description and submit change request when submitting changes to catalog.	Spring 2017

SS-HI 106 [G] United States History II (3)

A course focused on the end of Civil War reconstruction through the present. Cause and effect as well as factual, social and political developments are given prime consideration, to provide a fuller understanding as to why our history has taken the course it has. (Offered alternate years).

This course description implies but does not adequately reflect any specific level of learning. Changing the wording to contain verbs related to specific levels related to Bloom's Taxonomy should be considered.

Action #	Title	Target
Appendix G-4	Reword Catalog course description and submit change request when submitting changes to catalog.	August 2019

SS-HI 244 Social History of the 1960s (1)

A look at the turbulent sixties, with an integration of issues relating to the sexual revolution, rock music, civil rights, the rebellion to authority, the war in Vietnam, etc. (Offered alternate years)

This course description does imply a specific level of learning. However, changing the wording to contain verbs related to specific levels related to Bloom's Taxonomy should be considered.

Action #	Title	Target
Appendix G-5	Reword Catalog course description and submit change request when submitting changes to catalog.	Spring 2017

SS-HI 245 History of World War II (1)

A history of the events which led to this greatest of wars, a chronology of events in both the European and Pacific theaters, and how the war influenced subsequent events. An emphasis will be placed on the involvement and influence of the United States. (Offered alternate years)

This course description does not adequately reflect any specific level of learning. Changing the wording to contain verbs related to specific levels related to Bloom's Taxonomy should be considered.

Action #	Title	Target
Appendix G-6	Reword Catalog course description and submit change request when submitting changes to catalog.	Spring 2017

SS-HI 310 Cultural and Geo-Historical Settings of the Bible (2-4)

This course is a field-based exploration concerning the historical and current geography and culture of a particular period in Biblical history. The particular location will be determined by the trip sponsors. Students are required to complete an in-depth analysis of the geographical settings and historical contexts in which Biblical history took place. The student will also be required to explore how the geography and cultural aspects have been affected by contemporary history. This course description is appropriate.

SS-HI 331 History of Christianity (3)

A survey of the history of the Christian movement from New Testament times to modern times, focusing on key movements, critical issues, outstanding leaders, and important turning points.

This course description does not reflect any specific level of learning. Changing the wording to contain verbs related to specific levels related to Bloom’s Taxonomy should be considered.

Action #	Title	Target
Appendix G-7	Reword Catalog course description and submit change request when submitting changes to catalog.	Spring 2017

SS-HI 332 Late 20th Century World History (3)

This course is a survey of history in the last third of the century. Specific attention will be given to developments in regions, which have seen the greatest changes and impact on world events: Europe; the Middle East; the Far East, especially China. (Offered alternate years).

This course description does not reflect any specific level of learning. Changing the wording to contain verbs related to specific levels related to Bloom’s Taxonomy should be considered.

Action #	Title	Target
Appendix G-8	Reword Catalog course description and submit change request when submitting changes to catalog.	Spring 2017

SS-HI 334 Kansas History (2)

A survey of Kansas history from prehistoric to modern times. Focus is on social, economic, military and political history. (Offered alternate years).

This course description does not reflect any specific level of learning. Changing the wording to contain verbs related to specific levels related to Bloom’s Taxonomy should be considered.

Action #	Title	Target
Appendix G-9	Reword Catalog course description and submit change request when submitting changes to catalog.	Spring 2017

SS-HI 343 The American Revolution (2)

The American revolutionary period is formative to America and her identity in a number of ways: our concepts of democracy and slavery, Native Americans and the intruder’s desire for land, human rights and independence, the balance between individual rights and majority rule, the rule of law and our constitution, religion and the need for virtue, human corruption and the need for limited government, alliances and their dangers, etc.. Some of these are routinely discussed, but others are largely neglected and/or misunderstood. This course attempts to cover as thoroughly as possible this period so the student can comprehend historical facts and thereby grapple with historical as well as related contemporary issues. In addition to the flow of historical events, emphasis will be given to major personalities and the role of religion/Christianity. (Offered alternate years.)

