

**DALTON STATE COLLEGE  
COMPREHENSIVE PROGRAM REVIEW**

**Program/Subject Area: Bachelor of Arts in History and History Education**  
**Review Period: 2008-2009 through 2012-2013**

**1. PROGRAM GOAL AND STUDENT LEARNING OUTCOMES**

Program goal statement:

1. The history major produces graduates who have a sound knowledge of American and world history.
2. The history major prepares graduates for employment in fields requiring a firm foundation in interpretive, analytical, research, and communication skills.
3. The history major with teacher certification prepares graduates for employment in middle and secondary schools.

Program outcomes:

1. Students will demonstrate a broad knowledge of history and its role in society.
2. Students will express satisfaction with the quality of instruction in their history program of study.
3. Students will gain acceptance into graduate or professional schools or find employment related to their degrees.
4. Employers will express satisfaction with history program graduates.

Program specific student learning outcomes:

1. Students will demonstrate a broad knowledge of history and its role in society.
2. Students will demonstrate the ability to think critically by analyzing and interpreting situations, events, practices, or historical texts.
3. Students will demonstrate competence in written communication, producing well-organized writing that meets conventional standards of correctness, exhibits appropriate style and awareness of audience, and presents substantial material.
4. Students will demonstrate competence in oral communication, presenting ideas, perspectives, and arguments in an effective manner.
5. Students will demonstrate an ability to use research and technology effectively in communication and scholarship.

## 2. MEASURES OF EFFECTIVENESS/PROGRAM-LEVEL OUTCOMES

### (a) Five-year enrollment summary by headcount, FTE, & full-time/part-time status (unduplicated fall)

	2008-09	2009-10	2010-11	2011-2012	2012-13	2013-2014	% Change
Headcount History	---	88	138	137	106	90	2.3%
Headcount History Ed.	---	0	0	7	50	88	1157.1%
Total History	--	88	138	144	156	178	102.3%
FTE	---	86.8	144	146.5	159.6	178.3	105.4%
Full-time	---	66	115	105	118	138	109.1%
Part-time	---	22	23	39	38	40	81.8%

#### Analysis and comments:

The number of students who choose to major in history has increased by 102.3% over the last five years. The largest increase has been in the number of students interested in history education, growing over 1,000% in the last three years. Also impressive are the increase in students who are enrolled full-time and the increase in full-time equivalent.

### (b) Five-year enrollment summary by gender & race/ethnicity (unduplicated, fall only)

	Fall 2009	Fall 2010	Fall 2011	Fall 2012	Fall 2013	% Change
<b>Gender</b>						
Female	55	55	44	47	59	7.3%
Male	33	83	100	109	119	260.6%
<b>Race/Ethnicity</b>						
Am. Indian or Alaskan Native	0	0	1	1	4	
Asian or Pacific Islander	0	2	1	1	0	
Black	3	2	2	3	2	
Hawaiian/Other Pacific	0	0	0	0	0	
Hispanic	3	2	2	7	0	
Multiracial	0	0	2	1	0	
Unknown	4	13	9	5	3	
White	78	120	127	138	169	116.7%

#### Analysis and comments:

There has been a substantial increase in the percentage of male students majoring in history over the past five years (260.6%) and a modest increase in the percentage of females (7.3%). The overwhelming majority of history majors are white, and 67% are males. The history faculty will address the dramatic drop in the number of Hispanic students choosing this major at their fall meeting.

**(c) Average class size and credit hours**

	2008-09	2009-10	2010-11	2011-2012	2012-13	Percent Change
Average class size	31.16	31.52	29.58	28.03	28.97	-7%
Student credit hours	5,472	7,688	8,100	6,669	6,641	21.4%

**Analysis and comments:**

The average class size began dropping in 2010 and can be explained by two factors. The overall enrollment in all programs at the college has declined since 2010, and the class sizes of upper-level history courses are significantly smaller than the sizes of the 1000- and 2000-level general education classes. Credit hours peaked in 2010-2011, but despite the drop that began occurring in 2011, the number of student credit hours generated remains 21.4% higher than the hours generated in 2008-2009.

