Academic Program Assessment Report

Assessment is a term commonly used to encompass the process of gathering and using evidence to guide improvements.

SACSCOC requires that an institution "identifies expected outcomes, assesses the extent to which it achieves these outcomes, and provides evidence of seeking improvement based on analysis of the results".

Be sure to SAVE your progress as you work!

Academic Program
History, BS/BA

Submission Year
2020-2021

Assessment Coordinator Name
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Program Goal

Goal

Goal 1

Program Goals are broad and overarching statements about the skills, knowledge, and dispositions students are expected to gain by the end of their course of study (big picture). They support the Institution's Mission/Goals.

Program Goal
History students will graduate with the skills to conduct historical reasoning.

Pillar of Success Supported
High-Demand, Market-Driven Programs

Outcomes

Outcome 1

Outcomes are specific, **measurable** statements that reflect the broader goals.

Academic Programs are required to develop **Student Learning Outcomes**, which describe knowledge, skills, and values that students are expected to gain as a result of their educational experiences.

Academic Programs may also develop **Operational Outcomes**, which describe the level of performance of an operational aspect of a program or office (ex. graduation rates, retention, employment data).

Most goals have at least two outcomes measured.

What type of Outcome would you like to add?
Student Learning Outcome

Enter Outcome

History students will demonstrate the ability to critically evaluate secondary sources.

Timeframe for this Outcome
Academic Year 2019-2020

Performance Target for "Met"
Average score between 3 and 4 on the book review rubric

Performance Target for "Partially Met"
Average score between 2 and 2.99 on the book review rubric

Performance Target for "Not Met"
Average score below 2 on the book review rubric

Assessment Measure Used
HIST 201 The Historian's Craft is one of three core courses in the History major. The capstone assignment in this course is a book review, designed to measure students' ability to summarize and analyze a secondary source (in this case, a book). To assess students' ability to critically evaluate secondary sources, department faculty score students' book reviews based on six criteria that are critical to demonstrating historical reasoning. These categories include: Quality of Student Writing, Organization, Content Knowledge, Analysis of the Book's Argument, Analysis of the Writing, and the students' Conclusion.

Frequency of Assessment
Every semester that HIST 201 is taught, typically each fall semester.

Data Collected for this Timeframe (Results)
For the 14 students who completed HIST 201 in the Fall 2018.

Quality of Student Writing:	3.35
Organization:	2.94
Content Knowledge:	3.1
Analysis of the Book's Argument:	2.91
Analysis of the Book's Writing:	3.25
Conclusion:	3.25
Overall Average:	3.1

Score (Met=3, Partially Met=2, Not Met=1)
3

Comments/Narrative
With an average score of 3.35, the student cohort's performance on the Book Review Met performance expectations in 2019-2020. The data indicates that students performed best in the category related to Quality of Student Writing. Student scores for Quality of Student Writing ranged from 2.5 to 4.0 and only one student scored below 3.0. However, there is room for improvement. Eight out of 14 (57%) students scored Partially Met on the overall assessment. Upon closer examination, the weakest category was Analysis of the Book's Argument: "Gauges the effectiveness of the book's argument(s) and conclusion(s) successfully." The cohort averaged 2.91 and seven students (50%) scored Partially Met. Analysis of the book's argument is an essential skill related to historical reasoning and the faculty are looking into ways to improve student performance in this area. One teaching strategy that we have implemented for 2020-2021 is to provide multiple smaller Analysis of the Book's Argument assessments throughout the HIST 201 course. These smaller assessments should provide students more practice and feedback on the skills related to this outcome.

Resources Needed to Meet/Sustain Results
n/a

Explanation of How Resources Will Be Used
n/a

Outcome 2

Outcomes are specific, **measurable** statements that reflect the broader goals.

Academic Programs are required to develop **Student Learning Outcomes**, which describe knowledge, skills, and values that students are expected to gain as a result of their educational experiences.

