



UNIT/PROGRAM NAME: History and Philosophy
OFFICE OF PRIMARY RESPONSIBILITY: Department of History & Philosophy
ASSESSMENT COORDINATOR: Kevin B. Witherspoon
SUBMISSION DATE OF THE REPORT: Monday, October 01, 2018

ACADEMIC YEAR 2017-2018

INSTRUCTIONS:

To comply with institutional effectiveness expectations, units/programs MUST:

- identify expected outcomes,
- assesses the extent to which it achieves these outcomes, and
- provide evidence of improvement based on analysis of the results

Guidance for preparing Unit Goals and Indicators of Success Reports:

- These reports should demonstrate on-going planning and assessment in each area. The results assist in decision making about curricular and programmatic revisions.
- Describe your Unit/Program Goal. Think about adding new goals or modifying previously reported ones.
- Choose a “Pillar for Success” from Lander’s Strategic Plan that your goal best aligns with.
- Timeframe: Each report should use data from the past year. For the Fall 2018 report you should use data from the Academic Year 2017-2018 or Calendar Year 2017. Historical data should be referenced in the Review and Summary of Expected Outcomes section if applicable.
- Use multiple assessments (Indicators of Success) for each Unit Goal if possible. *If this is a new goal, you may not have collected data yet. This is acceptable and should be indicated.
- Assessment Instruments: Develop and/or use methods and instruments that are uniquely suited to the Indicators of Success.
- Review and Summary of Expected Outcomes:
 - If you are using a goal that you have submitted in the past, please provide a narrative that includes an analysis of historical data and current data. It should include evidence of improvement or clarification of why improvement has not been accomplished. It should include a summary of what steps can be taken to accomplish the goal and what resources are needed to meet the goal or sustain the results.
 - If you are using a new goal and you have collected data, please provide a narrative that includes an analysis of your data and a plan for improvement. This plan should include a summary of what steps can be taken to accomplish the goal and what resources are needed to meet the goal or sustain the results. *If you are using a new goal and have not yet collected data, please provide a summary of why the goal has been added, how meeting this goal would improve your program/unit, and any expectations that you have for it.

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1. UNIT/PROGRAM GOAL 1: History students will graduate with the skills to conduct historical reasoning. History graduates will demonstrate the ability to critically evaluate secondary sources.

1.1. STRATEGIC PLANNING FRAMEWORK PILLAR SUPPORTED: 1. High Demand, Market-Driven Programs

1.2. TIMEFRAME FOR ASSESSMENT OF THIS GOAL AND INDICATORS OF SUCCESS: Academic Year 2017-2018

1.3. INDICATORS OF SUCCESS/STUDENT LEARNING OUTCOMES, SUMMARY OF OUTCOME DATA AND EXPECTED OUTCOMES¹

Indicator of Success / Student Learning Outcome	Summary Data for this Timeframe	Expected Outcome: Met (3)	Expected Outcome: Partially Met (2)	Expected Outcome: Not Met (1)	Score
1.3.1. Quality of Student Writing	2.59	Average score between 3 and 4 on the book review rubric	Average score between 2 and 2.99 on the book review rubric	Average score less than 2	2.00
1.3.2. Organization	2.64	Average score between 3 and 4 on the book review rubric	Average score between 2 and 2.99 on the book review rubric	Average score less than 2	2.00
1.3.3. Content Knowledge	3.43	Average score between 3 and 4 on the book review rubric	Average score between 2 and 2.99 on the book review rubric	Average score less than 2	3.00
1.3.4. Analysis of Argument and Writing	2.54	Average score between 3 and 4 on the book review rubric	Average score between 2 and 2.99 on the book review rubric	Average score less than 2	2.00

¹ Expected Outcomes **must** be mutually exclusive for Met, Partially Met and Not Met.

1.3.5. Evaluation of Secondary Literature	3.25	Average score between 3 and 4 on the historiographical essay rubric	Average score between 2 and 2.99 on the historiographical essay rubric	Average score less than 2	3.00
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1.4. AVERAGE SCORE FOR ALL INDICATORS OF SUCCESS: 2.4

1.5. ASSESSMENT INSTRUMENTS AND FREQUENCY OF ASSESSMENT:

Indicator of Success	Assessment Instruments	Frequency of Assessment
1.5.1.	Book Review Assignment and Rubric	Each time HIST 201 is taught; at least once each year, every fall semester.
1.5.2.	Book Review Assignment and Rubric	Each time HIST 201 is taught; at least once each year, every fall semester.
1.5.3.	Book Review Assignment and Rubric	Each time HIST 201 is taught; at least once each year, every fall semester.
1.5.4.	Book Review Assignment and Rubric	Each time HIST 201 is taught; at least once each year, every fall semester.
1.5.5.	Historiographical Essay Assignment and Rubric	Each time HIST 399 is taught; at least once each year, every spring semester.

1.6. REVIEW AND SUMMARY OF EXPECTED OUTCOMES – Date Reviewed: 9/20/2018

(THE FOCUS OF NARRATIVE SHOULD BE ON PROVIDING EVIDENCE OF IMPROVEMENT, BASED ON THE ANALYSIS OF THE ASSESSMENT RESULTS, AND NOT A PLAN FOR IMPROVEMENT):

1.6.1. **OUTCOME 1 COMMENTS:** This is the first year this data has been collected. Improvement from previous years N/A.

1.6.1.1. **ADDITIONAL RESOURCES REQUIRED TO ACHIEVE OR SUSTAIN RESULTS FOR INDICATOR OF SUCCESS 1:** None.

1.6.1.2. **EXPLANATION OF HOW RESOURCES WILL BE USED:** Click here to enter explanation of how the resources will be used to achieve or sustain results.

1.6.2. **OUTCOME 2 COMMENTS:** This is the first year this data has been collected. Improvement from previous years N/A.

1.6.2.1. **ADDITIONAL RESOURCES REQUIRED TO ACHIEVE OR SUSTAIN RESULTS FOR INDICATOR OF SUCCESS 2:** None.

1.6.2.2. **EXPLANATION OF HOW RESOURCES WILL BE USED:** N/A.

1.6.3. **OUTCOME 3 COMMENTS:** This is the first year this data has been collected. Improvement from previous years N/A.

1.6.3.1. **ADDITIONAL RESOURCES REQUIRED TO ACHIEVE OR SUSTAIN RESULTS FOR INDICATOR OF SUCCESS 3:** None.

1.6.3.2. **EXPLANATION OF HOW RESOURCES WILL BE USED:** N/A.

1.6.4. **OUTCOME 4 COMMENTS:** This is the first year this data has been collected. Improvement from previous years N/A.

1.6.4.1. **ADDITIONAL RESOURCES REQUIRED TO ACHIEVE OR SUSTAIN RESULTS FOR INDICATOR OF SUCCESS 4:** None.

1.6.4.2. **EXPLANATION OF HOW RESOURCES WILL BE USED:** N/A.

1.6.5. **OUTCOME 5 COMMENTS:** This is the first year this data has been collected. Improvement from previous years N/A.

1.6.5.1. **ADDITIONAL RESOURCES REQUIRED TO ACHIEVE OR SUSTAIN RESULTS FOR INDICATOR OF SUCCESS 5:** None.

1.6.5.2. **EXPLANATION OF HOW RESOURCES WILL BE USED:** N/A.

1.7. SUMMARY COMMENTS FOR OUTCOMES 1-5:

History 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 own writing abilities (1.6.1), the organization of their papers (especially the quality of their Introduction) (1.6.2), their ability to properly summarize the book (1.6.3), and their analysis of

the author's argument and writing (1.6.4). Each of these skills is essential in critically evaluating a work of secondary literature, and, in turn developing the critical thinking skills of a historian. Each category is scored on a scale from 1-4, with 3 or higher indicating students have fully met or exceeded expectations for that indicator, 2.0-2.99 partially met, and 1.99 or lower not met. Students performed best in the area of summarizing the book's content (3.43 – fully met), while in each of the other categories students partially met the goal.

