



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/History Secondary Education

Degree: Bachelor of Arts (B.A.)

Program CIP Code: 54.0101

School and Department: School of Arts and Sciences, Department of Social Sciences and History

Time frame for this review: Fall 2018 – Summer 2023

Date of last internal review: October 2019 (for 2014-2019)

Current date program reviewed for this report: February 29, 2024

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, American, 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, the media, including journalism and editing, and other fields. Students are also prepared to pursue graduate degrees in numerous fields, including history, philosophy, law, and the social sciences. The Bachelor of Arts degree with a major in History/Secondary Education 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.



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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.



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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/Secondary Education concluded that the program was viable with many strengths, including student satisfaction with the program, a strong mean grade point average above 3.0 for the five years under review, and the presence of dedicated faculty experts who seek continual improvement through research and professional development. While the program did see a slight decline in student enrollment (-1.6%) from 2014 to 2018, History and History/Secondary Education students consistently found employment upon graduation or shortly thereafter or received acceptance to graduate school.

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

Most of the improvements for History and History/Secondary Education majors, which have occurred since the last program review, fall under the changes or revisions made to the curriculum and student learning outcomes listed below. In summary, program faculty increased outreach efforts. Despite a decrease in students in the two majors during the COVID-19 pandemic, the number of history students has increased by 9% (with only 10 fewer students in the program than the highest year in the prior report). Additionally, the program made some curricular changes to improve student progression through the two degrees, and although, AY 2022-2023 showed a low number of graduates, the program is on target to more than double the number of graduates in AY 2023-2024.

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.

During the last comprehensive program review, the major concern identified by the program coordinator related to the decline in enrollment in for the B.A. History and B.A. History/Secondary Education degrees. At that time, the department created a Student Outreach Committee to increase the program's visibility on campus. The committee's efforts included maintaining a bulletin board with information on the degrees. Information on prospective employment/possible graduate programs, and promoting the History Club among other things. While the COVID-19 pandemic blunted some of the efforts, faculty have continued their work to effectively recruit students. More work can certainly be done in this area to ensure the success of their efforts does not taper off.

Additionally, the department has worked to effectively schedule classes to avoid conflicts between different history classes students might want to take and between the history and education classes students need to take. Furthermore, the department designated faculty members as liaisons for education students preparing for the GACE Tests. Faculty members held GACE preparation sessions through AY 2021-2022. The program did not hold sessions in AY 2022-2023 due to low interest/declining student attendance in the sessions.



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To address on-going concerns about student performance on the GACE Tests, especially the world history test, the history program evaluated its required curriculum for history education students. In AY 2021-2022, program faculty reviewed the courses the program required student to take. Based on their conclusions, the program made three key changes: (1) realign the European history sequence, (2) realign the non-American/non-European history sequence, and (3) give students greater flexibility in world history electives. The first two changes addressed logical inconsistencies in the categorization of upper-level electives while the third change addressed limitations on student flexibility in choosing electives, which resulted in bottlenecks as far as progression. The new requirements went into effect beginning with AY 2023-2024. For students listed under previous catalogs we have been completing course substitutions as needed to help with progression toward graduation.

In addition to the above changes to the curriculum, in the last five years program faculty also initiated other adjustments to the program's requirements to ensure students could effectively progress through their program after having identified some confusion about, and bottlenecks in, the curriculum.

- (1) Created three new courses, HIST 3300, HIST 3560, and HIST 3470 as non-US history electives for both B.A. History and B.A. History/Secondary Education students (the last of which was part of the realignment of the European history sequence) and added HIST 3725 as a US history elective for the B.A. History/Secondary Education students.
- (2) Reduced the upper-level history electives for B.A. History students from 12 to 9 credit hours and increased the general liberal arts electives from 12 credit hours to 15 credit hours. The change allowed students interested in pursuing a liberal arts-themed minor (like English or Communication) to do so without exceeding the standard 120 credit hours for a degree.
- (3) Updated the language on pre-requisites and co-requisites for all 3000- and 4000-level courses related to HIST 3000: The Study of History (Research Methods). Rather than having some courses list HIST 3000 as a pre-requisite and some courses list HIST 3000 as a co-requisite, now all courses list HIST 3000 as a pre-requisite or co-requisite, which allows greater flexibility in choosing courses as students matriculate into their major-related courses.
- (4) Revised the structure for the senior seminar in history beginning in AY 2023-2024. Rather than having one seminar dedicated to European history and one seminar dedicated to American history, there will be one seminar course for all students. The change benefits students by freeing up a full-time faculty member to teach another elective course in their rotation, which helps provide students with enough courses each semester to progress toward their degree.

