

Foundational Studies Assessment 2025

Historical Perspectives

Artifact Evaluation Summary

Sample

	# of Sections	# of Artifacts
200-Level	11	55
300-Level	3	15
Total	14	70

Sections not submitting artifacts = 0

Participation Rate = 100%

Ratable Artifact Rate = 93%

Average Rating = Milestone 1

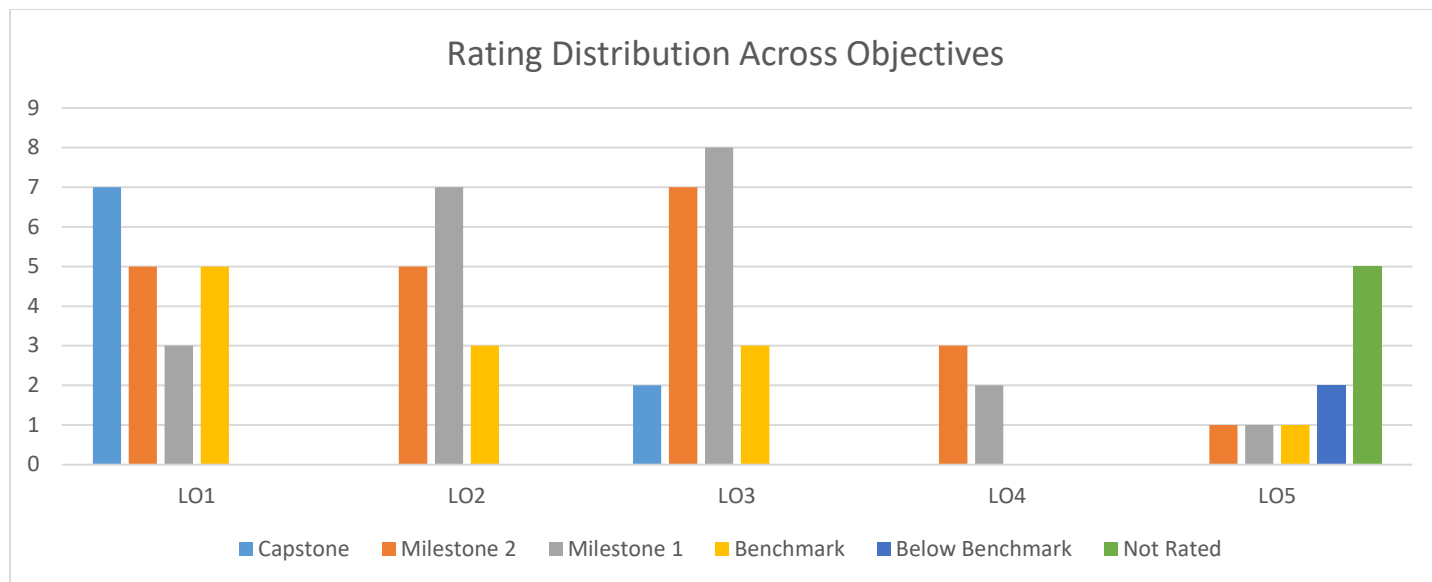
Most Frequent Rating = (tie) Milestone 1 & Milestone 2

Courses included: HIST 213, HIST 313, LAT 311

Learning Objectives

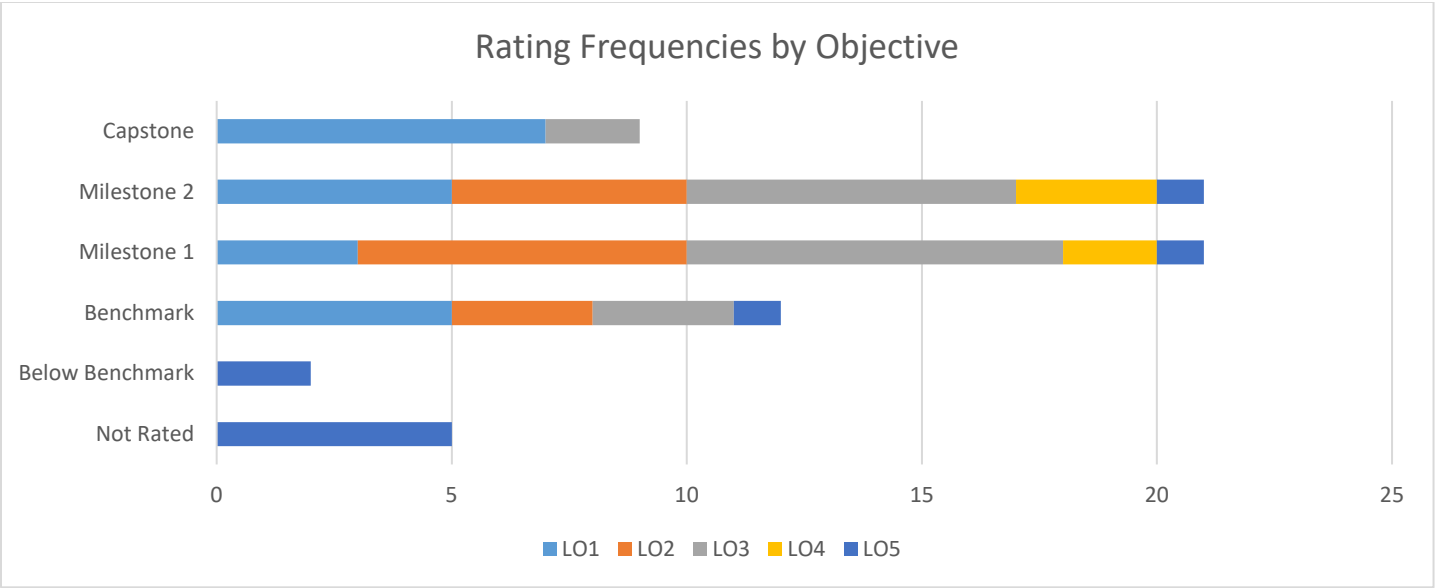
1. Analyze the origins and consequences of historical events and developments.
2. Understand ideas in their historical context and explore diverse interpretations of the past by critically assessing both primary and secondary historical sources.
3. Evaluate historical arguments by analyzing major assertions, background assumptions, and explanatory evidence.
4. Use an historical perspective to understand the world today and address contemporary issues.
5. Use the methodologies from the discipline of history to investigate inequality and equality with respect to race, and at least one other intersectionality (such as socioeconomic status, gender, and other applicable categories).

