



Program: History

Assessed by: Jay R. Case and Jacalynn J. Stuckey Welling

2015-2016

Mission Statement:

The History program trains students to identify, describe, and analyze forces that have shaped societies over time, in order to serve the church, community and world.

Please note: Because the timing of the Senior Comprehensive Examination has been changed to November from October of every Fall Semester, the data from last year's Senior Comprehensive Examination are included again in this year's report. However, there have been adjustments to the history program that will have an impact on the assessment program.

During the 2015-2016 academic year, Jay D. Green, Professor of History at Covenant College in Georgia, and Kristin Kobes Du Mez, Associate Professor of History at Calvin College in Michigan, conducted an external review of the history program. Based on their recommendations, the following changes have been made, effective the 2016-2017 academic year:

1. The introductory seminar, offered every Spring Semester and co-taught by all three of the history professors, will be offered as a 3-credit hour course instead of a 1-credit hour course. This is more in line with history program offerings at other institutions of higher learning.
2. Given the institutional and departmental mission, the periodization question on the Senior Comprehensive Examination will be replaced with a question on faith and historiography.

Program Goals and Assessment:

Goal 1: By carefully considering the development and interplay of factors such as culture, politics, religion, gender, race and economics, students should learn to understand the contextual basis for major issues facing different societies.

Program Intended Learning Outcomes (PILO)	Means of Program Assessment & Criteria for Success	Summary of Data Collected	Use of Results
<p>Students will demonstrate an ability to contextualize and effectively analyze the role that two of six factors (culture, politics, religion, race and economics) played in specific historical societies.</p>	<p>Comprehensive Exam: Questions 2 and 4</p> <p>The criterion for success: 4=outstanding 3=good 2=acceptable w/modifications 1=unacceptable</p>	<p>In 2015, 5 students took the comprehensive exam.</p> <p>Q#2 mean = 2.2</p> <p>Q#4 mean = 2.6</p> <p>On Q #2, 4 of 5 students reached the minimum benchmark that we had set for this goal.</p> <p>For Q#4, all 5 students reached the minimum benchmark that we had set for this goal</p>	<p>For the comprehensive exam we believe that 85% of the cohort ought to be able to achieve this minimal score on their first attempt. (Students who do not meet the minimum requirements the first time around take the exam again.)</p> <p>Given the small sample size, we cannot adhere to the 85% benchmark in a rigid manner. However, given that all five students passed question #4 the first time and that 80% passed question #2 the first time, we do not see reason to make any major adjustments to this area at this time.</p>

Goal 2: By examining primary sources and various historical narratives, students should learn to sort through competing interpretations of the past in order to arrive at an informed and well reasoned understanding of historical developments.

Program Intended Learning Outcomes (PILO)	Means of Program Assessment & Criteria for Success	Summary of Data Collected	Use of Results
<p>Students will demonstrate an ability to explain how historians' use of source material and intellectual assumptions produce particular historical narratives</p>	<p>Comprehensive Exam: Question #1</p> <p>Historiography assignment in HIST 442</p> <p>Methodology assignment in HIST 105</p> <p>The criterion for success: 4=outstanding 3=good 2=acceptable w/modifications 1=unacceptable</p>	<p>In 2015, 5 students took the comprehensive exam.</p> <p>Q#1 mean = 2.6 All students reached the minimum benchmark that we had set for this means of assessment.</p> <p>6 students completed the HIST 442 assignment. Assignment mean = 3.3 6 students (100%) reached the minimum benchmark that was set for this assignment.</p> <p>3 students completed the HIST 105 assignment. Assignment mean=3.0 3 students (100%) reached the minimum benchmark.</p>	<p>For both the historiography assignment and the comprehensive exams, all students met the minimum standard.</p> <p>Only three students participated in HIST 105 this year and all passed.</p> <p>Although all the students are meeting the minimum requirements, we still think that students could and should be scoring higher. This data, along with comments from external reviewers have convinced us that there is more in the area of historiography and methodology that can be done. Therefore we are proposing that HIST 105 be increased from a one-hour to a three-hour course. We are waiting to see if this proposal will be approved.</p>

Goal 3: Students should be able to construct a chronological framework of western and non-western history.

Program Intended Learning Outcomes (PILO)	Means of Program Assessment & Criteria for Success	Summary of Data Collected	Use of Results
<p>Students will construct an accurate periodization of either American or World History and analyze the implications of their categorization</p>	<p>Periodization assignment in HIST 442</p> <p>Comprehensive Exam: Question # 3</p> <p>The criterion for success: 4=outstanding 3=good 2=acceptable w/modifications 1=unacceptable</p>	<p>5 students completed the periodization assignment in HIST 442. The median score was 3.8 All 6 students (100%) reached the minimum benchmark that we had set for this goal.</p> <p>In 2015, 5 students took the comprehensive exam. Q#3 mean= 2.2 5 of the 6 students reached the minimum benchmark that we had set for this goal.</p>	<p>For several years, the historians have not been fully pleased with the student responses to this question. Though passable, we have been hoping that they would perform better. After examining the data, we have determined this year that this question attempts to assess a component that we do not effectively address in our curriculum.</p> <p>At the same time, our external reviewers pointed out that, while we appear to be doing effective faith integration in our courses, we do not have formal assessments for this area. Because we believe that faith integration is a more important priority for our program than periodization, we have decided to eliminate this particular learning outcome for future assessment and replace it with a learning outcome that assesses faith integration.</p>