The department also assesses this indicator in History 399, Historiography, which is typically taken by Juniors in the spring semester. Given that students are closer to graduation, have taken more upper-level History courses, and have further instruction in the skills measured, our expectation is that scores on this assignment and rubric will be stronger than those in History 201. Indeed, for this year, student performance in the "Evaluation of Secondary Sources" category in History 399 met expectations (3.25 – fully met).

- 1.8. **CHANGES MADE/PROPOSED TO PROGRAM AS A RESULT OF OUTCOMES 1-5:** Since this is the first year implementing these new department assessment measures, and since all goals were partially or fully met, the department intends to continue using these assessment measures in the coming year. As mentioned, the fact that students met this goal in History 399, while only partially meeting it in History 201, is not surprising and in fact indicates that department instruction is contributing to student improvement during students' time in the program. The department will continue working to improve student performance on these assignments in History 201. The department has discussed greater coordination between different instructors HIST 201 and HIST 399, and developing assignments in other History courses that will further reinforce the lessons taught in the core courses, such as book review assignments using the same rubric as HIST 201.

2. UNIT/PROGRAM GOAL 2: History students will graduate with the skills to conduct historical reasoning. History graduates will demonstrate the ability to critically evaluate primary sources.

2.1. STRATEGIC PLANNING FRAMEWORK PILLAR SUPPORTED: 1. High Demand, Market-Driven Programs

2.2. TIMEFRAME FOR ASSESSMENT OF THIS GOAL AND INDICATORS OF SUCCESS: Academic Year 2017-2018

2.3. INDICATORS OF SUCCESS/STUDENT LEARNING OUTCOMES, SUMMARY OF OUTCOME DATA AND EXPECTED OUTCOMES²

Indicator of Success / Student Learning Outcome	Summary Data for this Timeframe	Expected Outcome: Met (3)	Expected Outcome: Partially Met (2)	Expected Outcome: Not Met (1)	Score
2.3.1 Argumentation	1.58	Average score between 2 and 3 on the Senior Seminar paper rubric	Average score between 1 and 1.99 on the Senior Seminar paper rubric	Average score less than 1 on the Senior Seminar paper rubric	2.00
2.3.2 Evidence and Analysis	1.63	Average score between 2 and 3 on the Senior Seminar paper rubric	Average score between 1 and 1.99 on the Senior Seminar paper rubric	Average score less than 1 on the Senior Seminar paper rubric	2.00
2.3.3 Effective Use of Primary Sources	1.64	Average score between 2 and 3 on the Senior Seminar paper rubric	Average score between 1 and 1.99 on the Senior Seminar paper rubric	Average score less than 1 on the Senior Seminar paper rubric	2.00
2.3.4 Conclusion	1.88	Average score between 2 and 3 on the Senior Seminar paper rubric	Average score between 1 and 1.99 on the Senior Seminar paper rubric	Average score less than 1 on the Senior Seminar paper rubric	2.00

² Expected Outcomes **must** be mutually exclusive for Met, Partially Met and Not Met.

2.3.5. n/a

n/a

n/a

n/a

n/a

Outcome
5: Score.

2.4. AVERAGE SCORE FOR ALL INDICATORS OF SUCCESS: 2

2.5. ASSESSMENT INSTRUMENTS AND FREQUENCY OF ASSESSMENT:

Indicator of Success	Assessment Instruments	Frequency of Assessment
2.5.1.	Senior Seminar paper rubric	Each time HIST 499 is taught; every fall and spring semester
2.5.2.	Senior Seminar paper rubric	Each time HIST 499 is taught; every fall and spring semester
2.5.3.	Senior Seminar paper rubric	Each time HIST 499 is taught; every fall and spring semester
2.5.4.	Senior Seminar paper rubric	Each time HIST 499 is taught; every fall and spring semester
2.5.5.	n/a	n/a

2.6. REVIEW AND SUMMARY OF EXPECTED OUTCOMES – Date Reviewed: 9/20/2018

(THE FOCUS OF NARRATIVE SHOULD BE ON PROVIDING EVIDENCE OF IMPROVEMENT, BASED ON THE ANALYSIS OF THE ASSESSMENT RESULTS, AND NOT A PLAN FOR IMPROVEMENT):

2.6.1. OUTCOME 1 COMMENTS: This is the first year this data has been collected. Improvement from previous years N/A.

2.6.1.1. ADDITIONAL RESOURCES REQUIRED TO ACHIEVE OR SUSTAIN RESULTS FOR INDICATOR OF SUCCESS 1: None.

2.6.1.2. EXPLANATION OF HOW RESOURCES WILL BE USED: N/A

2.6.2. **OUTCOME 2 COMMENTS:** This is the first year this data has been collected. Improvement from previous years N/A.

2.6.2.1. **ADDITIONAL RESOURCES REQUIRED TO ACHIEVE OR SUSTAIN RESULTS FOR INDICATOR OF SUCCESS 2:** None.

2.6.2.2. **EXPLANATION OF HOW RESOURCES WILL BE USED:** N/A

2.6.3. **OUTCOME 3 COMMENTS:** This is the first year this data has been collected. Improvement from previous years N/A.

2.6.3.1. **ADDITIONAL RESOURCES REQUIRED TO ACHIEVE OR SUSTAIN RESULTS FOR INDICATOR OF SUCCESS 3:** None.

2.6.3.2. **EXPLANATION OF HOW RESOURCES WILL BE USED:** N/A

2.6.4. **OUTCOME 4 COMMENTS:** This is the first year this data has been collected. Improvement from previous years N/A.

2.6.4.1. **ADDITIONAL RESOURCES REQUIRED TO ACHIEVE OR SUSTAIN RESULTS FOR INDICATOR OF SUCCESS 4:** None.

2.6.4.2. **EXPLANATION OF HOW RESOURCES WILL BE USED:** N/A

2.6.5. **OUTCOME 5 COMMENTS:** N/A

2.6.5.1. **ADDITIONAL RESOURCES REQUIRED TO ACHIEVE OR SUSTAIN RESULTS FOR INDICATOR OF SUCCESS 5:** N/A

2.6.5.2. **EXPLANATION OF HOW RESOURCES WILL BE USED:** N/A

2.7. SUMMARY COMMENTS FOR OUTCOMES 1-5:

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. Students performed best in writing an effective conclusion (indicator 2.5.4), with an aggregate score of 1.88 (partially met). Students were less effective in Argumentation (indicator 2.5.1, 1.58 partially met), effective use of Evidence and Analysis of that evidence (indicator 2.5.2, 1.63 partially met), and effective use of Primary Sources (indicator 2.5.3, 1.64 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 critical evaluation of primary sources. Each of these scores is brought down by a small number of poor results (a few students scoring 0 or .5 in one or more categories). Still, 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.

2.8. CHANGES MADE/PROPOSED TO PROGRAM AS A RESULT OF OUTCOMES 1-5: The department will continue to encourage student mastery of these difficult skills throughout both the core courses of HIST 201, 399 and 499, along with other upper-level courses. The department has noted that one area we might improve is developing and reinforcing these skills in courses leading up to the capstone course (HIST 499 Senior Seminar), where these skills are assessed. We have discussed implementing primary-source based assignments in other upper-level courses more regularly. We have also discussed slightly adjusting the Paper Rubric, which may be framed in such a way as to underweight students who have actually met this goal and overweight students who have not met this goal.