The Department of Social Sciences and History supported the deactivation of one concentration and one minor supported primarily by faculty in the department. The decisions came primarily due to low enrollment though in both cases they also reflected other changes on campus outside the department's control. In 2018, the department deactivated the public history concentration after changes at the Bandy Center made it difficult for existing faculty to offer the necessary courses. In 2021, the department deactivated the geography



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minor. The creation of an A.A. Ecotourism Pathway required changing some upper-level geography courses into lower-level courses. Therefore, the College no longer offered enough upper-level geography courses to sustain the minor. Additionally, the deactivation allowed the faculty member teaching those courses to focus on developing a major in sustainability.

As part of a college-wide effort in AY 2022-2023 to review SLOs, the history faculty proposed minor modifications to its student learning outcomes linked to the following program goal: the history major produces graduates who have knowledge of American and world history. The new outcomes (listed below) clarify expectations on what students will learn through their major-related courses. The Assessment Committee approved the revised learning outcomes and assessment strategy in March 2023, and the Academic Program Committee approved both at its meeting in May 2023. These outcomes as well as the new common rubric to measure student achievement will be used for the first time in AY 2023-2024.

- (1) Students will demonstrate a broad knowledge of history and its role in society.
- (2) Students will analyze and interpret situations, events, practices, or historical texts.
- (3) Students will implement effective research strategies in their scholarship.
- (4) Students will present substantial historical material through well-organized writing.
- (5) Students will synthesize ideas, perspectives, and arguments orally in an effective manner. (B.A. History Only)



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Student Demographics						
Enrollment	Fall 2018	Fall 2019	Fall 2020	Fall 2021	Fall 2022	% Change
Headcount	132	106	120	135	144	9%
FTE	117.00	92.83	103.42	123.92	132.42	13.2%
Enrolled Full-time	87	67	74	102	107	23%
Enrolled Part-time	45	39	46	33	37	-18%
Female	50	35	38	43	40	-20%
Male	82	71	82	92	104	27%
Alaskan Native/Native American/American Indian	1	0	0	0	3	200%
Asian, Hawaiian, Other Pacific Islander	0	1	1	1	1	N/A
Black/African-American	3	1	0	0	0	-100%
Hispanic	15	16	24	26	13	-13%
Multi-racial	1	1	0	0	1	0%
Undeclared	0	3	2	24	3	N/A
White	112	84	93	84	123	10%

Analysis and Comments on Student Demographics.

The combined number of students enrolled in the History and History/Secondary Education programs has increased by 9% over the last five years. Fall 2019 represented one of the lowest program enrollments since the start of the program in Fall 2009. Since that point, however, the number of students has steadily rebounded with more students enrolled on a full-time basis than on a part-time basis.

In terms of student demographics, consistent with prior reports, most students in the History and History/Secondary Education programs are white (85% for Fall 2022) and male (72% for Fall 2022). The number of Hispanic students increased for Fall 2020 before decreasing in Fall 2022 (representing -13% over the five-year period). The number of African American students has decreased; the number of Asian, Hawaiian, Other Pacific Islander students has remained consistent; and the number of Alaskan Native/Native American/ American Indian students has increased. The percentages for those groups are not particularly meaningful, given the small number of non-Hispanic minorities in the program and within the institution.



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Faculty Indicators of Program Quality	Fall 2018	Fall 2019	Fall 2020	Fall 2021	Fall 2022	% Change
School (not Department) faculty teaching in program (excluding Areas A through E)	0	0	0	0	0	0%
Full-time program faculty	8	7	8	7	6	-25%
Part-time program faculty	5	4	3	3	3	-40%
Total program faculty	13	11	11	10	9	-31%
Percent of program classes taught by full-time program faculty	87%	88%	91%	90%	88%	1%
Gender (full-time and part-time faculty)	Fall 2018	Fall 2019	Fall 2020	Fall 2021	Fall 2022	% Change
Male	10	9	8	7	7	-30%
Female	3	2	3	3	2	-33%
Race/Ethnicity (full-time and part-time faculty)	Fall 2018	Fall 2019	Fall 2020	Fall 2021	Fall 2022	% Change
Alaskan Native/Native American/American Indian	0	0	0	0	0	0%
Asian, Hawaiian, Other Pacific Islander	1	0	1	0	1	0%
Black/African-American	1	1	1	1	1	0%
Hispanic	0	0	0	0	0	0%
Multi-racial	0	0	0	0	0	0%
Undeclared	0	0	0	0	0	0%
White	11	10	9	9	7	-36%
Tenure Status (full-time faculty)	Fall 2018	Fall 2019	Fall 2020	Fall 2021	Fall 2022	% Change
Tenured	6	5	6	5	5	-17%
On-tenure track	2	2	2	2	1	-50%
Non-tenure track	0	0	0	0	0	0%
Rank (full-time faculty)	Fall 2018	Fall 2019	Fall 2020	Fall 2021	Fall 2022	% Change
Professor	2	2	3	4	5	150%
Associate Professor	4	3	3	1	0	-100%
Assistant Professor	2	2	2	2	1	-50%
Instructor/Senior Lecturer/Lecturer	0	0	0	0	0	0%



