

# 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**

2021-2022

**Assessment Coordinator Name**

M. Ryan Floyd

**Enter Assessment Coordinator Email**

mrflloyd@lander.edu

## 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 2020-2021

### **Performance Target for "Met"**

Average score between 7 and 12 on the book review rubric. (7-9 = At Standard and 10-12 = Exceeds Standard)

### **Performance Target for "Partially Met"**

Average score between 3 and 6 on the book review rubric. (3-6 = Developing)

### **Performance Target for "Not Met"**

Average score of 2 or below on the book review rubric. (0-2 = Needs Attention)

### **Assessment Measure Used**

HIST 201 The Historian's Craft is one of two 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 17 students who completed HIST 201 in the Fall 2020.

Quality of Student Writing:	10.12
Organization:	9.11
Content Knowledge:	9.64
Analysis of the Book's Argument:	8.11
Analysis of the Book's Writing:	7.64
Conclusion:	9.23
Overall Average:	8.98

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

3

### **Comments/Narrative**

With an average score of 8.89/12, the student cohort's performance on the Book Review Met performance expectations in 2020-2021. 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 6 to 12 and only one of 17 students scored below 9.0. The weakest category was Analysis of the Book's Writing: "Evaluates the book's written style and organization and identifies the book's target audience." The cohort averaged 7.647. This average is skewed, however, because two students did not address the author's writing and therefore earned score of zero and one earned a 1. Despite these three students, 14/17 scored Met.

### **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 evaluate a primary source.

**Timeframe for this Outcome**

Academic Year 2020-2021

**Performance Target for "Met"**

Average score between 7 and 12 on the primary source rubric. (7-9 = At Standard and 10-12 = Exceeds Standard)

**Performance Target for "Partially Met"**

Average score between 3 and 6 on the primary source rubric. (3-6 = Developing)

**Performance Target for "Not Met"**

Average score of 2 or below on the primary source rubric. (0-2 = Needs Attention)

**Assessment Measure Used**

The department assesses this goal in HIST 201, Students are assessed on their ability to evaluate primary sources, a skill that is necessary in historical research and writing. The assessment requires students address the following:  
Sourcing: What is the author's perspective? • Why was it written? • When was it written? • Where was it written? • Is this source reliable?

Contextualization: Student answers set the document in correct time and space. Addressing questions such as:

- What do you know about the time period in which this document was written ?
- What do you need to research in order to better understand this document?

**Frequency of Assessment**

Every semester that HIST 201 is taught, typically each Fall semester.

**Data Collected for this Timeframe (Results)**

Each element of the rubric is scored on a 12-point scale. Scores for the three elements are added together for an Overall score that ranges from 36-0.

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

Sourcing:	9.16	
Contextualization:	7.78	
Close Analysis:	9.0	
Overall Average		8.64

**Overall Scores:**

Met (7 - 12):	15 students
Partially Met (3-6):	3 Students
Not Met (0-2):	0 Students

**Comments/Narrative**

Eighteen students completed the assessment during the Fall 2020 semester. The overall average on the assessment was a 8.64. Thus, this cohort of students earned an overall score of Met. Eighty-three percent (83%) of the cohort earned a score of Met on the Overall Score for the essay, however, three students (33%) earned a 6 or lower.

Evidence demonstrates that this cohort's strongest areas were sourcing 9.16/12 and close analysis 9/12. For the contextualization, 13/18 students earned scores of 7 or above (most earning 9-12 points) and the overall average for this category was still At Standard or above. Thus the cohort earned a Met score for all three categories.

**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**  
2020-2021

**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**

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.

**Frequency of Assessment**

Every semester that HIST 499 is taught, typically each fall and spring semester.

**Data Collected for this Timeframe (Results)**

Thesis Statement:

6.5

Factual Accuracy:

8.7

Argumentation:

7.35

Evidence of Analysis:

7.35

Effective Use of Primary Sources:

7.66

Effective Use of Secondary Sources: 6.85

Structure of Paper:

7.8

Grammar and Writing Style:

8.05

Proper Formatting of Footnotes

and Bibliography:

8.4

Conclusion:

7.5

Overall:

7.6

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

3

**Comments/Narrative**

During the 2020-2021 academic year, 10 students completed the senior research paper in HIST 499. On a scale of 0-12, this cohort earned an Overall Average of 7.6. 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 Thesis Statement (6.5) and Effective Use of Secondary Sources (6.85). Six out of 11 students earned scores of 6.4 or below indicating an area that faculty should address. The Thesis Statement category data indicates that seven out of 11 earned scores of 6.5 or below with two students earning a 4 or 5. This indicates that students have difficulty developing and explaining an original or relevant thesis.

A cohort average of 7.6 on the Overall assessment is acceptable (7/10 earned a score of 7 or above and 3/10 earned 9 or above), but department faculty would like to see the average increase. Considering that this is the capstone assessment, faculty need to discuss increasing the number of

smaller assessments that allow students to practice the various elements of a research paper in 300-level courses.

#### **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. However, students in the Fall 2020 HIST 201 course demonstrated a strong grasp of the skills related to assessing primary and secondary sources. This result suggests that revisions to the way that the course is taught and the assessment instruments used by the instructor were highly effective and should be replicated in 2021-2022. Data for HIST 499 was less promising and indicates that students are still having difficulty using the skills that they are taught in 200-level and 300-level courses effectively to develop a well-researched, argued, and written original paper.