3. UNIT/PROGRAM GOAL 3: 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

3.1. STRATEGIC PLANNING FRAMEWORK PILLAR SUPPORTED: 1. High Demand, Market-Driven Programs

3.2. TIMEFRAME FOR ASSESSMENT OF THIS GOAL AND INDICATORS OF SUCCESS: Academic Year 2017-2018

3.3. INDICATORS OF SUCCESS/STUDENT LEARNING OUTCOMES, SUMMARY OF OUTCOME DATA AND EXPECTED OUTCOMES³

Indicator of Success / Student Learning Outcome	Summary Data for this Timeframe	Expected Outcome: Met (3)	Expected Outcome: Partially Met (2)	Expected Outcome: Not Met (1)	Score
3.3.1 Thesis Statement	1.86	Average score between 2 and 3 on the Senior Seminar paper rubric	Average score between 1 and 1.99 on the Senior Seminar paper rubric	Average score less than 1 on the Senior Seminar paper rubric	2.00
3.3.2 Factual Accuracy	2.3	Average score between 2 and 3 on the Senior Seminar paper rubric	Average score between 1 and 1.99 on the Senior Seminar paper rubric	Average score less than 1 on the Senior Seminar paper rubric	3.00
3.3.3 Effective Use of Secondary Sources	2.03	Average score between 2 and 3 on the Senior Seminar paper rubric	Average score between 1 and 1.99 on the Senior Seminar paper rubric	Average score less than 1 on the Senior Seminar paper rubric	3.00
3.3.4 Proper Formatting of Footnotes and Bibliography Using Chicago Manual of Style	1.8	Average score between 2 and 3 on the Senior Seminar paper rubric	Average score between 1 and 1.99 on the Senior Seminar paper rubric	Average score less than 1 on the Senior Seminar paper rubric	2.00

³ Expected Outcomes **must** be mutually exclusive for Met, Partially Met and Not Met.

3.3.5. n/a

n/a

n/a

n/a

n/a

Outcome
5: Score.

3.4. AVERAGE SCORE FOR ALL INDICATORS OF SUCCESS: 2.5

3.5. ASSESSMENT INSTRUMENTS AND FREQUENCY OF ASSESSMENT:

Indicator of Success	Assessment Instruments	Frequency of Assessment
3.5.1.	Senior Seminar paper rubric	Each time HIST 499 is taught; every fall and spring semester
3.5.2.	Senior Seminar paper rubric	Each time HIST 499 is taught; every fall and spring semester
3.5.3.	Senior Seminar paper rubric	Each time HIST 499 is taught; every fall and spring semester
3.5.4.	Senior Seminar paper rubric	Each time HIST 499 is taught; every fall and spring semester
3.5.5.	n/a	n/a

3.6. REVIEW AND SUMMARY OF EXPECTED OUTCOMES – Date Reviewed: 9/20/2018

(THE FOCUS OF NARRATIVE SHOULD BE ON PROVIDING EVIDENCE OF IMPROVEMENT, BASED ON THE ANALYSIS OF THE ASSESSMENT RESULTS, AND NOT A PLAN FOR IMPROVEMENT):

3.6.1. OUTCOME 1 COMMENTS: This is the first year this data has been collected. Improvement from previous years N/A.

3.6.1.1. ADDITIONAL RESOURCES REQUIRED TO ACHIEVE OR SUSTAIN RESULTS FOR INDICATOR OF SUCCESS 1: None.

3.6.1.2. EXPLANATION OF HOW RESOURCES WILL BE USED: N/A

3.6.2. **OUTCOME 2 COMMENTS:** This is the first year this data has been collected. Improvement from previous years N/A.

3.6.2.1. **ADDITIONAL RESOURCES REQUIRED TO ACHIEVE OR SUSTAIN RESULTS FOR INDICATOR OF SUCCESS 2:** None.

3.6.2.2. **EXPLANATION OF HOW RESOURCES WILL BE USED:** N/A

3.6.3. **OUTCOME 3 COMMENTS:** This is the first year this data has been collected. Improvement from previous years N/A.

3.6.3.1. **ADDITIONAL RESOURCES REQUIRED TO ACHIEVE OR SUSTAIN RESULTS FOR INDICATOR OF SUCCESS 3:** None.

3.6.3.2. **EXPLANATION OF HOW RESOURCES WILL BE USED:** N/A

3.6.4. **OUTCOME 4 COMMENTS:** This is the first year this data has been collected. Improvement from previous years N/A.

3.6.4.1. **ADDITIONAL RESOURCES REQUIRED TO ACHIEVE OR SUSTAIN RESULTS FOR INDICATOR OF SUCCESS 4:** None.

3.6.4.2. **EXPLANATION OF HOW RESOURCES WILL BE USED:** N/A

3.6.5. **OUTCOME 5 COMMENTS:** N/A

3.6.5.1. **ADDITIONAL RESOURCES REQUIRED TO ACHIEVE OR SUSTAIN RESULTS FOR INDICATOR OF SUCCESS 5:** N/A

3.6.5.2. **EXPLANATION OF HOW RESOURCES WILL BE USED:** N/A

3.7. SUMMARY COMMENTS FOR OUTCOMES 1-5:

Historically, students have performed better at the skills measured in these outcomes than those in Program Goal 2. Thus, we are not surprised to see stronger student performance on this goal. Students met expectations on two of the four indicators and partially met the other two. Students met expectations on Indicator 3.3.2 Factual Accuracy (score of 2.30) and Indicator 3.3.3 Effective Use of Secondary Sources (score of 2.03). Students partially met expectations on Indicator 3.3.1 Thesis Statement (score of 1.89) and Indicator 3.3.4 Footnotes (score of 1.8). Students receive preliminary instruction in these skills in HIST 201 and continue to practice them throughout upper-level history courses, HIST 399, and are assessed in HIST 499. While the department recognizes room for improvement and is committed to making adjustments as needed, we are not discouraged by these results. In the two categories that were partially met, a small number of students were enough to bring the aggregate score below the “fully met” threshold. Two students, in particular, who transferred into the program as Juniors and did not take HIST 201 and the full program, brought down the average of the group.

3.8. CHANGES MADE/PROPOSED TO PROGRAM AS A RESULT OF OUTCOMES 1-5: The department is committed to improving these results, even though goals were met in two categories and very close in the other two. We have discussed ways to emphasize these skills in courses beyond HIST 201, when they are initially taught, and HIST 499, when they are assessed. Particularly in the other core course, HIST 399, students practice skills in reading and analyzing the work of other historians, and in writing their own. In particular, students receive additional training in proper use of the Chicago style footnotes and citations in HIST 399. The department has discussed implementing additional assignments and assessment in other upper-level History courses to supplement the training they receive in the core courses.

4. UNIT/PROGRAM GOAL 4: 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.

4.1. STRATEGIC PLANNING FRAMEWORK PILLAR SUPPORTED: 1. High Demand, Market-Driven Programs

4.2. TIMEFRAME FOR ASSESSMENT OF THIS GOAL AND INDICATORS OF SUCCESS: Academic Year 2017-2018

4.3. INDICATORS OF SUCCESS/STUDENT LEARNING OUTCOMES, SUMMARY OF OUTCOME DATA AND EXPECTED OUTCOMES⁴

Indicator of Success / Student Learning Outcome	Summary Data for this Timeframe	Expected Outcome: Met (3)	Expected Outcome: Partially Met (2)	Expected Outcome: Not Met (1)	Score
4.3.1 Statement of Thesis	1.92 (n=20)	Average score between 2 and 3 on the Senior Seminar presentation rubric	Average score between 1 and 1.99 on the Senior Seminar presentation rubric	Average score less than 1 on the Senior Seminar presentation rubric	2.00
4.3.2 Argumentation	1.67 (n=20)	Average score between 2 and 3 on the Senior Seminar presentation rubric	Average score between 1 and 1.99 on the Senior Seminar presentation rubric	Average score less than 1 on the Senior Seminar presentation rubric	2.00
4.3.3 Evidence and Analysis	1.77 (n=20)	Average score between 2 and 3 on the Senior Seminar presentation rubric	Average score between 1 and 1.99 on the Senior Seminar presentation rubric	Average score less than 1 on the Senior Seminar presentation rubric	2.00
4.3.4 Conclusion	1.97 (n=20)	Average score between 2 and 3 on the Senior Seminar presentation rubric	Average score between 1 and 1.99 on the Senior Seminar presentation rubric	Average score less than 1 on the Senior Seminar presentation rubric	2.00

⁴ Expected Outcomes **must** be mutually exclusive for Met, Partially Met and Not Met.

4.3.5 n/a

n/a

n/a

n/a

n/a

Outcome
5: Score.