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Faculty Indicators of Program Quality

Highest degree (full-time faculty)	2018-19	2019-20	2020-21	2021-22	2022-23	% Change
Doctorate	8	7	8	7	6	-25%
Specialist	0	0	0	0	0	0%
Master's	0	0	0	0	0	0%
Bachelor's	0	0	0	0	0	0%
Associate's/Other	0	0	0	0	0	0%

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

The number of full-time faculty varied by year over the last five years because one of the political scientists can also teach Chinese history; through Fall 2021, he taught a 3000-level history course every other year. The majority of faculty are male (77%), and almost all are white. The percentage of courses taught by full-time faculty has remained largely the same for the review period. All but two 3000-level courses are taught by full-time faculty. One is taught by a Dalton State retiree, and the other is taught by a full-time faculty member from another discipline. As of Fall 2022, only one full-time faculty member was still tenure-track, but he has since been tenured and is on track for promotion to associate professor by the end of the current academic year. Additionally, in the last five years, four of the department's associate professors have earned promotions to full professor. Finally, all full-time faculty who teach in the program have doctorates.

In addition, our current full-time faculty members have a strong publication/presentation and professional development record. Eighty-three percent presented, published, or did both during the last academic year and 100% participated in some form of professional development. These numbers have been consistent over the past five years, and recent promotions attest to the quality of teaching, service, and research/professional development. Despite the COVID-19 pandemic, history program faculty have continued to seek out opportunities for improvement. During this time frame, we also had one full-time faculty member serve as a chancellor's learning scholar and one full-time faculty member participate in the governor's teaching fellows' program.

However, we have seen a decrease in the number of full-time historians whose primary responsibility is to teach history (-25%), thereby decreasing the percentage of tenured and tenure-track faculty (-50%). We had one full-time faculty member leave to work at another institution, one faculty member who took a full-time administrative position, and one faculty member who took a half-time administrative position. In effect, between Fall 2021 and Fall 2022, we lost the equivalent of two full-time faculty members. To help make up for that loss, we offer at least one Chinese history course per year; plus, we have one faculty member in another department who teaches HIST 2111/HIST 2112 (Core IMPACTs-Citizenship) when his schedule allows it. He is not factored into the number of full-time faculty because he does not teach any 3000-level courses.

Among our part-time faculty, one teaches a 3000-level history course; the rest teach 2000-level American history courses to help the department meet the demand for courses to fulfill the US/GA history legislative requirement. In any given semester, we also offer one to three HIST 2111/HIST 2112 courses as dual



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enrollment courses in area high schools including Northwest Whitfield High School and Coahulla Creek High School. Although those faculty members have been included in the part-time faculty totals, all the students in those courses use the history course to fulfill part of their core curriculum, not a degree requirement for the B.A. History or B.A. History/Secondary Education.



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Indicators of Measures of Quality

Student Input	Fall 2018	Fall 2019	Fall 2020	Fall 2021	Fall 2022	% Change
Mean ACT score	21	21	21	21	20	-5%
Mean SAT score	978	960	960	942	951	-3%

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 agency. The education concentration, however, is reviewed by the Georgia Professional Standards Commission and was most recently approved in Spring 2019. The mean ACT/SAT scores for History and History/Secondary Education students remained relatively consistent over the past five years, though overall, they have each decreased slightly. The combined scores for History and History/Secondary Education students on the ACT have remained consistent, though the combined scores have decreased by about 30 points for the SAT from the previous comprehensive program review. By way of reference, new first-year students at Dalton State College for AY 2018-2019 had an average score of 948, and students AY 2022-2023 had an average score of 999.



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Indicators of Measures of Quality						
Student Output	2018-19	2019-20	2020-21	2021-22	2022-23	% 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	3.40	3.22	3.29	3.40	3.37	-1%
Employment rate of graduates/Entering graduate professional programs						
Note: We use student surveys to collect data on employment rate/graduate programs. The percentages listed represent the percentage of students who responded not the percentage of all students who graduated each year.	70%	17%	57%	67%	63%	-10%
Number of students entering graduate/professional programs						
Note: We combine employment and further graduate study into one set of percentages. Percentages are listed on the previous line.	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).