Academic Programs may also develop **Operational Outcomes**, which describe the level of performance of an operational aspect of a program or office (ex. graduation rates, retention, employment data).

Most goals have at least two outcomes measured.

What type of Outcome would you like to add?
Student Learning Outcome

Enter Outcome
History students will demonstrate the ability to conduct a historiography assessment of primary and secondary sources.

Timeframe for this Outcome
Academic Year 2019-2020

Performance Target for "Met"
Score of 7-12 on the Historiographical Essay Scoring Rubric

Performance Target for "Partially Met"
Average score between 4-6.99 on the Historiographical Essay Scoring Rubric

Performance Target for "Not Met"
Average score below 4 on the Historiographical Essay Scoring Rubric

Assessment Measure Used
The department assesses this goal in HIST 399, Historiography, which is typically taken by Juniors in the spring semester. The capstone assignment in this course is a historiographical essay. Students are assessed on their ability to evaluate primary sources and secondary literature on a research topic of their choosing. The assessment builds on the skills that students developed in HIST 201, requiring students to corroborate evidence draws from primary and secondary sources to craft a single historical argument.

Frequency of Assessment
Every semester that HIST 399 is taught, typically each spring semester.

Data Collected for this Timeframe (Results)   **Score (Met=3, Partially Met=2, Not Met=1)**

Each element of the rubric is scored on a 3-point scale. Scores for the four elements are added together for an Overall score that ranges from 12-0.   2

Introduction   1.9
Evaluation of Primary Sources   1.33
Evaluation of Secondary Literature 1.33
Writing   1.94
Overall Average   1.63

Overall Scores:
Met (7 - 12):   6 students
Partially Met (4-6.99):   0 Students
Not Met (0-3.99):   3 Students

Comments/Narrative
Nine students completed the assessment during the spring 2020 semester.   The overall average on the assessment was a 6.6. Thus, this cohort of students earned an overall score of Partially Met. Sixty-seven percent (67%) of the cohort earned a score of Met on the Overall Score for the essay, however, three students (33%) earned a 3 or lower.

These three students significantly decreased the overall average. They each earned a zero on the Evaluation of Primary Sources and the Evaluation of Secondary Sources elements. Earning zeros suggests that the three students did not attempt to address these elements of the assessment.

However, of the students who completed the assignment properly, evidence demonstrates that they have Met performance expectations on these two elements, many earning 2.5 and 3 out of 3.

Because of the new Program of Study for the BS and BA, HIST 399 had to be eliminated. Thus, the faculty plans to address this change by providing students with additional opportunities to practice these skills in other core and 300-level history classes.

Resources Needed to Meet/Sustain Results
n/a

Explanation of How Resources Will Be Used
n/a

Outcome 3

Outcomes are specific, **measurable** statements that reflect the broader goals.

Academic Programs are required to develop **Student Learning Outcomes**, which describe knowledge, skills, and values that students are expected to gain as a result of their educational experiences.

Academic Programs may also develop **Operational Outcomes**, which describe the level of performance of an operational aspect of a program or office (ex. graduation rates, retention, employment data).

Most goals have at least two outcomes measured.

What type of Outcome would you like to add?

Student Learning Outcome

Enter Outcome
History students will demonstrate the ability to produce an original paper using primary and secondary sources.

Timeframe for this Outcome
2019-2020

Performance Target for "Met"
Average score between 7 and 12 on the Senior Seminar paper rubric

Performance Target for "Partially Met"
Average score between 4 and 6.99 on the Senior Seminar paper rubric

Performance Target for "Not Met"
Average score below 4 on the Senior Seminar paper rubric

Assessment Measure Used	**Frequency of Assessment**
Student success on this goal is measured in the HIST 499 Senior Seminar capstone course, which is offered each fall and spring semester. Students complete their own research and write a 10-15 page research paper and are scored on ten elements that collectively assist the department in assessing students' ability to produce an original paper using primary and secondary sources.	Every semester that HIST 499 is taught, typically each fall and spring semester.