4.4. AVERAGE SCORE FOR ALL INDICATORS OF SUCCESS: 2.0

4.5. ASSESSMENT INSTRUMENTS AND FREQUENCY OF ASSESSMENT:

**Indicator
of
Success**

Assessment Instruments

Frequency of Assessment

4.5.1.	Senior Seminar Presentation Rubric	Each time HIST 499 is taught; every fall and spring semester
4.5.2.	Senior Seminar Presentation Rubric	Each time HIST 499 is taught; every fall and spring semester
4.5.3.	Senior Seminar Presentation Rubric	Each time HIST 499 is taught; every fall and spring semester
4.5.4.	Senior Seminar Presentation Rubric	Each time HIST 499 is taught; every fall and spring semester
4.5.5.	n/a	n/a

4.6. REVIEW AND SUMMARY OF EXPECTED OUTCOMES – Date Reviewed: 9/20/2018

(THE FOCUS OF NARRATIVE SHOULD BE ON PROVIDING EVIDENCE OF IMPROVEMENT, BASED ON THE ANALYSIS OF THE ASSESSMENT RESULTS, AND NOT A PLAN FOR IMPROVEMENT):

4.6.1. **OUTCOME 1 COMMENTS:** This is the first year this data has been collected. Improvement from previous years N/A.

4.6.1.1. **ADDITIONAL RESOURCES REQUIRED TO ACHIEVE OR SUSTAIN RESULTS FOR INDICATOR OF SUCCESS 1:** None.

4.6.1.2. **EXPLANATION OF HOW RESOURCES WILL BE USED:** N/A

4.6.2. **OUTCOME 2 COMMENTS:** This is the first year this data has been collected. Improvement from previous years N/A.

4.6.2.1. **ADDITIONAL RESOURCES REQUIRED TO ACHIEVE OR SUSTAIN RESULTS FOR INDICATOR OF SUCCESS 2:** None.

4.6.2.2. **EXPLANATION OF HOW RESOURCES WILL BE USED:** N/A

4.6.3. **OUTCOME 3 COMMENTS:** This is the first year this data has been collected. Improvement from previous years N/A.

4.6.3.1. **ADDITIONAL RESOURCES REQUIRED TO ACHIEVE OR SUSTAIN RESULTS FOR INDICATOR OF SUCCESS 3:** None.

4.6.3.2. **EXPLANATION OF HOW RESOURCES WILL BE USED:** N/A

4.6.4. **OUTCOME 4 COMMENTS:** This is the first year this data has been collected. Improvement from previous years N/A.

4.6.4.1. **ADDITIONAL RESOURCES REQUIRED TO ACHIEVE OR SUSTAIN RESULTS FOR INDICATOR OF SUCCESS 4:** None.

4.6.4.2. **EXPLANATION OF HOW RESOURCES WILL BE USED:** N/A

4.6.5. **OUTCOME 5 COMMENTS:** N/A

4.6.5.1. **ADDITIONAL RESOURCES REQUIRED TO ACHIEVE OR SUSTAIN RESULTS FOR INDICATOR OF SUCCESS 5:** N/A

4.6.5.2. **EXPLANATION OF HOW RESOURCES WILL BE USED:** N/A

4.7. **SUMMARY COMMENTS FOR OUTCOMES 1-5:**

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 are assessed on their ability to clearly and fully explain their thesis statement, on their ability to state and defend their argument, on their effective use of evidence from secondary and (especially) primary sources, and on their concluding statement. Students partially met expectations for each indicator, though they were very close – within a few hundredths of a point – on two of the four indicators. Students partially met expectations on Indicator 4.3.1 Thesis Statement (score of 1.92), Indicator 4.3.2 Argument (score of 1.67), Indicator 4.3.3 Evidence (score of 1.77), and Indicator 4.3.4 Conclusion (score of 1.97).

Similar to Indicators 3.3.1 and 3.3.4 above, which were partially met but very close to fully met, each of the Indicators for program goal 4 were very close to reaching the threshold for meeting expectations (average 2.0 on the presentation rubric). Also as mentioned above, in this cohort of 20 students there were

two transfer students, who completed the capstone HIST 499 course and are thus included in these totals, but had not had as much training as the other students via HIST 201 and other courses. The scores of those two students alone, had they been higher, may have been sufficient to raise the average above the “fully met” threshold.

4.8. CHANGES MADE/PROPOSED TO PROGRAM AS A RESULT OF OUTCOMES 1-5: The department is committed to improving these results. We have discussed ways to emphasize these skills in courses beyond HIST 201, when they are initially taught, and HIST 499, when they are assessed. Particularly in the other core course, HIST 399, students give an oral presentation to defend their work on their Historiography papers, which is similar to the Oral Presentation in HIST 499.. The department has discussed implementing additional assignments and assessment in other upper-level History courses to supplement the training they receive in the core courses.

5. UNIT/PROGRAM GOAL 5: 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.

5.1. **STRATEGIC PLANNING FRAMEWORK PILLAR SUPPORTED:** 4. Graduates Who Are Gainfully Employed or Admitted to Graduate School

5.2. **TIMEFRAME FOR ASSESSMENT OF THIS GOAL AND INDICATORS OF SUCCESS:** Academic Year 2017-2018

5.3. **INDICATORS OF SUCCESS/STUDENT LEARNING OUTCOMES, SUMMARY OF OUTCOME DATA AND EXPECTED OUTCOMES⁵**

Indicator of Success / Student Learning Outcome	Summary Data for this Timeframe	Expected Outcome: Met (3)	Expected Outcome: Partially Met (2)	Expected Outcome: Not Met (1)	Score
5.3.1 Completion of Internship, Student Teaching, or Comparable Experience	60.1% (14 out of 23)	70% or more of History majors complete an internship, student teaching, or comparable experience before graduating	50-69% of History majors complete an internship, student teaching, or comparable experience before graduating	Less than 50% of History majors complete an internship, student teaching, or comparable experience before graduating	2.00
5.3.2 Attainment of employment and/or admission to graduate school	93.33% (14 out of 15)	90% or more of History majors will attain full-time employment and/or admission to graduate school within one year of graduation from Lander	70-90% of History majors will attain full-time employment and/or admission to graduate school within one year of graduation from Lander	Less than 70% of History majors will attain full-time employment and/or admission to graduate school within one year of graduation from Lander	3.00
5.3.3 n/a	n/a	n/a	n/a	n/a	Outcome 3: Score.
5.3.4 n/a	n/a	n/a	n/a	n/a	Outcome 4: Score.

⁵ Expected Outcomes **must** be mutually exclusive for Met, Partially Met and Not Met.

5.3.5. n/a

n/a

n/a

n/a

n/a

Outcome
5: Score.

5.4. AVERAGE SCORE FOR ALL INDICATORS OF SUCCESS: 2.5

5.5. ASSESSMENT INSTRUMENTS AND FREQUENCY OF ASSESSMENT:

**Indicator
of
Success**

Assessment Instruments

Frequency of Assessment

5.5.1.	Department records of student internships, student teaching, and comparable experiences.	Every semester.
5.5.2.	Department records of alumni status.	Every semester.
5.5.3.	n/a	n/a
5.5.4.	n/a	n/a
5.5.5.	n/a	n/a

5.6. REVIEW AND SUMMARY OF EXPECTED OUTCOMES – Date Reviewed: 9/20/2018

(THE FOCUS OF NARRATIVE SHOULD BE ON PROVIDING EVIDENCE OF IMPROVEMENT, BASED ON THE ANALYSIS OF THE ASSESSMENT RESULTS, AND NOT A PLAN FOR IMPROVEMENT):

5.6.1. **OUTCOME 1 COMMENTS:** This is the first year this data has been collected. Improvement from previous years N/A.

5.6.1.1. **ADDITIONAL RESOURCES REQUIRED TO ACHIEVE OR SUSTAIN RESULTS FOR INDICATOR OF SUCCESS 1:** 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.

5.6.1.2. **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 Museum of Greenwood, and Star Fort/Ninety-Six Historic Site, among others. Faculty in this current academic year are planning research/professional activities with the National Archives Regional site in Atlanta, and the Upstate History Museum in Greenville, among others. Finally, several students have completed research internships with faculty working on their own books and other research projects.

5.6.2. **OUTCOME 2 COMMENTS:** This is the first year this data has been collected. Improvement from previous years N/A.