**(d) Faculty teaching in program**

	2008-09	2009-10	2010-11	2011-12	2012-13
Total Faculty	8	13	15	13	11
Full-time Faculty	4	6	9	9	8
Part-time Faculty	4	7	6	4	3
<b>Gender</b>					
Male	6	9	10	9	8
Female	2	4	5	4	3
<b>Race/Ethnicity</b>					
American Indian/Pacific					
Asian				1	1
African-American					1
Hispanic	1	1	1	1	1
White	7	12	14	11	8
Multiracial					
<b>Tenure Status (full-time)</b>					
Tenured	1	3	4	4	4
On-tenure track	3	3	5	5	4
Non-tenure track					
<b>Rank (full-time)</b>					
Professor		1	2	3	4
Associate Professor	2	2	1	1	
Assistant Professor	1	3	6	5	4
Instructor/Lecturer	1				
<b>Highest Degree (full-time)</b>					
Doctorate	4	5	8	8	8
Specialist					
Master's		1	1	1	
Bachelor's					
Associate's/Other					

**Analysis and comments:**

The number of full-time faculty who teach in the program has increased by 100% over the past five years. Male faculty members continue to outnumber female faculty, comprising 73% of total faculty

and 62.5% of full-time faculty. Racial diversity has improved over the last five years with 27% of the faculty from Asian, Hispanic, or African-American descent. However, this percentage includes part-time faculty members as well. All full-time faculty members hold terminal degrees in the discipline. As the department grows, it should continue to work for improved diversity in gender and racial make-up.

**(e) Percent of classes taught by full-time faculty**

2008-09	2009-10	2010-11	2011-2012	2012-13
73%	71%	77%	90%	95%

**Analysis and comments:**

When the bachelor's degree in history was first established in 2009, only 71% of the history classes were taught by full-time faculty. This percentage has increased each year, with 95% of the sections taught by full-time faculty in 2012-2013. This finding should be considered a strength since full-time faculty are likely to be more invested in the program and all have terminal degrees in the discipline.

**(f) Number of degrees conferred**

	2009-10	2010-11	2011-2012	2012-13
History	--	4	7	8
History Ed.	--	--	8	4
Total	First Year	4	15	12

**Analysis and comments:**

This program began in the fall of 2009, with the history education program beginning in fall 2010. Since the program is less than five years old, these graduation numbers are reasonable and should begin to increase as the program becomes more established.

**(g) Placement rates: Five-year summary of job placement rates or graduate/professional school, if applicable**

2008-09	2009-10	2010-11	2011-2012	2012-13
--	First Year	50%	60%	75%

**Analysis and comments:**

Job placement rates and acceptance into graduate or professional school has increased steadily each year. Given the problems in the local and regional economy, last year's 75% placement/continuing education rate is acceptable. However, we need to continue to find better ways of keeping in touch with our graduates or to encourage them to keep in touch with us so that we have more accurate and complete data.

**(h) Cost per Full-time Faculty (Average Faculty Salary)**

2013-14

\$47,294

**Analysis and comments:**

The average faculty salary for full-time history faculty (excluding the department chair and the endowed chair of the Bandy Heritage Center) is \$47,294. The average is skewed, however, since four of the five remaining faculty members were hired within the last six years, with an average salary of \$43,375 annually. Salaries have remained low since there have been no raises in the last six years. When funding permits, salary issues need to be addressed and remedied.

**(i) Summary and evidence of achievement of program outcomes**

Describe the extent to which students have achieved current program outcomes.

The table below details the program outcomes, benchmarks and assessment measures, and results for the BA in history with and without teacher certification.

Program Outcome	Measures and Target Target	Evidence/Results of Assessment
Students will demonstrate a broad knowledge of history and its role in society.	Beginning with the 2013-2014 academic year, students seeking a Bachelor of Arts in History will be required to take a standardized departmental exam during their final year of the program. The exam will gauge potential graduates' understanding of major forces, events, influences, or ideas that have shaped history and society. Students will complete this exam during their 4000-level research seminar (offered both in the fall and the spring semesters).	<b>Not Assessed This Cycle:</b> This outcome was not assessed during the 2012-2013 academic year. Dr. Cornett and selected history faculty will develop a standardized departmental history exam during Fall Semester 2013 to be given to students enrolled in the senior research seminar classes each fall and spring. This exam will gauge potential graduates' understanding of major forces, events, influences, or ideas that have shaped history and society.  The history faculty developed the departmental exam and began administering it in the senior research seminar in fall 2013.
	Upon completion of their history content courses, 80 percent of history majors will demonstrate a broad knowledge of history and its role in society by achieving a 75 percent or better on their History Major Content Exam.	
	Students seeking a Bachelor of Arts in History with Teacher Certification take the GACE Content Assessments for World history and American history. The exam gauges potential graduates' understanding of major	<b>Target Met:</b> During the 2012-2013 academic year, there were four students who graduated with the B.A. in history with an emphasis in secondary education. These students took the GACE history content exam, which is divided into two parts. Part I of the exam includes 16

