

**Institutional Effectiveness**  
**2022-2023**

**Program:** History BA/BS

**College and Department:** College of Arts & Sciences

**Contact:** Kent T Dollar

**Mission:**

The Department of History offers a wide array of courses to diverse student populations. The department provides General Education instruction to a large number of students in the state-required American history sequence, while Western and World Civilization sequences satisfy TBR humanities requirements. In addition, department faculty offer numerous specialized courses that attract majors and non-majors alike.

The department has developed and maintains a comprehensive and successful curriculum for history majors. The programs are designed to provide future historians with the tools and knowledge for successful graduate study in the discipline, and to prepare graduates for careers in education, law, public service or business. Majors are expected to think analytically, ascertain facts and make objective judgments, and write clearly, communicating the results of reasoned analysis.

The department shares with the University both its broader commitment to cross-cultural understanding and its special obligation to serve the Upper Cumberland region of Tennessee.

**Attach Curriculum Map (Educational Programs Only): \*See Appendix 1.**

**SLO-1 ABILITY TO RESEARCH AND WRITE PROFICIENTLY**

**Define Outcome:**

History majors in their senior year will demonstrate the ability to research and write a scholarly paper of professional quality, and 75 percent will score a "B" or higher in History 499X, the senior seminar course, and 100 percent will acknowledge on the Senior Exit Exam Survey that they are "Very Satisfied" with their ability to research and write proficiently.

**Assessment Methods:**

Student capstone projects, completed in History 499X, are evaluated using a faculty-developed rubric. The rubric includes the following criteria:

- Formulate an original thesis and defend it in a sustained argument.
- Make effective use of primary sources and demonstrate an ability to professionally evaluate and employ secondary sources.
- Make proper use of citation conventions, thereby avoiding plagiarism.
- Use standard written English effectively and appropriately.
- Present a well-organized paper.
- Place the research topic in a broader historical context.

- Demonstrate critical thinking, reasoned analysis, and/or problem solving.
- Follow any additional directions as assigned by the professor.

**Criteria for Success (Thresholds for Assessment Methods):**

75 percent will score a “B” or higher in History 499X, the senior seminar course, and 100 percent will acknowledge on the Exit Interview Survey that they are "Very Satisfied" with their ability to research and write proficiently.

**Results and Analysis:**

The History Department utilizes a scoring rubric to gauge the success of history majors taking History 499X, the senior seminar course, focusing in particular on the students’ ability to research and write a scholarly paper of professional quality. The rubric allows the department, at a quick glance, to measure student success and to identify areas needing improvement, as well as to document the percentage of students who earn a “B” grade or higher (up from a “C” or higher for the 2021-2022 academic year). The chair then shares this information with the entire faculty at an assessment meeting at the end of the spring semester. The History Department did not meet its goal of 75 percent of students scoring at a “B” or above during the 2022-2023 academic year.

Rubric Results for Fall 2022

N=4	Excellent	Good	Emerging	Weak	Grades
Thesis	25%	75%	0%	0%	A—1
Argument	25%	0%	75%	0%	B—1
Primary	0%	75%	25%	0%	C—2
Secondary	50%	50%	0%	0%	B or higher—50%
Citations	50%	50%	0%	0%	
English	25%	0%	50%	25%	
Organization	25%	50%	25%	0%	
Context	25%	0%	50%	25%	
Critical	25%	0%	0%	75%	

Directions	25%	25%	0%	50%	
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Dr. Susan Laningham taught the Senior Seminar course in the fall of 2022, and the topic of the was "The Spanish Civil War." Four students were enrolled and completed the requirements for the course. The grades for the course were mixed, with one student scoring an "A," one a "B," and two a "C." The "A" paper was very well done. Indeed, the student scored "Excellent" in every category but one. The student who scored a "B" in the course earned a "C" on the paper, with category scores from "Excellent" to "Weak." This student's performance on the associated assignments brought up his or her course grade to a "B." One of the students who earned a "C" in the course scored a "B" on the paper, but saw his or her overall grade reduced because of other assignments. The final student, who also earned a "C" in the course did poorly on the paper, having five categories in which he or she scored "Emerging" and three in which the student earned "Weak." The effort of these two "C" students was disappointing, considering that they are completing the requirements of the history program and should perform at a higher level. Overall, the History Department did not meet the outcomes threshold of 75 percent scoring a "B" or higher in the course.