5.6.2.1. **ADDITIONAL RESOURCES REQUIRED TO ACHIEVE OR SUSTAIN RESULTS FOR INDICATOR OF SUCCESS 2:** No additional resources are needed to sustain results for this indicator; however, additional staffing to assist in maintaining and gathering information on alumni would be most beneficial in compiling reliable data for this indicator.

5.6.2.2. **EXPLANATION OF HOW RESOURCES WILL BE USED:** Additional staff in the alumni relations office and in the College of Behavioral and Social Sciences would allow us to establish and maintain contact with more of our alumni.

5.6.3. **OUTCOME 3 COMMENTS:** n/a

5.6.3.1. **ADDITIONAL RESOURCES REQUIRED TO ACHIEVE OR SUSTAIN RESULTS FOR INDICATOR OF SUCCESS 3:** n/a

5.6.3.2. **EXPLANATION OF HOW RESOURCES WILL BE USED:** n/a

5.6.4. **OUTCOME 4 COMMENTS:** n/a

5.6.4.1. **ADDITIONAL RESOURCES REQUIRED TO ACHIEVE OR SUSTAIN RESULTS FOR INDICATOR OF SUCCESS 4:** n/a

5.6.4.2. **EXPLANATION OF HOW RESOURCES WILL BE USED:** n/a

5.6.5. **OUTCOME 5 COMMENTS:** n/a

5.6.5.1. **ADDITIONAL RESOURCES REQUIRED TO ACHIEVE OR SUSTAIN RESULTS FOR INDICATOR OF SUCCESS 5:** n/a

5.6.5.2. **EXPLANATION OF HOW RESOURCES WILL BE USED:** n/a

5.7. **SUMMARY COMMENTS FOR OUTCOMES 1-5:**

This is the first year such activities have been connected to department goals, so the data for this year is based on student achievement prior to a department commitment to these activities as a department goal. Saying that, we are pleased that Indicator 5.3.1 is Partially Met for this year (60.1%), and Indicator 5.3.2 is fully met (93.3%).

Our desired outcome for Indicator 5.3.1 is that 70% of History majors will complete an internship, student teaching, or comparable experience prior to graduation. Of the 23 History majors who graduated in the academic year 2017-2018, 4 completed student teaching and 2 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 2017-2018, 4 worked for at least one semester in an on-campus job related to History, such as in the library or archives; 2 worked for at least one semester as a tutor in one or more History courses; and 2 lived or studied abroad for at least one semester. The total for students meeting this Indicator is 14/23, 60.1%, partially met.

Our desired outcome for Indicator 5.3.2 is that 90% or more of History majors will find full-time employment, or be accepted to graduate school, within one year of graduation. Of the students we are able to contact, 14 out of 15 have either been accepted to graduate school or are employed full-time (14/15, 93.3%, fully met). 8 students are not available for contact.

5.8. **CHANGES MADE/PROPOSED TO PROGRAM AS A RESULT OF OUTCOMES 1-5:** As mentioned above, this is the first year the department has emphasized these measures, so future data will be more helpful in demonstrating areas of strength or weakness. However, the department has already made adjustments to the internship program with the intention of encouraging more students to complete HIST 490, Internship. We have designated one faculty member as Internship Coordinator, who is tasked with establishing and maintaining contact with potential internship sites in the community and beyond. We have also had a meeting open to all History majors, at which Internships was one area of focus. We intend to conduct more of these meetings with History majors to encourage them to complete an internship. We will also encourage students to consider internships as we advise them each semester. Department faculty and the department chair have also actively pursued internship opportunities for their students based on their own research and professional activities. One faculty member with connections at the National Archives helped to arrange for a student internship there. Faculty members who have worked with local institutions such as the Benjamin Mays Historic Site, the Museum of Greenwood, and Star Fort/Ninety-Six Historic Site have also helped to coordinate student internships at those locations, and we will continue to encourage such connections. For Indicator 5.3.2, the department is pleased with a 93.3% success rate; however, we are aware that having 8 students out of contact and thus not included in the final figure is not ideal. Thus, one point of emphasis on this measure is maintaining better contact with graduates and thus having more reliable data in the future. The department chair has sent several e-mails to all recent graduates encouraging them to maintain contact. The department has also encouraged current students to join the department social media sites, Facebook and Twitter, and to provide advisors with a non-Lander e-mail address. Each of these should allow us to maintain better contact with students after they have graduated, and thus have a more precise measure of the employment/grad school rate. In terms of career

preparedness, the department has discussed a number of actions which should better prepare our students for employment/grad school. In the coming year, we will work as a department to coordinate our career-oriented activities in the core courses of HIST 399 and HIST 499. We have also discussed coordinating activities with the Career Center, such as a resume-writing exercise and career interest survey, also connected to HIST 399 and/or HIST 499. Finally, in the fall of 2017 all students enrolled in HIST 499 attended a college Etiquette Dinner, intended to address professional manners, especially related to job interviewing skills; we plan to continue this practice in the future.

6. UNIT/PROGRAM GOAL 6: To comply with Program Productivity standards as defined by the South Carolina Commission on Higher Education.

6.1. STRATEGIC PLANNING FRAMEWORK PILLAR SUPPORTED: 1. High Demand, Market-Driven Programs

6.2. TIMEFRAME FOR ASSESSMENT OF THIS GOAL AND INDICATORS OF SUCCESS: 2017-2018

6.3. INDICATORS OF SUCCESS/STUDENT LEARNING OUTCOMES, SUMMARY OF OUTCOME DATA AND EXPECTED OUTCOMES⁶

Indicator of Success / Student Learning Outcome	Summary Data for this Timeframe	Expected Outcome: Met (3)	Expected Outcome: Partially Met (2)	Expected Outcome: Not Met (1)	Score
6.3.1 Major enrollment	5-year rolling average of 73.6	Using a five-year rolling average, the number of students enrolled in the major is greater than or equal to 12.5	n/a	Using a five-year rolling average, the number of students enrolled in the major is less than 12.5	3.00
6.3.2 Completions (degrees awarded)	5-year rolling average of 15.0	Using a five-year rolling average, the number of degrees awarded is greater than or equal to 8	n/a	Using a five-year rolling average, the number of degrees awarded is less than 8	3.00
6.3.3 n/a	n/a	n/a	n/a	n/a	Outcome 3: Score.
6.3.4 n/a	n/a	n/a	n/a	n/a	Outcome 4: Score.
6.3.5 n/a	n/a	n/a	n/a	n/a	Outcome 5: Score.

⁶ Expected Outcomes **must** be mutually exclusive for Met, Partially Met and Not Met.

6.4. AVERAGE SCORE FOR ALL INDICATORS OF SUCCESS: 3

6.5. ASSESSMENT INSTRUMENTS AND FREQUENCY OF ASSESSMENT:

Indicator of Success	Assessment Instruments	Frequency of Assessment
6.5.1.	South Carolina Commission on Higher Education Management Information System (CHEMIS), the Commission's Academic Degree Program Inventory, Lander University Fact Book	Annually
6.5.2.	South Carolina Commission on Higher Education Management Information System (CHEMIS), the Commission's Academic Degree Program Inventory, Lander University Fact Book	Annually
6.5.3.	n/a	n/a
6.5.4.	n/a	n/a
6.5.5.	n/a	n/a

6.6. REVIEW AND SUMMARY OF EXPECTED OUTCOMES – Date Reviewed: 9/20/2018

(THE FOCUS OF NARRATIVE SHOULD BE ON PROVIDING EVIDENCE OF IMPROVEMENT, BASED ON THE ANALYSIS OF THE ASSESSMENT RESULTS, AND NOT A PLAN FOR IMPROVEMENT):

6.6.1. **OUTCOME 1 COMMENTS:** The department has met both components of this goal, enrollment (5-year rolling average 73.6) and number of degrees awarded (5-year rolling average 15.0). However, the department has continued to make efforts to recruit additional History majors and to grow the program. Most recently, the department added a Certificate in Warfare, Military, and Diplomatic Studies. This certificate is ideal for non-History majors who may be interested in military history, especially those in the campus ROTC program. The department feels that many students interested in this program will change majors to History after taking a class or two in the major. We have also continued to recruit both internally and externally. Department members often encourage students who have done well in a survey class to consider changing majors to History. We are

very active on campus in terms of scholarly presentations, and our students are well-represented in campus activities and presentations of their own. And, faculty members have participated actively in campus recruitment events such as Open Houses and recruitment dinners.