The wording of this course description is vague—the implications of “grapple” are imprecise. Also, “comprehend” implies lower levels of learning. Changing the wording should be considered.

Action #	Title	Target
Appendix G-10	Reword Catalog course description and submit change request when submitting changes to catalog.	Spring 2017

SS-HI 344 *A History of Minorities in the U.S. (2)*

Beginning with the treatment of Native Americans by Spanish and English colonists, this course will proceed through the treatment of African slaves, and include perspectives on the experience of Hispanic and Asian immigrants. Social, economic, and legal perspectives will be emphasized. (Offered alternate years.)

This course description does not reflect any specific level of learning. Changing the wording to contain verbs related to specific levels related to Bloom's Taxonomy should be considered.

Action #	Title	Target
Appendix G-11	Reword Catalog course description and submit change request when submitting changes to catalog.	Spring 2017

SS-HI 463 *Historiography (2)*

Historians bring their own assumptions, political inclinations, and cultural biases to the process of writing history. They "construct" the past, sometimes providing a false sense of order and coherence to events which were chaotic and 'accidental' and about which historical information is incomplete and fragmentary. They determine what constitutes acceptable evidence and the questions and topics that are worth investigating. So this course studies how historians have written about the past, including how their assumptions, questions, methods, and expected quality of evidence have changed over time. Beginning with early Greek and Biblical historians, the course will progress to recent debates concerning the discipline. Students will define which historiographic tradition is closest to their own thinking and values and assess its possibilities and shortcomings. As a senior cap stone course, the student is required to do a significant amount of writing to display their abilities as a researcher and writer of history. (Offered alternate years)

Most of this course description is acceptable. However, the verb "define," implies something other than is intended. Changing the wording should be considered.

Action #	Title	Target
Appendix G-12	Reword Catalog course description and submit change request when submitting changes to catalog.	Spring 2017

SS-HI 492 *Junior/Senior Seminar [History]*

This course is offered to history majors as a "capstone" course to their undergraduate studies. It is designed to allow the student to review, synthesize and demonstrate knowledge, skills, and attitudes acquired from previous courses, both general education and major courses. It is also intended to prepare the student for transition from college to post-college life (graduate school, job, etc.).

SS-GE 113 [G] *World Geography (3)*

A general study to acquaint the student with the world's major physical features, geographic regions, and people groups, and their effects upon the American culture. (Offered alternate years).

This course description does not reflect any specific level of learning. Changing the wording to contain verbs related to specific levels related to Bloom's Taxonomy should be considered.

Action #	Title	Target
Appendix G-13	Reword Catalog course description and submit change request when submitting changes to catalog.	Spring 2017

SS-PO 112 Current World Problems (3)

A critical examination of international affairs and issues, evaluated in terms of historical perspective, sociological impact, international political implications, and their effect on American culture and policies. (Offered alternate years.)

This course description does not reflect specific levels of learning, but changing the wording to contain verbs related to specific levels related to Bloom's Taxonomy should be considered.

Action #	Title	Target
Appendix G-14	Reword Catalog course description and submit change request when submitting changes to catalog.	Spring 2017

SS-PO 203 American Government (3)

A critical examination of the formal and informal institutions of American government—congress, the presidency, bureaucracy, judiciary, political parties, media and interest groups—in order to understand the political policy and action of our nation. (Offered alternate years.)

This course description should be reworded to include verbs that directly state what students will learn.

Action #	Title	Target
Appendix G-15	Reword Catalog course description and submit change request when submitting changes to catalog.	Spring 2017

SS-PO 210 [G] History, Civics, and Social Responsibility (3)

Students are introduced to U.S. and world history by investigating how the past has shaped the present and how personal involvement with the present can shape the future. The role of personal responsibility and its relationship to local, state, national, and global society is discussed at the historical and contemporary level. Specific emphasis is placed on major historical events, political participation, the Constitution, Bill of Rights (and other foundational documents), economics, social justice, and social ethics.

