



**Program: History**

**Assessed by: Jay R. Case**

**2017-18**

**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 2017, 3 students took the comprehensive exam.</p> <p>Q#2 mean = 2.67</p> <p>Q#4 mean = 3</p> <p>On Q #2, 2 of 3 students reached the minimum benchmark that we had set for this goal.</p> <p>For Q#4, all 3 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 #4 the first time, we do not see reason to make any major adjustments to this area at this time. We are considering making adjustments to how we teach and/or assess question #2, since this assessment has not met the benchmark the last two times the exam has been given. However, the sample is so small, the scores alone are not driving our reconsideration. Instead, it is a different qualitative assessment that has raised this question. If we make changes, they may affect this particular program goal and assessment.</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 2017, 3 students took the comprehensive exam. Q#1 mean = 3.0 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 = 3.0 5 students (83%) reached the minimum benchmark that was set for this assignment.</p> <p>3 students completed the HIST 106 assignment. Assignment mean=2.67 2 students (67%) reached the minimum benchmark.</p>	<p>Three students participated in HIST 106 this year and two passed the methodology assignment. We will need to see whether further assignments in upper level history courses will affect the performance by the time they all reach the HIST 442 course their senior year. Again, the sample size is too small to make any valid judgments based on this data.</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>6 students completed the periodization assignment in HIST 442. The median score was 3.1.                      5 of the 6 students (83%) reached the minimum benchmark that we had set for this goal.</p> <p>In 2017, 3 students took the comprehensive exam. Q#3 mean= 3.0                      2 of the 3 students reached the minimum benchmark that we had set for this goal.</p>	<p>This was the first time we used this particular goal and assessed student work for this goal. The sample size is still quite small, so we will need to assess this several more times before we have a good idea of how effective our program is doing in this area.</p>