

Institutional Effectiveness
2023-2024

Program: History BA/BS

College and Department: College of Arts and Sciences, History BS/BA Programs

Contact: Kent T Dollar

Mission:

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

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

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

Attach Curriculum Map (Educational Programs Only):

Attached Files: See Appendix 1

SLO-1 Ability to Research and Write Proficiently

Define Outcome:

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

Assessment Methods:

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

- Formulate an original thesis and defend it in a sustained argument.
- Make effective use of primary sources and demonstrate an ability to professionally evaluate and employ secondary sources.
- Make proper use of citation conventions, thereby avoiding plagiarism.

- Use standard written English effectively and appropriately.
- Present a well-organized paper.
- Place the research topic in a broader historical context.
- Demonstrate critical thinking, reasoned analysis, and/or problem solving.
- Follow any additional directions as assigned by the professor.

Attached Files: See Appendix 2

Criteria for Success (Thresholds for Assessment Methods):

75 percent will score a “B” or higher in History 499X, the senior seminar course, and 100 percent will acknowledge on the Exit Interview Survey that they are "Very Satisfied" with their ability to research and write proficiently. The History Department faculty believe that in a capstone course, such as the Senior Seminar, which takes place during a student's senior year, that an overwhelming majority of students should achieve a grade of "B" or higher in the course.

Link to 'Tech Tomorrow' Strategic Plan:

2.B Research, Scholar, Intellect, and Creativity

Results and Analysis:

The History Department utilizes a scoring rubric to gauge the success of history majors taking History 499X, the Senior Seminar course, focusing in particular on the students’ ability to research and write a scholarly paper of professional quality. The rubric allows the department, at a quick glance, to measure student success and to identify areas needing improvement, as well as to document the percentage of students who earn a “B” grade or higher (up from a “C” or higher for the 2021-2022 academic year). The chair then shares this information with the entire faculty at an assessment meeting at the end of the spring semester. The History Department did meet its goal of 75 percent of students scoring at a “B” or above both terms during the 2023-2024 academic year. For the 2024-2025 academic year, the percentage will be higher.

Rubric Results for Fall 2023

N=5	Excellent	Good	Emerging	Weak	Grades
Thesis	40%		60%		A—3
Argument	20%	40%		40%	B—1
Primary	20%	40%	40%		C—1
Secondary	40%	40%		20%	B or higher: 4-80%
Citations	20%	60%	20%		
English		80%	20%		
Organization	20%	40%	40%		
Context		40%	60%		
Critical	20%	40%	20%	20%	
Directions		60%	40%		

Dr. Arthur Banton taught the Senior Seminar in Fall 2023. There were five students enrolled in the course - two were Europeanists and the remaining were Americanists. The topic of the seminar focused on Sports in American Culture which highlighted themes that centered around issues related to class, consumerism, gender, and race. Each of these topics was selected to give students some ideas for their final paper. Only one of the students had taken his Sports Studies course and actually professed an interest in writing a paper on a topic related to subject matter. Similar to a graduate seminar, students were asked to lead discussion on reading assignment of their choice. All but one performed at a satisfactory level. All of the performances were satisfactory but unfortunately, there was one student who had serious problems in every phase of the writing process and the situation was particularly troubling when he submitted his first draft in late October. He was directed to the writing center to address the technical issues. Unfortunately, those issues remained when he submitted his final draft in November. As a result, student did not satisfy the departmental requirements and did not receive a passing grade. He clearly was ill-prepared to conduct this level of work. The student received an incomplete grade and was made aware as to why and what he had to do in order to receive a satisfactory grade. On April 26th, the student submitted the paper which still had some problems but was worthy of a passing grade.