	<p>forces, events, influences, or ideas that have shaped history and society. Students complete these exams during the last two semesters of the professional education sequence, after they have completed approximately 80% of their upper-level history course work.</p> <p>Upon completion of their history content courses and during the final term of their professional education sequence, history majors will pass the GACE history exam at rates equal to or better than the state average.</p>	<p>questions relating to historical concepts and skills, 22 questions relating to world history prior to 1600, and 22 questions relating to world history from 1500 to the present. Part II of the exam includes 22 questions related to U.S. history to 1914, 22 questions related to U.S. history from 1914 to the present, and 16 questions related to Georgia history. Both parts include two constructed-response assignments. All four of the students passed the GACE content exam for history, a 100% pass rate. This pass rate was slightly higher than the state's high pass rate of 97%. Consequently, no changes appear to be needed at this time. Students enrolled in the bachelor's program in history with an emphasis on secondary education clearly demonstrated their knowledge of historical content.</p>
<p>Students will demonstrate the ability to think critically by analyzing and interpreting situations, events, practices, or historical texts.</p>	<p>Students seeking a Bachelor of Arts in History must take a 4000-level research seminar (usually HIST 4920 or HIST 4930). As part of this course, students must propose a topic and a thesis, identify and analyze the appropriate sources to support their argument, write a lengthy paper of at least thirty-five pages, and give an oral presentation of their research to their classmates, members of the history faculty, and other history majors.</p> <p>A minimum of 70 percent of history majors enrolled in a senior research seminar will earn an 80 percent or better on the critical thinking component of their research project which includes their ability to analyze and interpret historical evidence.</p>	<p><b>Target Met:</b> During Spring Semester 2013, 12 students were enrolled in History 4930 (Research Seminary in American History). In his course, Dr. Seth Weltz assessed critical thinking through an assignment in which students selected, read, and analyzed a minimum of three sources that they planned to use in writing their senior papers. His course assessment (located elsewhere in Weave) showed that 92% of the students earned a minimum of 80% on their source analysis assignment, with students achieving an average grade of 90%. During Fall Semester 2012, seven students were enrolled in History 4920 (Research Seminar in European History). Dr. Christian Griggs assessed critical thinking through the evaluation of the rough drafts of the research papers, and all students earned a 70% or better. While students demonstrated success on this outcome, there appears to be a problem with the alignment of the assessment measures and targets stated in the B.A. program assessment (70% of students enrolled in the senior research seminars will earn 75% or better on the critical thinking component of the research project which includes their ability to analyze and interpret historical evidence) and the measures and targets actually used in History 4920 and 4930. The assessment for History 4930 specified that 70% of students would earn an 80% or better, and the assessment report for History 4920 specified that 70% of students would earn a 70% or better, neither matching the program assessment target of 70% earning 75% or better. In addition, the B.A. program outcome appeared to suggest that students' critical thinking would</p>

		<p>be measured by earning a 75% or better on the critical thinking component of their research paper, with a focus on analyzing and interpreting historical evidence. However, the faculty who taught the research seminars used slightly different measures, and it was unclear how critical analysis was actually assessed. For example, all of the students in History 4930 who completed the source analysis assignment earned an 80% or better, but the discussion of the findings indicated that some of these students simply provided book reviews "without showing how the book, article, or entry tied in with their thesis, and would bolster their argument." To address this lack of alignment, Dr. Cornett will implement an action plan which will include meeting with the history faculty to make sure that the faculty who teach the research seminars are more aware of the connection between the capstone assignment in the research seminars and program evaluation as a whole.</p>
<p>Students will demonstrate competence in written communication, producing well-organized writing that meets conventional standards of correctness, exhibits appropriate style and awareness of audience, and presents substantial material.</p>	<p>Students seeking a Bachelor of Arts in History must take a 4000-level research seminar (usually HIST 4920 or HIST 4930). As part of this course, students must propose a topic and a thesis, identify and analyze the appropriate sources to support their argument, write a lengthy paper of at least thirty-five pages, and give an oral presentation of their research to their classmates, members of the history faculty, and other history majors.</p> <p>A minimum of 70 percent of history majors enrolled in a senior research seminar will earn an 80 percent or better on the writing component of their research project which includes how well they presented the thesis, organized the evidence, and demonstrated the use of discipline appropriate citation, style, and grammar skills.</p>	<p><b>Target Met:</b> During Spring Semester 2013, 12 students were enrolled in History 4930 (Research Seminar in American History). Dr. Seth Weitz assessed students' writing skills through the research paper, evaluating the thesis, organization of the evidence, and persuasiveness of the argument. His course assessment (located elsewhere in Weave) showed that 75% of the students earned an 80% or better on their research papers. However, he did not assign a separate grade for the writing component of the project. During Fall Semester 2012, seven students were enrolled in History 4920 (Research Seminar in European History). Dr. Christian Griggs assessed students' writing skills through their topic proposals that presented the topic of the paper, its historical significance, and a potential argument. All students earned a 70% or higher on this assignment. While the majority of the students achieved this outcome, as with the assessment of critical thinking, there was a lack of alignment between the program measures and targets and the course-level measures and targets. To address this lack of alignment, Dr. Cornett will meet with the history faculty as a part of an action plan.</p>
<p>Students will demonstrate competence in oral communication,</p>	<p>Students seeking a Bachelor of Arts in History must take a 4000-level research seminar (usually HIST 4920 or HIST 4930). As part of this course,</p>	<p><b>Target Met:</b> During Spring Semester 2013, 13 students enrolled in HIST 4930: Research Seminar in American History, and one student withdrew. Of the 12 remaining students, 91%</p>