6.6.1.1. **ADDITIONAL RESOURCES REQUIRED TO ACHIEVE OR SUSTAIN RESULTS FOR INDICATOR OF SUCCESS 1:** The department is particularly sensitive to the changes in the General Education program implemented this year. In this new system, History is no longer a requirement for all Lander students; rather, survey-level HIST courses are included among a variety of Gen-Ed electives in the Behavioral and Social Perspectives category. While we are hopeful that this will not impact the number of History majors in a meaningful way, we are aware of the distinct possibility that it could. Survey courses are one of our primary ways of recruiting potential History majors. Thus, while not exactly a “resource,” we encourage the administration to revisit the Gen-Ed changes if the number of History majors begins to decline.

6.6.1.2. **EXPLANATION OF HOW RESOURCES WILL BE USED:** n/a

6.6.2. **OUTCOME 2 COMMENTS:** 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. We are pleased that a dip in the number of graduates in 2016-2017 seems to have been an anomaly. The program graduated 23 in 2017-2018 and appears on track for robust graduation rates this year.

6.6.2.1. **ADDITIONAL RESOURCES REQUIRED TO ACHIEVE OR SUSTAIN RESULTS FOR INDICATOR OF SUCCESS 2:** n/a

6.6.2.2. **EXPLANATION OF HOW RESOURCES WILL BE USED:** n/a

6.6.3. **OUTCOME 3 COMMENTS:** n/a

6.6.3.1. **ADDITIONAL RESOURCES REQUIRED TO ACHIEVE OR SUSTAIN RESULTS FOR INDICATOR OF SUCCESS 3:** n/a

6.6.3.2. **EXPLANATION OF HOW RESOURCES WILL BE USED:** n/a

6.6.4. **OUTCOME 4 COMMENTS:** n/a

6.6.4.1. **ADDITIONAL RESOURCES REQUIRED TO ACHIEVE OR SUSTAIN RESULTS FOR INDICATOR OF SUCCESS 4:** n/a

6.6.4.2. **EXPLANATION OF HOW RESOURCES WILL BE USED:** n/a

6.6.5. **OUTCOME 5 COMMENTS:** n/a

6.6.5.1. ADDITIONAL RESOURCES REQUIRED TO ACHIEVE OR SUSTAIN RESULTS FOR INDICATOR OF SUCCESS 5: n/a

6.6.5.2. EXPLANATION OF HOW RESOURCES WILL BE USED: n/a

6.7. SUMMARY COMMENTS FOR OUTCOMES 1-5:

The History major has comfortably met expectations for both Indicators for this goal, and remains healthy for the moment. As stated above, we are concerned and will remain vigilant about the possible impact of changes to the General Education program. Previously, all students at Lander University were required to take at least one History course. Every student was exposed to History at least once. Now, it remains to be determined how many of Lander's students may graduate without ever taking a History course. Students who might have been impressed and considered changing majors will now never have that chance. The impact of this change will not be felt for some time – likely 3-4 years. However, we will continue to monitor enrollment in the program.

6.8. CHANGES MADE/PROPOSED TO PROGRAM AS A RESULT OF OUTCOMES 1-5: The department is committed to program revisions to continue meeting student demands and needs, and also in the interest of maintaining robust enrollment and graduation rates. As mentioned above, we added in 2017-2018 the Warfare, Military and Diplomatic Studies Certificate, both to benefit History majors and to tap into the potential audience of non-History majors with an interest in military history. We are also developing a Public History program, which is in its nascent stages now (we have periodically offered a course in Public History and are considering ways to augment this program.)

7. UNIT/PROGRAM GOAL 7: Click here to enter Unit/Program Goal. i.e.: “To demonstrate the ability to...”

7.1. **STRATEGIC PLANNING FRAMEWORK PILLAR SUPPORTED:** Choose a Pillar

7.2. **TIMEFRAME FOR ASSESSMENT OF THIS GOAL AND INDICATORS OF SUCCESS:** Click here to enter Timeframe (Fall 2017, Academic Year 2017-2018, etc.)

7.3. **INDICATORS OF SUCCESS/STUDENT LEARNING OUTCOMES, SUMMARY OF OUTCOME DATA AND EXPECTED OUTCOMES⁷**

Indicator of Success / Student Learning Outcome	Summary Data for this Timeframe	Expected Outcome: Met (3)	Expected Outcome: Partially Met (2)	Expected Outcome: Not Met (1)	Score
7.3.1 Outcome 1: click here to enter Indicator of Success/Student Learning Outcome 1.	Click here to enter Outcome 1 Summary Data.	Outcome 1: click here to enter a specific and measurable outcome for Indicator of Success/Student Learning Outcome 1 (i.e.: a score, a range of scores) describing a level of attainment which “Meets” the expectations of the unit/program.	Outcome 1: click here to enter a specific and measurable outcome for Indicator of Success/Student Learning Outcome 1 (i.e.: a score, a range of scores) describing a level of attainment which “Partially Meets” the expectations of the unit/program.	Outcome 1: click here to enter a specific and measurable outcome for Indicator of Success/Student Learning Outcome 1 (i.e.: a score, a range of scores) describing a level of attainment which “Does Not Meet” the expectations of the unit/program.	Outcome 1: Score.
7.3.2 Outcome 2: click here to enter Indicator of Success/Student Learning Outcome 2.	Click here to enter Outcome 2 Summary Data.	Outcome 2: click here to enter a specific and measurable outcome for Indicator of Success/Student Learning Outcome 2 (i.e.: a score, a range of scores) describing a level of attainment which “Partially Meets” the expectations of the unit/program.	Outcome 2: click here to enter a specific and measurable outcome for Indicator of Success/Student Learning Outcome 2 (i.e.: a score, a range of scores) describing a level of attainment which “Partially Meets” the expectations of the unit/program.	Outcome 2: click here to enter a specific and measurable outcome for Indicator of Success/Student Learning Outcome 2 (i.e.: a score, a range of scores) describing a level of attainment which “Does Not Meet” the expectations of the unit/program.	Outcome 2: Score.

⁷ Expected Outcomes **must** be mutually exclusive for Met, Partially Met and Not Met.

7.3.3 Outcome 3: click here to enter Indicator of Success/Student Learning Outcome 3.	Click here to enter Outcome 3 Summary Data.	Outcome 3: click here to enter a specific and measurable outcome for Indicator of Success/Student Learning Outcome 3 (i.e.: a score, a range of scores) describing a level of attainment which “Meets” the expectations of the unit/program.	Outcome 3: click here to enter a specific and measurable outcome for Indicator of Success/Student Learning Outcome 3 (i.e.: a score, a range of scores) describing a level of attainment which “Partially Meets” the expectations of the unit/program.	Outcome 3: click here to enter a specific and measurable outcome for Indicator of Success/Student Learning Outcome 3 (i.e.: a score, a range of scores) describing a level of attainment which “Does Not Meet” the expectations of the unit/program.	Outcome 3: Score.
7.3.4 Outcome 4: click here to enter Indicator of Success/Student Learning Outcome 4.	Click here to enter Outcome 4 Summary Data.	Outcome 4: click here to enter a specific and measurable outcome for Indicator of Success/Student Learning Outcome 4 (i.e.: a score, a range of scores) describing a level of attainment which “Meets” the expectations of the unit/program.	Outcome 4: click here to enter a specific and measurable outcome for Indicator of Success/Student Learning Outcome 4 (i.e.: a score, a range of scores) describing a level of attainment which “Partially Meets” the expectations of the unit/program.	Outcome 4: click here to enter a specific and measurable outcome for Indicator of Success/Student Learning Outcome 4 (i.e.: a score, a range of scores) describing a level of attainment which “Does Not Meet” the expectations of the unit/program.	Outcome 4: Score.
7.3.5 Outcome 5: click here to enter Indicator of Success/Student Learning Outcome 5.	Click here to enter Outcome 5 Summary Data.	Outcome 5: click here to enter a specific and measurable outcome for Indicator of Success/Student Learning Outcome 5 (i.e.: a score, a range of scores) describing a level of attainment which “Meets” the expectations of the unit/program.	Outcome 5: click here to enter a specific and measurable outcome for Indicator of Success/Student Learning Outcome 5 (i.e.: a score, a range of scores) describing a level of attainment which “Partially Meets” the expectations of the unit/program.	Outcome 5: click here to enter a specific and measurable outcome for Indicator of Success/Student Learning Outcome 5 (i.e.: a score, a range of scores) describing a level of attainment which “Does Not Meet” the expectations of the unit/program.	Outcome 5: Score.

