

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".

Academic Program

History, BS/BA

Submission Year

2019-2020

Ex. If the report you are submitting is due October 1, 2019, choose 2019-2020.

Assessment Coordinator Name

Kevin B. Witherspoon

Enter Assessment Coordinator Email

kwitherspoon@lander.edu

If more than one coordinator, please choose one for emails to be sent to.

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.

Every Academic Program must include one goal on Program Productivity data for the South Carolina Commission on Higher Education. Information pertaining to this goal was sent by the Director of Institutional Effectiveness.

History students will graduate with the skills to conduct historical reasoning. History graduates will demonstrate the ability to critically evaluate secondary sources.

Pillar of Success Supported

- High-Demand, Market-Driven Programs
- Selective, Competitive Recruitment and Enrollment of Ambitious and Talented Students
- Robust Student Experience
- Graduates Who Are Gainfully Employed or Admitted to Graduate School
- Advancement Activities Leveraged to Further the University's Mission
- Engaged and Supportive Alumni
- Financially Stable and Operationally Efficient
- Facilities Positioned for Growth and Efficient Utilization
- Employer of Choice

○ Highly-Valued Community Partner

Choose the Pillar of Success that your goal best aligns with.

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

Quality of student writing

Timeframe for this Outcome

Academic Year 2018-2019

Ex. Academic Year 2017-2018

Performance Target for "Met"

Average score between 3 and 4 on the book review rubric

The anticipated level of achievement for this Outcome to be considered "Met".

Performance Target for "Partially Met"

Average score between 2 and 2.99 on the book review rubric

The anticipated level of achievement for this Outcome to be considered "Partially Met".

Performance Target for "Not Met"

Average score below 2 on the book review rubric

The anticipated level of achievement for this Outcome to be considered "Not Met".

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). Students are assessed for their writing ability.

Frequency of Assessment

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

Tools that allow us to measure or demonstrate the

extent to which outcomes have been achieved (ex. Capstone assignment).

Data Collected for this Timeframe (Results)

For the 13 students who completed HIST 201 in the Fall 2018, the average score for this element was 3.8.

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

3

If this is a new outcome and no data has been collected, you should explain when data will be available for entry.

Comments/Narrative

Scores in this category in 2018-2019 were considerably higher than 2017-2018 (2.59), which might be attributed to several factors. The 2018-2019 group is much smaller (13 students, compared with 28 the previous year). This could lead to greater than expected variance. Also - perhaps coincidentally - two of the weakest students in this year's cohort did not complete the course and thus are not included in this measurement group. With that said, we are pleased to note the strong student performance in this category this year, having met this goal.

Analyze your results and show you are seeking improvement. If this is an outcome you have used in the past, please provide a narrative that includes an analysis of historical data and current data. Include evidence of improvement or clarification of why improvement has not been accomplished.

Resources Needed to Meet/Sustain Results

n/a

Include estimate of cost.

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

Organization

Timeframe for this Outcome

Academic Year 2018-2019

Ex. Academic Year 2017-2018

Performance Target for "Met"

Average score between 3 and 4 on the book review rubric

The anticipated level of achievement for this Outcome to be considered "Met".

Performance Target for "Partially Met"

Average score between 2 and 2.99 on the book review rubric

The anticipated level of achievement for this Outcome to be considered "Partially Met".

Performance Target for "Not Met"

Average score below 2 on the book review rubric

The anticipated level of achievement for this Outcome to be considered "Not Met".

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). Students are assessed for the organization of their book reviews.

Tools that allow us to measure or demonstrate the extent to which outcomes have been achieved (ex. Capstone assignment).

Frequency of Assessment

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

Data Collected for this Timeframe (Results)

Of the 13 students completing HIST 201 in the fall 2018, the average score for this element was 3.5.

If this is a new outcome and no data has been collected, you should explain when data will be available for entry.

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

3

Comments/Narrative

Scores in this category in 2018-2019 were considerably higher than 2017-2018 (2.64), which might be attributed to several factors. The 2018-2019 group is much smaller (13 students, compared with 28 the previous year). This could lead to greater than expected variance. Also - perhaps coincidentally - two of the weakest students in this year's cohort did not complete the course and thus are not included in this measurement group. With that said, we are pleased to note the strong student performance in this category this year, having met this goal.

Analyze your results and show you are seeking improvement. If this is an outcome you have used in the past, please provide a narrative that includes an analysis of historical data and current data. Include evidence of improvement or clarification of why improvement has not been accomplished.

Resources Needed to Meet/Sustain Results

n/a

Include estimate of cost.

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

Content knowledge

Timeframe for this Outcome

Academic Year 2018-2019

Ex. Academic Year 2017-2018

Performance Target for "Met"

Average score between 3 and 4 on the book review rubric

The anticipated level of achievement for this Outcome to be considered "Met".

Performance Target for "Partially Met"

Average score between 2 and 2.99 on the book review rubric

The anticipated level of achievement for this Outcome to be considered "Partially Met".

Performance Target for "Not Met"

Average score below 2 on the book review rubric

The anticipated level of achievement for this Outcome to be considered "Not Met".

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). Students are assessed for a demonstration of their knowledge of the content of the book.

Frequency of Assessment

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

Tools that allow us to measure or demonstrate the

extent to which outcomes have been achieved (ex. Capstone assignment).

Data Collected for this Timeframe (Results)

Of the 13 students who completed HIST 201 in fall 2018, the average score for this element was 3.2.

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

3

If this is a new outcome and no data has been collected, you should explain when data will be available for entry.

Comments/Narrative

The average score in this category in 2017-2018 was 3.43, roughly in line with the average score from this year. One would expect students, on an assignment of this nature, to perform best in content knowledge, so we are not surprised to see that this year, as last year, students have met expectations for this measure.

Analyze your results and show you are seeking improvement. If this is an outcome you have used in the past, please provide a narrative that includes an analysis of historical data and current data. Include evidence of improvement or clarification of why improvement has not been accomplished.

Resources Needed to Meet/Sustain Results

n/a

Include estimate of cost.

Explanation of How Resources Will Be Used

n/a

Outcome 4

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

Analysis of argument and writing

Timeframe for this Outcome

Academic Year 2018-2019

Ex. Academic Year 2017-2018

Performance Target for "Met"

Average score between 3 and 4 on the book review rubric

The anticipated level of achievement for this Outcome to be considered "Met".

Performance Target for "Partially Met"

Average score between 2 and 2.99 on the book review rubric

The anticipated level of achievement for this Outcome to be considered "Partially Met".

Performance Target for "Not Met"

Average score below 2 on the book review rubric

The anticipated level of achievement for this Outcome to be considered "Not Met".

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). Students are assessed for their ability to analyze the argument and the writing in the book they are reviewing.

Tools that allow us to measure or demonstrate the extent to which outcomes have been achieved (ex. Capstone assignment).

Frequency of Assessment

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

Data Collected for this Timeframe (Results)

Of the 13 students who completed HIST 201 in fall 2018, the average score for this element was 3.4.

If this is a new outcome and no data has been collected, you should explain when data will be available for entry.