<p>presenting ideas, perspectives, and arguments in an effective manner.</p>	<p>students must propose a topic and a thesis, identify and analyze the appropriate sources to support their argument, write a lengthy paper of at least thirty-five pages, and give an oral presentation of their research to their classmates, members of the history faculty, and other history majors.</p> <p>A minimum of 70 percent of history majors enrolled in a senior research seminar will earn a 75 percent or better on the presentation component of their research project which includes how well they effectively conveyed their knowledge about their topic as well as the importance of that topic to the field of historical study.</p>	<p>earned an 80% or better on the oral presentations of their research projects. According to Dr. Weitz, the instructor of the course, the number would have been 100%, but one student did not complete the paper and did not present the paper during the final exam period. In his analysis, he noted that "even though the students performed well in their presentations, there were some rough spots, and in the future, in spite of the fact that students did most of the talking during the course of the semester in class, I plan on having a mock presentation or a presentation of their rough drafts in a more formal setting to better prepare the students for the final presentation. I also want to better prepare the students for the questions they will receive from other members of the History faculty who are present for their presentations." During Fall Semester 2012, seven students enrolled in HIST 4920: Research Seminar in European History. As seen in Dr. Griggs's assessment, all of the students completed the course, and 100% earned a 70% or better on their 12- to 15-minute oral presentations of their research projects. The fall assessments did not include as much analysis as the spring assessments since the College did not move to the new format in Weave until Spring Semester 2013. While the majority of students achieved this outcome, there was also a disconnect between the program assessment targets and the senior research seminar targets, with none of these in agreement. Dr. Cornett will address this consistency problem with the history faculty as a part of an action plan and will ask that the faculty charged with the course assessment address students' presentation skills in their analysis of the findings.</p>
<p>Students will demonstrate an ability to use research and technology effectively in communication and scholarship.</p>	<p>Students seeking a Bachelor of Arts in History must take a 4000-level research seminar (usually HIST 4920 or HIST 4930). As part of this course, students must propose a topic and a thesis, identify and analyze the appropriate sources to support their argument, write a lengthy paper of at least thirty-five pages, and give an oral presentation of their research to their classmates, members of the history faculty, and other history majors.</p>	<p><b>Target Met:</b> During Spring Semester 2013, 12 students were enrolled in History 4930 (Research Seminar in American History). Dr. Seth Weitz assessed students' research skills through the research paper, evaluating the thesis, organization of the evidence, and persuasiveness of the argument. His course assessment (located elsewhere in Weave) showed that 75% of the students earned an 80% or better on their research papers. However, he did not assign a separate grade for the research component of the project and did not address students' ability to gather evidence from a variety of primary and secondary sources in the discussion of his</p>

	<p>A minimum of 70 percent of history majors enrolled in a senior research seminar will earn a 75 percent or better on the research component of their research project which includes their ability to gather evidence from a variety of primary and secondary sources.</p>	<p>findings. During Fall Semester 2012, seven students were enrolled in History 4920 (Research Seminar in European History). Dr. Christian Griggs assessed students' research skills through an assignment that required students to complete an annotated bibliography with at least five primary and ten secondary sources. One-hundred percent of the students earned a 70% or better on this assignment.</p> <p>While students demonstrated their ability to gather evidence from a variety of sources, thus achieving the program-specific student learning outcome, there was again a lack of alignment between the course-level assessments of the senior research seminars and the assessment measures and targets for program assessment. The faculty teaching the senior research seminars used different targets and different measures. Dr. Cornett will address this disconnect in an action plan to be implemented during Fall Semester 2013.</p>
<p>Students will express satisfaction with the quality of instruction in their history program of study.</p>	<p>Just prior to graduation, history majors are asked to complete an exit survey which asks questions about their experience with the history program at Dalton State College. Questions focus on the overall quality of instruction by faculty, the quality of instruction in preparing the student for further education, quality of instruction in preparing for success in the student's first job after graduation; questions also address the extent to which the program helped to improve the student's knowledge of history as well as his or her critical thinking, writing, presentation, and research skills. Finally, the exit survey queries history majors about their future employment or education plans.</p> <p>In their responses on the History Program Exit Survey: (1) at least 70 percent of graduating seniors will indicate that the history program met or exceeded their expectations; (2) at least 70 percent of graduating seniors will express satisfaction with the quality of instruction in preparing them for further</p>	<p><b>Target Met:</b> History Program Exit Surveys were distributed to graduating history students at the end of Fall Semester 2012 and Spring Semester 2013. Of the 12 graduating students, 11 (92%) returned completed surveys. Of these, 100% agreed that the program met (9%) or exceeded (91%) their expectations. On these same surveys, an impressive 100% of the graduates rated the quality of instruction in preparing them for further education as excellent; 100% of the graduates rated the quality of instruction in preparing them for their first job after graduation as good (27%) or excellent (73%), and 100% of the graduates rated the quality of instruction by faculty as good (9%) or excellent (91%).</p>