Program Outcome	Target	Assessment
(1) Students will gain acceptance into graduate or professional schools or find employment related to their degrees.	In responses to the History Program Exit Survey, at least 50% of responding graduates will report finding a position related to the degree or gaining acceptance into a graduate or professional program.	<p>Target: Met</p> <p>Findings: The program coordinator shared an electronic survey intended to gather information about the prospective graduates' employment or education plans with those slated to graduate in the Fall 2022 semester and the Spring 2023 semester.</p> <p>Of the 10 students who graduated during the 2022-2023 academic year, 8 (80%) returned the survey regarding students' post-graduation plans with 5 of those 8 (63%) reporting they were employed or had been admitted to a graduate program. Three secured positions in area public schools, one gained employment in a local library while also planning to attend graduate school for museum studies, and one planned to continue his current employment in a history related field. Of the remaining three</p>



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		<p>students, all spring graduates, two reported they were looking for employment while one reported he was planning to apply to graduate programs. As such, the target of 50% of responding graduates finding a position related to their degree or gaining acceptance into a graduate or professional program was reached.</p>
<p>(2) Students will express satisfaction with the quality of instruction in their history program of study.</p>	<p>At least 70% of graduating respondents will indicate (1) program met or exceeded expectations (2) instruction prepared them for further education (3) instruction prepared them for first job (4) quality of program instruction was good or excellent.</p>	<p>Target: Met</p> <p>Findings: The program coordinator shared an electronic survey intended to capture student satisfaction with those slated to graduate in the Fall 2022 semester and the Spring 2023 semester.</p> <p>Of the 10 students who graduated during the 2022-2023 academic year, 8 (80%) returned the survey asking about the quality of the program. Of these, 100% agreed that the program met (N=1/8) or exceeded (N=7/8) their expectations. On these same surveys, 100% of the responding graduates rated the quality of instruction in preparing them for further education as good (N=3/8) or excellent (N=5/8). One hundred percent of the responding graduates rated the quality of instruction in preparing them for their first job after graduation as good (N=2/8) or excellent (N=6/8). In addition, 100% of the responding graduates rated the quality of instruction by faculty as good (N=3/8) or excellent (N=5/8). When the percentages for program expectations, quality of instruction for further education, quality of instruction in job preparation, and overall instruction are combined, overall responding graduate satisfaction for the 2022-2023 academic year was 100%. When the</p>



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three percentages related to quality of instruction alone are averaged, they indicate that responding graduate satisfaction with quality of instruction was 100%. As such, the target was reached.

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

Student Learning Outcome	Target	Assessment
<p>(1) Students will demonstrate a broad knowledge of history and its role in society.</p>	<p>History: Students seeking a Bachelor of Arts in History take a standardized departmental exam during their final year in the program. The exam gauges potential graduates' understanding of the major forces, events, influences, or ideas that have shaped history and society. Students complete the exam during their 4000-level research. Upon near completion of their history content courses, 70% of history students will demonstrate a broad knowledge of history and its role in society by achieving an 80% or better on the History Major Content Exam.</p>	<p>Target: Met</p> <p>Findings: Since Fall 2013, the history program has administered a History Major Content Exam consisting of 50 multiple-choice questions. Half of the questions cover concepts in world history, and half cover 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. For Fall 2022, 100% of students enrolled in HIST 4920 (N=3/3) earned an 80 or better. For Spring 2023, 87.5% of students enrolled in HIST 4930 (N=7/8) earned an 80 or better. In total, 91% of students met the target of 70% earning an 80 or better on the History Major Content Exam. The results represent a slight improvement over the prior academic year, when 88% of students met the target. However, in each academic year, only one student did not meet the target; in AY 2022-2023, ten students took the exam whereas in AY 2021-2022, eight students took the exam.</p>



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	<p>History/Secondary Education: Students seeking a Bachelor of Arts in History with Teacher Certification take the GACE Content Assessments for World history and American history. The exam is in two parts, GACE History Test I (world history) and GACE History Test II (American history). This exam gauges potential graduates' understanding of major forces, events, influences, or ideas that have shaped history and society. Students complete the exam during the last two semesters of the professional education sequence, after they have completed approximately 80% of their upper-level history course work. Upon completing history content courses and during their final term of the professional education sequence, history students will pass the GACE Content Assessments at the induction level, or higher, at rates equal to or better than the state average.</p>	<p>Target: Met</p> <p>Findings: Four students who graduated with a B.A. History/Secondary Education degree took the GACE history content exam, which is divided into two parts, History Test I (World History) and History Test II (American history). On Test I, 40% of the questions pertain to World History to 1450 C.E. and 60% of the questions pertain to World History to the present. Test II (American) 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 to Georgia History. Four graduates took the content exams and 100% passed at the induction level or greater. These results illustrate that Dalton State's history education students demonstrated their knowledge and understanding of the major forces, events, influences, or ideas that have shaped history and society. The pass rate for history education students at the induction level is 12% greater than the state average on both parts.</p>
<p>(2) 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 (HIST 4920 or HIST 4930). As part of this course, students must propose a topic and a thesis, identify and analyze appropriate sources to support an argument, write a paper of at least 35 pages, and give an oral presentation of their research to their classmates, members of the history faculty, and other history students. A minimum of 70% of students enrolled in a senior research seminar will earn an 80 or</p>	<p>Target: Met</p> <p>Findings: For Fall 2022, 66% of students enrolled in HIST 4920 (N=2/3) earned an 80 or better on their final research paper. For Spring 2023, 87.5% of students enrolled in HIST 4930 (N=7/8) earned an 80 or better on their final research paper. In total, 82% of students (N=9/11) met the target of earning an 80 or better on the assignment measuring critical thinking skills.</p>