Data Collected for this Timeframe (Results)		**Score (Met=3, Partially Met=2, Not Met=1)**
Thesis Statement:		3
8.4		
Factual Accuracy:		
10.22		
Argumentation:		
8.16		
Evidence of Analysis:	8.38	
Effective Use of Primary Sources:	8.7	
Structure of Paper:		
8.3		
Grammar and Writing Style:	9.16	
Proper Formatting of Footnotes and Bibliography:	9.27	
Conclusion:		
8.5		
Overall:		
8.7		

Comments/Narrative
During the 2019-2020 academic year, 18 students completed the senior research paper in HIST 499. On a scale of 0-12, this cohort earned an Overall Average of 8.7. The cohort, therefore, Met performance expectations. Students scored strongest on Factual Accuracy, Grammar and Writing Style, and Proper Formatting of Footnotes and Bibliography. The weakest two elements were Argumentation and Evidence of Analysis. For Evidence of Analysis, scores ranged from 3-11.

However, it is important to note that fourteen out of 18 (77%) earned 7 or greater, including 6 of the 14 (43%) who earned a score of 10 or above. This demonstrates that while this is a weaker category, the majority of the students are meeting expectations.

A cohort average of 8.7 on the Overall assessment is positive, but department faculty would like to see the average increase. Considering that this is the capstone assessment, faculty are exploring ways to increase the number of smaller assessments related to Argumentation and Evidence of Analysis in the 300-level courses. Providing additional opportunities to practice these skills can assist faculty in identifying and assisting underperforming students early.

Resources Needed to Meet/Sustain Results
n/a

Explanation of How Resources Will Be Used
n/a

Goal Summary

Goal Summary/Comments
Historical Reasoning is a difficult skill to master for most undergraduate students and it is not a surprise to see some students struggling to score well on assessments that address this Goal in HIST 201 and 399. However, when comparing scores for HIST 201, HIST 399, and HIST 499 the evidence suggests that by the time students reach the Capstone course, most are meeting expectations. Thus, they are demonstrating an acceptable level of competency when dealing with primary and secondary sources. And therefore graduating with the skills to conduct historical reasoning.

Changes Made/Proposed Related to Goal
After examining the data from the three Outcomes, it is evident that there is room for improvement. We are exploring four changes/ proposed changes. First, in 2019-2020 the department adjusted the scoring range for the HIST 499 Thesis Paper scoring rubric and we have changed the HIST 201 Book Review Scoring Rubric to model that adjustment. This will shift the scoring from a 3-point scale to a 12-point scale. Doing so will provide graders the opportunity to accurately rate students' performance. During the report writing process, the writer also identified a weakness related to departmental reporting of data. Consequently, the department faculty will now report data in a spreadsheet that is placed in the departmental shared drive. This step will allow for better data collection and analysis of that data for assessment purposes. Third, we are discussing how to address student performance related to argumentation and analysis of secondary sources throughout the 300-level courses. Lastly, since the program is eliminating the HIST 399 course, we will explore the development of new primary source document analysis assessments for HIST 201 and HIST 499.

Upload Rubrics/Other Files

Goal 2

Program Goals are broad and overarching statements about the skills, knowledge, and dispositions students are expected to gain by the end of their course of study (big picture). They support the Institution's Mission/Goals.

Program Goal
History students will graduate with the skills and experience to continue their academic study in graduate school or find employment within or outside the field of history.

Pillar of Success Supported

Graduates Who Are Gainfully Employed or Admitted to Graduate School

Outcomes

Outcome 1

Outcomes are specific, **measurable** statements that reflect the broader goals.

Academic Programs are required to develop **Student Learning Outcomes**, which describe knowledge, skills, and values that students are expected to gain as a result of their educational experiences.

Academic Programs may also develop **Operational Outcomes**, which describe the level of performance of an operational aspect of a program or office (ex. graduation rates, retention, employment data).

Most goals have at least two outcomes measured.

