



**Program: History**

**Assessed by: Jay R. Case**

**2019-20**

**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.*

**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.

<b>Program Intended Learning Outcomes (PILO)</b>	<b>Means of Program Assessment &amp; Criteria for Success</b>	<b>Summary of Data Collected</b>	<b>Use of Results</b>
<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 2019, 4 students took the comprehensive exam.</p> <p>Q#2 mean = 3</p> <p>Q#4 mean = 2</p> <p>On Q #2, all four students reached the minimum benchmark that we had set for this goal.</p> <p>For Q#4, 2 of the 4 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 three students passed question #2 the first time, we do not see reason to make any major adjustments to this area at this time. In the past, we considered making adjustments, but this small sample does not indicate we need to make adjustments. The low pass rate for question 4 may indicate a systemic problem, but it may also reflect a wide range of other factors. Since students in the past has a higher pass rate than this cohort, there is reason to think this is not a systemic problem. Until we have a larger sample size, we will not make changes to this question.</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.

<b>Program Intended Learning Outcomes (PILO)</b>	<b>Means of Program Assessment &amp; Criteria for Success</b>	<b>Summary of Data Collected</b>	<b>Use of Results</b>
<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 106</p> <p>The criterion for success: 4=outstanding 3=good 2=acceptable w/modifications 1=unacceptable</p>	<p>In 2019, 4 students took the comprehensive exam.</p> <p>Q#1 mean = 2.75</p> <p>Three of the four students reached the minimum benchmark that we had set for this means of assessment.</p> <p>Due to shifts in institutional responsibilities, we do not have data for the HIST 442 Historiography assignment for 2019.</p> <p>Due to a number of institutional changes and issues, HIST 106 was not offered in 2019 and had not been offered in 2018, so we have no data for this particular assessment.</p>	<p>The pass rate for Question #1 in the comprehensive exam was 75%, which is below the goal of 85% that we have set. However, the sample size is too small to make any valid judgments based on this data.</p> <p>Due to structural changes in the institution, the historians will need to reassess HIST 106. Perhaps this course is not a viable option for us to offer and the assessment will need to take place in other classes. Or, perhaps we can make HIST 106 viable as a one-hour course. We have not determined which course of action is best.</p>

Goal 3: Students should be able to identify the role that perspectives on faith play in historical interpretation.

<b>Program Intended Learning Outcomes (PILO)</b>	<b>Means of Program Assessment &amp; Criteria for Success</b>	<b>Summary of Data Collected</b>	<b>Use of Results</b>
<p>Students will identify the ways that historians see religious faith functioning during a particular historical era and explain how that view of faith shapes the interpretation of that period of history.</p>	<p>Faith integration 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>Due to shifts in institutional tasks, we do not have data for the faith integration assignment for HIST 442</p> <p>In 2019, 4 students took the comprehensive exam.</p> <p>Q#3 mean= 2.5</p> <p>3 of the 4 students reached the minimum benchmark that we had set for this goal.</p>	<p>This was the second time we used this particular goal and assessed student work for this goal. Although most students performed well on this assessment, the sample size is still quite small (a combined seven students over two years of assessment reports) so we will need to assess this several more times before we have a clearer idea of how effective our program is doing in this area.</p>