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	<p>better on the critical thinking component of their research assignments.</p>	<p>The faculty member who taught the course in Fall 2022 noted one of the students showed a strong thesis statement though the student could have done more to support the thesis by developing a stronger argument. The other student who met the target told a really good story but could have done more to engage in the needed analysis of primary sources. In both cases, the students showed some proficiency in critical thinking to warrant at least an 80 on the overall final paper score. The student who did not meet the target generally struggled with completing the final paper due to some unexpected life situations.</p> <p>The faculty member who taught the course in Spring 2023 noted the students who met the target effectively researched their topic, developed an argument, and showed the utility of the research to the larger historical community. The latter shows the necessary level of critical thinking to meet the target since students must understand existing literature as well as new sources and how they work together. The student who did not meet the target failed to meet the requirements for the number of sources, which affected the student's ability to develop a thesis and supporting argument.</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 (HIST 4920 or HIST 4930). As part of this course, students must propose a topic and a thesis, identify and analyze appropriate sources to support an argument, write a paper of at least 35 pages, and give an oral</p>	<p>Target: Met</p> <p>Findings: For Fall 2022, 66% of students enrolled in HIST 4920 (N=2/3) earned an 80 or better on their final research paper. For Spring 2023, 87.5% of students enrolled in HIST 4930 (N=7/8) earned an 80 or better on their final research paper.</p>



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	<p>presentation of their research to their classmates, members of the history faculty, and other history students. A minimum of 70% of students in a senior seminar will earn an 80 or better on the writing component of their project.</p>	<p>In total, 82% of students (N=9/11) met the target of earning an 80 or better on the assignment measuring writing skills.</p> <p>The faculty member who taught the course in Fall 2022 noted one student told a very interesting story that presented information clearly and directly and had great formatting on the citations. The other student also told an interesting story but needed to work a little more on the citations. The last student, who did not meet the target, struggled with telling the story and formatting citations.</p> <p>The faculty member who taught the course in Spring 2023 noted that all but one student organized their papers well, used a discipline-appropriate style, and followed the discipline-appropriate format for their footnotes and bibliography in the final paper. The student that did not meet the target scored high enough to pass the assignment but struggled to convey the ideas appropriately.</p>
<p>(4) Students will demonstrate competence in oral communication, presenting ideas, perspectives, and arguments in an effective manner.</p>	<p>Students seeking a Bachelor of Arts in History must take a 4000-level research seminar (HIST 4920 or HIST 4930). As part of this course, students must propose a topic and a thesis, identify and analyze appropriate sources to support an argument, write a paper of at least 35 pages, and give an oral presentation of their research to their classmates, members of the history faculty, and other history students. A minimum of 70% of students enrolled in a senior research seminar will earn an 80 or better on the presentation</p>	<p>Target: Not Met</p> <p>Findings: For Fall 2022, 0% of students enrolled in HIST 4920 (N=0/3) earned an 80 or better on their final research paper because they did not give an oral presentation as part of the capstone course. For Spring 2023, 87.5% of students enrolled in HIST 4930 (N=7/8) earned an 80 or better on their draft research paper. In total, 70% of students met the target of 70% earning an 80 or better on the assignment measuring oral communication.</p>



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	<p>component of their research assignment.</p>	<p>The faculty member who taught the course in Fall 2022 opted to remove the requirement for the oral presentation in part due to low enrollment and in part to allow students to focus all their attention on meeting the requirements for the final research paper submission. Two students who completed the course struggled to complete their research and draft the paper as the semester progressed. The last student who completed the course ended up taking an incomplete and only finished the project at the end of Summer 2023. To graduate, the students needed to earn at least a 70 or better on the final paper; Dr. Griggs worried that putting effort into an oral presentation would take too much time away from successfully completing the higher stakes assignment.</p> <p>The faculty member who taught the course in Spring 2023 remarked that most students successfully managed to edit their 10,000-word research papers significantly to give an effective 10-to 15-minute presentation on their central argument and the evidence used to support it. The seven students who earned an 80 or better on the assignment, though quite nervous, managed to make connections with the audience and sufficiently answer questions about their findings.</p>
<p>(5) 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 (HIST 4920 or HIST 4930). As part of this course, students must propose a topic and a thesis, identify and analyze appropriate sources to support an</p>	<p>Target: Not Met</p> <p>Findings: For Fall 2022, 66% of students enrolled in HIST 4920 (N=2/3) earned an 80 or better on their final research paper. For Spring 2023, 50% of students enrolled in</p>



