



COMPREHENSIVE ACADEMIC PROGRAM REVIEW

Note: Enter "NA" wherever data are not applicable or not available for the program under review.

Program Characteristics

Academic Program Name: **History and History Education**

Degree: **Bachelor of Arts (B.A.)**

Program CIP Code: **54.0101**

School and Department: **Liberal Arts - Department of History**

Time frame for this review: **2014/2015 – 2018/2019**

Date of last internal review: **May 2014**

Current date program reviewed for this report: **October 3, 2019**

Program Goal Statement and Student Learning Outcomes

Program goal statement:

The Bachelor of Arts degree with a major in History is designed to produce graduates who have knowledge of world, U.S., and regional history. The degree provides students with skills in research, writing, communication, interpretation, and analysis and prepares them for employment in public history, government and politics, international relations, business, and the media, including journalism and editing. Students are also prepared to pursue graduate degrees in a number of fields, including history, philosophy, law, and the social sciences. The Bachelor of Arts degree with a major in History (secondary certification option) is designed to prepare graduates for careers teaching history at the secondary education level.

1. The history major produces graduates who have a sound knowledge of American and world history.
2. The history major prepares graduates for further study in graduate or professional schools and for employment in fields requiring a firm foundation in interpretive, analytical, research, and communication skills or for employment in middle and secondary schools.

Program outcomes:

1. Students will gain acceptance into graduate or professional schools or find employment related to their degrees.
2. Students will express satisfaction with the quality of instruction in their history program of study.

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.



COMPREHENSIVE ACADEMIC PROGRAM REVIEW

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.



COMPREHENSIVE ACADEMIC PROGRAM REVIEW

Brief Assessment of Previous Program Review

Outcome of previous program review (brief narrative statement).

The previous comprehensive program review of the Bachelor of Arts in History and History Education concluded that the program was viable with many 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. During the 2013-2014 academic year, 75% of the history graduates secured employment related to their degrees or gained admission to graduate or professional schools within 10 months of graduation, and the program grew quickly from 88 majors during the first year of the program (2009) to 178 majors in 2013.

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

During Fall Semester 2014, the department began requiring history majors to enroll in HIST 3000: The Study of History as their first upper-level course. Students had been 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 courses. HIST 3000 is now a pre- or co-requisite to all 3000- and 4000-level courses.

The department also revised the curriculum so that history majors could complete a Liberal Arts minor without taking extra courses. In addition, the faculty converted a number of courses to an online or hybrid format to increase access for working students.

What changes or revisions have been made to the program, its curriculum, or its program/student learning outcomes since the last program review? Please include a follow-up discussion of the previous review's action plan?

Since the last program review, the History Department strengthened the program by adding a minor in African American Studies and by adding the following courses to the curriculum:

- HIST 3495: World War I Era (2014-2015)
- HIST 3500: World War II Era (2014-2015)
- HIST 3550: Modern Germany (2014-2015)
- HIST 3800: Civil Rights Movement (2014-2015)
- HIST 3160: The African Diaspora (2015-2016)
- HIST 3785: The American Presidency (2015-2016)
- HIST 3120: Modern Latin America (2016-2017)
- HIST 3810: African American Religions to 1860 (2017-2018)

In addition, the History Department deactivated the concentration in public history because of low enrollment.



COMPREHENSIVE ACADEMIC PROGRAM REVIEW

Student Demographics: History

Enrollment	Fall 2014	Fall 2015	Fall 2016	Fall 2017	Fall 2018	% Change
Headcount	63	67	74	66	62	-1.6%
FTE	54.33	62	67.25	60.5	55.33	1.8%
Enrolled Full-time	41	55	54	50	41	0%
Enrolled Part-time	21	12	20	16	21	0%
Female	23	30	33	28	28	21.7%
Male	40	37	41	38	34	-15.0%
Alaskan Native/Native American/American Indian	1	2	0	0	0	-100.0%
Asian, Hawaiian, Other Pacific Islander	1	1	0	0	0	-100.0%
Black/African-American	1	2	1	3	2	100.0%
Hispanic	4	5	6	7	6	50.0%
Multi-racial	2	1	0	1	1	-50.0%
Undeclared	0	0	0	0	0	0%
White	54	56	67	55	53	-1.9%