### **Changes Made/Proposed Related to Goal**

After examining the data from the three Outcomes, it is evident that there is still room for improvement. Last year we revised the scoring rubrics and teaching methods for HIST 201 and HIST 499. However, it is clear that students need more practice mastering these skills throughout their programs of study. One suggestion that we are discussing is making sure that elements from the HIST 499 scoring rubric are used in all 300-level courses to provide students with more exposure to the scoring elements and more practice addressing them before taking 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 2020-2021

**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: 9  
Internships: 2  
Undergraduate Research Assistantship: 2  
Clinical Practice: 4  
Total Internships, undergraduate teaching assistantship, Clinical Practice in Teaching, and comparable experiences.: 8

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

2

Overall Percentage: 88%

**Comments/Narrative**

In 2020-2021, our department graduated 9 students. Of those 9, 8 (88%) completed internships, undergraduate research assistantships, or 100+ hours of clinical experience in teaching. Consequently, the department has Met the performance target for this Outcome.

**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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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**

Attainment of employment and/or admission to graduate school

**Timeframe for this Outcome**

Academic Year 2020-2021

**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**

Department records of alumni status

**Frequency of Assessment**

Every year

**Data Collected for this Timeframe (Results)**

Total number of Graduates:

9

Teachers:

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

3



3

Higher Education Administration:

1

Other:

2

Total who replied to our efforts to contact them:

6

### **Comments/Narrative**

One hundred percent (100%) of alumni that we were able to contact have full-time employment or are in graduate school. There are two additional graduates from 2019-2020 who are now in graduate school. Including one who is pursuing Lander's MBA. I did not include them in the data chart above. Of the 2020-2021 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, career related training, 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. The department's employment data demonstrates that our history majors are in demand and easily find full-time employment and or are accepted to graduate programs inside and outside the discipline.

### **Changes Made/Proposed Related to Goal**

We are pleased with our graduates' success after leaving Lander. However, we were only able to reach 6/9 of our recent graduates. The department has significantly ramped up efforts to connect with alumni. The effort has been effective, but we may need to ensure that recent graduates provide us with up-to-date email addresses.

### **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**

**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**

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**

Enrollment and Graduation data extracted from Banner

**Frequency of Assessment**

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 has increased from 76.2 to 77.4. This number ranks the History BS/BA 12th out of 30 BS and or BA programs at Lander. According to the Program Productivity Chart, the History BS/BA's 5-year rolling average is the third highest ranking social science (behind Psychology and Criminology).

Department efforts, over the past academic year, to increase the rolling average included: The department chair contacted potential students who applied to become history majors. Second, the chair worked closely with transfer students and faculty with potential students during their campus tours.

In an effort to see continued growth in our 5-year rolling average, the department faculty will remain engaged in the recruitment and retention of history majors. Considering the significant number of students enrolled in our 100-level courses, see below, we plan to take time to explain to 100-level students what historians do and what students can do with a history degree. Hopefully, this will help students recognize what national data supports: that people who major in history easily find employment in a wide range of professions and that they earn competitive salaries.

#### **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**

Enrollment and Graduation data extracted from Banner

**Frequency of Assessment**

Annually

**Data Collected for this Timeframe (Results)**

The 5-year rolling average of completions in the History major is 13.

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

3

**Comments/Narrative**

The data indicates that the 5-Year 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.

As noted in the narrative for Outcome 1, the department plans to keep up its efforts at recruitment of students. We are also working on retention. History retention rates are very strong and past Lander data demonstrates that history majors tend not to change majors and they graduate from our department. Our retention percentage is actually higher than many of the professional programs across campus. However, we want to maintain this successful level. To that end we are offering students new opportunities to learn more about internships, employment, and campus engagement. We believe that getting majors together for informational and social occasions will help them feel connected and confident in their degree choice.

**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 begun to recover. Our Headcount Enrollment increased by 10% over the 2019-2020 number. This is significant because it occurred despite the ongoing pandemic.

The department has also observed a significant jump in the number of students enrolled in our 100-level courses. Thus, our department is serving the needs of a substantial portion of the overall Lander student body.

Fall 2020

HIST 101: 109 students	Three sections
HIST 111: 316	Nine Sections

HIST 112: 33	One Section
HIST 121: 79	Two sections
PHIL 102: 37	One Section
PHIL 103: 77	Two Sections
RELI 101: 22	One Section

#### Spring 2021

HIST 102: 46 Students	Two Sections
HIST 111: 168	Five Sections
HIST 112: 65	Two Sections
HIST 122: 49	Two Sections
PHIL 102: 29	One Section
PHIL 103: 62	Two Sections

#### Total for 2020-2021

HIST 101: 109  
HIST 102: 46  
HIST 111: 484  
HIST 112: 98  
HIST 121: 79  
HIST 122: 49

Total HIST 100-Level students enrolled: 865  
Total PHIL 100-Level students enrolled: 205  
Total RELI 100-Level students enrolled: 22

Total: 1,092

#### Changes Made/Proposed Related to Goal

Our faculty plan to continue efforts 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.

#### Upload Rubrics/Other Files

##### Dean's Email Address

smcmillan@lander.edu

##### Approved by Dean?

Yes

##### Signature of Dean

Lucas McMillan

##### Comments from Dean's Review

This is a strong, thorough report. It includes much detailed analysis and plans for how to make improvements. I particularly like that the department has the goal of experiential/applied opportunities for students and also seeks to see what students are doing after graduation. The Chair's efforts in pushing

these initiatives even further are appreciated.

Good job.

**Thank you for reviewing and approving this report. The approval and a copy of the report will be emailed to you and the Assessment Coordinator.**