

## Program Review Form

**Program Review Year:** 2016-2020

**Name of Program Being Reviewed:** History

**Degrees Covered by Review:** BA and BS in History

**Name of Department:** Arts and Sciences

**Department Chair:** Ian Hawkins

**Program Coordinator:** Philip Morgan

Note: Pages 1-4 are to be completed yearly by each program. Pages 1-5 are to be completed according to the Cycle of Curricular Review

### Mission of the College

*The mission of Free Will Baptist Bible College is to educate leaders to serve Christ, His Church, and His world through Biblical thought and life.*

#### Strategic Initiative (from the strategic plan)

Strategic Initiative #1 – Integrating a Christian worldview.

The College will develop policies, programs, and activities which will enable students to develop a worldview that integrates the Christian faith with the academic disciplines in the whole of life.

#### Strategic Objective (from the strategic plan)

Strategic Objective 1.1 – Develop curricula that integrates the Christian worldview throughout all programs of study.

#### Program Objectives (from the College Catalog)

1. analyze the origin and development of ideas
2. develop a broader understanding of the world related to historical perspectives, political structures, and religious systems
3. demonstrate competency in original research
4. personalize a Christian worldview through the integration of Biblical content with historical issues

#### Program Objectives link to Institutional Purpose/General Objectives of the College

While the program works generally to support all the general objectives of the College it is especially aimed at general objective 3 (the development of a Christian worldview) especially as it relates to historical, political and religious expressions; general objective 4 (the development of critical thinking and intellectual honesty); and general objective 11 (the development of communication skills) focusing specifically on the reading and writing components of communication.

### Program Objectives link to Departmental Objectives

While the program works to support all departmental objectives generally it is especially aimed at fulfilling objective 5 (understanding the forces that shape society); objective 8 (understanding contemporary world cultures including sociological and historical factors); objective 11 (ethically and constructively relating to others); and objective 12 (the manifestation of Christian culture).

### Courses Aimed to Accomplish Specific Program Objectives

Program Objective	Courses
analyze the origin and development of ideas	HIS 1011, HIS 1022, HIS 2201, HIS 2605, HIS 3404, HIS 4305, electives
develop a broader understanding of the world related to historical perspectives, political structures, and religious systems	SSC 3101, IDS 1902, IDS 3101, IDS 4101, HIS 2605, HIS 3204, electives
demonstrate competency in original research	ALL HIS 4000 level, HIS 4807, electives
personalize a Christian worldview through the integration of Biblical content with historical issues	HIS 3204 Church History, PHL 3602, electives

**Program Review: Assessment**

<b>Program Objective</b>	<b>Means of Assessment</b>	<b>Strategic Objective/Goal (2016/2018)</b>	<b>Results (2016/2017)</b>
What we want to do (general)	How we will know if we did it	Specific Goals	What actually happened
analyze the origin and development of ideas	Major Field Test (History)	100% of graduates will score at or above the national norm on the MFT (History)	<b>2 of students took the MFT and one scored at national average and other scored just below national average.</b>
develop a broader understanding of the world related to historical perspectives, political structures, and religious systems	Major Field Test (History)	100% of graduates will score at or above the national norm on the MFT (History)	<b>2 of students took the MFT and one scored at national average and other scored just below national average.</b>
demonstrate competency in original research	1. HIS 4807 Capstone Project	1. 100% of students will demonstrate proficiency on their final project for HI 480 with a minimum score of 80%	<b>3 out of 3 graduates scored an 80% or above on the capstone project.</b>
personalize a Christian worldview through the integration of Biblical content with historical issues	1. HIS 4807 Capstone Project	1. 100% of students will demonstrate proficiency on their final project for HI 480 with a minimum score of 80%	<b>3 out of 3 graduates scored an 80% or above on the capstone project.</b>

**Program Review: Use of Results**

<b>Strategic Objective/Goal (2017/2018)</b>	<b>Results (2016/2017)</b>	<b>Use of Results (2017/2018)</b>	<b>Results Revisited (2017/2018-2018/2019)</b>
What we wanted to happen	What actually happened	What we did to improve	How did this affect later assessments?
100% of graduates will score at or above the national norm on the MFT (History)	<b>2 of students took the MFT and one scored at national average and other scored just below national average.</b>	MFT in History was discontinued and no national data was available. We have since decided to use an internal project. Please see below for a description of the assessment and the rubric for grading it. Our new objective is that 100% of our graduates score a 3 out of 4 average on the entire senior paper project.	3 of the graduates took the assessment due to the fact that we finished designing the assessment after the first graduate finished. Only 1 of the 3 graduates scored and average of 3 or higher on the total assessment. However, the other 2 students scored above a 2.8.
100% of graduates will score at or above the national norm on the MFT (History)	<b>2 of students took the MFT and one scored at national average and other scored just below national average.</b>	MFT in History was discontinued and no national data was available. We have since decided to use an internal project. Please see below for a description of the assessment and the rubric for grading it. Our new objective is that 100% of our graduates score a 3 out of 4 average on the entire senior paper project.	3 of the graduates took the assessment due to the fact that we finished designing the assessment after the first graduate finished. Only 1 of the 3 graduates scored and average of 3 or higher on the total assessment. However, the other 2 students scored above a 2.8.
1. 100% of students will demonstrate proficiency on their final project for HI 480 with a minimum score of 80%	<b>3 out of 3 graduates scored an 80% or above on the capstone project.</b>	All students seem to be doing well with the Historiography project. We will continue to monitor the results.	4 out of 4 students scored 80% or above. Since we have such small numbers we will continue to monitor these numbers over greater years.