What type of Outcome would you like to add?
Student Learning Outcome

Enter Outcome
70% or more of History majors complete Internship, an undergraduate Teaching Assistantship, 100+ hours of Clinical Practice in Teaching, or Comparable Experience.

Timeframe for this Outcome
Academic Year 2019-2020

Performance Target for "Met"
70% or more of History majors complete Internship, an undergraduate Teaching Assistantship, 100+ hours of Clinical Practice in Teaching, or Comparable Experience.

Performance Target for "Partially Met"
50-69% of History majors complete Internship, an undergraduate Teaching Assistantship, 100+ hours of Clinical Practice in Teaching, or Comparable Experience.

Performance Target for "Not Met"
Less than 50% of History majors complete Internship, an undergraduate Teaching Assistantship, 100+ hours of Clinical Practice in Teaching, or Comparable Experience.

Assessment Measure Used
Department records of student internships, undergraduate Teaching Assistantships, Clinical Practice in Teaching, and comparable experiences.

Frequency of Assessment
Every semester

Data Collected for this Timeframe (Results)
Fall/Spring/Summer Graduates: 12
Internships: 4
Undergraduate Teaching Assistantship: 1
Clinical Practice: 4
Total Internships, undergraduate teaching assistantship, Clinical Practice in Teaching, and comparable experiences.: 9

Score (Met=3, Partially Met=2, Not Met=1)
3

Overall Percentage: 75%

Comments/Narrative
In 2019-2020, our department graduated 12 students. Of those 12, 9 (75%) completed internships, undergraduate teaching assistantships, or 100+ hours of clinical experience in teaching. Consequently, the department has Met the performance target for this Outcome. The department has placed additional emphasis on the importance of internships over the past year and has sought to develop new opportunities for students to gain practical experience. Moving forward we want this positive result to continue. Faculty will seek new locations where students can complete internships across the Upstate and the Internship Coordinator is working to improve our contact list for museum and historical sites. We are also preparing to provide students with additional opportunities to have "comparable experiences." Beginning in the 2020-2021 academic year, the department will offer new courses that will allow students to work closely with faculty on historical research.

Resources Needed to Meet/Sustain Results
Continued/increased support for faculty research and travel will allow faculty to maintain, build, and advance ties to institutions that may lead to student internship opportunities. Similarly, ensuring that faculty are able to adequately conduct their own research projects will provide more opportunities for students to work with faculty on those projects.

Explanation of How Resources Will Be Used
Funding for professional development allows faculty members to remain active members of the scholarly community and to remain engaged in such public activities as conferences, consulting work, and local presentations. Members of the department have worked with both local, regional, and national institutions in their professional development, in some cases leading to student internships with those institutions. Faculty have worked with the National Archives in Washington, D.C., the Benjamin Mays Site, the Upcountry Museum in Greenville, SC, the Museum of Greenwood, and Star Fort/Ninety-Six Historic Site, among others. Finally, several students have completed research internships with faculty working on their own books and other research projects.

Outcome 2

Outcomes are specific, **measurable** statements that reflect the broader goals.

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Most goals have at least two outcomes measured.

What type of Outcome would you like to add?
Operational Outcome

Enter Outcome
Attainment of employment and/or admission to graduate school

Timeframe for this Outcome
Academic Year 2019-2020

Performance Target for "Met"
90% or more of History majors will attain full-time employment and/or admission to graduate school within one year of graduation from Lander

Performance Target for "Partially Met"
70-89% of History majors will attain full-time employment and/or admission to graduate school within one year of graduation from Lander

Performance Target for "Not Met"
Less than 70% of History majors will attain full-time employment and/or admission to graduate school within one year of graduation from Lander

Assessment Measure Used	**Frequency of Assessment**
Department records of alumni status	Every semester

Data Collected for this Timeframe (Results)	**Score (Met=3, Partially Met=2, Not Met=1)**
Total number of Graduates: 12	3