#### Rubric Results for Spring 2023

N=6	Excellent	Good	Emerging	Weak	Grades
Thesis	50%	33%	16%	0%	A—2
Argument	33%	33%	33%	0%	B—2
Primary	33%	33%	33%	0%	C—2
Secondary	0%	33%	50%	0%	B or higher—66%
Citations	16%	16%	66%	0%	
English	16%	66%	16%	0%	
Organization	33%	16%	50%	0%	
Context	16%	50%	33%	0%	
Critical	16%	33%	50%	0%	
Directions	16%	33%	50%	0%	

Dr. Elizabeth Propes taught the Senior Seminar in the spring of 2023 that included six students. The topic of the course was “Europe Since 1968.” The class yielded several good papers, one of which was simply outstanding. Two students made “A’s” on their papers, and one scored a high “B+”. The outstanding paper earned “Excellent” in each category on the scoring rubric. (This student also scored in the 99<sup>th</sup> percentile on the ACAT exam!) On the other “A” paper, the student scored “Excellent” or close to it in several categories but also scored “Good” in four. The two students who earned a “B” on the paper scored “Excellent” to “Emerging” in all categories. The two students who earned a “C” on their papers scored “Emerging” in 7 and 8 out of 10 categories on the rubric, which brought down the class average. Again, the effort of these two students was disappointing, considering that they are completing the requirements of the history program and should perform at a higher level. Overall, the History Department did not reach the outcomes threshold of 75 percent earning a “B” or higher.

***Exit Interview Survey***

In Fall 2022, the History Department created an anonymous survey to administer at the end of each student's exit interview. The questions directly correspond with the department’s student learning objectives. The question that corresponds with SLO-1 reads:

*How satisfied are you that the history program taught you the proper way to conduct research and write effectively?*

Exit Interview Survey Results Fall 2022

<b>N=3</b>	<b>Very Satisfied</b>	<b>Satisfied</b>	<b>Dissatisfied</b>	<b>Very Dissatisfied</b>
	2	1		

Exit Interview Survey Results Spring 2023

<b>N=6</b>	<b>Very Satisfied</b>	<b>Satisfied</b>	<b>Dissatisfied</b>	<b>Very Dissatisfied</b>
	4	2		

***Alumni Survey-2023 Results***

As part of its Program Review in 2022-2023, the History Department conducted an electronic alumni survey using Qualtrics. The last alumni survey was conducted in 2009. The survey is not something the department can use every year for assessment, but it does provide useful information for the current assessment period. Several of the questions in the 2023 survey

relate directly to the History Department’s SLOs. Therefore, the department will include the results in assessing the program’s success for the 2022-2023 academic year. The questions that correspond to SLO-1, “The Ability to Research & Write Proficiently,” are:

*How satisfied are you with your ability to write effectively?*

<b>N=75</b>	<b>Extremely Satisfied</b>	<b>Somewhat Satisfied</b>	<b>Neither Satisfied or Dissatisfied</b>	<b>Somewhat Dissatisfied</b>	<b>Extremely Dissatisfied</b>
	58.67 % (44)	34.67 % (26)	1.33% (1)	2.67% (2)	2.67% (2)

*How satisfied are you with your ability to understand written information?*

<b>N=75</b>	<b>Extremely Satisfied</b>	<b>Somewhat Satisfied</b>	<b>Neither Satisfied or Dissatisfied</b>	<b>Somewhat Dissatisfied</b>	<b>Extremely Dissatisfied</b>
	74.67 % (56)	21.33 % (16)	1.33% (1)	2.67% (2)	0 %

*How satisfied are you with your ability to define and solve problems?*

<b>N=75</b>	<b>Extremely Satisfied</b>	<b>Somewhat Satisfied</b>	<b>Neither Satisfied or Dissatisfied</b>	<b>Somewhat Dissatisfied</b>	<b>Extremely Dissatisfied</b>
	69.33 % (52)	26.67 % (20)	2.67 % (2)	1.33% (1)	0 % 0