	<p>education, rating it as good or excellent; (3) at least 70 percent of graduating seniors will express satisfaction with the quality of instruction in preparing them for success in their first job after graduation, rating it as good or excellent; and (4) at least 70 percent of graduating seniors will rate the overall quality of instruction by faculty in their program as good or excellent.</p>	
<p>Students will gain acceptance into graduate or professional schools or find employment related to their degrees.</p>	<p>Just prior to graduation, history majors are asked to complete an exit survey which asks questions about their experience with the history program at Dalton State College. Questions focus on the overall quality of instruction by faculty, the quality of instruction in preparing the student for further education, quality of instruction in preparing for success in the student's first job after graduation; questions also address the extent to which the program helped to improve the student's knowledge of history as well as his or her critical thinking, writing, presentation, and research skills. Finally, the exit survey queries history majors about their future employment or education plans.</p> <p>In their responses on the History Program Exit Survey, at least 50 percent of the graduating students will report that they have found a position related to their degree or that they have gained acceptance into a graduate or professional program.</p> <p>Twelve months after their spring graduation, faculty or staff will follow-up with graduates to determine their employment or education status.</p> <p>In their responses to the History Major Alumni Follow-Up Survey, twelve months after the spring graduation, at least 70 percent of the students will report that they</p>	<p><b>Target Met:</b> History Program Exit Surveys were distributed to graduates at the end of Fall Semester 2012 and Spring Semester, and 92% of the 12 surveys were returned. Because few graduates had indicated success in finding positions or in gaining admission into graduate or professional programs on the exit surveys themselves, the administrative assistant in the Department of Social Sciences and the dean of the School of Liberal Arts followed up with graduates and with the history faculty to determine a more accurate percentage of students who had found employment related to their degrees or who had gained acceptance into graduate school or law school. Polling the history faculty proved very helpful, as a number of graduates had contacted their former professors, informing them that they had secured employment or gained acceptance into graduate or law school in the time that elapsed after completing the surveys. One history graduate had been accepted into Harvard. Follow-up surveys found that 75% of the history graduates had been successful in securing employment related to their degrees or in gaining admission to graduate or professional schools. Overall, this year's history graduates were more successful than the graduates in the first two years of the program.</p> <p><b>Partially Met.</b> This year, follow-up surveys were conducted 10 months after the December graduation and four months after the May graduation. Of the 12 students who graduated in Fall 2012 or Spring 2013, 75% found employment related to their degrees or had gained acceptance into a graduate or professional school. During summer 2013, the administrative assistant in the Department of Social Sciences attempted to contact our recent graduates; however, her effort was largely unsuccessful due</p>

	<p>have found a position related to their degree or that they have gained acceptance into a graduate or professional program.</p>	<p>to the number of graduates who had moved or who did not have working phone numbers. The dean was able to gather additional information by contacting the full-time history faculty for further information concerning this year's graduates. The chairs and deans need to develop a more effective means of following-up on graduates, and this follow-up will be addressed in an action plan.</p>
<p>Employers will express satisfaction with history program graduates.</p>	<p>Twelve months after spring graduation, program staff or faculty will attempt to ask the employers of former history majors to complete a satisfaction survey. The survey includes questions on whether the graduate's education prepared him or her for the position held, if the employer has been satisfied with the graduate's job performance, and if the employer would continue to hire Dalton State history majors. The survey also includes questions on the graduate's critical thinking skills, written communication skills, oral communication skills, and research skills.</p> <p>In their responses to the Employer Satisfaction Survey: (1) at least 80 percent of the employers who respond to the survey will respond that the graduate's education qualified him/her for the position; (2) at least 80 percent of the employers who respond to the survey will report that Dalton State prepared the graduate sufficiently or better for his/her current position; and (3) at least 80 percent of the employers who respond to Employer Satisfaction Surveys will rate their level of satisfaction with the work and performance of the graduate as satisfied or very satisfied.</p>	<p><b>Not Reported/Assessed During This Cycle:</b> We were unable to conduct Employer Satisfaction Surveys during this cycle. The dean, department chair, and the administrative assistant spent a greater portion of the past year helping faculty learn the new assessment system (WEAVEonline), revamp student learning outcomes, and fine-tune assessment measures, leaving no time for tracking employers. We will conduct Employer Satisfaction Surveys in the next cycle and have an action plan in place to address this outcome.</p>

**(j) Summary and evidence of achievement of student learning outcomes**

Describe the extent to which students have achieved current student learning outcomes in Area F and/or upper-division courses, if applicable. (current year)

As the following tables show, students successfully achieved 85% of the outcomes in the upper-level courses that comprise the history program. Faculty created action plans for all student learning outcomes and entered these in Weave. In addition, history faculty met during Fall Semester 2013 to agree upon targets for all upper-division courses to make comparison of data more meaningful.