Student Demographics: History Education

Enrollment	Fall 2014	Fall 2015	Fall 2016	Fall 2017	Fall 2018	% Change
Headcount	91	84	80	84	70	-23.1%
FTE	83	78.17	70.67	74.08	61.67	-25.7%
Enrolled Full-time	67	64	52	55	46	-31.3%
Enrolled Part-time	24	20	28	29	24	0%
Female	29	24	27	27	22	-24.1%
Male	62	60	53	57	48	-22.6%
Alaskan Native/Native American/American Indian	0	1	0	0	1	-
Asian, Hawaiian, Other Pacific Islander	0	0	0	0	0	0%
Black/African-American	3	2	1	4	1	-66.7%
Hispanic	5	10	7	13	9	80.0%
Multi-racial	1	0	0	0	0	-100%
Undeclared	0	0	0	0	0	0%
White	82	71	72	67	59	-28.0%



COMPREHENSIVE ACADEMIC PROGRAM REVIEW

Analysis and comments on student demographics.

The numbers of students enrolled in the history and history education programs have decreased by 1.6% and 23.1%, respectively, over the last five years for an overall 14.3% reduction. The program grew quickly at first, but as other degree programs have been added, enrollment has declined but remained respectable.

The majority of students in the history major are male, though the percentages are higher for the history education option (69% of the history education majors are male; 54% of the history majors are male). The numbers of Hispanics enrolled in both the history and history education concentrations have increased over the past five years (a 50% increase in history and an 80% increase in history education). The number of black students enrolled in history has increased by 100% but decreased in history education by 66.7%. However, these percentages are not very meaningful given the small number of black students enrolled in these programs.



COMPREHENSIVE ACADEMIC PROGRAM REVIEW

Faculty Indicators of Program Quality	Fall 2014	Fall 2015	Fall 2016	Fall 2017	Fall 2018	% Change
School (not Department) faculty teaching in program	-	-	-	-	-	n/a
Full-time program faculty	7	8	8	8	8	14.3%
Part-time program faculty	4	4	3	6	5	25.0%
Total program faculty	11	12	11	14	13	18.2%
Percent of program classes taught by full-time program faculty	90%	90%	93%	87%	88%	-2.2%
Gender (full-time and part-time faculty)	Fall 2014	Fall 2015	Fall 2016	Fall 2017	Fall 2018	% Change
Male	7	8	8	10	10	42.9%
Female	4	4	3	4	3	-25.0%
Race/Ethnicity (full-time and part-time faculty)	Fall 2014	Fall 2015	Fall 2016	Fall 2017	Fall 2018	% Change
Alaskan Native/Native American/American Indian						
Asian, Hawaiian, Other Pacific Islander						
Black/African-American	1	1	1	1	1	0%
Hispanic						
Multi-racial						
Undeclared						
White	10	11	10	13	12	20.0%
Tenure Status (full-time faculty)	Fall 2014	Fall 2015	Fall 2016	Fall 2017	Fall 2018	% Change
Tenured	3	6	8	7	6	100.0%
On-tenure track	4	2	-	1	2	-50.0%
Non-tenure track	-	-	-	-	-	-
Rank (full-time faculty)	Fall 2014	Fall 2015	Fall 2016	Fall 2017	Fall 2018	% Change
Professor	3	3	3	2	1	-66.7%
Associate Professor	2	5	5	5	5	150.0%
Assistant Professor	2	-	-	1	2	0%
Instructor/Senior Lecturer/Lecturer	-	-	-	-	-	n/a



COMPREHENSIVE ACADEMIC PROGRAM REVIEW

Faculty Indicators of Program Quality

Highest degree (full-time faculty)	Fall 2014	Fall 2015	Fall 2016	Fall 2017	Fall 2018	% Change
Doctorate	7	8	8	8	8	14.3%
Specialist	-	-	-	-	-	-
Master's	-	-	-	-	-	-
Bachelor's	-	-	-	-	-	-
Associate's/Other	-	-	-	-	-	-

Provide additional details, analysis, and comments regarding faculty indicators of program quality.