1. 100% of students will demonstrate proficiency on their final project for HI 480 with a minimum score of 80%	<b>3 out of 3 graduates scored an 80% or above on the capstone project.</b>	All students seem to be doing well with the Historiography project. We will continue to monitor the results.	4 out of 4 students scored 80% or above. Since we have such small numbers we will continue to monitor these numbers over greater years.
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### Rubric for Senior Paper Presentations

This rubric offers guidelines for assessing the paper presentations of graduating seniors in the history program. Paper presentations will be assessed for content, grammar/writing, and presentation. Within in each section, guidelines are given for assessing the student's work.

#### **Content**

The content element of this assessment should gauge the student's ability to make a historical argument, using scholarly secondary source material to support each prong. Students should exhibit a working knowledge of the subject matter covered. A student's argument should be robust, well-ordered, and adequately supported. While he or she is not expected to present an original argument, the student should engage a variety of sources (academic books, monographs, and scholarly journal articles) and interpretations to develop each prong.

#### *Assessment*

Student's work will be scored on a scale of one to four, with one being least satisfactory and four being most satisfactory.

1. Student has an inadequate familiarity with the subject matter. Student's argument is weak and scattered. At least one prong of the argument is unsupported by secondary sources and non-academic sources are used. Student does not present any variety of secondary sources (academic books, monographs, scholarly journals) or interpretations.
2. Student has a limited familiarity with the subject matter. Student's argument is weak, but generally organized. Each prong of the argument is supported by at least one secondary source, but some sources are non-academic. At least one dissenting interpretation is acknowledged.
3. Student exhibits general familiarity with the subject matter. Student's argument is adequate and generally organized. Each prong of the argument is supported by a secondary source; some are supported by more than one secondary source. No non-

- academic sources are used. At least one dissenting interpretation is acknowledged and engaged.
4. Student exhibits firm grasp of the subject matter covered. Student's argument is robust and well organized. Each prong of the argument is supported by multiple secondary sources, using no non-academic sources. Multiple dissenting interpretations are acknowledged and engaged.

### **Grammar/Writing**

The grammar/writing element of this assessment should gauge the student's grasp of proper grammar and writing for academic work. Students should exhibit proper grammar throughout their paper. Writing should flow smoothly from point to point, properly using connecting sentences and paragraphs. Formatting should conform to Kate Turabian's *A Manual for Writers for Research Papers, Theses, and Dissertations*, 8<sup>th</sup> edition.

#### *Assessment*

Student's work will be scored on a scale of one to four, with one being least satisfactory and four being most satisfactory.

1. Student's grammar, writing style, and formatting are inadequate for scholarly work. Major and minor grammatical errors are present throughout the paper.<sup>1</sup> Writing is stilted and poorly organized. Some paragraphs contain disconnected ideas. Vague introduction and conclusion. Many formatting errors are present in the body of the paper and the footnotes.
2. Student's grammar and writing style are unsatisfactory for scholarly work. Major and minor grammatical errors are generally present, but limited. Writing is stilted, but generally organized. One or two paragraphs contain disconnected ideas. Introduction and conclusion contain clear thesis statement, but lack a cogent outline for the paper. Formatting errors are present in the footnotes, but the body of the paper is generally free of formatting errors.
3. Student's grammar and writing style are generally satisfactory for scholarly work. Major grammatical errors are not present. Minor grammatical errors are limited. Writing generally flows well from point to point. Paragraphs exhibit interior organization, but some paragraphs remain disconnected from surrounding paragraphs. Introduction and conclusions present clear thesis statement and outline for the paper. Minor formatting errors are present in the footnotes, but no formatting errors are present in the body of the paper.
4. Student's grammar and writing style are excellent. Major and minor grammatical errors are not present. Writing flows well from point to point. Paragraphs exhibit excellent interior organization and connection with surrounding paragraphs.

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<sup>1</sup> Major grammatical errors include run on sentences, sentence fragments, improper punctuation, and improper capitalization. Minor grammatical errors include misplaced modifiers, dangling modifiers, improper or shifting tenses, improper verb forms, subject-verb agreement.

Introduction and conclusion present clear thesis statement and outline for the paper.  
No formatting errors are present in either the body of the paper or the footnotes.

### **Presentation**

The formatting element of this assessment should gauge the student's public presentation of their work. Appropriate attire should be worn by the student (men: coat, tie, and dress slacks; women: dress or blouse and skirt). Students should exhibit confidence, while reading their presentation loudly and clearly. Reading should be steady and emotive. Students should show confidence and agility of mind while fielding questions from the audience.