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	<p>argument, write a paper of at least 35 pages, and give an oral presentation of their research to their classmates, members of the history faculty, and other history students.</p>	<p>HIST 4930 (N=4/8) earned an 80 or better on their draft research paper. In total, 66% of students (N=6/11) met the target of earning an 80 or better on the assignment measuring research skills.</p> <p>The faculty member who taught the course in Fall 2022 noted how the two students who submitted a final paper showed proficiency in research to warrant an 80 on the overall paper score. Nevertheless, both students needed more primary sources to support their argument suggesting they could have done better with their research.</p> <p>The faculty member who taught the course in Spring 2023 noted how he did not expect students to meet the target in their first draft of the paper. Nevertheless, he felt measuring the outcome based on the draft gave him a sense of the ability of the students to research effectively while also providing him with an opportunity to work one-on-one with struggling students to improve the paper. It is worth noting that upon completion of the final paper, seven of the eight students enrolled in the course earned an 80 or better demonstrating achievement of the outcome.</p>
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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.

From AY 2018-2019 to AY 2022-2023, History Program Exit Surveys showed high levels of graduating student satisfaction. Over the five-year period, 100% of students who responded to the surveys felt the program met or exceeded their expectations, with 70% recording that it exceeded their expectations. Additionally, 96% of the students who responded to the surveys rated the quality of instruction of faculty as good or excellent, with 65% recording the quality as excellent. Furthermore, 94% of students who responded to the surveys rated the quality of instruction for preparing them for further education as good or excellent, while 77% of students who responded to the surveys rated the quality of instruction for preparing them for their first job after graduation as good or excellent.

In addition, history and history education graduates have had consistently high grade-point averages for the past five years, with no year falling below 3.0. Overall, the average GPA decreased by 1%, and yet, it is worth noting that the two years with the lowest recorded GPA (AY 2019-2020 and AY 2020-2021) coincided with the COVID-19 pandemic. Some students struggled more than others with the impact of remote learning. Before the transition, almost all upper-level courses were in-person, meaning the students possessed less experience with remote learning.

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

As previously noted, history program faculty continually engage in professional development and research activities that inform the courses they teach and allow them to present historical and current interpretations of a wide variety of topics. For example, in AY 2022-2023, one faculty member participated in the American Institute for India Studies, a two-week in-country faculty development seminar that informed the teaching of a course on the British Empire and might lead to a new course upper-level history elective. Another faculty member participated in the Brussels-Lux Study Tour hosted by the European Studies Center and incorporated a role-playing activity about the European Union into a course on Modern Europe. The other four full-time faculty members presented or attended various conferences demonstrating they are remaining current in their respective areas through their own research and the research of others, which in turn, informs the classes they teach. After attending a presentation on commemoration, one faculty member added a local example (Fort Pulaski) to a discussion on the ways in which museums and historic sites have worked to incorporate more perspectives into the stories they tell about the past. Collectively, these efforts allow the faculty to bring local, regional, national, and global perspectives to the courses they teach and to conceptualize additional courses that could be added to the program's offerings.



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Indicators of Measures of Viability

Internal Demand for the Program	Fall 2018	Fall 2019	Fall 2020	Fall 2021	Fall 2022	% Change
Number of students enrolled in the degree program	132	106	120	135	144	9%
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	87%	88%	91%	90%	88%	1%

Describe additional details as deemed appropriate.

The number of students enrolled as B.A. History and History/Secondary Education majors has increased over the last five years with a 9% growth rate. It is worth noting since the low enrollment of Fall 2019, the number of students has grown by 36%. Efforts of the Student Outreach Committee do seem to have had a positive effect in terms of recruiting more students. Additionally, History/Secondary Education students consistently make up most of the students in the professional education sequence, which is a positive sign as far as program growth.

As of 2018, the American Historical Association reported a continued decline in students who chose history as a major during the first two decades of the twenty-first century. From 2012 to 2018, the percentage of degrees awarded declined annually by 7%, but in 2018 to 2019, the decline was only 1%, suggesting the decline may have tapered off some.[1] The increase in number of majors, which seems to be leading to an increase in the number of graduates, has been improving at Dalton State in the last four years.

[1] Robert B. Townsend, "Has the Decline in History Majors Hit Bottom?" *Perspectives on History* (February 23, 2021), accessed January 31, 2024, <https://www.historians.org/research-and-publications/perspectives-on-history/march-2021/has-the-decline-in-history-majors-hit-bottom-data-from-2018%E2%80%9319-show-lowest-number-since-1980>.



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Indicators of Measures of Productivity

Graduation	2018-19	2019-20	2020-21	2021-22	2022-23	% Change
Number of degrees conferred	22	12	14	16	9	-59%
Total student credit hours earned	144	146	132	134	116	-20%

Describe any institutional-specific factors impacting time to degree.