The number of full-time Liberal Arts faculty teaching in the history program has remained relatively stable throughout the five years of this review period, showing a modest 14.3% increase. The majority of the faculty are male (77%), and almost all are white. The percentage of courses taught by full-time faculty has remained largely the same, and for the last two years, full-time faculty taught all of the department's upper-level courses.

The stability of the faculty can be seen in the increase in the number of full-time faculty who are tenured, a 100% increase. The percentage of faculty on-tenure track declined by 50%, as these faculty went on to earn tenure.

Other indicators of quality and stability are the increased percentages of the number of faculty who are now associate professors (a 150% increase). Since there has been very little faculty turnover in Liberal Arts, the decrease in the number of full professors is due to the number of retirements that have occurred in the past two years. In addition, all faculty who teach in the program have doctoral degrees, and all are actively engaged in professional development.

In addition, these faculty members have a strong presentation/publication record. Eighty-eight percent of the faculty presented, published, or both during the last academic year, and 100% participated in some form of professional development. Since 2015, the history faculty has collectively averaged over 90 professional development activities per year, with faculty members participating in over 95 professional development activities last academic year (2018-2019) alone.



COMPREHENSIVE ACADEMIC PROGRAM REVIEW

Indicators of Measures of Quality

Student Input	Fall 2014	Fall 2015	Fall 2016	Fall 2017	Fall 2018	% Change
Mean ACT score History	22	21	21	21	22	0%
Mean ACT score History Education	20	20	21	20	21	5.0%
Mean SAT score History	1010	1020	1040	1000	1020	1.0%
Mean SAT score History Education	1000	970	960	920	930	-7.0%

If applicable to your degree program, provide any additional external quality assurance data/information or results (e.g., professional accreditation results, National Survey of Student Engagement [NSSE], market rankings, etc.).

The Bachelor of Arts in history is not accredited by any specialized accrediting agencies. The history education concentration, however, is reviewed by the Georgia Professional Standards Commission and was most recently approved in Spring 2019. The mean ACT scores have remained the same for the B.A. in history and have increased by 5% for the history education option. While the SAT scores for the B.A. in history have remained relatively the same, the scores for students electing secondary certification have declined by 7%.



COMPREHENSIVE ACADEMIC PROGRAM REVIEW

Indicators of Measures of Quality

Student Output	Fall 2014	Fall 2015	Fall 2016	Fall 2017	Fall 2018	% Change
Exit scores on national/state licensure (If applicable)	n/a	n/a	n/a	n/a	n/a	n/a
Graduating majors' mean GPA: History	3.07	3.21	3.35	3.09	3.32	8.1%
Graduating major's mean GPA: History Education	3.28	3.24	3.53	3.43	3.40	3.7%
Employment rate of graduates/Entering graduate professional programs: History and History Education Combined	72%	56%	79%	63%	70%	-2.8%
Number of students entering graduate/professional programs Note: We combine employment and further graduate study into one set of percentages. See "Employment rate of graduates/Entering graduate/professional programs" on the line above this entry.	n/a	n/a	n/a	n/a	n/a	n/a

Describe the extent to which students have achieved current program outcomes during this program review cycle (most recent year).

Results for 2018-2019

Program Outcome	Target	Assessment
1. Students will gain acceptance into graduate or professional schools or find or continue employment related to their degrees.	In their responses on the History Program Exit Survey and in follow-up surveys four to eight months after graduation, 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>Target: Met.</p> <p>History Program Exit Surveys were distributed to graduating history students at the end of Fall Semester 2018 and Spring Semester 2019. Of the 23 graduating students, 16 (70%) returned completed surveys. In their responses on the History Program Exit Survey and in follow-up surveys four to eight months after graduation, 70% of graduating seniors (16/23) reported that they had found a position or that they had gained acceptance into a graduate or professional program. Some of the positions held by these graduates include administrative assistant, assistant to a major political party, museum educator, and teaching positions at local schools, including North Murray High School, North Whitfield Middle School, Southeast High School, and Ridgeland High School, among others. Several graduates were also accepted into graduate school at Kennesaw State University, Valdosta State University, and the University of Georgia's Law School.</p>



