



Program: History

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2016-2017

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.

As noted in last year's report, 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 and the results of the 2015 Senior Comprehensive Examination, the following changes were made, effective during the 2016-2017 academic year:

1. The introductory seminar, offered every Spring Semester and co-taught by all three of the history professors, was originally offered as a 1-credit hour course and is now being offered as a 1-credit hour course. The course has since been renumbered as HIST 106 instead of HIST 105. This is more in line with history program offerings at other institutions of higher learning. Furthermore, beginning in the 2017-2018 academic year, the course is being offered during Fall Semester, rather than Spring Semester. This is to ensure that history majors are able to enroll in the course as soon as possible. Furthermore, due to lower enrollments at the university and, hence, in the history program, the course will only be offered every other Fall Semester, beginning in Fall Semester 2017.

- Given the institutional and departmental mission, the periodization question on the Senior Comprehensive Examination was replaced with a question on faith and historiography. The faith and historiography question was first posed in the Senior Comprehensive Examination in November 2016.

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 2016, 5 students took the comprehensive exam.</p> <p>Q#2 mean = 2.1</p> <p>Q#4 mean = 3.0</p> <p>On Q #2, 5 of 6 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 six students passed question #4 the first time and that 83% 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 106</p> <p>The criterion for success: 4=outstanding 3=good 2=acceptable w/modifications 1=unacceptable</p>	<p>In 2016, 6 students took the comprehensive exam.</p> <p>Q#1 mean = 2.8</p> <p>Five of six students reached the minimum benchmark that we had set for this means of assessment.</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 83% of the students passed question #1 the first time, we do not see reason to make any major adjustments to this area at this time.</p>

			Because HIST 106, which replaced HIST 105, was not offered during the 2016-2017 academic year, there is no data for this year's assessment report.

Goal 3: By examining various historical narratives, each of which explore the same event or issue, students should learn to sort through competing interpretations in order to arrive at an informed and well-reasoned understanding of the value and place of faith-integration in historical writing.

Program Intended Learning Outcomes (PILO)	Means of Program Assessment & Criteria for Success	Summary of Data Collected	Use of Results
Students will demonstrate an ability to explain how historians' intellectual assumptions about faith and religion produce particular historical narratives.	<p>Comprehensive Exam: Question # 3</p> <p>The criterion for success: 4=outstanding 3=good 2=acceptable w/modifications 1=unacceptable</p>	<p>In 2015, 6 students took the comprehensive exam.</p> <p>Q#3 mean= 2.5</p> <p>4 of the 6 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. Although 67% of the students passed question #3 the first time and 100% passed the second time, we do not see reason to make adjustments in all of our history courses, beyond HIST 106</p>

			<p>and HIST 442. We will be include at least one faith-integration assignment in most, if not all, of our history courses.</p> <p>Note: For the first time, the Senior Comprehensive Exam included a question on faith-integration. As our external reviewers pointed out in 2016, while we appear to be doing effective faith integration in our courses, we did not have formal assessments for this area. Because we believe that faith integration is a more important priority for our program than periodization, we no longer ask a question on periodization.</p>
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