Instead of saying, "by investigating," this description might be revised to state that students "will investigate."

Action #	Title	Target
Appendix G-16	Reword Catalog course description and submit change request when submitting changes to catalog.	Spring 2017

SS-PO 333 Political Science & Thought (3)

Designed as an introductory course to political theory, this course will expose the student to political philosophy and its influence on how societies interpret the role of humanity and its governing bodies. (Offered alternate years.)

This course description does not reflect the level of learning expected of a 300 level course. In addition, wording should be changed to use verbs that directly state what students will learn.

Action #	Title	Target
Appendix G-17	Reword Catalog course description and submit change request when submitting changes to catalog.	Spring 2017

SS-AP 391 Readings in Social Science (variable hours)

This course is designed as an independent study course. The intent of the course is to provide an intensive, supervised study of a particular topic in social sciences not covered by the current curriculum.

The student and sponsoring instructor will develop and submit a learning contract, which will include a description of the subject being covered, materials to be used, schedule of meeting times, and description of a project or paper to be used for final evaluation.

This course description does not reflect any specific level of learning. Changing the wording to contain verbs related to specific levels related to Bloom's Taxonomy should be considered.

Action #	Title	Target
Appendix G-18	Reword Catalog course description and submit change request when submitting changes to catalog.	Spring 2017

SS-AP 395 Practicum [Social Science] (variable hours)

This independent study is designed to provide the student with hands-on experience related to the focus of the practicum. The specific elements of the practicum will be decided upon with a faculty advisor and articulated in a learner contract . The student is required to complete 40 hours of work for each credit hour.

This course description does reflect a specific level of learning. However, verbs could be used to emphasize that students are applying their previous learning.

Action #	Title	Target
Appendix G-19	Reword Catalog course description and submit change request when submitting changes to catalog.	Spring 2017

SS-AP 493 Research Project (3)

This guided study is designed to challenge the student in the expansion and integration of acquired coursework and knowledge. Specifically, the course will challenge the student to pursue a topic and begin research and organization under the supervision of a faculty member.

This course description does reflect a specific level of learning. However, verbs could be used to emphasize that students are using previous learning to evaluate and/or create.

Action #	Title	Target
Appendix G-20	Reword Catalog course description and submit change request when submitting changes to catalog.	Spring 2017

SS-AP 495 Internship [Social Science] (2-4)

This independent study is designed to provide the student with on the job training, under the tutelage and evaluation of a practitioner. The specific elements of the internship will be decided upon with a faculty advisor and articulated in a learner contract. The student is required to complete 40 hours of work for each credit hour.

This course description does not reflect any specific level of learning. Changing the wording to contain verbs related to specific levels related to Bloom's Taxonomy should be considered.

Action #	Title	Target
Appendix G-21	Reword Catalog course description and submit change request when submitting changes to catalog.	Spring 2017

Appendix H—Adjustments required and/or completed in order to make verbiage in course descriptions on syllabi consistent with 100-400 Course Level Sequence prescribed by Central Christian College.

Below are listed the course descriptions from syllabi for all courses in history (SS-HI), geography (SS-GE), political science (SS-PO), and sociology (SS-SO). Below the description is a judgment of whether the description is adequate or should be revised; if revision is advised, an “Action Item” is included which provides specific suggestions as to how to make the description consistent with course-level expectations and standards.

SS-HI 103 [G] History of World Civilization I

Purpose of the Course: By examining various themes of history through a Christian worldview we can find relevance in today’s modern world. Exploring cultural shifts, empires, expansion, community, justice and ethics we can formulate a good understanding of global world development.

This course description does not adequately use verbiage that relates it to appropriate levels of Bloom’s taxonomy. The term “relevance” hints at a level of either knowledge or application. The term “formulate” generally relates to the highest level of learning. Description should be rewritten.

Action #	Title	Target
Appendix H-1	Reword course description in syllabus.	August 2017

SS-HI 104 [G] History of World Civilization II

By examining various themes of history through a Christian worldview we can find relevance in today’s modern world. Exploring cultural shifts, empires, expansion, community, justice and ethics we can formulate a good understanding of global world development.