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

3

Comments/Narrative

Scores in this category in 2018-2019 were considerably higher than 2017-2018 (2.54), which might be attributed to several factors. The 2018-2019 group is much smaller (13 students, compared with 28 the previous year). This could lead to greater than expected variance. Also - perhaps coincidentally - two of the weakest students in this year's cohort did not complete the course and thus are not included in this measurement group. With that said, we are pleased to note the strong student performance in this category this year, having met this goal.

Analyze your results and show you are seeking improvement. If this is an outcome you have used in the past, please provide a narrative that includes an analysis of historical data and current data. Include evidence of improvement or clarification of why improvement has not been accomplished.

Resources Needed to Meet/Sustain Results

n/a

Include estimate of cost.

Explanation of How Resources Will Be Used

n/a

Outcome 5

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

Evaluation of secondary literature

Timeframe for this Outcome

Academic Year 2018-2019

Ex. Academic Year 2017-2018

Performance Target for "Met"

Average score between 80-100% on the historiographical essay assignment

The anticipated level of achievement for this Outcome to be considered "Met".

Performance Target for "Partially Met"

Average score between 70-79% on the historiographical essay assignment

The anticipated level of achievement for this Outcome to be considered "Partially Met".

Performance Target for "Not Met"

Average score below 70% on the historiographical essay assignment

The anticipated level of achievement for this Outcome to be considered "Not Met".

Assessment Measure Used

The department also 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 the secondary literature on a research topic of their choosing.

Tools that allow us to measure or demonstrate the extent to which outcomes have been achieved (ex.

Frequency of Assessment

Whenever HIST 399 is taught, typically each spring semester.

Capstone assignment).

Data Collected for this Timeframe (Results)

In the spring 2019 semester, the 20 students completing the historiographical essay assignment averaged 87.4%, meeting the department goal for this measure.

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

3

If this is a new outcome and no data has been collected, you should explain when data will be available for entry.

Comments/Narrative

Given that students are closer to graduation and have been practicing the skills they learn in HIST 201, the department anticipates that student performance will be stronger on this assignment than on those assessed in HIST 201. On a related note, some of the weakest students in HIST 201 do not make it to HIST 399, so some percentage of the weakest students are not included in the latter course. We are pleased to note that the department met its expectations in this category.

Analyze your results and show you are seeking improvement. If this is an outcome you have used in the past, please provide a narrative that includes an analysis of historical data and current data. Include evidence of improvement or clarification of why improvement has not been accomplished.

Resources Needed to Meet/Sustain Results

n/a

Include estimate of cost.

Explanation of How Resources Will Be Used

n/a

Goal Summary

Goal Summary/Comments

The department measures student performance on this goal in both its gateway course, HIST 201, and a junior-level core course, HIST 399. By assessing students at both checkpoints, we hope to observe students mastering skills they have been taught at the lower levels. The department has also made an effort to implement assignments and instruction in other 300-level courses to reinforce the skills taught in HIST 201. The high scores in HIST 399 on this measure are, perhaps, indicative that that additional instruction is bearing fruit.

Analyze your results and show you are seeking improvement. If this is a goal you have used in the past, please provide a narrative that includes an analysis of historical data and current data. Include evidence of improvement or clarification of why improvement has not been accomplished.

Changes Made/Proposed Related to Goal

Since these assessment measures were new in 2017-2018, the department made only minor adjustments in the process in 2018-2019 as we would like to compile further data before making more significant adjustments. In this category, the only notable tweak is that the HIST 399 assessment measure in 2018-2019 is the student % score on the final historiographical assignment, whereas in 2017-2018 it was on a 4-point scale. This does not change the significance or interpretation of the data, it is simply an easier way of reporting it.

Describe changes that will be made in response to assessment results. Essential to "close the loop".

Upload Rubrics/Other Files

book review rubric 2011 conversion - Rausch.docx

Please upload any rubrics or other documents used for this goal.

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.

Every Academic Program must include one goal on Program Productivity data for the South Carolina Commission on Higher Education. Information pertaining to this goal was sent by the Director of Institutional Effectiveness.

History students will graduate with the skills to conduct historical reasoning. History graduates will demonstrate the ability to critically evaluate primary sources.

Pillar of Success Supported

- High-Demand, Market-Driven Programs
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- Advancement Activities Leveraged to Further the University's Mission
- Engaged and Supportive Alumni
- Financially Stable and Operationally Efficient
- Facilities Positioned for Growth and Efficient Utilization
- Employer of Choice
- Highly-Valued Community Partner

Choose the Pillar of Success that your goal best aligns with.

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

Argumentation

Timeframe for this Outcome

Academic Year 2018-2019

Ex. Academic Year 2017-2018

Performance Target for "Met"

Average score between 9 and 12 on the Senior Seminar paper rubric

The anticipated level of achievement for this Outcome to be considered "Met".

Performance Target for "Partially Met"

Average score between 6 and 8.99 on the Senior Seminar paper rubric

The anticipated level of achievement for this Outcome to be considered "Partially Met".

Performance Target for "Not Met"

Average score below 6 on the Senior Seminar paper rubric

The anticipated level of achievement for this Outcome to be considered "Not Met".

Assessment Measure Used

Student success on this goal is measured in the HIST 499 Senior Seminar capstone course. Students complete their own research and write a 10-15 page research paper, using proper Chicago Manual of Style formatting and citations. They are assessed on their ability to clearly and effectively make an argument in their paper.

Tools that allow us to measure or demonstrate the extent to which outcomes have been achieved (ex. Capstone assignment).

Frequency of Assessment

Each semester

Data Collected for this Timeframe (Results)

The average score for this cohort of 16 students was 8.22, meaning expectations for this measure are "partially met."

If this is a new outcome and no data has been collected, you should explain when data will be available for entry.

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

2

Comments/Narrative

This year, after discussion of last year's report, the department decided to make some adjustments to the scoring rubric for this measure. There are now four categories with a range of three points each, so now each outcome is scored from 0-12. In previous years, the categories were scored from 0-3. Department members often gave partial or half scores, and it was nearly impossible for students to achieve a "3". This year, the department had a little more flexibility in the way they scored the papers, thus offering a truer picture of student achievement.

While student performance in this measure comes up a little short of the threshold for "met," we are within a few tenths of a point for this year's measure, a substantial improvement from last year. The scoring revisions noted above may be one factor, as they have allowed us greater flexibility in assigning scores in the various categories. The department has long noted that effective argumentation is an area that students struggle to master. We have noted improvement in this category but will continue to refine our methods and assessment tools in order to achieve better student performance.

Analyze your results and show you are seeking improvement. If this is an outcome you have used in the past, please provide a narrative that includes an analysis of historical data and current data. Include evidence of improvement or clarification of why improvement has not been accomplished.

Resources Needed to Meet/Sustain Results

n/a

Include estimate of cost.

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

Evidence and analysis

Timeframe for this Outcome

Academic Year 2018-2019

Ex. Academic Year 2017-2018

Performance Target for "Met"

Average score between 9 and 12 on the Senior Seminar paper rubric

The anticipated level of achievement for this Outcome to be considered "Met".

Performance Target for "Partially Met"

Average score between 6 and 8.99 on the Senior Seminar paper rubric

The anticipated level of achievement for this Outcome to be considered "Partially Met".