7.4. **AVERAGE SCORE FOR ALL INDICATORS OF SUCCESS:** Click here to add an average score (i.e.: Outcome 1 Score = 3 + Outcome Score 2 = 1 + Outcome 3 Score = 1 + Outcome 4 Score = 2 + Outcome 5 Score = 3. Total of Outcome Scores 1 – 5 = 10 ÷ 5 Total Outcomes = 2.00.)

7.5. ASSESSMENT INSTRUMENTS AND FREQUENCY OF ASSESSMENT:

Indicator of Success	Assessment Instruments	Frequency of Assessment
7.5.1.	Outcome 1: click here to enter the assessment instrument used for Indicator of Success/Student Learning Outcome 1.	Outcome 1: click here to enter the frequency of assessment for Indicator of Success/Student Learning Outcome 1.
7.5.2.	Outcome 2: click here to enter the assessment instrument used for Indicator of Success/Student Learning Outcome 2.	Outcome 2: click here to enter the frequency of assessment for Indicator of Success/Student Learning Outcome 2.
7.5.3.	Outcome 3: click here to enter the assessment instrument used for Indicator of Success/Student Learning Outcome 3.	Outcome 3: click here to enter the frequency of assessment for Indicator of Success/Student Learning Outcome 3.
7.5.4.	Outcome 4: click here to enter the assessment instrument used for Indicator of Success/Student Learning Outcome 4.	Outcome 4: click here to enter the frequency of assessment for Indicator of Success/Student Learning Outcome 4.
7.5.5.	Outcome 5: click here to enter the assessment instrument used for Indicator of Success/Student Learning Outcome 5.	Outcome 5: click here to enter the frequency of assessment for Indicator of Success/Student Learning Outcome 5.

7.6. REVIEW AND SUMMARY OF EXPECTED OUTCOMES – Date Reviewed: Click here to enter a review date.

(THE FOCUS OF NARRATIVE SHOULD BE ON PROVIDING EVIDENCE OF IMPROVEMENT, BASED ON THE ANALYSIS OF THE ASSESSMENT RESULTS, AND NOT A PLAN FOR IMPROVEMENT):

7.6.1. **OUTCOME 1 COMMENTS:** Click here to enter a discussion of the assessment results and actions taken to improve the unit/program based on an analysis of assessment data.

7.6.1.1. **ADDITIONAL RESOURCES REQUIRED TO ACHIEVE OR SUSTAIN RESULTS FOR INDICATOR OF SUCCESS 1:** Click here to enter dollar amount/other resources required.

7.6.1.2. **EXPLANATION OF HOW RESOURCES WILL BE USED:** Click here to enter explanation of how the resources will be used to achieve or sustain results.

- 7.6.2. **OUTCOME 2 COMMENTS:** Click here to enter a discussion of the assessment results and actions taken to improve the unit/program based on an analysis of assessment data.
 - 7.6.2.1. **ADDITIONAL RESOURCES REQUIRED TO ACHIEVE OR SUSTAIN RESULTS FOR INDICATOR OF SUCCESS 2:** Click here to enter dollar amount/other resources required.
 - 7.6.2.2. **EXPLANATION OF HOW RESOURCES WILL BE USED:** Click here to enter explanation of how the resources will be used to achieve or sustain results.
- 7.6.3. **OUTCOME 3 COMMENTS:** Click here to enter a discussion of the assessment results and actions taken to improve the unit/program based on an analysis of assessment data.
 - 7.6.3.1. **ADDITIONAL RESOURCES REQUIRED TO ACHIEVE OR SUSTAIN RESULTS FOR INDICATOR OF SUCCESS 3:** Click here to enter dollar amount/other resources required.
 - 7.6.3.2. **EXPLANATION OF HOW RESOURCES WILL BE USED:** Click here to enter explanation of how the resources will be used to achieve or sustain results.
- 7.6.4. **OUTCOME 4 COMMENTS:** Click here to enter a discussion of the assessment results and actions taken to improve the unit/program based on an analysis of assessment data.
 - 7.6.4.1. **ADDITIONAL RESOURCES REQUIRED TO ACHIEVE OR SUSTAIN RESULTS FOR INDICATOR OF SUCCESS 4:** Click here to enter dollar amount/other resources required.
 - 7.6.4.2. **EXPLANATION OF HOW RESOURCES WILL BE USED:** Click here to enter explanation of how the resources will be used to achieve or sustain results.
- 7.6.5. **OUTCOME 5 COMMENTS:** Click here to enter a discussion of the assessment results and actions taken to improve the unit/program based on an analysis of assessment data.
 - 7.6.5.1. **ADDITIONAL RESOURCES REQUIRED TO ACHIEVE OR SUSTAIN RESULTS FOR INDICATOR OF SUCCESS 5:** Click here to enter dollar amount/other resources required.

7.6.5.2. **EXPLANATION OF HOW RESOURCES WILL BE USED:** Click here to enter explanation of how the resources will be used to achieve or sustain results.

7.7. SUMMARY COMMENTS FOR OUTCOMES 1-5:

Click here to enter a discussion of the assessment results of all Expected Outcomes combined.

7.8. CHANGES MADE/PROPOSED TO PROGRAM AS A RESULT OF OUTCOMES 1-5: Click here to list the changes made/proposed to the program as a result of an analysis of the assessment results. Please be concise yet thorough.

8. UNIT/PROGRAM GOAL 8: Click here to enter Unit/Program Goal. i.e.: “To demonstrate the ability to...”

8.1. STRATEGIC PLANNING FRAMEWORK PILLAR SUPPORTED: Choose a Pillar

8.2. TIMEFRAME FOR ASSESSMENT OF THIS GOAL AND INDICATORS OF SUCCESS: Click here to enter Timeframe (Fall 2017, Academic Year 2017-2018, etc.)

8.3. INDICATORS OF SUCCESS/STUDENT LEARNING OUTCOMES, SUMMARY OF OUTCOME DATA AND EXPECTED OUTCOMES⁸

Indicator of Success / Student Learning Outcome	Summary Data for this Timeframe	Expected Outcome: Met (3)	Expected Outcome: Partially Met (2)	Expected Outcome: Not Met (1)	Score
8.3.1 Outcome 1: click here to enter Indicator of Success/Student Learning Outcome 1.	Click here to enter Outcome 1 Summary Data.	Outcome 1: click here to enter a specific and measurable outcome for Indicator of Success/Student Learning Outcome 1 (i.e.: a score, a range of scores) describing a level of attainment which “Meets” the expectations of the unit/program.	Outcome 1: click here to enter a specific and measurable outcome for Indicator of Success/Student Learning Outcome 1 (i.e.: a score, a range of scores) describing a level of attainment which “Partially Meets” the expectations of the unit/program.	Outcome 1: click here to enter a specific and measurable outcome for Indicator of Success/Student Learning Outcome 1 (i.e.: a score, a range of scores) describing a level of attainment which “Does Not Meet” the expectations of the unit/program.	Outcome 1: Score.
8.3.2 Outcome 2: click here to enter Indicator of Success/Student Learning Outcome 2.	Click here to enter Outcome 2 Summary Data.	Outcome 2: click here to enter a specific and measurable outcome for Indicator of Success/Student Learning Outcome 2 (i.e.: a score, a range of scores) describing a level of attainment which “Partially Meets” the expectations of the unit/program.	Outcome 2: click here to enter a specific and measurable outcome for Indicator of Success/Student Learning Outcome 2 (i.e.: a score, a range of scores) describing a level of attainment which “Partially Meets” the expectations of the unit/program.	Outcome 2: click here to enter a specific and measurable outcome for Indicator of Success/Student Learning Outcome 2 (i.e.: a score, a range of scores) describing a level of attainment which “Does Not Meet” the expectations of the unit/program.	Outcome 2: Score.