COMPREHENSIVE ACADEMIC PROGRAM REVIEW

<p>2. Students will express satisfaction with the quality of instruction in their history program of study.</p>	<p>Students' level of satisfaction with the program will be measured by their responses on the History Program Exit Survey questions that pertain to perceptions of faculty and program quality. The survey will be administered in the capstone course.</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 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>Target: Met.</p> <p>History Program Exit Surveys were distributed to graduating history students at the end of Fall Semester 2018 and Spring Semester 2019. Of the 23 graduating students, 16 (70%) returned completed surveys. Of these, 100% agreed that the program met (31%; 5/16) or exceeded (69%; 11/16) their expectations. On these same surveys, 100% of the graduates rated the quality of instruction in preparing them for further education as good (31%; 5/16) or excellent (69%; 11/16). In addition, 81.5% of the graduates rated the quality of instruction in preparing them for their first job after graduation as good (12.5%; 2/16) or excellent (68.75%; 11/16), and 3 (18.75%) rated the quality as average. In addition, 100% of the graduates rated the quality of instruction by faculty as good (25%; 4/16) or excellent (75%; 12/16). When the percentages for program expectations, quality of instruction for further education, quality of instruction in job preparation, and overall instruction are combined, overall graduate satisfaction for the 2018-2019 academic year was 95%. When the three percentages related to quality of instruction alone are averaged, they indicate that graduate satisfaction with quality of instruction was 94%. Thus, the target was met.</p>
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Describe the extent to which students have achieved current student learning outcomes during this program review cycle (most recent year).

Results of the 2018-2019 assessment of program-specific learning outcomes are listed in the table below. Previous years' findings can be found in Weave online for each of the years covered by this program assessment, and assessments of the individual course that comprise the curriculum are available in Weave as well.



COMPREHENSIVE ACADEMIC PROGRAM REVIEW

2018-2010

Student Learning Outcome	Target	Assessment
<p>1. Students will demonstrate a broad knowledge of history and its role in society.</p>	<p>The Department of History developed a History Major Content Exam that was first administered during Fall Semester 2013. The exit exam consists of 50 multiple choice questions, with half of the questions covering concepts in world history and half covering concepts in American history. Students enrolled in the Senior Research Seminars (HIST 4920 and HIST 4930) take the exam prior to the end of the course.</p> <p>Upon completion of their history content courses, 70 percent of history majors will demonstrate a broad knowledge of history and its role in society by achieving an 80 percent or better on the History Major Content Exam.</p>	<p>Target Met: When the total number of students in the Fall 2018 and Spring 2019 capstone courses is combined, 71.4% of the graduates earned an 80% or better.</p>
	<p>Upon completion of their history content courses and during the final term of their professional education sequence, history education majors will pass the GACE history exam at rates equal to or better than the state average.</p>	<p>Target Not Met: During the 2018-2019 academic year, all nine students who graduated with the B.A. degree in history with an emphasis in secondary education took the GACE history content exam, which is divided into two parts. Part I of the exam includes two subareas: 40% of the questions pertain to World History to 1450 C.E. and 60% of the questions pertain to World History to the present. Part II of the exam includes three subareas: 40% of the questions pertain to United States history to 1877, 40% pertain to United States history from 1877 to the present, and 20% of the questions pertain</p>



COMPREHENSIVE ACADEMIC PROGRAM REVIEW

		<p>to Georgia History. Five out of nine students, or 56%, passed the content exams at the professional level and all did so on the first attempt. As the results are not equivalent to or better than the state average of 67%, the plan of action is for the History Department's Education Liaisons to be available to assist GACE-preparing students who have specific content questions. It is hoped that this will strengthen student knowledge of content even more.</p>
<p>2. Students will demonstrate the ability to think critically by analyzing and interpreting situations, events, practices, or historical texts.</p>	<p>Students enrolled in HIST 4920 and 4930 complete a major research project which is the basis for this assessment.</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 final research project which includes their ability to analyze and interpret historical evidence.</p>	<p>Target Not Met: During Fall 2018, 50% of students (4 of 8) met the goal of earning an 80 or better, and during Spring 2019, 67% of students (4 out of 6) earned an 80% or better. This is an average of 57%. Thus, students in the two senior seminars taught during the 2018-2019 academic year did not successfully demonstrate the ability to think critically. The faculty who teach the capstone class have devised action plans to improve students' success. These plans are detailed in the course assessments of HIST 4920 and HIST 4930 in Weave online.</p>
<p>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.</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,</p>	<p>Target Met: When the total number of students in the Fall 2018 and Spring 2019 capstone courses is combined, 79% of the graduates earned an 80% or better on the writing component of their final research papers, indicating that the target of 70% earning an 80% or better was met.</p>