This course description, as the one for History of World Civilization I, does not adequately use verbiage that relates it to appropriate levels of Bloom’s taxonomy. The term “relevance” hints at a level of either knowledge or application. The term “formulate” generally relates to the highest level of learning. Description should be rewritten.

Action #	Title	Target
Appendix H-2	Reword course description in syllabus.	August 2017

SS-HI 105 [G] United States History I

The understanding of American history is vital to appreciate the sacrifices of those in the past to provide the opportunities when enjoy today. Those opportunities include but are not limited to Bill of Rights found in the Constitution.....freedom of speech, worship, assembly, trial by jury, jury of our peers, the freedom of travel and the opportunity to experience economic freedom.

This course description does not directly use verbiage that relates it to Bloom’s taxonomy, and it contains some grammatical errors. Description should be rewritten.

Action #	Title	Target
Appendix H-3	Reword course description in syllabus.	August 2017

SS-HI 106 [G] United States History II

This is a survey of the history of the United States from 1877 to the present. The purpose of this course is to provide learners with an understanding of the major developments that have shaped America during

that time period. While this is primarily a lecture course, we will devote considerable time to questions and discussion. Students are strongly encouraged to contribute to the class.

The reference to “understanding” appropriately identifies this course as a 100 or 200 level offering. The description could be rewritten to contain the active verb form of the word.

Action #	Title	Target
Appendix H-4	Reword course description in syllabus.	August 2019

HI 244 Social History of the 1960s (1)

The 1960s was a sociological and historical turning point in U.S. society. Civil rights, civil unrest, the quagmire of the Vietnam War, distrust of authority, and the social and legal rejection of religious values and moral goals were all important characteristics of the period. To understand the U.S. today, one must understand something of the 1960's.

The reference to “understanding” appropriately identifies this course as a 200 level offering. The wording, however, does not clearly state that this is the expectation of the student. The description should be rewritten to contain the active verb form of the word.

Action #	Title	Target
Appendix H-5	Reword course description in syllabus.	Spring 2017

SS-HI 245 History of World War II (1)

Rationale:

To understand the causes of the World War II, both immediate and historical.

To understand the major military campaigns in both the European and Pacific theaters.

To gain insight into the development in science and weaponry the War inspired and necessitated.

To become familiar with social dimensions of the War: the home front, the holocaust, civil rights, etc.

To become familiar with the political and ideological dimensions of the War: isolationism, fascism, etc.

To understand the consequences of the War: the “Cold War,” American post-war leadership, etc.

To better understand the world of today through an understanding of this important event.

The reference to “understanding” appropriately identifies this course as a 200 level offering. However, the phrase “become familiar with” implies this is a 100 level course. In addition, the description should be rewritten to contain the active verb form of any relevant words.

Action #	Title	Target
Appendix H-6	Reword course description in syllabus.	Spring 2017

SS-HI 310 Cultural and Geo-Historical Settings of the Bible (3)

The course is designed to introduce the student to the geographical setting of the prescribed location, with a strong emphasis of the Historical and Cultural influences.

The reference to “introduce” does not appropriately identify this course as a 300 level offering. The description could be rewritten.

Action #	Title	Target
Appendix H-7	Reword course description in syllabus.	Spring 2017

SS-HI 331 History of Christianity

Our purpose for this course is to provoke you, the student to grapple with and examine the various events, places, people, movements and developments that make up nearly two thousand years of the Christian faith. The need to understand where we have come from informs and helps shape who we are now as a community of faith. Each student will be challenged to discover through reading, research and discussion the essentials of their own traditions and those things that are distinctive to that tradition and find the vital connections to the Church through the ages.

The reference to “examine” appropriately identifies this course as functioning at an “application” or “analysis” level; this consistent with the course’s 300 level. However, the terms “grapple” and “discover” are somewhat ambiguous. The instructor may consider find-tuning this purpose statement.