In AY 2022-2023, the department saw its lowest rate of graduation not just in this five-year review but across a ten-year period. Because the highest rate of graduation came in AY 2018-2019, the 59% decrease in graduation rate is somewhat troubling. Some of our students, especially those in the education program, fell behind in meeting requirements during the pandemic meaning they could not progress toward graduation. We also had a couple of students put off applying to the education program during the pandemic. They have since applied and are on track to graduate in the next two years. To address some of the challenges related to progression, we changed the history course requirements for our secondary education students to avoid bottlenecks in the curriculum. Still, on occasion, students who miss a milestone in the professional education sequence might see their graduation delayed by a whole year even though those students are progressing through their history courses. Sometimes, those students will change to a history major though we have also seen some students change to interdisciplinary studies because doing so cuts time to graduation. On the positive side, in AY 2023-2024, we expect to see over 20 graduates from the combined B.A. History and B.A. History/Secondary Education degrees; in AY 2024-2025, we expect to see at least 15 graduates.

The total number of credit hours earned has decreased over the five-year period in this review, which suggests that students are choosing their majors earlier and staying on track for graduation. In the past year, we also put forward a change to the curriculum to assist student progress to graduation more seamlessly in the event they choose to switch from History/Secondary Education to History without incurring too many additional credit hours. Recently, the Regents Academic Advisory Committee on History approved changes to the course options for the Field of Study courses (18-credit hours at the 1000- and 2000-level). The changes will allow us to remove the required foreign language sequence and to allow some 2000-level education courses to count within the Field of Study. As such, these will also reduce the total number of credit hours by 6-credits for History/Secondary Education majors who currently must complete the required 2000-level education prerequisites outside of the Field of Study requirements.



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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 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 numbers of students declared as history majors and total number of graduates temporarily declined during this reporting period, we have seen an increase in students in the program since the low in Fall 2019; moreover, the projected number of graduates for the program over the next two years will represent an increase. Furthermore, most of our graduates found employment (except for AY 2019-2020 during the pandemic). Overall, in AY 2022-2023, 63% of students who responded to the graduation survey reported they had found employment or had been accepted into a graduate program. In the past, the history department did try to acquire employer feedback but found those efforts largely unsuccessful. As such, we do not have solid data on the perception of our graduates within the community. Anecdotally, we can conclude that our students, especially those in the secondary education program, are consistently finding employment in area schools suggesting there is a desire among the school systems for DSC history graduates.

National data suggests there remains a demand for history graduates in the job market. According to Paul B. Sturtevant, writing for the American Historical Association, "the history major opens a world of possibilities" for a graduate's future. Moreover, "college graduates with a degree in history earn median incomes of \$55,000. This is only marginally less than the \$60,000 earned by business majors, and more than the \$51,000 median for people with life sciences degrees." [1] The Bureau of Labor Statistics indicates that in 2021, the top five areas of employment for history majors included educational instruction, management occupations, legal occupations, business and financial operations occupations, and sales occupations. [2] Additionally, the BLS suggests there will not be an increase in demand percentage wise for history teachers. Though, due to the need for replacing workers leaving the profession, annually there will be over 67,000 openings for high school history teachers. [3]

Based on the data about our program as well as the national data on the hiring of history majors, the B.A. in History and History/Secondary Education remains a viable program well-deserving of continued resources. The program helps to fill the need for quality history educators in secondary schools, something our society needs in order to sustain itself. Additionally, a history major, combined with some of our minor offerings, has the potential to set our students up for jobs beyond teaching. For example, employers need more than survey data to predict what customers want. History graduates bring the capacity to understand changing patterns of customer behavior, which comes from the content of the courses they took as well as their ability to conduct meaningful research about that behavior. [4] Lastly, with some USG institutions no longer offering degrees in history, the department and the College could recruit students interested in the degree who might have otherwise chosen another USG institution.



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[1] Paul B. Sturtevant, "What Can You Do with That History Degree?" American Historical Association, accessed January 24, 2024, <https://www.historians.org/teaching-and-learning/why-study-history/careers-for-history-majors/what-can-you-do-with-that-history-degree>.

[2] *Occupational Outlook Handbook*, Field of Degree: History, Bureau of Labor Statistics, U.S. Department of Labor, accessed January 24, 2024, <https://www.bls.gov/ooh/field-of-degree/history/history-field-of-degree.htm>.

[3] *Occupational Outlook Handbook*, High School History Teachers, Bureau of Labor Statistics, U.S. Department of Labor, accessed January 24, 2024, <https://www.bls.gov/ooh/education-training-and-library/high-school-teachers.htm>.

[4] John Rowe, "What Employers Want: Thoughts from a History BA in Business," American Historical Association, accessed January 31, 2024, <https://www.historians.org/teaching-and-learning/why-study-history/careers-for-history-majors/what-employers-want>; John Fea, "The History Major: Opening Doors to Life in a Global Economy," American Historical Association, accessed January 31, 2024, <https://www.historians.org/teaching-and-learning/why-study-history/careers-for-history-majors/opening-doors-to-life-in-a-global-economy>.