Rubric Results for Spring 2024

N=11	Excellent	Good	Emerging	Weak	Grades
Thesis	9%	81.8%	9%	0%	A—1
Argument	9%	81.8%	9%	0%	B—10
Primary	9%	72.7%	18%	0%	B or higher— 100%
Secondary	9%	81.8%	9%	0%	
Citations	9%	81.8%	9%	0%	
English	9%	72.7%	18%	0%	
Organization	9%	81.8%	9%	0%	
Context	27.2%	54.5%	18%	0%	
Critical	18%	63.6%	18%	0%	
Directions	18%	63.3%	18%	0%	

Dr. E. Allen Driggers taught Senior Seminar in the Spring of 2024, and the topic was “History of Food.” The course had an enrollment of eleven students. The class traveled to a local Indian restaurant, where many of the students sampled Indian food for the first time. The field trip was a positive experience and a good experience for the students. One student received an “A,” and the rest of the students received “Bs.” The student receiving an A on the senior seminar term paper received an excellent score on each part of the rubric. The remaining papers received good marks on most of the categories of the rubric. The papers were overall a marked improvement, as Dr. Driggers had some of these students in other upper division history courses. Dr. Driggers taught some of these same students in sophomore seminar was impressed by their improvement in both mechanics, citations, and source analysis. Some of the students were going on to study in graduate history programs.

3-Year Senior Seminar Results

Fall 2021N=9	Spring 2022N=11	Fall 2022N=4	Spring 2023N=6	Fall 2023N=4	Spring 2024N=11
A—2	A—9	A—1	A—2	A—1	A—1
B—3	B—2	B—1	B—2	B—1	B—10
C—2		C—2	C—2	C—2	
D—1					
F—1 (no paper)					
C or higher 87.5%	C or higher— 100%	B or higher— 50%	B or higher— 66%	B or higher— 50%	B or higher— 100%

The three-year Senior Seminar results demonstrate that the History Department is having success in its efforts to improve its SLO-1 results—so much so that in the fall of 2022, the department raised its goal of 75 percent scoring a “C” or higher to 75 percent earning a “B” or higher. Beginning in the fall of 2024, the percentage is being raised even higher.

Exit Interview Survey

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

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

Exit Interview Survey Results Fall 2023

N=3	Very Satisfied	Satisfied	Dissatisfied	Very Dissatisfied
	2	1		

Exit Interview Survey Results Spring 2024

N=6	Very Satisfied	Satisfied	Dissatisfied	Very Dissatisfied
	3	3		

2-Year Exit Interview Survey Results

Semester	Very Satisfied	Satisfied	Dissatisfied	Very Dissatisfied
Spring 2024	3	3		
Fall 2023	2	1		
Spring 2023	4	2		
Fall 2022	2	1		

Although the students, overall, are satisfied with their abilities in these areas for the 2023-2024 academic year, the department did not meet its goal of 100 percent of the students answering “Very Satisfied” on the question.

Use of Results to Improve Outcomes:

The History Department met its goal of 75 percent of students scoring a “B” or higher on their Senior Seminar research paper in both the fall and spring semesters. Beginning in the fall of 2024, the department’s goal will be that 100 percent of majors earn a “B” or higher on the research paper. The goal of 100 percent acknowledging on the Senior Exit Exam Survey that they are "Very Satisfied" with their ability to research and write proficiently was not met and will remain unchanged. The History Department met part of its goal for this SLO during the 2023-2024 academic year.

The History Department requires that every professor teaching the Senior Seminar course to complete the rubric for the class as a whole as well as for each individual student to enable the department to measure its success for this outcome better. This ensures that the professor is emphasizing the research and writing skills measured by the rubric. Also, the department has adopted the identical grading rubric for History 3410 that is being used in History 499X Senior

Seminar, which means that the areas measured on the Senior Seminar rubric are being taught in 3410, usually a major's first history course. Furthermore, these skills are now being emphasized in all upper-division history courses students take prior to taking the Senior Seminar course. These efforts are likely the reason for the improvement in the scoring rubrics for 2023-2024.

SLO-2 Explore History Beyond the Classroom

Define Outcome:

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

Assessment Methods:

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

Attached Files: See Appendix 2 and Appendix 3

Criteria for Success (Thresholds for Assessment Methods):

50 percent of majors will participate in extra-curricular events/activities and 100 percent will acknowledge on the Senior Exit Exam Survey that they possess an interest in pursuing history beyond the classroom. The History Department faculty believe that 50 percent participation is a reasonable expectation, but hopes to exceed that.