⁸ Expected Outcomes **must** be mutually exclusive for Met, Partially Met and Not Met.

8.3.3 Outcome 3: click here to enter Indicator of Success/Student Learning Outcome 3.	Click here to enter Outcome 3 Summary Data.	Outcome 3: click here to enter a specific and measurable outcome for Indicator of Success/Student Learning Outcome 3 (i.e.: a score, a range of scores) describing a level of attainment which “Meets” the expectations of the unit/program.	Outcome 3: click here to enter a specific and measurable outcome for Indicator of Success/Student Learning Outcome 3 (i.e.: a score, a range of scores) describing a level of attainment which “Partially Meets” the expectations of the unit/program.	Outcome 3: click here to enter a specific and measurable outcome for Indicator of Success/Student Learning Outcome 3 (i.e.: a score, a range of scores) describing a level of attainment which “Does Not Meet” the expectations of the unit/program.	Outcome 3: Score.
8.3.4 Outcome 4: click here to enter Indicator of Success/Student Learning Outcome 4.	Click here to enter Outcome 4 Summary Data.	Outcome 4: click here to enter a specific and measurable outcome for Indicator of Success/Student Learning Outcome 4 (i.e.: a score, a range of scores) describing a level of attainment which “Meets” the expectations of the unit/program.	Outcome 4: click here to enter a specific and measurable outcome for Indicator of Success/Student Learning Outcome 4 (i.e.: a score, a range of scores) describing a level of attainment which “Partially Meets” the expectations of the unit/program.	Outcome 4: click here to enter a specific and measurable outcome for Indicator of Success/Student Learning Outcome 4 (i.e.: a score, a range of scores) describing a level of attainment which “Does Not Meet” the expectations of the unit/program.	Outcome 4: Score.
8.3.5 Outcome 5: click here to enter Indicator of Success/Student Learning Outcome 5.	Click here to enter Outcome 5 Summary Data.	Outcome 5: click here to enter a specific and measurable outcome for Indicator of Success/Student Learning Outcome 5 (i.e.: a score, a range of scores) describing a level of attainment which “Meets” the expectations of the unit/program.	Outcome 5: click here to enter a specific and measurable outcome for Indicator of Success/Student Learning Outcome 5 (i.e.: a score, a range of scores) describing a level of attainment which “Partially Meets” the expectations of the unit/program.	Outcome 5: click here to enter a specific and measurable outcome for Indicator of Success/Student Learning Outcome 5 (i.e.: a score, a range of scores) describing a level of attainment which “Does Not Meet” the expectations of the unit/program.	Outcome 5: Score.

8.4. **AVERAGE SCORE FOR ALL INDICATORS OF SUCCESS:** Click here to add an average score (i.e.: Outcome 1 Score = 3 + Outcome Score 2 = 1 + Outcome 3 Score = 1 + Outcome 4 Score = 2 + Outcome 5 Score = 3. Total of Outcome Scores 1 – 5 = 10 ÷ 5 Total Outcomes = 2.00.)

8.5. ASSESSMENT INSTRUMENTS AND FREQUENCY OF ASSESSMENT:

Indicator of Success	Assessment Instruments	Frequency of Assessment
8.5.1.	Outcome 1: click here to enter the assessment instrument used for Indicator of Success/Student Learning Outcome 1.	Outcome 1: click here to enter the frequency of assessment for Indicator of Success/Student Learning Outcome 1.
8.5.2.	Outcome 2: click here to enter the assessment instrument used for Indicator of Success/Student Learning Outcome 2.	Outcome 2: click here to enter the frequency of assessment for Indicator of Success/Student Learning Outcome 2.
8.5.3.	Outcome 3: click here to enter the assessment instrument used for Indicator of Success/Student Learning Outcome 3.	Outcome 3: click here to enter the frequency of assessment for Indicator of Success/Student Learning Outcome 3.
8.5.4.	Outcome 4: click here to enter the assessment instrument used for Indicator of Success/Student Learning Outcome 4.	Outcome 4: click here to enter the frequency of assessment for Indicator of Success/Student Learning Outcome 4.
8.5.5.	Outcome 5: click here to enter the assessment instrument used for Indicator of Success/Student Learning Outcome 5.	Outcome 5: click here to enter the frequency of assessment for Indicator of Success/Student Learning Outcome 5.

8.6. REVIEW AND SUMMARY OF EXPECTED OUTCOMES – Date Reviewed: Click here to enter a review date.

(THE FOCUS OF NARRATIVE SHOULD BE ON PROVIDING EVIDENCE OF IMPROVEMENT, BASED ON THE ANALYSIS OF THE ASSESSMENT RESULTS, AND NOT A PLAN FOR IMPROVEMENT):

8.6.1. **OUTCOME 1 COMMENTS:** Click here to enter a discussion of the assessment results and actions taken to improve the unit/program based on an analysis of assessment data.

8.6.1.1. **ADDITIONAL RESOURCES REQUIRED TO ACHIEVE OR SUSTAIN RESULTS FOR INDICATOR OF SUCCESS 1:** Click here to enter dollar amount/other resources required.

8.6.1.2. **EXPLANATION OF HOW RESOURCES WILL BE USED:** Click here to enter explanation of how the resources will be used to achieve or sustain results.

8.6.2. **OUTCOME 2 COMMENTS:** Click here to enter a discussion of the assessment results and actions taken to improve the unit/program based on an analysis of assessment data.

8.6.2.1. **ADDITIONAL RESOURCES REQUIRED TO ACHIEVE OR SUSTAIN RESULTS FOR INDICATOR OF SUCCESS 2:** Click here to enter dollar amount/other resources required.

8.6.2.2. **EXPLANATION OF HOW RESOURCES WILL BE USED:** Click here to enter explanation of how the resources will be used to achieve or sustain results.

8.6.3. **OUTCOME 3 COMMENTS:** Click here to enter a discussion of the assessment results and actions taken to improve the unit/program based on an analysis of assessment data.

8.6.3.1. **ADDITIONAL RESOURCES REQUIRED TO ACHIEVE OR SUSTAIN RESULTS FOR INDICATOR OF SUCCESS 3:** Click here to enter dollar amount/other resources required.

8.6.3.2. **EXPLANATION OF HOW RESOURCES WILL BE USED:** Click here to enter explanation of how the resources will be used to achieve or sustain results.

8.6.4. **OUTCOME 4 COMMENTS:** Click here to enter a discussion of the assessment results and actions taken to improve the unit/program based on an analysis of assessment data.

8.6.4.1. **ADDITIONAL RESOURCES REQUIRED TO ACHIEVE OR SUSTAIN RESULTS FOR INDICATOR OF SUCCESS 4:** Click here to enter dollar amount/other resources required.

8.6.4.2. **EXPLANATION OF HOW RESOURCES WILL BE USED:** Click here to enter explanation of how the resources will be used to achieve or sustain results.

8.6.5. **OUTCOME 5 COMMENTS:** Click here to enter a discussion of the assessment results and actions taken to improve the unit/program based on an analysis of assessment data.

8.6.5.1. **ADDITIONAL RESOURCES REQUIRED TO ACHIEVE OR SUSTAIN RESULTS FOR INDICATOR OF SUCCESS 5:** Click here to enter dollar amount/other resources required.

8.6.5.2. **EXPLANATION OF HOW RESOURCES WILL BE USED:** Click here to enter explanation of how the resources will be used to achieve or sustain results.

8.7. SUMMARY COMMENTS FOR OUTCOMES 1-5:

Click here to enter a discussion of the assessment results of all Expected Outcomes combined.

8.8. CHANGES MADE/PROPOSED TO PROGRAM AS A RESULT OF OUTCOMES 1-5: Click here to list the changes made/proposed to the program as a result of an analysis of the assessment results. Please be concise yet thorough.