HIST 3210 Student Learning Outcomes Summary, Spring 2013

	Student Learning Outcomes	Target	Actual Results
1.	Students will identify major political, economic, and intellectual trends in nineteenth century China.	A minimum of 70% of the students will earn a C or better grade on essay # 2.	79%
2.	Students will explain the rise of nationalism in China from 1860-1949.	A minimum of 70% of the students will earn a C or better grade on essay # 1.	100%
3.	Students will define the achievements and blunders of Communist China from 1949 to the present.	A minimum of 70% of the students will earn a C or better grade on essay # 3 & 4.	60%

HIST 3320 Student Learning Outcomes Summary, Spring 2013

	Student Learning Outcomes	Target	Actual Results
1.	Students will analyze and understand the development of the world leadership role of Great Britain from the eighteenth century to the end of World War II.	A minimum of 70% of the students will achieve 80% or higher on their class exams. (two exams)	59.05%
2.	Students will understand the development of Britain's economic and political systems from the eighteenth century through the twenty-first century.	A minimum of 70% of the students will achieve 80% or higher on their class presentations.	81.8%
3.	British Empire Students will understand the impact of Britain's colonial/imperial experience upon world history.	A minimum of 70% of the students will achieve 80% or higher on their written summaries.	81.8%

HIST 3760 Student Learning Outcomes Summary, Spring 2013

	Student Learning Outcomes	Target	Actual Results
1.	Students will comprehend the major historical developments in the United States from the 1870s to the 1910s.	80% of students will make a 70% or better on the three exams.	85%
2.	Students will analyze the various perspectives and biases found in historical sources on American life during the late nineteenth century and early twentieth century.	75% of students will make a 70% or better on the research project.	72%
3.	Students will develop critical thinking skills and formulate individual interpretations of historical events that relate to the Gilded Age and the Progressive Era.	75% of students will make a 70% or better on the analysis/presentation.	77%

HIST 3830 Student Learning Outcomes Summary, Spring 2013

	Student Learning Outcomes	Target	Actual Results
1.	Students will identify and explain the significance of important individuals, events, or concepts of the Antebellum South to the development of American history.	A minimum of 70% of the students will earn an 80% or better on the identification portion of their semester exams.	75%
2.	Students will be able to discuss the relevance of these individuals, events, or concepts to understanding the social, economic, political, or military aspects of American history.	A minimum of 70% of the students will earn an 80% or better on their discussion scores.	80%
3.	Students will demonstrate critical thinking skills relating to the Antebellum South.	A minimum of 70% of the students will earn an 80% or better on the essay portion of their semester exams.	80%
4.	Students will develop discipline-appropriate writing skills.	A minimum of 70% of the students will earn an 80% or better on their book reviews.	75%

HIST 3940 Student Learning Outcomes Summary, The British Empire, Spring 2013

	Student Learning Outcomes	Targets	Actual Results
1.	Students will identify and evaluate the major forces, events, influences, or ideas that shaped the British Empire from the fifteenth to the twentieth centuries.	A minimum of 70% of the students will earn an 80% or better on their essay exams.	73.7%
2.	Students will organize and communicate knowledge and ideas about the British Empire in a logical and purposeful way.	A minimum of 70% of the students will earn an 80% or better on their book reviews.	78.9%
3.	Students will articulate and analyze issues from different perspectives and will examine diverse historical viewpoints that relate to the British Empire.	A minimum of 70% of the students will earn an 80% or better on the essay questions from the exams that address different historical viewpoints.	73.7%

HIST 3940 Student Learning Outcomes Summary, World War II, Spring 2013

	Student Learning Outcomes	Targets	Actual Results
1.	Students will comprehend major forces and events, influences, and ideas that shaped the World War Two Era.	A minimum of 70% of the students will earn an 80% or better on their midterm and final.	96%
2.	Students will organize and communicate knowledge and ideas of the World War Two Era in a logical and purposeful way.	A minimum of 70% of the students will earn an 80% or better on the film analysis/critique assignment.	96%
3.	Students will articulate and analyze issues from different perspectives and will examine diverse historical viewpoints that relate to the World War Two Era.	A minimum of 70% of the students will earn an 80% or better on their book reviews/responses.	92%