Performance Target for "Not Met"

Average score below 6 on the Senior Seminar paper rubric

The anticipated level of achievement for this Outcome to be considered "Not Met".

Assessment Measure Used

Student success on this goal is measured in the HIST 499 Senior Seminar capstone course. Students complete their own research and write a 10-15 page research paper, using proper Chicago Manual of Style formatting and citations. They are assessed on their ability to effectively analyze evidence in their paper.

Tools that allow us to measure or demonstrate the extent to which outcomes have been achieved (ex. Capstone assignment).

Frequency of Assessment

Each semester

Data Collected for this Timeframe (Results)

The average score for this cohort of 16 students was 8.44, meaning expectations for this measure are "partially met."

If this is a new outcome and no data has been collected, you should explain when data will be available for entry.

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

2

Comments/Narrative

This year, after discussion of last year's report, the department decided to make some adjustments to the scoring rubric for this measure. There are now four categories with a range of three points each, so now each outcome is scored from 0-12. In previous years, the categories were scored from 0-3. Department members often gave partial or half scores, and it was nearly impossible for students to achieve a "3". This year, the department had a little more flexibility in the way they scored the papers, thus offering a truer picture of student achievement.

While student performance in this measure comes up a little short of the threshold for "met," we are within a few tenths of a point for this year's measure, a substantial improvement from last year. The scoring revisions noted above may be one factor, as they have allowed us greater flexibility in assigning scores in the various categories. More than in some categories, student totals in this category were pulled down by a few students (11 of the 16 students were above the threshold for "met" in this category, 9 points). We have noted improvement in this category but will continue to refine our methods and assessment tools in order to achieve better student performance.

Analyze your results and show you are seeking improvement. If this is an outcome you have used in the past, please provide a narrative that includes an analysis of historical data and current data. Include

evidence of improvement or clarification of why improvement has not been accomplished.

Resources Needed to Meet/Sustain Results

n/a

Include estimate of cost.

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

Effective use of primary sources

Timeframe for this Outcome

Academic Year 2018-2019

Ex. Academic Year 2017-2018

Performance Target for "Met"

Average score between 9 and 12 on the Senior Seminar paper rubric

The anticipated level of achievement for this Outcome to be considered "Met".

Performance Target for "Partially Met"

Average score between 6 and 8.99 on the Senior Seminar paper rubric

The anticipated level of achievement for this Outcome to be considered "Partially Met".

Performance Target for "Not Met"

Average score below 6 on the Senior Seminar paper rubric

The anticipated level of achievement for this Outcome to be considered "Not Met".

Assessment Measure Used

Frequency of Assessment

Each semester

Student success on this goal is measured in the HIST 499 Senior Seminar capstone course. Students complete their own research and write a 10-15 page research paper, using proper Chicago Manual of Style formatting and citations. They are assessed on their ability to effectively use primary sources in the paper.

Tools that allow us to measure or demonstrate the extent to which outcomes have been achieved (ex. Capstone assignment).

Data Collected for this Timeframe (Results)

The average score for this cohort of 16 students was 8.75, meaning expectations for this measure are "partially met."

If this is a new outcome and no data has been collected, you should explain when data will be available for entry.

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

2

Comments/Narrative

This year, after discussion of last year's report, the department decided to make some adjustments to the scoring rubric for this measure. There are now four categories with a range of three points each, so now each outcome is scored from 0-12. In previous years, the categories were scored from 0-3. Department members often gave partial or half scores, and it was nearly impossible for students to achieve a "3". This year, the department had a little more flexibility in the way they scored the papers, thus offering a truer picture of student achievement.

While student performance in this measure comes up a little short of the threshold for "met," we are within a few tenths of a point for this year's measure, a substantial improvement from last year. The scoring revisions noted above may be one factor, as they have allowed us greater flexibility in assigning scores in the various categories. The department has placed a significant emphasis on utilizing primary sources in many of our classes - from HIST 201 to many 300-level classes as well. Students seem to be showing the benefits of that, as the total is closer to the threshold for "met" than it was in 2017-2018. We have noted improvement in this category but will continue to refine our methods and assessment tools in order to achieve better student performance.

Analyze your results and show you are seeking improvement. If this is an outcome you have used in the past, please provide a narrative that includes an analysis of historical data and current data. Include evidence of improvement or clarification of why improvement has not been accomplished.

Resources Needed to Meet/Sustain Results

n/a

Include estimate of cost.

Explanation of How Resources Will Be Used

n/a

Outcome 4

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

Conclusion

Timeframe for this Outcome

Academic Year 2018-2019

Ex. Academic Year 2017-2018

Performance Target for "Met"

Average score between 9 and 12 on the Senior Seminar paper rubric

The anticipated level of achievement for this Outcome to be considered "Met".

Performance Target for "Partially Met"

Average score between 6 and 8.99 on the Senior Seminar paper rubric

The anticipated level of achievement for this Outcome to be considered "Partially Met".

Performance Target for "Not Met"

Average score below 6 on the Senior Seminar paper rubric

The anticipated level of achievement for this Outcome to be considered "Not Met".

Assessment Measure Used

Student success on this goal is measured in the HIST 499 Senior Seminar capstone course. Students complete their own research and write a 10-15 page research paper, using proper Chicago Manual of Style formatting and citations. They are assessed on their ability to write an effective conclusion.

Tools that allow us to measure or demonstrate the extent to which outcomes have been achieved (ex. Capstone assignment).

Frequency of Assessment

Each semester

Data Collected for this Timeframe (Results)

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

2

The average score for this cohort of 16 students was 8.94, meaning expectations for this measure are "partially met."

If this is a new outcome and no data has been collected, you should explain when data will be available for entry.

Comments/Narrative

This year, after discussion of last year's report, the department decided to make some adjustments to the scoring rubric for this measure. There are now four categories with a range of three points each, so now each outcome is scored from 0-12. In previous years, the categories were scored from 0-3. Department members often gave partial or half scores, and it was nearly impossible for students to achieve a "3". This year, the department had a little more flexibility in the way they scored the papers, thus offering a truer picture of student achievement.

While student performance in this measure comes up a little short of the threshold for "met," we are within a few hundredths of a point for this year's measure, an improvement from last year. The scoring revisions noted above may be one factor, as they have allowed us greater flexibility in assigning scores in the various categories. In this category, the total was so close to the threshold for "met" that one low student score pulled down the average of the whole group. We have noted improvement in this category but will continue to refine our methods and assessment tools in order to achieve better student performance.

Analyze your results and show you are seeking improvement. If this is an outcome you have used in the past, please provide a narrative that includes an analysis of historical data and current data. Include evidence of improvement or clarification of why improvement has not been accomplished.

Resources Needed to Meet/Sustain Results

n/a

Include estimate of cost.