COMPREHENSIVE ACADEMIC PROGRAM REVIEW

	<p>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>4. Students will demonstrate competence in oral communication, presenting ideas, perspectives, and arguments in an effective manner.</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 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>Target Met: When the total number of students in the Fall 2018 and Spring 2019 capstone courses is combined, 93% of the graduates demonstrated competence in oral communication by earning an 80% or better on their capstone presentations.</p>
<p>5. Students will demonstrate an ability to use research and technology effectively in communication and scholarship.</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 research component of their research project which includes their ability to gather evidence from a variety of primary and secondary sources.</p>	<p>Target Met: When the total number of students in the Fall 2018 and Spring 2019 capstone courses is combined, 86% of the graduates demonstrated competence in using research and technology effectively in communication and scholarship by earning an 80% or better on their annotated bibliographies.</p>



COMPREHENSIVE ACADEMIC PROGRAM REVIEW

Indicators of Measures of Quality

If available, provide additional information and/or results of other indicators of quality related to student output such as completer satisfaction surveys, employer satisfaction surveys, stakeholder satisfaction surveys, completion and continuation rates, attrition rates, starting salaries of graduates, etc.

History Program Exit Surveys consistently show high levels of graduating student satisfaction. The Fall Semester 2018 and Spring Semester 2019 surveys showed that 100% of the graduating seniors agreed that the program met (31%; 5/16) or exceeded (69%; 11/16) their expectations, all graduates rated the quality of instruction in preparing them for further education as good (31%; 5/16) or excellent (69%; 11/16), and all graduates rated the quality of instruction by faculty as good (25%; 4/16) or excellent (75%; 12/16).

In addition, history and history education graduates have had consistently high grade-point-averages for the past five years, with no year falling below a 3.0. In fact, the mean GPA for history graduates increased by 8.1% and increased by 3.7% for history education majors.

Describe efforts undertaken to achieve and maintain curricular alignment within the program and currency to the discipline.

The History Department has strengthened the program by adding a minor in African American Studies and by adding courses that expand students' world view (for example, Modern Germany, Modern Latin America, The African Diaspora, and African American Religions). Courses on the American Presidency and the Civil Rights Movement also strengthen students' background in U.S. perspectives.

Indicators of Measures of Viability

Internal Demand for the Program	Fall 2014	Fall 2015	Fall 2016	Fall 2017	Fall 2018	% Change
Number of students enrolled in the degree program: History	63	67	74	66	62	-1.6%
Number of students enrolled in the degree program: History Education	91	84	80	84	70	-23.1%
Number of students who applied to the program (if applicable)	n/a	n/a	n/a	n/a	n/a	n/a
Number of students admitted to the program (if applicable)	n/a	n/a	n/a	n/a	n/a	n/a
Percent of classes taught by full-time faculty	90%	90%	93%	87%	88%	-2.2%

Describe additional details as deemed appropriate.

The number of students enrolled in the BA in History (without teacher certification) has declined slightly (by 1.6%) over the last five years. To address the slight decline in the number of BA in History (without teacher certification) majors, the History Department has sent letters to high achieving students enrolled in survey courses, encouraging those students to pursue history as a major. In addition, the History Department's



COMPREHENSIVE ACADEMIC PROGRAM REVIEW

Student Outreach Committee is seeking ways to increase the department's visibility on campus, beginning with the erection of a bulletin board and faculty lectures on campus.