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Program Strengths and Weaknesses

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

Strengths

Similar to our last comprehensive academic program review, the history program possesses several strengths. In our surveys on student satisfaction, respondents have expressed overall satisfaction with their experience in the program. Plus, most of our students find employment or attain acceptance into a graduate program when they complete their degree. Average student GPAs remain above a 3.0, and over the last five years, we have seen a trend of students picking their major earlier and staying on track to graduate in four to five years. Lastly, full-time faculty members are experts in their respective areas of history, with 100% of the full-time faculty holding doctoral degrees; they also routinely participate in professional development and research activities.

Weaknesses and Concerns

The number of students declared as History and History/Secondary Education majors has increased since the low in Fall 2019, and the number of graduates is set to increase over the next two years; however, the program needs to be mindful of ways in which it can recruit and retain students while simultaneously preparing them for going into the workforce or to graduate school. Students who have responded to our surveys reported they felt prepared for their first job; still, across the courses we teach we can do more to help students make connections between what they are learning in the classroom and how they can apply that to the workplace (especially for B.A. History students). In other words, the program faculty needs to do more to help declared and prospective students see why studying history is a valid professional choice.[1]

It is also worth noting that the program has seen a decline in its full-time faculty. We essentially have four faculty whose primary responsibility is teaching in history; we have one faculty member who splits responsibility for teaching history and chairing a department; and we have one faculty member who counts in the total for full-time faculty but only teaches one history course per year on an as-needed basis since his primary responsibility falls in the area of political science. With the number of faculty we have, coupled with the program's responsibility to also contribute courses to fulfill the legislative requirement for US/Georgia History (the citizenship requirement in Core IMPACTS), an increase in students will stretch our ability to offer enough upper-level classes for students to graduate in a timely manner while also providing a variety of course options (especially for the B.A. History students who need more upper-level history courses to graduate).

[1] Peter N. Stearns, "Why Study History? Revisited," *Perspectives on History* (February 23, 2021), accessed January 31, 2024, <https://www.historians.org/research-and-publications/perspectives-on-history/september-2020/why-study-history-revisited>.



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Recommendations for Follow-Up and/or Action Plans (if needed)	
<u>Issue/Concern:</u>	Attracting/retaining students while simultaneously increasing student awareness of how course content and skills relate to navigating the job market/tackling a variety of scenarios in the workplace or applying to/succeeding in graduate school.
<u>Specific Action(s):</u>	<p>(1) The history program faculty will continue efforts to recruit students through efforts to increase visibility on campus and in the community, which will include continued use of the program bulletin board, providing workshops on topics related to finding a job or applying to graduate school outside of the traditional classroom, actively recruiting students in core courses to the major, and creating better marketing tools to be used on and off campus. We will also look for ways to recruit a more diverse group of students to our major that better reflects the overall demographics of the College.</p> <p>(2) The history program faculty will review the current degree requirements for the Field of Study courses (at the 1000- and 2000-level) counted toward general education based on the new Regents Academic Advisory Committee on History to see what changes to the curriculum might help boost interest in the program/degrees while simultaneously decreasing time to graduation.</p> <p>(3) The history program faculty will explore how it can work to clearly incorporate and emphasize the new Core IMPACTS focus on career-ready competencies across the history curriculum. In doing so, students should be able to better understand the preparation they receive for the workplace and for graduate education. This effort may include finding ways to incorporate StudentLingo workshops into major-related courses though as a starting point faculty will identify career-ready competencies that already exist within their courses and adopt some form of common syllabus and/or assignment language to emphasize those skills.</p> <p>(4) The history program faculty will explore ways to expand on the possible internship opportunities for students (an opportunity we have been able to bring back for students in AY 2023-2024).</p>
<u>Expected Outcomes:</u>	The expected outcome will be to increase the percentage of students who enroll in B.A. History and History/Secondary Education programs and increase student satisfaction regarding preparation for the workforce or graduate education.
<u>Time Frame for Achievement:</u>	Both increasing the number of students declared as history majors and increasing student perception of preparation for the workplace/graduate education are on-going issues, we hope to see positive change over the next three-to-five years.



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<u>Person(s) Responsible:</u>	Dr. Sarah Mergel is responsible for the implementation of these actions, but the entire department will participate in various capacities.
<u>Resources Needed:</u>	Recruitment initiatives may require some funds for better marketing of the program on and off campus. Work to emphasize the connections between courses and of skills into major-related courses and preparation for the workplace/graduate education should not require additional financial outlays; however, if the program incorporates any career-related workshops from StudentLingo to support its efforts then a continued college-wide commitment to the subscription services would be necessary.



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Prepared by:

Signature  Date: 15 February 2024

Dean's Approval:

Signature:  Date: February 26, 2024

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

Signature:  Date: March 25, 2024

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:  Date: 03/25/2024

Bruno Hicks, Ed.D.
Provost and Vice President of Academic Affairs
Dalton State College