



University, describing his research on citizen perceptions of the city of Decatur. Political Science students Taylor Morthland and Ed Lisecki presented their senior theses at the Celebration of Scholarship. The Millikin History-Political Science Department remains one of the few, if not the only, undergraduate program in the region to sponsor student presentations at major scholarly conferences.

History-Political Science is known for community spirit in the Decatur area. We also work to create a caring atmosphere for students in our program. Faculty sponsor a History-Political Science Club that stages meetings over pizza throughout the AY, trips to historic sites, and an annual holiday dinner in December.

Our faculty are also involved in the wider professional community and have growing national reputations in their respective fields. Dr. Sampson spoke, on January 24, 2015, in St. Louis to the Bob Broeg Chapter of the Society of American Baseball Research on the arrival of the game



History 480, Historiography and Research.

**Snapshot**

In 2014-15 the full time History-Political Science faculty are Dan Monroe, Ph.D. University of Illinois (U.S., Islamic World and Latin America), Timothy Kovalcik, Ph.D. University of Suffolk (Europe and related subjects), Brian Mullgardt, Ph.D. University of Connecticut (U.S. and Social Science Education), and Amber Lusvardi, MA, Eastern Illinois University.

Part-time faculty are Robert Sampson, Ph.D. University of Illinois (U.S., British, and L


**Assessment Methods**

Students are assessed in HI 400 Seminar and HI 480 Historiography, since all history majors must take both courses. In the discipline of history, the seminar is typically the capstone course, while historiography provides an important overview of methodology and changing interpretations. Both courses represent an opportunity for a credentialed faculty member to instruct students in a content area that has been a major focus of that faculty member's research and writing. Students are assigned advanced articles and scholarly monographs in the content area and are assessed via essay quizzes. Students also complete a research paper based on primary sources and present that paper to the class in a formal oral defense.

The fall 2014 historiography course enrolled seven students. The seminar in the spring 2015 enrolled ten students. Dr. Monroe taught historiography, while Dr. Kovalcik taught the seminar because Dr. Mullgardt

Moderate degree: (3 pts) six students 18 points  
Insufficient degree: (2 or 1 pts) two students 4 points

TOTAL: 63 points/17 = 3.7 average

### **Political Science Assessment**

The department chair adapted the History assessment rubric to political science and collected capstone papers from Professor Amber Lusvardi. Political Science students are required to research and write a senior capstone seminar paper similar to the History seminar paper, though often of greater length and breadth of research. The evaluation of those artifacts produced the following results.

High degree (5 pts) two students	10
Close to high (4 pts) one student	4
Moderate (3 pts) one student	3
Insufficient	
Total	17/4 4.25 average

### **Analysis of Assessment Results**

Our effort to retain artifacts again yielded a robust sample size for History. The data suggests that students overa

## History Department Assessment Rubrics

### Long Research Paper

Department learning goals are met to a *high degree* when this paper meets the following criteria:

- \*thoroughly researched, with an appropriate, extensive and relevant bibliography
- \*clear and original thesis and argument supported by a wide variety of primary (when appropriate) and secondary sources, including journal articles
- \*demonstrates a clear understanding of cause and effect in history
- \*reflects a high degree of critical thought in making distinctions between and among sources
- \*reflects an excellent ability to situate specific content in a relevant body of theory
- \*Oral defense reflects an advanced ability to express in oral form an understanding of relevant issues and intellectual theories related to the paper

Department learning goals are met to a *moderate degree* when this paper meets the following criteria:

- \*adequately researched, with an appropriate and relevant bibliography
- \*clear thesis and argument supported by a moderate variety of primary (when appropriate) and secondary sources, including journal articles
- \*demonstrates an adequate understanding of cause and effect in history
- \*reflects some degree of critical thought in making distinctions between and among sources
- \*reflects some ability to situate specific content in a relevant body of theory
- \*Oral defense reflects some ability to express in oral form an understanding of relevant issues and intellectual theories related to the paper

Department learning goals are met to an *insufficient degree* when this paper meets the following criteria:

- \*inadequately researched, with an incomplete bibliography
- \*unclear and unoriginal thesis, with argument inadequately supported by a narrow and limited range of sources
- \*does not demonstrate an understanding of cause and effect in history
- \*reflects little or no ability to apply critical thought and make distinctions between and among sources
- \*reflects little or no ability to situate specific content in a relevant body of theory
- \*Oral defense reflects little or no ability to express in oral form an understanding of ability to apply critical thought