

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
Fall 2025: October 1, 2025

Assessment Coordinator Name
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Enter Assessment Coordinator Email
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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 primary sources.

Timeframe for this Outcome

Academic Year 2024-2025

Performance Target for "Met"

Score of 4 or 3 on the Paper or Public History Project.

Performance Target for "Partially Met"

Score of 2 or 1 on the Paper or Public History Project.

Performance Target for "Not Met"

Score of 0 on the Paper or Public History Project.

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?

Frequency of Assessment

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

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?

Data Collected for this Timeframe (Results)

For the - students who completed HIST 201 in the Fall 2024.

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

3

Overall Scores:

Met (4-3): 9- students
Partially Met (2-1): 9- Students
Not Met (0): 0 - Students

Comments/Narrative

With an average score of 2.92, the student cohort's performance on the Mini-Research Paper or Public History Project Partially Met performance expectations in 2024-2025. Unfortunately, nine of eighteen students earned scores of Partially Met on the assignment. This performance level is below the norm for this course. According to the raw data, two students put in minimal effort, earning as low as 1.3.

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 secondary sources.

Timeframe for this Outcome

Academic Year 2024-2025

Performance Target for "Met"

An average score of 4 or 3 on the Secondary Source assignment.

Performance Target for "Partially Met"

Average score of 2 or 1 on the Secondary Source assignment.

Performance Target for "Not Met"

Average score of 0 on the Secondary Source assignment.

Assessment Measure Used

Students completed an assignment that required analysis of secondary sources. Students were evaluated using elements of the Department Research Paper Scoring Rubric.

Frequency of Assessment

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

Data Collected for this Timeframe (Results)

Overall Scores:

Met (4-3):	14	- students
Partially Met (2-1):	4	- Students
Not Met (0):	0	- Students

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

Comments/Narrative

Eighteen students completed the assessment during the Fall 2024 semester. The overall average on the assessment was a 3. Thus, this cohort of students' performance Met Expectations. The majority earned a 3 or higher.

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

2024-2025

Performance Target for "Met"

Score of A or B on the Department of History and Philosophy Student Research Paper Evaluation Rubric

Performance Target for "Partially Met"

Score of C on the Department of History and Philosophy Student Research Paper Evaluation Rubric

Performance Target for "Not Met"

Score of D or Below on the Department of History and Philosophy Student Research Paper Evaluation 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)

A-B = 7

C = 1

D = 0

F = 1

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

3

Comments/Narrative

During the 2024-2025 academic year, 9 students took the HIST 499 capstone course. This cohort earned an Overall Average of C. Seven earned an A or B, one earned a C, and one student did not turn in a paper.

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 2024 HIST 201 course demonstrated a solid grasp of the skills related to assessing primary and secondary sources. This result suggests that course has been effective. In HIST 499, data suggests that students who completed the research paper are meeting expectations on the various goals set by the department.

Changes Made/Proposed Related to Goal

We have changed the program curriculum and will need to develop new assessment strategies for next year. The 201 assessments will likely remain the same, but we have replaced the capstone paper with a HIST 199/HIST 499 sequence that addresses Careers in History. Therefore, future HIST 499 assessments will be focused on workforce development.

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 2024-2025

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:
Internships: 4
Undergraduate Research Assistantship: 0
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: 100%

Comments/Narrative

In 2024-2025, our department graduated 8 students. Of those 6, 70% 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

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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 2024-2025

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:

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

3

Teachers: 5

Graduate School: 1

Employment outside of teaching: 3

Total who replied to our efforts to contact them:9

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 2024-2025 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

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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

2024-2025

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)

The 5-year rolling average enrollment in the History major is 67.

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

3

Comments/Narrative

The History BS/BA program at Lander currently ranks 12th out of 39 undergraduate programs, with a 5-year rolling average of 67. 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 2026 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 2024-2025

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 15.8.

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

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.

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

mjameson@lander.edu

Approved by Dean?

Yes

Signature of Dean

Misty L. Jameson

Comments from Dean's Review

This report is clearly written, with solid goals and outcomes and a careful review of the assessment process. It does leave me with a few questions, ones that the department probably won't be able to answer until they have made some decisions.

I am curious to see, with Goal One, what your plans are to assess Outcome Three since the course focus for 499 has changed. Will you choose an assignment from another upper-level course?

With Goal Two, and the new shift to HIST 499 being focused on workforce development, will you include a new outcome for Goal Two tied to the new 499? Have you considered using EYE data (either of the surveys) as an Outcome measurement tool?

In the summary of Goal Two, Outcome Two, as I mentioned last year, a total number of students whom the department tried to contact to give the nine who did respond a bit more context would be helpful; it could also strengthen the case for assistance from the Office of University Advancement in tracking alumni data. Is there any plan to utilize alumni contacts for career planning or discussion with your undergraduates as guest speaker(s) or in an alumni panel? This could help with both workforce readiness and retention. You might also consider using the NACE competencies in your recruitment efforts to solidify the connection between History and workforce development. Connecting some of these NACE competencies to "internships, employment options, and campus involvement" (as you mention in the summary to Goal Three, Outcome Two) could also potentially allow students to see the value in these opportunities, particularly when they are connected to career preparation.

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.