Teachers: 4
Library: 1
Museum: 1
Non-Profit: 1
Graduate School: 1
Total: 8

Comments/Narrative
One hundred percent (100%) of alumni that we were able to contact have full-time employment or are in graduate school. Of the graduates who are employed, the majority are working fields related to history, public history, or history education. We want to retain this high level of success and believe that the new emphasis in Public History will help graduates to find new opportunities for employment within the field. Additionally, the changes to the program of study for the Bachelors of Arts and Bachelors of Science will provide current and future students with greater flexibility and opportunities to pursue minors in fields that will compliment their degree in history. We expect the addition of minors to further increase their employability after graduation. In an effort to increase contact with recent graduates, the faculty are trying to boost the department's social media presence and develop a comprehensive alumni list.

Resources Needed to Meet/Sustain Results
Funding/support to continue the college Etiquette Dinners, and to fund alumni events within the department. Expenses for such events will vary according to the nature of the activity - the college Dean is better able to identify the exact cost of the annual Etiquette Dinner. In terms of funding alumni events, we expect these would not be very costly - depending on the nature of food provided, and potentially mileage or other expenses to bring alumni back to campus. I would estimate $500 for such activities.

Explanation of How Resources Will Be Used
The $500 estimate includes: $200 for alumni mileage/travel expenses. While I have several alumni in mind who might return for such activities, there is at least one excellent candidate who lives in the Columbia area. Approximately $100 for travel and $100 for one night lodging. The other $300 would go to cover food at two events, $150 each.

Goal Summary

Goal Summary/Comments
While we are pleased with the results for this goal, we seek continued improvement. Data from the

American Historical Association suggests that the number of history majors is down significantly nation wide. This trend appears to result from a widespread belief that humanities and social science degrees are not economically sound decisions. However, our employment data contradicts this assumption. The department's employment data demonstrates that our history majors are in demand and easily find full-time employment in areas related to the discipline.

Changes Made/Proposed Related to Goal
In an effort to assist our graduates in their job searches, department faculty have begun addressing resume writing and interview skills in HIST 499, the capstone seminar. Additionally, the department plans to host an employment seminar in spring. The seminar will cover topics including the job search process, how to highlight the soft skills that history majors develop, and how to communicate with potential employers. We will also seek to develop a better working relationship with the university's Career Services office to learn about other ways to help prepare our graduates.

Upload Rubrics/Other Files

Goal 3

Program Goals are broad and overarching statements about the skills, knowledge, and dispositions students are expected to gain by the end of their course of study (big picture). They support the Institution's Mission/Goals.

Program Goal
To comply with Program Productivity standards as defined by the South Carolina Commission on Higher Education

Pillar of Success Supported
High-Demand, Market-Driven Programs

Outcomes

Outcome 1

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Most goals have at least two outcomes measured.

What type of Outcome would you like to add?
Operational Outcome

Enter Outcome
Major Enrollment

Timeframe for this Outcome
2019-2020

Performance Target for "Met"

Using a five-year rolling average, the number of students enrolled in the major (a) for Baccalaureate programs is greater than or equal to 12.5, (b) for Master's/First Professional is greater than or equal to 6.

Performance Target for "Partially Met"
Not applicable.

Performance Target for "Not Met"
Using a five-year rolling average, the number of students enrolled in the major (a) for Baccalaureate programs is less than 12.5 (b) for Master's/First Professional is less than 6.

Assessment Measure Used	**Frequency of Assessment**
Enrollment and Graduation data extracted from Banner	Annually

Data Collected for this Timeframe (Results)	**Score (Met=3, Partially Met=2, Not Met=1)**
The 5-year rolling average enrollment in the History major is 76.2	3

Comments/Narrative
The department's 5-Year rolling average declined only slightly from 77.8 to 76.2. According to the American Historical Association, the number of history majors has declined nationally. However, while department has seen some fluctuation in the number of majors, the decline has been better than the -34% national average stated by the AHA. During the 2018-2019 academic year, the department graduated 20 students, which was 25% of the total number of the Fall 2018 majors. In Fall 2019, the number of majors did not fully recover and there were a number of students who changed majors. However, the department did see some recovery because of an increase in the number of incoming freshmen (+21) during the Fall 2019 semester.