Action #	Title	Target
Appendix H-8	Reword course description in syllabus.	January 2018

SS-HI 332 Late 20th Century World History

By examining various themes of history through a Christian worldview we can find relevance in today’s modern world. Exploring cultural shifts, empires, expansion, community, justice and ethics we can formulate a good understanding of global world development.

The reference to “examine” appropriately identifies this course as a 300 level offering. However, one may infer a lower level of learning from both that term and the term “exploring.” Better terms are available. In addition, the description should contain the active verb form of any learning terms.

Action #	Title	Target
Appendix H-9	Reword course description in syllabus.	August 2017

SS-HI 334 Kansas History (2)

The purpose of this course is to introduce students to the history of Kansas. From early pre-historic times to more recent history. This course will examine the history of the land, people, and cultures of Kansas.

The reference to “examine” appropriately identifies this course as a 300 level offering. However, one may infer a lower level of learning from both that term and the term “introduce.” Better terms are available. In addition, the description should contain the active verb form of any learning terms.

Action #	Title	Target
Appendix H-10	Reword course description in syllabus.	Spring 2017

SS-HI 343 The American Revolution (2)

The American revolutionary period is formative to America and her identity in a number of ways: our concepts of democracy and slavery, Native Americans and the intruder’s desire for land, human rights and independence, the balance between individual rights and majority rule, the rule of law and our constitution, religion and the need for virtue, human corruption and the need for limited government, alliances and their dangers, etc.. Some of these are routinely discussed, but others are largely neglected and/or misunderstood. This course attempts to cover this period, as thoroughly as possible in a two hour course, so the student can comprehend historical facts and thereby grapple with historical and contemporary issues. In addition to the flow of historical events, emphasis will also be given to major personalities. An effort will also be made to understand the presence and role of religion/Christianity.

The term “comprehend” does not appropriately reflect the standard of learning expect of this 300-level course. Description should be rewritten.

Action #	Title	Target
Appendix H-11	Reword course description in syllabus.	Spring 2017

SS-HI 344 *A History of Minorities in the U.S. (2)*

Purpose of the Course: This course is an introduction to the experience of minority groups throughout United States history. As such, it addresses both an important aspect of our country's history and gives sociology students an awareness of cultural issues and what it means to be a member of a minority in our society.

Course Description: Beginning with the Spanish and English colonist's view and treatment of Native Americans, this course proceeds through the treatment of African slaves, and includes perspectives on the experience of Hispanic, Chinese, Irish, Japanese, Jewish and other immigrants/minorities. Social, economic, and legal perspectives will be emphasized.

This course description does not adequately use verbiage that relates it to appropriate levels of Bloom's taxonomy. Description should be rewritten. The purpose statement, likewise, does not contain language pertaining to levels of learning; professor may consider rewriting this as well.

Action #	Title	Target
Appendix H-12	Reword course description in syllabus.	August 2018

SS-HI 463 *Historiography (2)*

"History", the discipline devoted to the study of the past, has its own history. The questions historians ask and the methods and sources they use have undergone dramatic changes. Retrieving or understanding the past has never been simple or straightforward. This process has always been mediated by the historian/author, who plays an active role in constructing a vision of the past. Historians bring their own assumptions, political inclinations, and cultural biases to this process. In a sense, they construct the past, sometimes providing a false sense of order and coherence to events which were chaotic and 'accidental' and about which historical information is incomplete and fragmentary. They determine what constitutes acceptable evidence and the questions and topics that are worth investigating.

This course looks at our own discipline and studies how historians have written about the past. We will study how the historians' assumptions, questions, methods, and expected quality of evidence have changed over time. We will probe their assumptions and arguments. Beginning with early Biblical and Greek historians, the course will progress to recent debates concerning sources, certainties and philosophies within our discipline. It should help students define consciously which historiographic tradition is closest to their own thinking and values and to assess its possibilities and shortcomings. (Adapted from the online historiography syllabus of M. Pinar Emiralioglu, University of Pittsburg.)

