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 Due Date
2024-2025

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 2023-2024

Performance Target for "Met"
Score of A+ to B- on the Mini-Research paper.

Performance Target for "Partially Met"
Score of C+ to C- on the Mini-Research Paper

Performance Target for "Not Met"
Score of D+ or below on the Mini-Research Paper.

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 five-page mini-research paper that is designed to measure students' ability to conduct historical research and produce a paper based on that research.

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

Data Collected for this Timeframe (Results)
For the 9 students who completed HIST 201 in the Fall 2023.

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

Overall Scores:
Met (A+ - B-):   8 students
Partially Met (C+ - C-):   1 Students
Not Met (0-2):   0 Students

Comments/Narrative
With an average score of 89.9, the student cohort's performance on the Mini-Research Paper Met performance expectations in 2023-2024.

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 primary and secondary sources.

Timeframe for this Outcome
Academic Year 2023-24

Performance Target for "Met"
An average score of A or B on the Primary and Secondary Source Worksheet assignments.

Performance Target for "Partially Met"
Average score of C or D on the Primary and Secondary Source Worksheet assignments.

Performance Target for "Not Met"
Average score of F on the Primary and Secondary Source Worksheet assignments.

Assessment Measure Used
The department assesses this goal in HIST 201, Students are assessed on their ability to evaluate primary and secondary 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)   **Score (Met=3, Partially Met=2, Not Met=1)**
Overall Scores:
Met (A-B):   3 students
Partially Met (C-D):   3   Students
Not Met (F):   3 Students

Comments/Narrative
Nine students completed the assessment during the Fall 2023 semester.   The overall average on the assessment was a 66. Thus, this cohort of students' performance was below expectations. The majority earned a C+ or higher, however, three students did not turn all of the worksheets and thus earned low scores.

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
2022-2023

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: 7.2 Factual Accuracy: 8.8 Argumentation:	3

6.7
Evidence of Analysis: 7.5
Effective Use of Primary Sources: 7.2
Effective Use of Secondary Sources: 7.8
Structure of Paper:
7.4
Grammar and Writing Style: 8.4
Proper Formatting of Footnotes
      and Bibliography: 8.4
Conclusion:
      7.0
Overall: 7.7

Comments/Narrative
During the 2023-2024 academic year, 15 students completed the senior research paper in HIST 499. On a scale of 0-12, this cohort earned an Overall Average of 7.7. This is a decline of 1 percentage point compared to last year. Nevertheless, the cohort still 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 Evidence of Analysis (7.5) and Effective Use of Primary Sources (7.2).

A cohort average of 7.7 on the Overall assessment is a decline compared to last year.

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 2023 HIST 201 course demonstrated a strong grasp of the skills related to assessing primary and secondary sources in their Mini-Research papers. This result suggests that course has been effective. In HIST 499, data reported over the past several years indicates that students are meeting expectations on the various goals set by the department. However, there is room for improvement.

Changes Made/Proposed Related to Goal
It is clear that students need more practice mastering these skills throughout their programs of study. In the past year, faculty have increased their research and writing requirements in all 300-level history courses.

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 2022-2023

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	**Frequency of Assessment**
Department records of student internships, undergraduate Teaching Assistantships, Clinical Practice in Teaching, and comparable experiences.	Every semester

Data Collected for this Timeframe (Results)	**Score (Met=3, Partially Met=2, Not Met=1)**
Fall/Spring/Summer Graduates: Internships: 9 Undergraduate Research Assistantship: 0 Clinical Practice: 8	2

Total Internships, undergraduate teaching
assistantship, Clinical Practice in Teaching, and
comparable experiences.: 18

Overall Percentage: 100%

Comments/Narrative
In 2023-2024, our department graduated ___ students. Of those ___, ___% 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.

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
Attainment of employment and/or admission to graduate school

Timeframe for this Outcome
Academic Year 2023-2024

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 year

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

Teachers:
3
Graduate School:
2
Total who replied to our efforts to contact them:

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 2023-2024 graduates who are employed, the majority are working fields related to history, public history, or history education.

Resources Needed to Meet/Sustain Results

Explanation of How Resources Will Be Used

Goal Summary

Goal Summary/Comments
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 would still like to improve our data on alumni. Hopefully with the leadership changes in the Office of University Advancement, this change will be possible.

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.

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.

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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
2022-2023

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 69.	3

Comments/Narrative
The History BS/BA program at Lander currently ranks 13th out of 37 undergraduate programs, with a 5-year rolling average of 69. This places it third among social science programs, behind Psychology and Criminology.

Unfortunately, the department faces significant challenges due to upcoming organizational changes.

The loss of the History BS with Teacher Certification to the College of Education in July 2025 will have a negative impact on the department. This program constitutes over half of our majors, and its absence, without substantial support, will make it difficult to maintain current enrollment levels.

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.

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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
Completions (degrees awarded)

Timeframe for this Outcome
Academic Year 2022-2023

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 15.8.	3

Comments/Narrative
The department's 5-year rolling average of completions consistently exceeds the minimum standard. This success is largely due to our History with Teacher Certification program, which comprises approximately half of our majors. The ongoing demand for qualified social studies teachers has contributed to our stable graduation rates.

To further enhance student recruitment and retention, we are actively pursuing several strategies. We are continuing our efforts to attract new students while also focusing on retaining our current majors. History retention rates for the department are quite stable and our majors demonstrate a strong commitment to their chosen field. To maintain this success, we are providing students with opportunities to explore internships, employment options, and campus involvement.

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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.

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?

Signature of Dean

Comments from Dean's Review