**Use of Results to Improve Outcomes:**

In 2022-2023, the History Department sought to identify additional methods to determine if its SLO-1 outcomes are being met. The chair formulated a brief three-question survey that is administered to graduating seniors during their exit interview. The three questions correspond directly with the History Department’s three SLOs. Regarding SLO-1, the question asks if the students are satisfied with their ability to research and write proficiently. Although the students

overall are satisfied with their abilities in these areas, the department did not meet its goal of 100 percent of the students answering “Very Satisfied” on the question. Also, the History Department conducted an alumni survey as part of its 2022-2023 Program Review and included three questions related to SLO-1. An overwhelming majority of the history alumni are satisfied with their abilities in these areas, but a few expressed their dissatisfaction. Therefore, this is an area in need of improvement. Beginning in the 2023-2024 academic year, the History Department will require that every professor teaching the Senior Seminar course to complete the rubric for the class as a whole as well as for each individual student to enable the department to measure its success for this outcome better. Also, the department has adopted the identical grading rubric for History 3410 that is being used in History 499X Senior Seminar, and it will implement this in the fall of 2023. This will ensure that students are being taught the skills listed on the rubric during History 3410, usually a major’s first history course. Furthermore, these skills are now to be emphasized in all upper-division history courses students take prior to taking the Senior Seminar course. Using the same rubric allows the chair to compile the results more easily and share them with the faculty during the end-of-the year assessment meeting. Also, the use of the matching rubrics will allow the history faculty to compare individual students’ performance on these skills for both 3410 and 499X.

## **SLO-2 PARTICIPATION IN EXTRACURRICULAR ACTIVITIES**

### **Define Outcome:**

The History Department desires to instill in history majors an appreciation of the past, to include a desire to explore history beyond the classroom. The goal is that 50 percent of majors will participate in extra-curricular activities/events and 100 percent will acknowledge ("Very Satisfied") on the Senior Exit Exam Survey that they possess an interest in pursuing history beyond the classroom.

### **Assessment Methods:**

Tracking spreadsheet for the number of history majors who participate in each extra-curricular event/activity and the Senior Exit Exam Survey results.

### **Criteria for Success (Thresholds for Assessment Methods):**

50 percent of majors will participate in extra-curricular events/activities and 100 percent will acknowledge on the Senior Exit Exam Survey that they possess an interest in pursuing history beyond the classroom.

### **Results and Analysis:**

Recognizing its need for improvement in this area, the History Department scheduled more extra-curricular activities during the 2022-2023 academic year. Most of these activities were sponsored by the History Club and Phi Alpha Theta (PAT), the history honor society, advised by Dr. Laura Smith and Dr. Allen Driggers, respectively. Beginning in the fall of 2021, the History Department created a tracking chart to be used for each event. The History Club and PAT kicked

off the new academic year with an introductory meeting on September 9<sup>th</sup>, during which the members planned their activities for the fall term. They held several “game nights,” as that is their most popular (and successful, in terms of participation), activity. Fall activities also included two class field trips, one to the Cookeville History and Train Depot Museums, and the other to the Women’s Basketball Hall of Fame in Knoxville. Dr. Arthur Banton organized the trip to Knoxville for his Sports History class. Not only did the number of activities increase over the Fall of 2021, but also the number of history majors participating did so as well. There are approximately 45 students currently majoring in history.

Despite numerous activities, the History Department, it did not reach its goal of 50 percent of its majors participating in extracurricular activities nor did it reach the 100 percent threshold on the Exit Interview Survey.

*Fall 2022*

*SLO-2: Extracurricular activities*

Collective Co-Curricular Activity Attendance Results Fall 2022

<b>Activity</b>	<b>Date</b>	<b>History Majors</b>	<b>Total Students</b>
History Club/PAT Introductory Meeting & Game Night	9/9/22	6	20
History Club/PAT Game Night	9/25/22	8	23
History Club/PAT Super Heroes Talk	9/27/22	3	14
History Club/PAT Meeting	10/12/22	9	17
History 4470 Field Trip to Knoxville	10/13/22	0	10
History 3410 Field Trip to Cookeville History Museum	10/15/22	4	5
History Club/PAT Cookout	10/21/22	8	20
History Club/PAT Game Night & Pizza Party	11/30/22	9	22
<b>Total</b>		47	131

*Spring 2023*

The History Department built on the progress it made in the fall with regard to extra-curricular activities. The History Club and PAT scheduled more events and saw student participation grow. These clubs’ events are also opportunities to add history majors to the program, especially the History Club, as nonmajors are eligible for membership. Dr. Laura Smith’s approachability and friendliness when interacting with the students has won over several who have changed their majors to history. The spring semester also saw Dr. Kent Dollar take four students in his History 4020 Early Republic class on a field trip to the Hermitage (Andrew Jackson’s home) in Nashville and the Polk House (James K. Polk’s home) in Columbia, Tennessee. Furthermore, Phi Alpha Theta held its annual Lyceum on April 22<sup>nd</sup>. The lyceum is an event where students are invited

to present research papers they have written in their history courses. The event is meant to mimic a professional history conference and provide students with a unique forum in which to present their best work and to field questions from the attendees, including faculty. It is truly a beneficial experience to our majors, and monetary prizes are awarded for best paper and best presentation. Numerous history majors and faculty attended.