### *Assessment*

Student's work will be scored on a scale of one to four, with one being least satisfactory and four being most satisfactory.

1. Student's presentation is inadequate. Student is dressed carelessly and exhibits general slovenliness. Student exhibits extreme nervousness by fidgeting, vocal ticks, trembling voice, and/or shaking hands. Student mumbles or shouts. Student reads much too fast or slow. Student reads in a monotone voice or melodramatically. Student stops to highlight mistakes or provide commentary. Student exhibits extreme nervousness when fielding questions from the audience and insufficient ability to formulate adequate responses.
2. Student's presentation is unsatisfactory. Student generally meets dress standards, but remains unkempt in appearance. Student exhibits moderate nervousness by fidgeting, vocal ticks, trembling voice. Student mumbles or shouts. Student reads at an unsteady pace with little emotion or melodramatically. Student stops to highlight mistakes or provide commentary. Student exhibits moderate nervousness when fielding questions from the audience, but is generally unable to formulate adequate responses.
3. Student's presentation is satisfactory. Student is dressed appropriately and well groomed. Student exhibits little nervousness throughout the presentation. Student reads loudly and clearly. Student reads steadily with appropriate emotion. Student does **not** stop reading to highlight mistakes or provide commentary. Student exhibits little nervousness when fielding questions from the audience and sufficiently formulates adequate responses to most questions.
4. Student's presentation is excellent. Student is dressed appropriately and well groomed. Student exhibits confidence throughout the presentation. Student reads loudly and clearly. Student reads steadily with appropriate emotion. Student does **not** stop reading to highlight mistakes or provide commentary. Student exhibits confidence when fielding questions from the audience and formulates excellent responses.

Note: This page is to be completed only in years of a complete program review according to the Cycle of Curricular Assessment. (2019/2020)

**Program Review: Comparison with Other Similar Programs**

**Major Program Review BS and BA**

<b>Welch</b>	<b>MTSU</b>	<b>APSU</b>	<b>BJU</b>	<b>Hillsdale College</b>	<b>Vanderbilt University</b>
HIS 1011, 1022 Western Civ., 3 ea.	HIS 1010, 1020 West. Civ. or 1110, 1120 World Civ., 3 ea.	HIS 1210/1220 World His., 3 ea.	West. Civ. I & II, 3 ea.	West. Civ. 9 hours	Intro to History 3 hours
HIS 2201 Intro to History, 1	HIS 2010 U.S. His I or 2020 U.S. His II or HIS 2030 TN His. 3 ea.	HIS 2010/2020 U.S. His., 3 ea. (HIS 2013 TN His. May be substituted for 3 hours)	U. S. His I & II, 3 ea.	U.S. Hist, 6 hours	15 hours in any historical concentration
HIS 2605 Non-western, 3	HIS 3011 Teaching Historical Thinking or HIS 3010 The Historian's Craft, 3	HIS 2999 Methods, 3	15 hours of 300 or 400 HIS electives	West Heritage 3 hours	capstone course(s) 3-6 hours
HIS 3204 Survey Church His., 3	6 hours of U.S. electives	6 hours of U.S. History 3000 or 4000 electives	U.S. elective, 3	American Heritage 3 hours	electives 6-12 hours
HIS 3404 U.S. The Founding Era, 3	6 Hours of European electives	6 hours of non-U.S. His. 3000 or 4000 electives	West European elective, 3	12 hours of History electives	
HIS 4305 Ren. Ref., 3	6 hours of Global electives	6 hours of 3000 or 4000 electives	HI 406 Historiography, 3		
HIS 4807 Historiography, 3	HIS elective, 3	HIS 4999 Capstone, 3	Special area of history elective, 3		
9 Hours of HIS electives	HIS 4985 Senior Seminar, 3		HI 440 Historical Research and Writing, 3		
9 hours of HIS 4000 electives	HIS elective, 3				
<b>B.A. 124 hours; B.S. 138 hours; 37 in the Major</b>	<b>B.A. 120 hours; 38 in the Major</b>	<b>33 in the Major</b>	<b>42 in the major</b>	<b>33 in the Major</b>	<b>30 in the major</b>

**Minor Program Review**

<b>Welch</b>	<b>MTSU</b>	<b>APSU</b>	<b>Hillsdale College</b>
HIS 1011, 1022 Western Civ., 3 ea.	Unavailable	HIS 1210/1220 World His., 3 ea.	18 credit hours with at least one course from each core category
HIS 2013 History of the U.S., 3		HIS 2010/2020 U.S. His., 3 ea. (HIS 2013 TN His. May be substituted for 3 hours)	
9 hours from other courses required in the major		9 hours of 3000 or 4000 HIS electives	
6 hours from other history courses as approved by a history faculty member			
<b>24 hours</b>		<b>21 hours</b>	<b>18 hours</b>

As a result of these comparisons, we made no changes. Our History programs match up well with other colleges.