Nationally, the number of students who choose history education has declined by 23.1%. According to a 2017 U.S. Department of Education report, the percentage of students completing teacher preparation programs declined nationally by 20.6% from 2008-2009 to 2015-2016 (see Emma Garcia and Elaine Weiss, "U.S. Schools Struggle to Hire and Retain Teachers," *Economic Policy Institute*, 16 April 2019, <https://www.epi.org/publication/u-s-schools-struggle-to-hire-and-retain-teachers-the-second-report-in-the-perfect-storm-in-the-teacher-labor-market-series/>; Accessed 09 Sept. 2019). Thus, the decline in student enrollment in Dalton State's teacher certification program appears to be part of a national trend. In addition, Dalton State students tend to be somewhat frustrated by the natural inflexibility of the teaching certification program, which requires students to take classes in specific blocks. To ease student frustration with the challenges of a structured program such as this, the History Department makes education students' history classes available at days/times that do not conflict with their required education classes. Moreover, to alleviate education students' anxiety related to the GACE exam, the History Department has selected five faculty members with expertise in the five GACE subject areas—World History to 1450, World History Since 1450, US History to 1877, US History Since 1877, and Georgia History—and identified them as liaisons who provide assistance to education students who need it. The Dean of Education is aware of these liaisons and has agreed to share this information with history education students. To further reduce education students' anxiety, the History Department has also agreed to sponsor GACE workshops. The idea of GACE workshops had previously been rejected due to the initial suggestion of holding workshops as review sessions, which would have been too difficult to accomplish. However, in Fall 2019, two history faculty members—one US and one World historian—agreed to hold gatherings of students to address GACE expectations and answer general questions regarding the exam in an effort to reduce student anxiety, improve GACE exam pass rates, and increase student confidence in their choice of education as worthy and achievable major/profession.

Indicators of Measures of Productivity

Graduation	2014-15	2015-16	2016-17	2017-18	2018-19	% Change
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COMPREHENSIVE ACADEMIC PROGRAM REVIEW

Number of degrees conferred: History	13	11	13	13	14	7.7%
Number of degrees conferred: History Education	12	5	6	6	9	-25.0%
Total student credit hours earned: History	128	121.07	112.27	116.71	119.42	-6.7%
Total student credit hours earned: History Education	118.66	125.18	125.8	110.5	108.8	-8.3%

Describe any institutional-specific factors impacting time to degree.

The number of degrees conferred for the B.A. degree in history has remained relatively stable though the percentage of students completing the degree in history education has declined. The history education program is a lock-step program, so if a student falls behind a semester, graduation can be delayed a whole year. However, the overall decrease in average credit hours earned suggests that students are choosing their majors earlier and staying on track for graduation.

Evidence of Program Viability

Based on evidence from **ALL of the above** information, data, and analysis, discuss whether continued resources should be devoted to this program. This discussion must be evidence-based. Your comments should



COMPREHENSIVE ACADEMIC PROGRAM REVIEW

consider external factors and address questions 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 program faculty members in contact with employers and getting back feedback on graduates' job performance? Do employers state or suggest a need for changes in the program?

While the percentage of history education graduates declined, the number of these graduates slowly increased from the 2015-2016 academic year onward. These graduates also achieved successful rates of employment. Of the 2017-2018 history education graduates, 83% are currently employed in education; for those from the 2018-2019 graduating class, 78% are currently employed in education. When education graduates' numbers are combined with the BA in History without teaching certification graduates, 70% of Dalton State BA in History students who graduated from the history program in 2018-2019 gained employment related to their degrees or were accepted into graduate or professional schools. Based on their success in employment and graduate school acceptance, the BA in history is a viable program well deserving of continued resources.

The History Department attempted to acquire employer feedback in the past and was largely unsuccessful, as not enough employers returned surveys to provide an accurate assessment. Anecdotal evidence, however, suggests that the department has a positive reputation in the community. At the Spring 2019 commencement, the Superintendent of Trion City Schools, Dr. H. Phillip Williams, approached faculty to say Trion was looking for a history teacher, and he asked that his contact information be shared with education graduates. That Dalton State graduates were specifically solicited for employment by a school superintendent is but one very positive indicator of the program's success.