The History Department also sponsors two endowed lectures: the Womack and the Winchester. The Womack Lecture went forward in the fall of 2022. On November 1<sup>st</sup>, Dr. Josh Rothman, professor and chair of the History Department at the University of Alabama, delivered a talk entitled “The Ledger and the Chain: How Domestic Slave Traders Shaped America.” The event was well attended with dozens of students (including history majors) present as well as faculty and members of the community. The annual Winchester Lecture was held on April 25, 2023, with Dr. Laurence Hare, associate professor and chair of the History Department at the University of Arkansas, presenting his latest research of Nazi archaeology, entitled "Prehistoric Archaeology and Global Nazism, 1933-1945." The event was well attended (estimated 300 present) including students, history majors, faculty, and members of the community.

Collective Co-Curricular Activity Attendance Results Spring 2023

<b>Activity</b>	<b>Date</b>	<b>History Majors</b>	<b>Total Students</b>
History Club/PAT Spring Kickoff Event	1/25/23	13	23
History Club/PAT Game Night	2/17/23	10	26
History Club/PAT Movie Night	2/24/23	7	19
History Club/PAT Meeting	3/8/23	9	19
History 4020 Field Trip to Hermitage and Polk House	3/30/23	1	4
History Club/PAT Game Night	3/17/23	7	20
History Club/PAT Meeting	4/12/23	8	21
April 22, 2022—PAT Lyceum	4/21/23	8	15
History Club/PAT End of Year Party	4/25/23	9	23
<b>Total</b>		<b>72</b>	<b>170</b>

***Exit Interview Survey***

The question on the Exit Interview Survey that corresponds with SLO-2 is:

*How satisfied are you with the history program furthering your desire to explore history outside of the classroom, i.e., visiting historical sites, reading history books, watching historical programs, browsing historical websites, etc.? (SLO-2)*

The results were:

Exit Interview Survey Results Fall 2022

Question/SLO	Very Satisfied	Satisfied	Dissatisfied	Very Dissatisfied
N=3				
2--SLO2	3			

Exit Interview Survey Results Spring 2023

Question/SLO	Very Satisfied	Satisfied	Dissatisfied	Very Dissatisfied
N=6				
2--SLO2	4	2		

**Alumni Survey-2023 Results**

As part of its Program Review in 2022-2023, the History Department conducted an electronic alumni survey using Qualtrics. Several of the questions in the 2023 survey relate directly to the History Department's SLOs. Therefore, the department will include the results in assessing the program's success for the 2022-2023 academic year. The questions that correspond to SLO-2 are:

*How satisfied are you with the history program furthering your desire to explore history outside of the classroom, i.e., reading history books, watching historical programs, browsing historical websites, etc.?*

N=75	Extremely Satisfied	Somewhat Satisfied	Neither Satisfied or Dissatisfied	Somewhat Dissatisfied	Extremely Dissatisfied
	77.33 % (58)	14.67 % (16)	4.00 % (3)	4.00% (3)	0 %

*Would you attend formal presentations by lecturers and speakers of interest?*

N=74	Yes	Maybe	No
	56.75 % (42)	33.78 % (25)	9.46 % (7)

*Would you attend informal presentations on recent research by TTU History faculty members?*

N=74	Yes	Maybe	No

	55.41 % (41)	32.43 % (24)	12.16 % (9)

**Use of Results to Improve Outcomes:**

The History Department's SLO-2, *Exploring History Beyond the Classroom*, is an outcome that is important but difficult to measure. The best ways to gauge this, we have found, is to track student participation in history-related events and, frankly, by asking the students about it during their Exit Interview. To involve more students, the History Department will build on the success the History Club and Phi Alpha Theta had in 2022-2023 by arranging more activities and field trips to entice more students to participate. Also, professors will announce these opportunities in each of our classes and encourage students to attend.