The reference to "assess" appropriately identifies this course as a 400 level offering. However, one may infer a lower level of learning from the term "define" and "study." In addition, the term "probe" is ambiguous. Professor should consider rewriting the description.

Action #	Title	Target
Appendix H-13	Reword course description in syllabus.	August 2018

SS-HI 391 *Readings in History (1-3)*

Each directed study will be unique, so creating a general statement for the purpose statement and course description may not be advisable. Professors should, however, be careful to use terms appropriate to the course level when constructing syllabi.

Action #	Title	Target
Appendix H-14	Reword course description in syllabus.	Spring 2017

SS-HI 492 Junior/Senior Seminar [History]

This course is (1) an attempt to help the student prepare for the “real” world of employment and/or graduate school, as well as (2) an opportunity for students to engage their historical knowledge as well as research and writing skills in composing a high-quality research paper.

The term “composing” is appropriate for this level of course; the term “engage” also seems appropriate since it is embedded in a phrase that implies higher levels of learning. The first part of the description, however, could be rewritten to more clearly define learning goals.

Action #	Title	Target
Appendix H-15	Reword course description in syllabus.	August 2018

SS-GE 113 [G] World Geography

A general study to acquaint the student with the world's major physical features, geographic regions, and people groups, and their effects upon the American culture. (Offered alternate years).

“Acquaint” would appear to be associated, appropriately, with lower levels of learning, but a stronger verb should be chosen.

Action #	Title	Target
Appendix H-16	Reword course description in syllabus.	January 2017

SS-PO 112 Current World Problems (3)

A critical examination of international affairs and issues, evaluated in terms of historical perspective, sociological impact, international political implications, and their effect on American culture and policies. (Offered alternate years)

The terms “examine” and “evaluate” are related to higher levels of learning. Changes should be made.

Action #	Title	Target
Appendix H-17	Reword course description in syllabus.	Spring 2017

SS-PO 203 American Government (3)

A critical examination of the formal and informal institutions of American government —congress, the presidency, bureaucracy, judiciary, political parties, media and interest groups — in order to understand the political policy and action of our nation. (Offered alternate years)

The descriptor, “critical examination,” is probably more appropriate to the “Analysis” category in Bloom’s than to the Comprehension/Application categories appropriate for a 200 level course. A different term should be chosen.

Action #	Title	Target
Appendix H-18	Reword course description in syllabus.	Fall 2018

SS-PO 210 [G] History, Civics, and Social Responsibility (3)

Students are introduced to U.S. and world history by investigating how the past has shaped the present and how personal involvement with the present can shape the future. The role of personal responsibility and its relationship to local, state, national, and global society is discussed at the historical and contemporary level. Specific emphasis is placed on major historical events, political participation, the Constitution, Bill of Rights (and other foundational documents), economics, social justice, and social ethics.

The verbs “discuss” and “investigate” are appropriate for this course.

The verb “introduce” may relate more to the lowest level of learning rather than intermediate levels appropriate for a 200 level course. Changes should be considered.

Action #	Title	Target
Appendix H-19	Reword course description in syllabus.	January 2017

SS-PO 333 Political Science & Thought (3)

Designed as an introductory course to political theory, this course will expose the student to political philosophy and its influence on how societies interpret the role of humanity and its governing bodies. (Offered alternate years)

A verb other than “expose” should be used to describe the level of learning expected in a 300 level course. The course might be renumbered at a lower level, but that would eliminate our only upper level course in political science; it is better to retain the upper level status and make sure the course functions at that level.

Action #	Title	Target
Appendix H-20	Reword course description in syllabus.	August 2017

Sociology Courses

(These courses are included here because there is no sociology major and therefore no separate report that is a more suitable venue for this information.)

SS-SO 202 [G] Principles of Sociology (3)

An introductory course dealing with social theory, processes, institutions, and problems, it emphasizes the impact society has on the individual. Designed for those desiring to major in the field as well as for others who want an understanding of the structure and functions of society.

“Understanding” is an appropriate for this course. However, the course also (appropriately for this level) expects students to apply theory to social situations, so additions reflecting this should fact should be added to this course description.