HIST 3950 Student Learning Outcomes Summary, Spring 2013

	Student Learning Outcomes	Targets	Actual Results
1.	Students will identify, classify, and describe some of the major schools of American historiography and recognize how history developed as a scholarly discipline.	A minimum of 70% of the students will earn an 80% or better on their historiography quiz.	50%
2.	Students will recognize the distinction between primary and secondary sources, evaluate them, and understand how each is used to make historical claims.	A minimum of 70% of the students will earn an 80% or better on the primary source analysis component of their sources exercise.	39%
3.	Students will demonstrate the ability to cite sources correctly and to write as a historian.	A minimum of 70% of the students will earn an 80% or better on the background, summary, and analysis components of their book reviews.	78%
4.	Students will learn how to define and clarify research topics/questions and how to use library research tools.	A minimum of 70% of the students will earn an 80% or better on their methods quiz.	77%

HIST 3960 Student Learning Outcomes Summary, American Foreign Policy, Spring 2013

	Student Learning Outcomes	Targets	Actual Results
1.	Students will identify and evaluate the major forces, events, influences, or ideas that shaped American foreign policy.	A minimum of 70% of the students will earn an 80% or better on their quizzes.	77%
2.	Students will organize and communicate knowledge and ideas about American foreign policy in a logical and purposeful way.	A minimum of 70% of the students will earn an 80% or better on the objective, examples, organization, and coherence components of their response papers.	57%

HIST 3960 Student Learning Outcomes Summary, American Religion to 1860, Spring 2013

	Student Learning Outcomes	Targets	Actual Results
1.	Students will identify and evaluate the major forces, events, influences or ideas that shaped the history of American religion to 1860.	A minimum of 70% of the students will earn an 80% or better on the identification section of their exams.	83%
2.	Students will organize and communicate knowledge about the history of American religion to 1860 in a logical and purposeful way.	A minimum of 70% of the students will earn an 80% or better on their response papers.	87%
3.	Students will articulate and analyze issues from perspectives and viewpoints other than their own.	A minimum of 70% of the students will earn an 80% or better on the essay portion of their exams.	88.5%

HIST 4930-Hybrid Student Learning Outcomes Summary, Spring 2013

	Student Learning Outcomes	Targets	Actual Results
1.	Students will demonstrate the ability to think critically by analyzing and interpreting situations, events, and historical sources and texts related to American history.	A minimum of 70% of the students will earn an 80% or better on their source analysis assignment.	92%
2.	Students will demonstrate competence in written communication, producing well-organized writing that meets conventional standards held within the discipline of history.	A minimum of 70% of the students will earn an 80% or better on the research paper.	75%
3.	Students will demonstrate competence in oral communication, presenting ideas, perspectives, and arguments in a clear and effective manner.	A minimum of 70% of the students will earn an 80% or better on their presentations.	91%
4.	Students will demonstrate an ability to use research and technology effectively in communication and scholarship.	A minimum of 70% of the students will earn an 80% or better on their topic statements.	91%
5.	Students will demonstrate knowledge of American history and its role in society.	A minimum of 70% of the students will earn an 80% or better on the research paper.	75%

**(k) Evidence of program viability**

Based on enrollment history, retention rates, degree completion/graduation rates, and other program outcomes, comment on whether continued resources should be devoted to this program. Your comments should consider external factors such as the following: Are your students getting jobs? What is the job outlook for graduates? Are students prepared for the jobs they get? How is the field changing? Are the program faculty members in touch with employers and getting feedback on our students' performance? Do employers see a need for changes in the program?

Based on enrollment history and degree completion rates, the BA in history is a viable program well deserving of continued resources. During the last five years, the number of majors has increased by 102% from 88 students the first year to 178 during the 2013-2014 academic year. Numbers of graduates have been in the low double digits the last three years, which is fine for a program that is only now five years old, and 75% of last year's graduates found employment related to their degrees or gained acceptance into graduate or professional schools. During the 2011-2012 academic year, we sought employer feedback; however, only one employer returned the survey. While the employer rated the graduate well qualified for the position, the low return rate makes generalization impossible. We are putting a new graduate follow-up plan in place this year in an attempt to obtain better data for this year's program assessment. We are also planning to add a concentration in public history to give majors additional career options.

**3. USE OF ASSESSMENT RESULTS FOR PROGRAM IMPROVEMENT**

What improvements have occurred since the last program review or assessment?