Explanation of How Resources Will Be Used

n/a

Goal Summary

Goal Summary/Comments

Critical evaluation of primary sources is the most difficult and advanced skill that we as historians teach. Thus, we are not surprised to see that this goal is only partially met. We have often noted that some students, while they can memorize names and dates, summarize material, and adequately work with secondary sources, are never able to master the critical evaluation of primary sources. In addition, each of these figures is dragged down somewhat by a small number of lower-performing students (in this case, two students who really struggled). As a final note, a portion of the students completing HIST 499 in this timeframe wrote their papers on topics related to the Crusades, which can be difficult for some students to find and manage primary sources. With that said, the aggregate is not where the department would like it to be and we will continue to refine our methods and assessment tools in order to achieve better student performance.

Analyze your results and show you are seeking improvement. If this is a goal you have used in the past, please provide a narrative that includes an analysis of historical data and current data. Include evidence

of improvement or clarification of why improvement has not been accomplished.

Changes Made/Proposed Related to Goal

We are satisfied with the adjustment made to the scoring system and rubric for this measurement, so we plan to continue with it unchanged for next year. We continue to emphasize the skills measured for this goal in our classes beyond HIST 201 and leading up to HIST 499, which does seem to have helped, as each of the outcomes measured shows improvement from last year. As more students coming through the program are exposed to this instruction for several years, it is our expectation that these measures will make the incremental step, putting us over the threshold for "met" for this goal.

Describe changes that will be made in response to assessment results. Essential to "close the loop".

Upload Rubrics/Other Files

499 THESIS PAPER SCORING RUBRIC -
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Please upload any rubrics or other documents used for this goal.

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.

Every Academic Program must include one goal on Program Productivity data for the South Carolina Commission on Higher Education. Information pertaining to this goal was sent by the Director of Institutional Effectiveness.

History students will graduate with the skills to conduct historical reasoning. History graduates will demonstrate the ability to write a research paper using the Chicago Manual of Style for documentation.

Pillar of Success Supported

- High-Demand, Market-Driven Programs
- Selective, Competitive Recruitment and Enrollment of Ambitious and Talented Students
- Robust Student Experience
- Graduates Who Are Gainfully Employed or Admitted to Graduate School
- Advancement Activities Leveraged to Further the University's Mission
- Engaged and Supportive Alumni
- Financially Stable and Operationally Efficient
- Facilities Positioned for Growth and Efficient Utilization
- Employer of Choice
- Highly-Valued Community Partner

Choose the Pillar of Success that your goal best aligns with.

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

Thesis statement

Timeframe for this Outcome

Academic Year 2018-2019

Ex. Academic Year 2017-2018

Performance Target for "Met"

Average score between 9 and 12 on the Senior Seminar paper rubric

The anticipated level of achievement for this Outcome to be considered "Met".

Performance Target for "Partially Met"

Average score between 6 and 8.99 on the Senior Seminar paper rubric

The anticipated level of achievement for this Outcome to be considered "Partially Met".

Performance Target for "Not Met"

Average score below 6 on the Senior Seminar paper rubric

The anticipated level of achievement for this Outcome to be considered "Not Met".

Assessment Measure Used

Student success on this goal is measured in the HIST 499 Senior Seminar capstone course. Students complete their own research and write a 10-15 page research paper, using proper Chicago Manual of Style formatting and citations. They are assessed on their ability to clearly and fully explain their thesis statement.

Tools that allow us to measure or demonstrate the extent to which outcomes have been achieved (ex. Capstone assignment).

Frequency of Assessment

Each semester

Data Collected for this Timeframe (Results)

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

2

The average score for this cohort of 16 students was 8.84, meaning expectations for this measure are "partially met."

If this is a new outcome and no data has been collected, you should explain when data will be available for entry.

Comments/Narrative

This year, after discussion of last year's report, the department decided to make some adjustments to the scoring rubric for this measure. There are now four categories with a range of three points each, so now each outcome is scored from 0-12. In previous years, the categories were scored from 0-3. Department members often gave partial or half scores, and it was nearly impossible for students to achieve a "3". This year, the department had a little more flexibility in the way they scored the papers, thus offering a truer picture of student achievement.

While student performance in this measure comes up a little short of the threshold for "met," we are within a few hundredths of a point for this year's measure, an improvement from last year. The scoring revisions noted above may be one factor, as they have allowed us greater flexibility in assigning scores in the various categories. In this category, the total was so close to the threshold for "met" that one low student score pulled down the average of the whole group. We have noted improvement in this category but will continue to refine our methods and assessment tools in order to achieve better student performance.

Analyze your results and show you are seeking improvement. If this is an outcome you have used in the past, please provide a narrative that includes an analysis of historical data and current data. Include evidence of improvement or clarification of why improvement has not been accomplished.

Resources Needed to Meet/Sustain Results

n/a

Include estimate of cost.

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

Factual accuracy

Timeframe for this Outcome

Academic Year 2018-2019

Ex. Academic Year 2017-2018

Performance Target for "Met"

Average score between 9 and 12 on the Senior Seminar paper rubric

The anticipated level of achievement for this Outcome to be considered "Met".

Performance Target for "Partially Met"

Average score between 6 and 8.99 on the Senior Seminar paper rubric

The anticipated level of achievement for this Outcome to be considered "Partially Met".

Performance Target for "Not Met"

Average score below 6 on the Senior Seminar paper rubric

The anticipated level of achievement for this Outcome to be considered "Not Met".

Assessment Measure Used

Student success on this goal is measured in the HIST 499 Senior Seminar capstone course. Students complete their own research and write a 10-15 page research paper, using proper Chicago Manual of Style formatting and citations. They are assessed on the factual accuracy of their writing.

Tools that allow us to measure or demonstrate the extent to which outcomes have been achieved (ex. Capstone assignment).

Frequency of Assessment

Each semester

Data Collected for this Timeframe (Results)

The average score for this cohort of 16 students was 10.03, meaning expectations for this measure are "met."

If this is a new outcome and no data has been collected, you should explain when data will be available for entry.

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

3

Comments/Narrative

This year, after discussion of last year's report, the department decided to make some adjustments to the scoring rubric for this measure. There are now four categories with a range of three points each, so now each outcome is scored from 0-12. In previous years, the categories were scored from 0-3. Department members often gave partial or half scores, and it was nearly impossible for students to achieve a "3". This year, the department had a little more flexibility in the way they scored the papers, thus offering a truer picture of student achievement.

This has historically been a category in which students have fared the best, and that is also true of this year's results (this is the highest-scoring category measured this year). Factual accuracy on the 499 Senior Seminar project reflects several years of content instruction, and an emphasis on detail and correctness that all of our instructors follow from HIST 201, through all 300-level courses, and HIST 499. The department, encouraged by this outcome, will continue to provide such instruction going forward.

Analyze your results and show you are seeking improvement. If this is an outcome you have used in the past, please provide a narrative that includes an analysis of historical data and current data. Include evidence of improvement or clarification of why improvement has not been accomplished.

Resources Needed to Meet/Sustain Results

n/a

Include estimate of cost.

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

Effective use of secondary sources

Timeframe for this Outcome

Academic Year 2018-2019

Ex. Academic Year 2017-2018

Performance Target for "Met"

Average score between 9 and 12 on the Senior Seminar paper rubric

The anticipated level of achievement for this Outcome to be considered "Met".

Performance Target for "Partially Met"

Average score between 6 and 8.99 on the Senior Seminar paper rubric

The anticipated level of achievement for this Outcome to be considered "Partially Met".