**SLO-3 OBTAIN GENERAL FACTUAL KNOWLEDGE**

**Define Outcome:**

Graduating history majors will demonstrate a reasonable command of general factual knowledge. This will be demonstrated by 100 percent of majors scoring at or above 500 (the national average) on the ACAT Examination each semester and 100 percent acknowledging on the Exit Interview Survey that they are "Very Satisfied" with the general factual knowledge they have obtained as a history major.

**Assessment Methods:**

1. ACAT
  - The ACAT is an exit exam for students majoring in history. The ACAT includes four content areas including: U.S. 1820 to 1890, U.S. Colonial to 1763, U.S. Military/Diplomatic, and U.S. 1763 to 1820. The exam is administered in the senior seminar course.
2. Senior Exit Interview
  - The chairperson invites all graduating seniors to a one-on-one interview in the weeks prior to their graduation. The chair asks the seniors to review the program. The chair seeks information on successful classes, effective/ineffective professors, and asks about areas in need of improvement. The results can provide useful information for all three SLOs, as well as general program development. Graduating history majors also complete a brief survey that corresponds with the History Department's SLOs.

**Criteria for Success (Thresholds for Assessment Methods):**

100 percent of majors scoring at or above 500 (the national average) on the ACAT Examination and 100 percent acknowledging on the Exit Interview Survey that they are "Very Satisfied" with the general factual knowledge they have obtained as a history major.

**Results and Analysis:**

In years past, the History Department has relied primarily on the ACAT examination results to measure students' general factual knowledge as they conclude the history program. Beginning in the 2022-2023 academic year, the department added the Exit Interview Survey to help measure the department's success with this SLO. The ACAT examination is a standardized test that measures students' general knowledge in four content areas of American history. The examination is administered in the senior seminar course after students have completed nearly all of their coursework and are preparing to graduate. The History Department did not meet its goal of having 100 percent of majors scoring 500 or above on the test, nor did the department reach its goal of having 100 percent of majors acknowledge on the Exit Interview Survey that they are satisfied with their attainment of general factual knowledge.

ACAT Results by Class

	Fall 2018 N=6	Spring 2019 N=11	Fall 2019 N=10	Spring 2020 N=15	Spring 2021* N=2	Fall 2021 N=9	Spring 2022 N=11
Area	Std %'ile Score	Std %'ile Score	Std %'ile Score	Std %'ile Score	Std %'ile Score	Std %'ile Score	Std %'ile Score
US 1820 to 1890	483 43	482 43	463 36	593 82	477 --	541 66	542 66
US Colonial to 1763	460 34	517 57	467 37	586 81	491 --	553 70	510 54
US military/Diplomatic	457 33	490 46	507 53	569 75	481 --	489 46	518 57
US 1763 to 1820	455 33	515 56	449 31	550 69	506 --	555 71	518 57
<b>OVERALL PERFORMANCE</b>	458 34	506 52	463 36	596 83	486 45	546 66	525 60

\*No ACAT scores for Fall 2020 (no Senior Seminar)

*Fall 2022*

The ACAT scores for the fall of 2022, overall, were disappointing, as they were quite a bit lower than in the previous two semesters. The group standard score was 498 and the four students as a group scored in the 49<sup>th</sup> percentile. On an individual basis, one student scored in the 95<sup>th</sup> percentile, but the other three scored much lower percentile-wise. One student scored in the 12<sup>th</sup> percentile, which brought down the overall class average. Without the one low score, the average as a group would have been 535. Clearly this student did not give his or her best effort on the ACAT test.

ACAT Results—Fall 2022

<b>Historical Area by Class</b>			<b>Overall Performance by Each Student</b>	
Area	Std Score	%ile		Std Score %ile
US 1820 to 1890	439	27	Student 1	435 26
US Colonial to 1763	532	63	Student 2	666 95
US military/Diplomatic	490	46	Student 3	382 12
US 1763 to 1820	541	66	Student 4	504 54
<b>OVERALL</b>	498	49		

*Spring 2023*

The overall ACAT scores improved in the spring of 2022. The group standard score was 519 and the group scored in the 58<sup>th</sup> percentile. One student’s performance is especially noteworthy as he/she scored in the 99<sup>th</sup> percentile! Again, as in the fall, one student scored very low and ranked in the 10<sup>th</sup> percentile. If the lowest score is removed, then the group average rises to 548.