This is the first comprehensive program review for the BA in history since the degree was established in Fall Semester 2009. However, as a result of yearly program assessment, the historians have developed a departmental history content knowledge exam to be administered at the end of the senior research seminar during fall and spring terms. The first graduates took the exam at the end of Fall Semester 2013, and the results will be included in this year's annual program assessment. During a review of the curriculum during 2012-2013, the historians observed that a large number of students were postponing enrolling in the Study of History course until the end of their programs, making them less prepared to handle the research and writing requirements of their upper-level course work. Since this course should be taken at the very beginning of the program, the history faculty decided to make this course a prerequisite or co-requisite for all 3000- and 4000-level history courses effective fall 2014. Another improvement that was made as a result of assessment was better monitoring of credits students must have completed before being permitted to enroll in the senior seminar. While the prerequisite credits were correct in the catalog (completion of 30 credit hours of upper-division coursework), they had not been entered correctly in Banner, resulting in students taking the senior seminar too early.

#### 4. REVIEW OF CURRICULUM

What changes or revisions have been made to the program, its curriculum, or its student learning outcomes since the last program review or assessment?

In addition to the changes above, the historians have developed a number of new courses to support its curriculum. These courses include the following:

- HIST 3960: Special Topics in United States History (2009)
- HIST 3940, Special Topics in World History (2009)
- HIST 3325, Introduction to Public History (2010)
- Splitting HIST 3830 into two courses: HIST 3830: The Old South and HIST 3835: The New South (2010)
- HIST 3735: Revolutionary America (2010-2011)
- HIST 3845: African-American History since 1877 (2010-2011)
- HIST 3855: U.S. Women's History since 1877 (2010-2011)
- HIST 4000: History Internship (2011-2012)
- HIST 3725: History of Religion in America to 1860 (2012-2013)
- HIST 3755: American Foreign Policy (2012-2013)

Historians also developed and taught the following courses using an online or hybrid format:

- HIST 2111 hybrid
- HIST 2111 online
- HIST 4920 hybrid
- HIST 4930 hybrid

In addition, the historians reviewed and revised student learning outcomes for all history courses during Fall Semester 2012 in preparation for entering new outcomes, targets, and measures in Weave, the College's new online assessment program, for Spring Semester 2013.

#### 5. PROGRAM STRENGTHS AND WEAKNESSES

Strengths:

Dalton State's BA in history program has a number of strengths, including students' perceptions of the program, students' post-graduation employment or graduate admission status, students' demonstration of program-specific student learning outcomes, and students' success on the GACE history content exams. One of these is in students' perceptions of the program at the time of graduation. On the 2012-2013 exit surveys, 100% of the graduates reported that the program met or exceeded their expectations. On these same surveys, an impressive 100% of the graduates rated the quality of instruction in preparing them for further education as excellent, and 100% of the graduates rated the quality of instruction by faculty as good (9%) or excellent (91%).

The most significant improvement in student perceptions this year was in the area of preparation for their first job after graduation. During 2011-2012, 93% percent of the graduating seniors rated the quality of instruction in preparing them for success in their first job after graduation as good (29%) or excellent (64%), while this year, all graduates rated the quality of instruction in preparing them for their first job after graduation as good (27%) or excellent (73%).

Student success in gaining admission to graduate or professional schools or in obtaining a position related to their degrees was another strength this year, with 75% of the history graduates securing employment related to their degrees or gaining admission to graduate or professional schools four to ten months after graduation. This percentage is 11 points higher than the employment/education percentages for graduates in 2011-2012.

This year, graduates also achieved the targets for all program-specific student learning outcomes (content knowledge, critical thinking, writing skills, research skills, and presentation skills). Last year, students' presentation skills were not clearly assessed, so this year, the chair and the dean met with faculty who were teaching the senior research seminars to ensure that this outcome was assessed.

An additional strength of the program is students' ability to demonstrate a broad understanding of American and world history as demonstrated by success on the GACE history content exams. During 2012-2013, 100% of the history secondary education majors who took the GACE passed the exam on their first attempt, a percentage slightly higher than the state's high average of 97%.

History faculty also strengthened the program by reviewing and revising all student learning outcomes, assessment measures, and targets; by establishing program goals and revising the program description; by strengthening prerequisites to require students who are majoring or minoring in history to take HIST 3950: The Study of History at the very beginning of their upper-level status, either as a prerequisite or as a co-requisite for all 3000- and 4000-level history courses; by establishing an internship option; and by developing special interest courses.

#### Weaknesses and concerns:

Assessment of the program revealed two areas in need of improvement. These include better alignment between the measures and targets in the senior research seminars and the measures and targets in the program assessment and in the contacting of graduates and their employers 12 months after graduation. Time constraints, lack of forwarding addresses, deactivated email addresses, disconnected phones, administrative demands, and new assessment procedures have made contacting graduates and employers difficult. However, we have created an action plan to address these issues, and the plan will be implemented prior to the next assessment cycle.



Reviewed by: Mary Nielsen *Mary Nielsen*

Date: May 6, 2014

Reviewed by Chair of Program Review Subcommittee: *Marilyn M. Holmes*

Date: 7/15/14

Reviewed/Approved by Vice President for Academic Affairs: *Shirley S. Stoe*

Date: 7/14/14