COMPREHENSIVE ACADEMIC PROGRAM REVIEW

Program Strengths and Weaknesses

Based upon this review, what are the strengths and weaknesses of the program?

Strengths:

1. Students are surveyed every semester on their satisfaction with the program, and these data indicate high levels of satisfaction.
2. The mean grade point averages for graduates of both the history and history education programs are strong, above a 3.0 for each of the past five years.
3. The majority of graduates we were able to contact have found employment and/or a place in graduate studies.
4. Full-time program faculty are experts in their fields, with 100% of full-time faculty holding doctorate degrees and engaging in continued professional development and research.

Weaknesses and concerns:

1. There has been a 1.6% decline in student enrollment in the BA in History degree program since Fall 2014.
2. There has been a 23.1% decline in student enrollment in the BA in History with teacher certification degree program since Fall 2014.

Recommendations for Follow-Up and/or Action Plans (if needed)

Issue/Concern:

The 1.6% decline in the number of majors in the BA degree in History and the 23.1% decline in the number of majors in the BA degree in History Education are issues of concern.

Specific action(s):

To address the slight decline in the number of BA in History (without teacher certification) majors, the History Department has sent letters to high achieving students enrolled in survey courses, encouraging those students to pursue history as a major. In addition, the History Department's Student Outreach Committee is seeking ways to increase the department's visibility on campus, beginning with the erection and maintenance of a bulletin board that showcases faculty profiles, career opportunities, job shadowing programs, and the new history club and the development of a new history faculty lecture series on campus.

To ease education students' frustration with the structured education course blocks, the History Department has and will continue to schedule education students' history classes at days/times that do not conflict with their required education classes. Also, to alleviate education students' anxiety related to the GACE exam, the History Department has selected five faculty members with expertise in the five GACE subject areas—World History to 1450, World History Since 1450, US History to 1877, US History Since 1877, and Georgia History—and identified them as liaisons who provide assistance to education students who need it. The Dean of Education is aware of these liaisons and has agreed to share this information with history education students. To further reduce education students' anxiety, the History Department has also agreed to sponsor GACE



COMPREHENSIVE ACADEMIC PROGRAM REVIEW

workshops. The idea of GACE workshops had previously been rejected due to the initial suggestion that these workshops be review sessions, which would have been too difficult to accomplish. However, in Fall 2019, two history faculty members—one US and one World historian—agreed to hold gatherings of students to address GACE expectations and answer general questions regarding the exam in an effort to reduce student anxiety, improve GACE exam pass rates, and increase student confidence in their choice of education as worthy and achievable major/profession.

Expected outcomes:

The expected outcome is an increase in the percentage of students who enroll in the BA in History (without teacher certification) and BA in History (with teacher certification) programs.

Time frame for achievement:

While the process will be ongoing, increased enrollment will be achieved within three years to five years.

Person(s) responsible:

Dr. Tammy Byron is responsible for ensuring the implementation of these actions, but the entire department will participate in various capacities.

Resources needed: none.



COMPREHENSIVE ACADEMIC PROGRAM REVIEW

Prepared by: Mary Nielsen and Tammy Byron

Signature Mary Nielsen Tammy Byron Date: Oct. 3, 2019

Dean's Approval:

Signature: Mary Nielsen Date: Oct. 3, 2019

Approval of the Chair of the DSC Comprehensive Program Review Committee:

Signature: Mary Nielsen Date: 10/3/19

Vice President of Academic Affairs (VPAA) Categorical Summation:

Check any of the following to categorically describe action(s) the institution will take concerning this program.

- Program **MEETS** Institution's Criteria
 - Program is critical to the institutional mission and will be retained.
 - Program is critical to the institutional mission and is growing, or a high demand field, and thus will be enhanced.
- Program **DOES NOT MEET** Institution's Criteria for continuation.
 - Program will be placed on monitoring status.
 - Program will undergo substantive curricular revisions.
 - Program will be deactivated.
 - Program will be voluntarily terminated.
 - Other (Please elaborate):

VPAA Signature: Adrian Epps Date: 10/9/19

Adrian L. Epps, Ed.D.
Interim Provost and Vice President for Academic Affairs
Dalton State College