Performance Target for "Not Met"

Average score below 6 on the Senior Seminar paper rubric

The anticipated level of achievement for this Outcome to be considered "Not Met".

Assessment Measure Used

Student success on this goal is measured in the HIST 499 Senior Seminar capstone course. Students complete their own research and write a 10-15 page research paper, using proper Chicago Manual of Style formatting and citations. They are assessed on their effective use of secondary sources.

Tools that allow us to measure or demonstrate the extent to which outcomes have been achieved (ex. Capstone assignment).

Frequency of Assessment

Each semester

Data Collected for this Timeframe (Results)

The average score for this cohort of 16 students was 8.69, meaning expectations for this measure are "partially met."

If this is a new outcome and no data has been collected, you should explain when data will be available for entry.

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

Comments/Narrative

This year, after discussion of last year's report, the department decided to make some adjustments to the scoring rubric for this measure. There are now four categories with a range of three points each, so now each outcome is scored from 0-12. In previous years, the categories were scored from 0-3. Department members often gave partial or half scores, and it was nearly impossible for students to achieve a "3". This year, the department had a little more flexibility in the way they scored the papers, thus offering a truer picture of student achievement.

HIST majors are taught to utilize secondary sources in HIST 201 and even in survey classes, and that instruction carries forward through all 300-level classes and HIST 499. We do expect the aggregate to improve in future semesters; however, it is noted that one or two students in this cohort pulled the average below the threshold for "met" in this category.

Analyze your results and show you are seeking improvement. If this is an outcome you have used in the past, please provide a narrative that includes an analysis of historical data and current data. Include evidence of improvement or clarification of why improvement has not been accomplished.

Resources Needed to Meet/Sustain Results

n/a

Include estimate of cost.

Explanation of How Resources Will Be Used

n/a

Outcome 4

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

Proper formatting of footnotes and bibliography using Chicago Manual of Style

Timeframe for this Outcome

Academic Year 2018-2019

Ex. Academic Year 2017-2018

Performance Target for "Met"

Average score between 9 and 12 on the Senior Seminar paper rubric

The anticipated level of achievement for this Outcome to be considered "Met".

Performance Target for "Partially Met"

Average score between 6 and 8.99 on the Senior Seminar paper rubric

The anticipated level of achievement for this Outcome to be considered "Partially Met".

Performance Target for "Not Met"

Average score below 6 on the Senior Seminar paper rubric

The anticipated level of achievement for this Outcome to be considered "Not Met".

Assessment Measure Used

Student success on this goal is measured in the HIST 499 Senior Seminar capstone course. Students complete their own research and write a 10-15 page research paper, using proper Chicago Manual of Style formatting and citations. They are assessed on their ability to properly format their footnotes and bibliography.

Tools that allow us to measure or demonstrate the extent to which outcomes have been achieved (ex.

Frequency of Assessment

Each semester

Capstone assignment).

Data Collected for this Timeframe (Results)

The average score for this cohort of 16 students was 9.44, meaning expectations for this measure are "partially met."

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

3

If this is a new outcome and no data has been collected, you should explain when data will be available for entry.

Comments/Narrative

This year, after discussion of last year's report, the department decided to make some adjustments to the scoring rubric for this measure. There are now four categories with a range of three points each, so now each outcome is scored from 0-12. In previous years, the categories were scored from 0-3. Department members often gave partial or half scores, and it was nearly impossible for students to achieve a "3". This year, the department had a little more flexibility in the way they scored the papers, thus offering a truer picture of student achievement.

After years of struggles in having students meet what we as instructors feel should be a manageable goal, we are extremely pleased that for the first time since we have kept such data, student performance "met" our expectations in this category. We feel this is a result of pointed focus and effort in teaching, re-teaching, and reinforcing the information related to Chicago Style formatting in HIST 201, in other 300-level classes, in HIST 399, and in HIST 499. While there is still room for improvement, we feel this repetition of instruction has led directly to the improved student performance.

Analyze your results and show you are seeking improvement. If this is an outcome you have used in the past, please provide a narrative that includes an analysis of historical data and current data. Include evidence of improvement or clarification of why improvement has not been accomplished.

Resources Needed to Meet/Sustain Results

n/a

Include estimate of cost.

Explanation of How Resources Will Be Used

n/a

Goal Summary

Goal Summary/Comments

Students have historically performed better in the outcomes under this goal than those of the previous goal (primary sources). That trend is borne out this year as well, as students "met" expectations in two categories and came up just a little short in the two others. As noted above, we are especially pleased that students "met" expectations in terms of proper formatting of their thesis papers, an area of great struggle for students over the years.

Analyze your results and show you are seeking improvement. If this is a goal you have used in the past, please provide a narrative that includes an analysis of historical data and current data. Include evidence of improvement or clarification of why improvement has not been accomplished.

Changes Made/Proposed Related to Goal

We are satisfied with the adjustment made to the scoring system and rubric for this measurement, so we plan to continue with it unchanged for next year. We continue to emphasize the skills measured for this goal in our classes beyond HIST 201 and leading up to HIST 499, which does seem to have helped, especially in terms of proper formatting. As more students coming through the program are exposed to this instruction for several years, it is our expectation that these measures will make the incremental step, putting us over the threshold for "met" for all measurements within this goal.

Describe changes that will be made in response to assessment results. Essential to "close the loop".

Upload Rubrics/Other Files

499 THESIS PAPER SCORING RUBRIC -
Approved 2019.docx

Please upload any rubrics or other documents used for this goal.

Goal 4

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.

Every Academic Program must include one goal on Program Productivity data for the South Carolina Commission on Higher Education. Information pertaining to this goal was sent by the Director of Institutional Effectiveness.

History students will graduate with the skills to conduct historical reasoning. History graduates will demonstrate the ability to orally articulate and defend a position developed through research.

Pillar of Success Supported

- High-Demand, Market-Driven Programs
- Selective, Competitive Recruitment and Enrollment of Ambitious and Talented Students
- Robust Student Experience
- Graduates Who Are Gainfully Employed or Admitted to Graduate School
- Advancement Activities Leveraged to Further the University's Mission
- Engaged and Supportive Alumni
- Financially Stable and Operationally Efficient
- Facilities Positioned for Growth and Efficient Utilization
- Employer of Choice
- Highly-Valued Community Partner

Choose the Pillar of Success that your goal best aligns with.

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

Statement of Thesis

Timeframe for this Outcome

Academic Year 2018-2019

Ex. Academic Year 2017-2018

Performance Target for "Met"

Average score between 9 and 12 on the Senior Seminar presentation rubric

The anticipated level of achievement for this Outcome to be considered "Met".

Performance Target for "Partially Met"

Average score between 6 and 8.99 on the Senior Seminar presentation rubric

The anticipated level of achievement for this Outcome to be considered "Partially Met".

Performance Target for "Not Met"

Average score below 6 on the Senior Seminar presentation rubric

The anticipated level of achievement for this Outcome to be considered "Not Met".