In an effort to improve our 5-year rolling average, the department faculty have taken several steps. First, during the summer of 2020 the department chair contacted all potential students who applied, seeking admission as history and history education majors. Second, the faculty created a new emphasis in Public History The emphasis should appeal to potential students who are interested in professions related to museum, exhibit, historical site, and archival work. Third, the department faculty restructured the Programs of Study for the Bachelors of Arts, Bachelors of Science, and Teacher Certification. The goal was to provide more flexibility for transfer students and create opportunities for majors to pursue minors. Finally, the department developed a new advising tool called Guided Pathways. Pathways help majors to concentrate their course work in areas of history that interest them the most. We believe that these efforts will help with both recruitment and retention of majors.

Resources Needed to Meet/Sustain Results
n/a

Explanation of How Resources Will Be Used
n/a

Outcome 2

Outcomes are specific, **measurable** statements that reflect the broader goals.

Academic Programs are required to develop **Student Learning Outcomes**, which describe knowledge, skills, and values that students are expected to gain as a result of their educational experiences.

Academic Programs may also develop **Operational Outcomes**, which describe the level of performance of an operational aspect of a program or office (ex. graduation rates, retention, employment data).

Most goals have at least two outcomes measured.

What type of Outcome would you like to add?
Operational Outcome

Enter Outcome
Completions (degrees awarded)

Timeframe for this Outcome
Academic Year 2018-2019

Performance Target for "Met"
Using a five-year rolling average, the number of degrees awarded (a) for Baccalaureate programs is greater than or equal to 8, (b) for Master's/First Professional is greater than or equal to 3.

Performance Target for "Partially Met"
Not applicable.

Performance Target for "Not Met"
Using a five-year rolling average, the number of degrees awarded (a) for Baccalaureate programs is less than 8 (b) for Master's/First Professional is less than 3.

Assessment Measure Used	**Frequency of Assessment**
Enrollment and Graduation data extracted from Banner	Annually

Data Collected for this Timeframe (Results)	**Score (Met=3, Partially Met=2, Not Met=1)**
The 5-year rolling average of completions in the History major is 15.	3

Comments/Narrative
The data indicates that the 5-Yerar rolling average of completions has remained well above the minimum. One of the department's strengths is its History Education program which accounts for roughly half of all majors within the department. The ongoing demand for quality social studies teachers has helped our department remain stable in its graduation rates. However, the department is trying to increase student engagement and the students' sense of belonging. Our most effective effort to increase the students' sense of belonging has been through the History Club, which has grown in size over the past year. Once Covid-19 is under control, we will seek to provide students with more opportunities such as department sponsored field trips and social events.

Additionally, department faculty are constantly seeking other ways to increase retention. Through advising, faculty seek to assist majors and keep them on track for graduation. Additionally, the faculty have developed a new program of study that offers majors more flexibility and opportunities to pursue minors and initiated an emphasis in Public History. We hope that these changes and additions will strengthen retention by providing majors new and innovative ways to approach the field of history.

Resources Needed to Meet/Sustain Results
n/a

Explanation of How Resources Will Be Used
n/a

Goal Summary

Goal Summary/Comments
Overall the department has Met these goals without difficulty. The department's number of majors has declined, but not as drastically as the national AHA data indicates. Some of this trend is outside the control of the department. But, faculty have taken steps to increase recruitment by: reaching out to potential majors, offering potential and current majors new programs, and developing new advising tools to help students complete the degree.

Changes Made/Proposed Related to Goal
Please see descriptions above within the individual outcomes. Our department remains committed to curricular adjustments and development in the interest of better recruiting and retaining students.

Upload Rubrics/Other Files