Action #	Title	Target
Appendix H-21	Reword course description in syllabus.	August 2017

SS-SO 265 World Religions (3)

This course introduces the student to the major religions that exist in the world today, focusing on an exploration of their origins, development, and adaptation within the context of contemporary culture. Religions might include Hinduism, Jainism, Buddhism, Confucianism, Daoism, Confucianism, Shinto, Judaism, Christianity, Islam, Mormonism, Jehovah Witnesses, Scientology, etc. (Offered alternate years)

“Explore” is an appropriate level of expectation for this course. However, throughout the course, the various religions are compared to Christianity; that major factor should be noted.

Action #	Title	Target
Appendix H-22	Reword course description in syllabus.	January 2017

SS-SO 306 Social Problems (3)

A close examination of major sociological problems such as those related to race, sexuality, the family, poverty, crime, drug usage, and the environment. Prerequisite: SS-SO 202 [G]—Principles of Sociology. (Offered alternate years)

“Examine” implies “analysis.” Therefore, it is an appropriate descriptor for this course. No change needed.

SS-SO 320 Cross Cultural Communications (3)

The course is designed to examine the principles and processes of communicating from one culture to another. Through this course the student will have the opportunity to investigate domestic and international aspects of cross-cultural communication including how culture shapes values, beliefs, worldviews and behaviors. The student will also discover how these same issues impact interpersonal and mass communication. Other topics will include: investigation relative to the dynamics of both verbal and nonverbal communication; barriers to communication; cross-cultural immersion; cross-cultural adaptation; cross-cultural conflict and negotiation. Furthermore, students will have opportunity to discuss strategies for practical application that will address these issues and integrate Christian values. When offered at interterm, an immersion experience in a differing culture will be used as a “laboratory” to explore how culture impacts interaction.

“Examine,” “investigate,” “discover,” “application,” and “explore” are appropriate expectations for this course.

“Discuss” relates to Bloom’s 2nd level, Comprehension, and may therefore be inappropriately low for this course. “Integrate” relates to Bloom’s 5th level, synthesis, and may therefore be inappropriately high for this course.

Action #	Title	Target
Appendix H-23	Reword course description in syllabus.	August 2017

SS-SO 328 [G] Field Anthropology (3)

Designed for interterm, this course will provide students with an opportunity to explore anthropological principles and insights in both the classroom and the field. The relationship between the natural environment and various components of culture (material, social, spiritual) will be explored.

“Explore” is used twice in this description. It may relate to lower (comprehension) or mid-level (analysis) types of learning. Another word reflecting a 300 level course should be chosen. Also, the term “relationship” is important; the wording should be changed to reflect this level of analysis.

Action #	Title	Target
Appendix H-24	Reword course description in syllabus.	Spring 2017

SS-SO 381 [G] Marriage and Family (3)

Areas considered include the background of marriage and the family, marriage preparation and partner selection, marital adjustments, and family living. Sociological, spiritual and practical perspectives are all addressed.

“Considered” and “addressed” are both vague terms that are not clearly associated with any level of learning; they certainly do not adequately reflect the expectation of a 300 level course. This should be remedied.

Action #	Title	Target
Appendix H-25	Reword course description in syllabus.	January 2017

SS-SO 458 Sociological Theory (3)

A review and analysis of historical sociological theory including the masters of sociology: Durkheim, Weber, Marx, Pareto, Veblen, and others. Prerequisite: SS-SO 202.

The term “analysis” is appropriate for a 300 level course, but not a 400 level course. It is also appropriate for the expectations of this course; the course number should be changed.

Action #	Title	Target
Appendix H-26	Reword course description in syllabus.	Spring 2017

Appendix I: Modify assessments to ensure that those relevant to the matrix are appropriate to the Bloom's level designated for that outcome (e.g.: a multiple choice test for a synthesis level objective would need to be adjusted.)

(Only courses required for completion of the History Major are included below.)