ACAT Results—Spring 2023

<b>Historical Area by Class</b>			<b>Overall Performance by Each Student</b>	
Area	Std Score	%ile		Std Score %ile
US 1820 to 1890	537	64	Student 1	372 10
US Colonial to 1763	496	48	Student 2	518 57
US military/Diplomatic	520	58	Student 3	734 99
US 1763 to 1820	516	56	Student 4	519 58
<b>OVERALL</b>	519	58	Student 5	525 60
			Student 6	446 29

***Exit Interview Survey***

The question on the Exit Interview Survey that directly corresponds with SLO-3 reads:

*How satisfied are you that the history program provided you with historical general factual knowledge? (SLO-3)*

Exit Interview Survey Results Fall 2022

Question/SLO	Very Satisfied	Satisfied	Dissatisfied	Very Dissatisfied
<b>N=3</b>				
3--SLO3	3			

Exit Interview Survey Results Spring 2023

Question/SLO	Very Satisfied	Satisfied	Dissatisfied	Very Dissatisfied
<b>N=6</b>				
3--SLO3	5	1		

**Alumni Survey-2023 Results**

As part of its Program Review in 2022-2023, the History Department conducted an electronic alumni survey using Qualtrics. Several of the questions in the 2023 survey relate directly to the History Department's SLOs. Therefore, the department will include the results in assessing the program's success for the 2022-2023 academic year. The question that corresponds to SLO-3 is:

*How satisfied are you that the history program provided you with historical general factual knowledge?*

<b>N=75</b>	<b>Extremely Satisfied</b>	<b>Somewhat Satisfied</b>	<b>Neither Satisfied or Dissatisfied</b>	<b>Somewhat Dissatisfied</b>	<b>Extremely Dissatisfied</b>
	78.67 % (59)	17.33 % (13)	1.33 % (1)	1.33% (1)	1.33 % (1)

**Use of Results to Improve Outcomes:**

The charts above indicate that over the past five years, the students as a class have scored above 500 in a majority of semesters (5 of 9). As mentioned above, poor performance by even one student can bring down a classes' overall score. The History Department continues to explore ways to bring up the individual student scores and meet its objectives. The history faculty recently discovered that one of the main issues partially responsible for the poor student performance on the ACAT exams, is that past exams have focused solely on American history content areas. However, approximately half of history majors focus on European history, and as a result, take far more courses in European history than in American history. Therefore, by administering American-focused ACAT examinations to all history majors, regardless of their concentration, the department is setting up some students to perform poorly on the exam. Therefore, beginning in Fall 2023, the History Department will administer the American-focused ACAT exam to the Americanists students and the European-focused ACAT exam to the Europeanists students. This should improve scores. Furthermore, faculty continue to consider ways to encourage the students to take the exam more seriously. Some have assigned some weight to the exam

in calculating the course's final grade or by excusing students from an assignment if they score high. The issue here is that the ACAT scores usually arrive after the semester has ended, depriving faculty the opportunity to weigh the students' scores in their final grades. Beginning in 2023, the History Department has decided to administer the exam much earlier, allowing the scores to be received before the end of the semester and to be figured into the students' final course grades.

### **Summative Evaluation:**

The History Department had a challenging, yet successful academic year. The department went through a Program Review, earning a 100 percent score in every category. The department conducted an alumni survey as part of the Program Review, its first since 2009, and the results confirmed that the history program is succeeding in preparing its majors for a variety of occupations. In addition, the department conducted a successful faculty search to replace Dr. Michael Birdwell, who passed away during the Spring 2022 semester. Other highlights include the achievements in SLO 1, SLO 2, and SLO 3 mentioned in above.