Findings



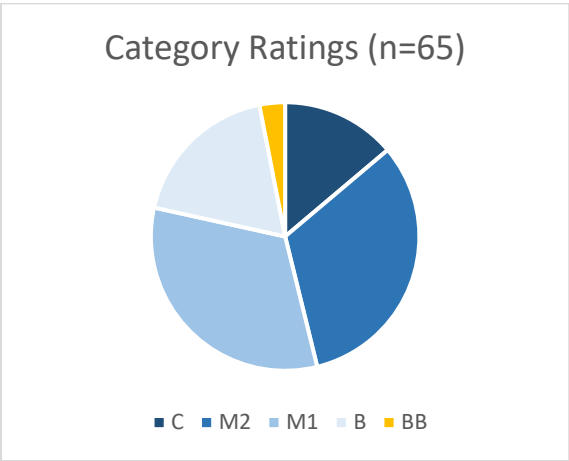
	LO1	LO2	LO3	LO4	LO5
Sample Size by LO	20	15	20	5	10
Rated Artifacts by LO	20	15	20	5	5
% NR Artifacts by LO	0%	0%	0%	0%	50%

7% of artifacts in the sample were scored Not Rated



Ratings by Learning Objective
(Artifacts rated “Not Rated” are removed from analysis)

LO	n	Mean	Mode	Above Benchmark	Below Benchmark	Notes
1	20	3.70 (M1/M2)	C	75% (60% above M1)	0%	
2	15	3.13 (M1)	M1	80% (33% above M1)	0%	
3	20	3.40 (M1)	M1	85% (45% above M1)	0%	
4	5	3.60 (M1/M2)	M2	100% (60% above M1)	0%	One section was switched to another LO (assignment)
5	5	2.20 (B)	BB	40%	40%	One section was NR (assignment) One section was switched to another LO (assignment)



\bar{x} = 3.35 (Milestone 1)
Mode = Milestone 1/2

78% above Benchmark
46% above Milestone 1

Confidence Interval = 3.0968-3.6108, $\alpha=0.05$

95% confidence that the population mean rating in the category will plausibly fall in Milestone 1

*Ratings assigned using rubric evaluation are ordinal and must be converted to continuous numeric scores for the purposes of this analysis. Possible error may result in widened confidence intervals, and should be taken into account when interpreting results. Score conversions: C=5, M2=4, M1=3, B=2, BB=1

Reviewer Notes

HP Reviewers: Don Maxwell, Brian Kilp, Kathy Lee, Marilyn Bisch, Keri Yousif, Lisa Phillips, Taylor Easum, Kelley Woods-Johnson, Vincent Ofori-Agyekum, Darlene Hantzis, Steve Stofferahn

	Factors			
LO Rating Potentially Affected	Assignment Type or Instructions	Learning Objective Language	Rubric Language	Other
LO2	Assignment prompt did not align with LO2 – was able to switch to LO3 for the sake of evaluation. (Class 13)			
		Objective language seems to ask students to accomplish two related but distinct goals, and perhaps these need to be separated out.		
LO4	Assignment prompt did not align with LO4 – was able to switch to LO1 for the sake of evaluation. (Class 5)			
LO5	Assignment prompt did not align with the LO. (Class 4)			
	Assignment prompt did not align with LO5 – was able to switch to LO2 for the sake of evaluation. (Class 12)			
				It was hard to find assignment descriptions in syllabi that captured rich assessment of LO5. The initial sample included 2 sections, and we ended up with 1 ratable section.