The legend below should be used to gauge appropriateness of assessments for specific courses. Instructor should list the assessments currently used for the course and explain whether those assessments are appropriate for course-level expectations. If not, brief details should be provided as to what assessments should be revised/deleted/added.

Legend:

- a. 100 level courses: Remembering & Understanding
- b. 200 level courses: Understanding (or Comprehension) & Applying
- c. 300 level courses: Applying & Analyzing
- d. 400 level courses: Evaluating & Creating
 - i. Practicums should focus on Applying
 - ii. Internships should focus on Evaluating & Creating
 - iii. Reading courses should combine knowledge attainment with synthesis to current major area of study.

SS-HI 103 [G] History of World Civilization I

Assessments include: Discussion, Tests, Short Summaries, Reading and Writing Assignments, Video assignments. These measures are considered appropriate for Remembering & Understanding course level.

SS-HI 104 [G] History of World Civilization II

Assessments include: Discussion, Tests, Short Summaries, Reading and Writing Assignments, Video assignments. These measures are considered appropriate for Remembering & Understanding course level.

SS-HI 105 [G] U.S. History I

Assessments include: Discussion, Tests, Short Summaries, Reading and Writing Assignments, Video assignments. These measures are considered appropriate for Remembering & Understanding course level.

SS-HI 106 [G] U.S. History II

Assessments include: Discussion, Tests, Short Summaries, Reading and Writing Assignments, Video assignments. These measures are considered appropriate for Remembering & Understanding course level.

SS-HI 331 History of Christianity

Assessments include: Daily Quizzes, Personal Church History Paper, Research Paper Proposal, Research Paper, Church Visit Paper, Cumulative Final Exam. These measures are considered appropriate for Applying/Analyzing course level.

SS-HI 332 Late 20th Century World History

Assessments include: Presentation or Paper, Tests (include objective questions as well as some analysis of information), Video notes, Discussion of readings (includes analysis), Time-lines. These measures are considered appropriate for Applying/Analyzing.

SS-HI 344 A History of Minorities in the U.S. (2)

Assessments include: Research Paper (requires comparison of opinions), Final Essay (requires analysis of author's opinion), Discussion of Text and Readings, Quizzes, Topic papers. These measures are considered appropriate for Applying/Analyzing course level.

SS-HI 463 Historiography (2)

Assessments include: Discussion, Quizzes over Readings, Tests, Critical Analysis Papers on Topics & Readings, Presentation on a Historian's View of History (student is to explore the interrelationships between the historian and the culture and period involved), Personal View of Historiography Paper (creating). These measures are considered largely appropriate for Evaluating & Creating.

The tests should require more analysis of information.

Action #	Title	Target
Appendix I-1	Adapt tests appropriately reflect a 400 level course.	Fall 2018

SS-HI 492 Junior/Senior Seminar [History]

Assessments include: Discussion, Quizzes, Individual Research Assignments, a Major Paper, Personal Resume', "Mock" Job Interview. The Major Paper is included in the College's Writing Intention. These measures are considered largely appropriate for Evaluating & Creating course level.

SS-GE 113 [G] World Geography

Assessments include: Tests, Reading Assignments, Mission Project, Classroom Discussion, Research Paper, Map Assignments. These measures are considered appropriate for Remembering & Understanding course level.

SS-PO 203 American Government (3)

Assessments include: Discussion, Reading Assignments, Tests, and Historical Evidence/Analysis Papers. These measures are considered appropriate for Understanding & Applying course level.

SS-PO 210 [G] History, Civics, and Social Responsibility (3)

Assessments include: Classroom Discussion, Quizzes, Readings / Topic Papers, Presentations, Writing Project, Documentary Movie Reviews, and Response Papers to In-Class Videos.

These measures are considered appropriate for Understanding & Applying course level.

SS-PO 333 Political Science & Thought (3)

Assessments include: Exams, Weekly Article Reviews, Historical Philosophical Figure Paper, Proverbs & Government Paper, and Analysis of a Politician Research Paper. These measures are considered appropriate for Applying & Analyzing course level.