Exit interviews also indicate that the History Department is succeeding in its mission. The chair of the History Department conducted an exit interview with three students who graduated at the end of fall 2022 and with six who graduated in the spring of 2023. Overall, each expressed praise for the history program, the history courses they took, and their history professors. Some of the comments included:

*"The history professors are very approachable"*

*"liked the variety of course offered"*

*"workload was appropriate for upper-division courses"*

*"especially pleased with the faculty mentoring"*

*"I made the right decision being a history major at TTU"*

*"overwhelmingly positive experience"*

*"great experience—would recommend others come to TTU for a history degree"*

*"enjoyed all of the history professors I took"*

*"enjoyed the experience overall—no regrets"*

*"good experience—would do over again"*

The History Department held its annual assessment meeting on May 4, 2023, during which the faculty members discussed the assessment results from the previous academic year. The history faculty recognize that the department did not meet its Student Learning Outcome goals in 2022-2023 and that opportunities for improvement exist. Students in the Senior Seminar, even those who scored "A's," could improve in crafting effective and clear arguments, composing a compelling narrative, and formatting sources properly. Faculty will continue to stress these skills and others in the Senior Seminar as well as other upper-division history

courses. Faculty must also find a way to encourage to improve the ACAT examination scores. Scoring in the 10<sup>th</sup> and 12<sup>th</sup> percentiles is simply unacceptable for any senior history major who is completing his or her program requirements. And, more student involvement in extra-curricular activities is a must. The history faculty will be working on all of these in the coming academic year.

### **Assessment Plan Changes:**

#### SLO-1 Ability to Research and Write Proficiently

History majors in their senior year will demonstrate the ability to research and write a scholarly paper of professional quality, and 75 percent will score a "B" (up from 70 percent scoring a "C" or higher last year) or higher in History 499X, the senior seminar course, and 100 percent will acknowledge on the Senior Exit Exam Survey that they are "Very Satisfied" with their ability to research and write proficiently (the Senior Exit Exam Survey outcome is new to 2022-2023).

Beginning in the 2023-2024 academic year, the History Department will require that every professor teaching the Senior Seminar course to complete the rubric for the class as a whole as well as for each individual student to enable the department to measure its success for this outcome better. Also, the department has adopted the identical grading rubric for History 3410 that is being used in History 499X Senior Seminar, and it will implement this in the fall of 2023. This will ensure that students are being taught the skills listed on the rubric during History 3410, usually a major's first history course. Furthermore, these skills are now to be emphasized in all upper-division history courses students take prior to taking the Senior Seminar course. Using the same rubric allows the chair to compile the results more easily and share them with the faculty during the end-of-the year assessment meeting. Also, the use of the matching rubrics will allow the history faculty to compare individual students' performance on these skills for both 3410 and 499X.

#### SLO-2 Participation in Extracurricular Activities

The goal is that 50 percent of majors will participate in extra-curricular activities/events and 100 percent will acknowledge ("Very Satisfied") on the Senior Exit Exam Survey that they possess an interest in pursuing history beyond the classroom. (Both of these outcomes are new to 2022-2023.)

The History Department's SLO-2, *Exploring History Beyond the Classroom*, is an outcome that is important but difficult to measure. The best ways to gauge this, we have found, is to track student participation in history-related events and, frankly, by asking the students about it during their Exit Interview. To involve more students, the History Department will build on the success the History Club and Phi Alpha Theta had in 2022-2023 by arranging more activities and field trips to entice more students to participate. Also, professors will announce these opportunities in each of our classes and encourage students to attend.

### SLO-3 Obtain General Faculty Knowledge

This will be demonstrated by 100 percent of majors scoring at or above 500 (the national average) on the ACAT Examination each semester and 100 percent acknowledging on the Exit Interview Survey that they are "Very Satisfied" with the general factual knowledge they have obtained as a history major. (Both of these outcomes are new to 2022-2023)

The History Department continues to explore ways to bring up the individual student scores and meet its objectives. The history faculty recently discovered that one of the main issues partially responsible for the poor student performance on the ACAT exams, is that past exams have focused solely on American history content areas. However, approximately half of history majors focus on European history, and as a result, take far more courses in European history than in American history. Therefore, by administering American-focused ACAT examinations to all history majors, regardless of their concentration, the department is setting up some students to perform poorly on the exam. Therefore, beginning in Fall 2023, the History Department will administer the American-focused ACAT exam to the Americanists students and the European-focused ACAT exam to the Europeanists students. This should improve scores. Furthermore, faculty continue to consider ways to encourage the students to take the exam more seriously. Some have assigned some weight to the exam in calculating the course's final grade or by excusing students from an assignment if they score high. The issue here is that the ACAT scores usually arrive after the semester has ended, depriving faculty the opportunity to weigh the students' scores in their final grades. Beginning in 2023, the History Department has decided to administer the exam much earlier, allowing the scores to be received before the end of the semester and to be figured into the students' final course grades.