Assessment Measure Used

Student success on this goal is measured in the HIST 499 Senior Seminar capstone course. Students give an oral presentation to present and defend the research they have completed for their Senior Seminar papers. They then respond to questions presented by a panel of the faculty. They are assessed on their ability to clearly and fully explain their thesis statement.

Tools that allow us to measure or demonstrate the extent to which outcomes have been achieved (ex. Capstone assignment).

Frequency of Assessment

Each semester

Data Collected for this Timeframe (Results)

Of the 16 students completing HIST 499 in this timeframe, the average score in this category was 9.08, "met expectations."

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

3

If this is a new outcome and no data has been

collected, you should explain when data will be available for entry.

Comments/Narrative

This year, after discussion of last year's report, the department decided to make some adjustments to the scoring rubric for this measure. There are now four categories with a range of three points each, so now each outcome is scored from 0-12. In previous years, the categories were scored from 0-3. Department members often gave partial or half scores, and it was nearly impossible for students to achieve a "3". This year, the department had a little more flexibility in the way they scored the presentations, thus offering a truer picture of student achievement.

We are pleased to have seen improvement from last year in this category (in 2017-18 student scores in this category were "partially met," a few hundredths of a point short of expectations). We continue to emphasize the importance of a clear and coherent thesis statement in all our HIST classes from 201 through 499. That instruction seems to be reaping benefits as we see student improvement in this area.

Analyze your results and show you are seeking improvement. If this is an outcome you have used in the past, please provide a narrative that includes an analysis of historical data and current data. Include evidence of improvement or clarification of why improvement has not been accomplished.

Resources Needed to Meet/Sustain Results

n/a

Include estimate of cost.

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

Argumentation

Timeframe for this Outcome

Academic Year 2018-2019

Ex. Academic Year 2017-2018

Performance Target for "Met"

Average score between 9 and 12 on the Senior Seminar presentation rubric

The anticipated level of achievement for this Outcome to be considered "Met".

Performance Target for "Partially Met"

Average score between 6 and 8.99 on the Senior Seminar presentation rubric

The anticipated level of achievement for this Outcome to be considered "Partially Met".

Performance Target for "Not Met"

Average score below 6 on the Senior Seminar presentation rubric

The anticipated level of achievement for this Outcome to be considered "Not Met".

Assessment Measure Used

Student success on this goal is measured in the HIST 499 Senior Seminar capstone course. Students give an oral presentation to present and defend the research they have completed for their Senior Seminar papers. They then respond to questions presented by a panel of the faculty. They are assessed on their ability to present a clearly articulated and well defended argument.

Tools that allow us to measure or demonstrate the extent to which outcomes have been achieved (ex. Capstone assignment).

Frequency of Assessment

Each semester

Data Collected for this Timeframe (Results)

Of the 16 students completing HIST 499 in this timeframe, the average score in this category was 8.93, "partially met."

If this is a new outcome and no data has been collected, you should explain when data will be available for entry.

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

2

Comments/Narrative

This year, after discussion of last year's report, the department decided to make some adjustments to the scoring rubric for this measure. There are now four categories with a range of three points each, so now each outcome is scored from 0-12. In previous years, the categories were scored from 0-3. Department members often gave partial or half scores, and it was nearly impossible for students to achieve a "3". This year, the department had a little more flexibility in the way they scored the presentations, thus offering a truer picture of student achievement.

While we are disappointed that student performance in this category still does not meet our expectations, we note an improvement from last year. We also note that two students who performed poorly in this category brought down the group average to just below the "met" threshold.

Analyze your results and show you are seeking improvement. If this is an outcome you have used in the past, please provide a narrative that includes an analysis of historical data and current data. Include evidence of improvement or clarification of why improvement has not been accomplished.

Resources Needed to Meet/Sustain Results

n/a

Include estimate of cost.

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

Evidence and analysis

Timeframe for this Outcome

Academic Year 2018-2019

Ex. Academic Year 2017-2018

Performance Target for "Met"

Average score between 9 and 12 on the Senior Seminar presentation rubric

The anticipated level of achievement for this Outcome to be considered "Met".

Performance Target for "Partially Met"

Average score between 6 and 8.99 on the Senior Seminar presentation rubric

The anticipated level of achievement for this Outcome to be considered "Partially Met".

Performance Target for "Not Met"

Average score below 6 on the Senior Seminar presentation rubric

The anticipated level of achievement for this Outcome to be considered "Not Met".

Assessment Measure Used

Frequency of Assessment

Each semester

Student success on this goal is measured in the HIST 499 Senior Seminar capstone course. Students give an oral presentation to present and defend the research they have completed for their Senior Seminar papers. They then respond to questions presented by a panel of the faculty. They are assessed on their ability to capably utilize sufficient evidence to defend their argument.

Tools that allow us to measure or demonstrate the extent to which outcomes have been achieved (ex. Capstone assignment).

Data Collected for this Timeframe (Results)

Of the 16 students completing HIST 499 in this timeframe, the average score in this category was 8.93, "partially met."

If this is a new outcome and no data has been collected, you should explain when data will be available for entry.

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

2

Comments/Narrative

This year, after discussion of last year's report, the department decided to make some adjustments to the scoring rubric for this measure. There are now four categories with a range of three points each, so now each outcome is scored from 0-12. In previous years, the categories were scored from 0-3. Department members often gave partial or half scores, and it was nearly impossible for students to achieve a "3". This year, the department had a little more flexibility in the way they scored the presentations, thus offering a truer picture of student achievement.

While we are disappointed that student performance in this category still does not meet our expectations, we note an improvement from last year. We also note that two students who performed poorly in this category brought down the group average to just below the "met" threshold.

Analyze your results and show you are seeking improvement. If this is an outcome you have used in the past, please provide a narrative that includes an analysis of historical data and current data. Include evidence of improvement or clarification of why improvement has not been accomplished.

Resources Needed to Meet/Sustain Results

n/a

Include estimate of cost.

Explanation of How Resources Will Be Used

n/a

Outcome 4

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

Conclusion

Timeframe for this Outcome

Academic Year 2018-2019

Ex. Academic Year 2017-2018

Performance Target for "Met"

Average score between 9 and 12 on the Senior Seminar presentation rubric

The anticipated level of achievement for this Outcome to be considered "Met".

Performance Target for "Partially Met"

Average score between 6 and 8.99 on the Senior Seminar presentation rubric

The anticipated level of achievement for this Outcome to be considered "Partially Met".

Performance Target for "Not Met"

Average score below 6 on the Senior Seminar presentation rubric

The anticipated level of achievement for this Outcome to be considered "Not Met".

Assessment Measure Used

Student success on this goal is measured in the HIST 499 Senior Seminar capstone course. Students give an oral presentation to present and defend the research they have completed for their Senior Seminar papers. They then respond to questions presented by a panel of the faculty. They are assessed on their ability to clearly and effectively summarize their argument in a conclusion.

Tools that allow us to measure or demonstrate the extent to which outcomes have been achieved (ex. Capstone assignment).

Frequency of Assessment

Each semester

Data Collected for this Timeframe (Results)

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

3

Of the 16 students completing HIST 499 in this timeframe, the average score in this category was 9.36, "met expectations."

If this is a new outcome and no data has been collected, you should explain when data will be available for entry.