#### Appendices:

Appendix 1: Curriculum Map History BA/BS

Appendix 2: Senior Seminar Rubric

Appendix 3: History Department Extracurricular Activity Attendance Sheet

Appendix 4: History Department Exit Interview Survey

Appendix 1: Curriculum Map History BA/BS

Basic Course	Short Title	SLO-1 Research & Writing	SLO-2 Appreciation of the Past	SLO-3 Factual Knowledge	Race/Gender Diversity & Citizenship	Global Awareness
1310	World Science		X	X		X
2010	Early US		X	X	X	
2020	Modern US		X	X	X	
2210	Early Western		X	X		X
2060	Race & Ethnic Stu.		X	X	X	
2070	African Am. Hist.		X	X	X	
2220	Modern Western		X	X		X
2310	Early World		X	X		X
2320	Modern World		X	X		X
3100	Tennessee History	X	X	X	X	
3360	US Military	X	X	X		X
3390	Civil Rights	X	X	X	X	
3410	Methods	X				
3420	Archives	X	X			
3430	Digital History		X			
3550	Ancient	X	X	X		X
3710	Spain	X	X	X		X
3720	Mexico	X	X	X	X	X
3900	Environmental	X	X	X		X
3910	Intro. Am. Indians	X	X	X	X	
4010	Colonial	X	X	X	X	
4020	Early Republic	X	X	X	X	
4030	Civil War	X	X	X	X	
4040	Gilded Age	X	X	X	X	
4050	Early 20 <sup>th</sup> Century	X	X	X	X	
4060	Postwar US	X	X	X	X	
4090	Popular Culture	X	X	X	X	X
4100	Appalachian	X	X	X		
4200	Old South	X	X	X	X	
4210	New South	X	X	X	X	
4230	Economic	X	X	X		
4250	US West	X	X	X	X	
4290	Science Tech	X	X	X		
4330	Religion	X	X	X		X
4350	Gender	X	X	X	X	
4360	US Social	X	X	X	X	
4380	Black Women	X	X	X	X	X
4390	African-American	X	X	X	X	X
4400	Film History	X	X	X		X
4420	Public History		X	X		
4440	Native American	X	X	X	X	
4470	Sports History	X	X	X	X	

4520	Medieval	X	X	X		X
4530	Renn/Reformation	X	X	X		X
4540	Abs/Enlightenment	X	X	X		X
4550	French Revolution	X	X	X		X
4560	19 <sup>th</sup> Century Eur.	X	X	X		X
4565	World War I	X	X	X		X
4570	World War II	X	X	X		X
4620	Russia/USSR	X	X	X		X
4630	Modern France	X	X	X		X
4640	Modern Germany	X	X	X		X
4650	Early England	X	X	X		X
4660	Modern England	X	X	X		X
4680	Holocaust	X	X	X		X
4690	British Commwlth	X	X	X	X	X
4710	Africa	X	X	X	X	X
4730	Middle East	X	X	X		X
4740	Japan	X	X	X		X
4750	China	X	X	X		X
4760	Vietnam	X	X	X		X
4790	Latin America	X	X	X	X	X
4800	Legal History	X	X	X		
4810	Scientific Contr.	X	X	X		
4880	History of Med.	X	X	X		
4890	History of Nursing	X	X	X		
4900	Topics	X	X	X		
4910	Directed Studies	X	X	X		
4940	Internship		X	X		
4990	Senior Seminar	X	X	X		

### Appendix 2: Senior Seminar Rubric

Name:	Excellent	Good	Emerging	Weak	Paper Grades	Comments
Course:						
Thesis						
Argument						
Primary						
Secondary						
Citations						
English						
Organization						
Context						
Critical						
Direction						

Additional Comments:



Appendix 4: History Department Exit Interview Survey

## History Department Exit Interview Survey

Very Satisfied

Satisfied

Dissatisfied

Very Dissatisfied

1. How satisfied are you that the history program provided you with historical general factual knowledge?

Very Satisfied

Satisfied

Dissatisfied

Very Dissatisfied

2. How satisfied are you that the history program taught you the proper way to conduct research and write effectively?

Very Satisfied

Satisfied

Dissatisfied

Very Dissatisfied

3. How satisfied are you with the history program furthering your desire to explore history outside of the classroom, i.e., visiting historical sites, reading history books, watching historical programs, browsing historical websites, etc.?