Comments/Narrative

This year, after discussion of last year's report, the department decided to make some adjustments to the scoring rubric for this measure. There are now four categories with a range of three points each, so now each outcome is scored from 0-12. In previous years, the categories were scored from 0-3. Department members often gave partial or half scores, and it was nearly impossible for students to achieve a "3". This year, the department had a little more flexibility in the way they scored the presentations, thus offering a truer picture of student achievement.

We are pleased to note that, this year, student performance in this category improved from "partially met" a year ago to "met" this year. This was a point of emphasis for instructors of the course in this timeframe, and that is reflected in the student improvement.

Analyze your results and show you are seeking improvement. If this is an outcome you have used in the past, please provide a narrative that includes an analysis of historical data and current data. Include evidence of improvement or clarification of why improvement has not been accomplished.

Resources Needed to Meet/Sustain Results

n/a

Include estimate of cost.

Explanation of How Resources Will Be Used

n/a

Goal Summary

Goal Summary/Comments

While student results are within a few hundredths of a point of "meeting expectations" in two of the four categories for this goal, we are pleased that all four categories showed year-over-year improvement. We believe this improvement is a reflection of focused instruction within HIST 499 targeting this areas in need of improvement, and also of our department providing additional instruction in these methods in other upper-level HIST courses.

Analyze your results and show you are seeking improvement. If this is a goal you have used in the past, please provide a narrative that includes an analysis of historical data and current data. Include evidence of improvement or clarification of why improvement has not been accomplished.

Changes Made/Proposed Related to Goal

We are satisfied with the adjustment made to the scoring system and rubric for this measurement, so we plan to continue with it unchanged for next year. We continue to emphasize the skills measured for this goal in our classes beyond HIST 201 and leading up to HIST 499, which does seem to have helped, especially in terms of proper formatting. As more students coming through the program are exposed to this instruction for several years, it is our expectation that these measures will continue to improve, and that all four categories will reach the threshold for "met."

Describe changes that will be made in response to assessment results. Essential to "close the loop".

Upload Rubrics/Other Files

499 PRESENTATION SCORING RUBRIC -
Approved 2019.docx

*Please upload any rubrics or other documents used
for this goal.*

Goal 5

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.

Every Academic Program must include one goal on Program Productivity data for the South Carolina Commission on Higher Education. Information pertaining to this goal was sent by the Director of Institutional Effectiveness.

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

- High-Demand, Market-Driven Programs
- Selective, Competitive Recruitment and Enrollment of Ambitious and Talented Students
- Robust Student Experience
- Graduates Who Are Gainfully Employed or Admitted to Graduate School
- Advancement Activities Leveraged to Further the University's Mission
- Engaged and Supportive Alumni
- Financially Stable and Operationally Efficient
- Facilities Positioned for Growth and Efficient Utilization
- Employer of Choice
- Highly-Valued Community Partner

Choose the Pillar of Success that your goal best aligns with.

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

Completion of Internship, Student Teaching, or Comparable Experience

Timeframe for this Outcome

Academic Year 2018-2019

Ex. Academic Year 2017-2018

Performance Target for "Met"

70% or more of History majors complete an internship, student teaching, or comparable experience before graduating.

The anticipated level of achievement for this Outcome to be considered "Met".

Performance Target for "Partially Met"

50-69% of History majors complete an internship, student teaching, or comparable experience before graduating.

The anticipated level of achievement for this Outcome to be considered "Partially Met".

Performance Target for "Not Met"

Less than 50% of History majors complete an internship, student teaching, or comparable experience before graduating.

The anticipated level of achievement for this Outcome to be considered "Not Met".

Assessment Measure Used

Department records of student internships, students teaching, and comparable experiences.

Tools that allow us to measure or demonstrate the extent to which outcomes have been achieved (ex. Capstone assignment).

Frequency of Assessment

Every semester

Data Collected for this Timeframe (Results)

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

2

Of 20 History majors graduating in Fall 2018, Spring 2019, and Summer 2019, 12 completed an internship, student teaching, or comparable experience while at Lander (60% - Partially met). Of those 12, 4 completed student teaching and 4 completed internships through the course HIST 490. "Comparable experience" is subject to interpretation of the department, but is intended to mean a work, volunteer, or life experience related to the field of History, which will be beneficial in the pursuit of a job or graduate school admission. Of the remaining graduates from the academic year 2018-2019, 3 spent a semester studying abroad, and 1 worked extensively in the ministry while completing his degree.

If this is a new outcome and no data has been collected, you should explain when data will be available for entry.

Comments/Narrative

This was a new department outcome last year; thus, the students graduating in this timeframe were largely committed to their course of study before the department placed particular emphasis on these activities. We expect that it will still be another year or two - when students have completed their full course of study with this department outcome in mind - before we will fully meet this goal. With that said, the department has already made adjustments to the internship program to encourage greater student participation. We had appointed one full-time faculty member as internship coordinator to oversee the program and to develop and strengthen community ties to our internship partners. We have also, in each of the last two years, held a large student meeting to discuss internship opportunities - we will continue to do this in the future. We have also had faculty members utilizing their connections in the community - to the Benjamin Mays Historic Site, to the Star Fort/Ninety-Six Historic Site, to the Upcountry Museum in Greenville, SC, and other sites - to foster potential internship positions. Students are also encouraged to seek internships on their own, in their home towns or elsewhere; several students in this graduating cohort, along with several who will be graduating this year, located internships on their own. We are confident that we will continue to see improvement in this measure in the next year or two.

We are also in discussion as a department to create a new Student Research course, which will serve as an alternative to an Internship but will also meet this outcome. Student Research can either be completed under the direct supervision of a faculty member, or as an independent student project with guidance from faculty. As this course is enacted and students begin to enroll (we expect the first student(s) to enroll in Fall 2020), these numbers will improve even more.

Analyze your results and show you are seeking improvement. If this is an outcome you have used in the past, please provide a narrative that includes an analysis of historical data and current data. Include evidence of improvement or clarification of why improvement has not been accomplished.

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.

Include estimate of cost.

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 2018-2019

Ex. Academic Year 2017-2018

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

The anticipated level of achievement for this Outcome to be considered "Met".

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

The anticipated level of achievement for this Outcome to be considered "Partially Met".

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

The anticipated level of achievement for this Outcome to be considered "Not Met".

Assessment Measure Used

Department records of alumni status

Frequency of Assessment

Every semester

Tools that allow us to measure or demonstrate the extent to which outcomes have been achieved (ex. Capstone assignment).

Data Collected for this Timeframe (Results)

Of the 20 students who graduated in this timeframe, we are able to contact 13 for their current status. Of those 13, 13 out of 13 have either been accepted to graduate school or are employed full-time (100%). 7 graduates are not available for contact.

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

3

If this is a new outcome and no data has been collected, you should explain when data will be available for entry.

Comments/Narrative

The department is very pleased with the 100% success rate for this timeframe; however, we recognize that having 7 graduates unavailable for comment is not ideal. The department has made a better effort this year to maintain contact with alumni, with some success. Several students have remained in contact, and the department has reconnected with a number of graduates from earlier years. Still, establishing and maintaining better contact with alumni remains a point of emphasis this year. In terms of continued career training, the department will maintain and strengthen its current programs, including career-oriented activities in the core courses of HIST 201, 399, and 499, and having students in HIST 499 attend a college Etiquette Dinner, intended to address professional etiquette and skills. Finally, we intend to have at least one (and perhaps more) alumni events, in which successful graduates return to campus to share their experiences.

Analyze your results and show you are seeking improvement. If this is an outcome you have used in the past, please provide a narrative that includes an analysis of historical data and current data. Include evidence of improvement or clarification of why improvement has not been accomplished.

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.

Include estimate of cost.

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 not disappointed in the results for this goal so far, we expect continued improvement as the department's full commitment to this goal is applied to students throughout their time in the program. Since the department just introduced this goal last year, many students graduating in the timeframe for this report had not yet benefitted from the department's efforts in this regard. In that vein, many students who are participating in these programs have not yet graduated and thus are not reflected in these numbers. We will continue to monitor this goal as more data is compiled.

Analyze your results and show you are seeking improvement. If this is a goal you have used in the past, please provide a narrative that includes an analysis of historical data and current data. Include evidence of improvement or clarification of why improvement has not been accomplished.

Changes Made/Proposed Related to Goal

We have not made extensive changes from last year, beyond those noted above. One noteworthy change anticipated is the creation of HIST 221/421 Student Research, a course we have developed through department meetings and plan to submit a proposal for this semester. Students completing that course will contribute to improvement in outcome 1 of this goal.

Describe changes that will be made in response to assessment results. Essential to "close the loop".

Upload Rubrics/Other Files

Please upload any rubrics or other documents used for this goal.

Goal 6

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.

Every Academic Program must include one goal on Program Productivity data for the South Carolina Commission on Higher Education. Information pertaining to this goal was sent by the Director of Institutional Effectiveness.

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
- Selective, Competitive Recruitment and Enrollment of Ambitious and Talented Students
- Robust Student Experience
- Graduates Who Are Gainfully Employed or Admitted to Graduate School
- Advancement Activities Leveraged to Further the University's Mission

- Engaged and Supportive Alumni
- Financially Stable and Operationally Efficient
- Facilities Positioned for Growth and Efficient Utilization
- Employer of Choice
- Highly-Valued Community Partner

Choose the Pillar of Success that your goal best aligns with.

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?

Operational Outcome

Enter Outcome

Major Enrollment

Timeframe for this Outcome

2018-2019

Ex. Academic Year 2017-2018

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.

The anticipated level of achievement for this Outcome to be considered "Met".

Performance Target for "Partially Met"

Not applicable.

The anticipated level of achievement for this Outcome to be considered "Partially Met".

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.

The anticipated level of achievement for this Outcome to be considered "Not Met".

Assessment Measure Used

Frequency of Assessment

Enrollment and Graduation data extracted from Banner	Annually
<i>Tools that allow us to measure or demonstrate the extent to which outcomes have been achieved (ex. Capstone assignment).</i>	
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 77.8	3
<i>If this is a new outcome and no data has been collected, you should explain when data will be available for entry.</i>	
Comments/Narrative	
<p>The department has met its enrollment goals; however, we are committed to various efforts in terms of recruiting more students to the major. Two years ago, the department introduced a Warfare, Military and Diplomatic Studies certificate to appeal to the growing audience of ROTC members on the campus and others who may be interested in Military history. The program continues to grow. In an effort to meet student needs and interests, we are also developing a Public History Concentration, designed for students interested in working in a field related to History in non-teaching jobs, such as museum or archival work, or working at historic sites. This program should have broad appeal to potential History majors. We also anticipate that, as the campus moves to streamline its General Education requirements and many majors on the campus, students will have greater opportunities to double major. Finally, we are reviewing our major program curriculum with the intent of streamlining our requirements, which will allow students to take on a double major with greater ease.</p>	
<i>Analyze your results and show you are seeking improvement. If this is an outcome you have used in the past, please provide a narrative that includes an analysis of historical data and current data. Include evidence of improvement or clarification of why improvement has not been accomplished.</i>	
Resources Needed to Meet/Sustain Results	
n/a	
<i>Include estimate of cost.</i>	
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

Ex. Academic Year 2017-2018

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.

The anticipated level of achievement for this Outcome to be considered "Met".

Performance Target for "Partially Met"

Not applicable.

The anticipated level of achievement for this Outcome to be considered "Partially Met".

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.

The anticipated level of achievement for this Outcome to be considered "Not Met".

Assessment Measure Used

Enrollment and Graduation data extracted from Banner

Tools that allow us to measure or demonstrate the extent to which outcomes have been achieved (ex. Capstone assignment).

Frequency of Assessment

Annually

Data Collected for this Timeframe (Results)

The 5-year rolling average of completions in the History major is 15.6.

If this is a new outcome and no data has been collected, you should explain when data will be available for entry.

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

3

Comments/Narrative

The History program is proud that the retention rate within our major is well above that of the campus at large. All of our faculty are sensitive to issues of student retention and enrollment. We are attentive to student e-mails, return graded papers promptly, advise our students in a timely and professional fashion, and are generally attentive to student needs. The program graduated 23 students in 2017-2018 and 19 students in 2018-2019; despite those significant departures our overall enrollment remains steady, a testament to the continued ability of our faculty to recruit new majors. This year we have also added a History club and initiated a Chair's Student Advisory Council to better address and act upon student needs. We view these initiatives as contributing both to student recruitment and retention, and also in alumni involvement.

Analyze your results and show you are seeking improvement. If this is an outcome you have used in the past, please provide a narrative that includes an analysis of historical data and current data. Include evidence of improvement or clarification of why improvement has not been accomplished.

Resources Needed to Meet/Sustain Results

n/a

Include estimate of cost.

Explanation of How Resources Will Be Used

n/a

Goal Summary

Goal Summary/Comments

The History major has comfortably met expectations for both indicators for this goal, and remains healthy. In last year's report we expressed concern that changes to the university Gen Ed requirements might adversely impact the History major (since History was no longer a requirement in the new system, but rather an elective). While we have seen a decline of seats offered and thus students served in the survey sections this year, it has not (yet) contributed to a decline in the number of History majors. There is a possibility that students who might otherwise have been "reached" in one of our survey sections now has not taken that course (i.e., there may be a small population of potential History majors on the campus that will never be exposed to our professors and thus never change majors to History). We will never really know what opportunities for History majors have been lost with this new change. For now, the number of History majors remains strong. Our department, therefore, is heartened at the prospect of the "Founding Documents" requirement being added to the Gen Ed program, including hopefully HIST 111 as one option to fulfill that requirement. This would, once again, expose many of our students to a History course that might otherwise never have taken such a course. Whatever, the outcome of these developments, they may contribute to the number of History majors in future years.

Analyze your results and show you are seeking improvement. If this is a goal you have used in the past, please provide a narrative that includes an analysis of historical data and current data. Include evidence of improvement or clarification of why improvement has not been accomplished.

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.

Describe changes that will be made in response to assessment results. Essential to "close the loop".

Upload Rubrics/Other Files

Please upload any rubrics or other documents used for this goal.