Link to 'Tech Tomorrow' Strategic Plan:

1.A Experiential Learning

Results and Analysis:

The History Department's SLO-2, *Exploring History Beyond the Classroom*, is an outcome that is important but difficult to measure. The history faculty believe that the best way to gauge this is to track student participation in history-related events and, frankly, by asking the students about it during their Exit Interview. The department scheduled several extra-curricular activities during the 2023-2024 academic year. Most of these activities were sponsored by the History Club and Phi Alpha Theta (PAT), the history honor society, advised by Dr. Laura Smith and Dr. Allen Driggers, respectively. Beginning in the fall of 2021, the History Department created a tracking chart to be used for each event. These clubs' events are also opportunities to add history majors to the program, especially the History Club, as nonmajors are eligible for membership. Dr. Laura Smith's approachability and friendliness when interacting with the

students has won over several who have changed their majors or minors to history. Despite numerous activities, the History Department, it did not reach its goal of 50 percent of its majors participating in extracurricular activities nor did it reach the 100 percent threshold on the Exit Interview Survey. There are approximately 50 students currently majoring in history.

Fall 2023

The History Club and PAT kicked off the new academic year with an introductory mix and mingle meeting on August 15th, during which the members, and prospective members, interacted in a social setting. This meeting was followed by one on August 23rd, during which the members planned their activities for the fall term. During the fall term, the club held game nights, media nights, movie nights, and cookouts. Other departmental extracurricular activities in the fall included three field trips, one to Williamsburg and Jamestown, Virginia, Fisk University, and to Civil War sites in Franklin, Tennessee. The number of history majors, as well as all students, participating increased over the fall of 2022.

Collective Co-Curricular Activity Attendance Results Fall 2023

Activity	Date	History Majors	Total Students
History Club/PAT Mix & Mingle	8/15/23	4	66
History Club/PAT Meeting	8/23/23	12	36
History Club/PAT Game Night	9/10/23	8	26
History Club/PAT Movie Night	9/22/23	10	19
History Club/PAT Meeting	10/4/23	10	17
History 4392 Field Trip to Fisk University	10/6/23	1	6
History Club/PAT Field Trip to Williamsburg/Jamestown	10/6-9/23	6	6
History Club/PAT Media Night	10/13/23	9	24
History Club/PAT Halloween Cookout	11/3/23	8	17
History 4030 Field Trip to Franklin, TN	11/16/23	3	7
History Club/PAT End of Semester Party	12/1/23	8	23
Total		79	247

Spring 2024

The History Club and PAT scheduled fewer events and saw student participation decrease overall, but the numbers were still strong. Phi Alpha Theta held its annual Lyceum on April 22nd. The Lyceum is an event where students are invited to present research papers they have written in their history courses. The event is meant to mimic a professional history conference, providing students with a unique forum in which to present their best work and field questions from the attendees, including faculty. It is truly a beneficial experience to our majors, and monetary prizes are awarded for best paper and best presentation. Numerous history majors and faculty attended. Dr. Driggers took his History 4992 History of Food students to a local Indian restaurant on April 4, 2024, which the students enjoyed immensely.

The History Department also sponsors two endowed lectures: the Womack and the Winchester. The Womack Lecture went forward in the fall of 2023. On November 2nd, Dr. Jefferson Cowie, professor of history at Vanderbilt University, delivered a talk entitled “Freedom’s Dominion: A Saga of White Resistance to Federal Power.” The event was well attended with dozens of students (including history majors) present as well as faculty and members of the community. The annual Winchester Lecture was held on April 18, 2024, with Dr. Bryan Pierce, chief curator at the National Museum of African American Music, presenting “20th Century Migration Patterns of African American Tennessee Musicians.” The event was well attended (estimated 200 present) including students, history majors, faculty, and members of the community.

Collective Co-Curricular Activity Attendance Results Spring 2024

Activity	Date	History Majors	Total Students
History Club/PAT Spring Kickoff Event	1/24/24	13	23
History Club/PAT Game Night	1/26/24	8	18
History Club/PAT Meeting	2/12/24	4	16
History Club/PAT T-Shirt Meeting	2/21/24	13	21
History Club/PAT Game Night	3/1/24	11	19
History 4992 Field Trip to Indian Rest.	4/4/24	8	8
History Club/PAT Game Night	4/14/24	7	20

2024 PAT Lyceum	4/22/24	7	10
History Club/PAT End of Year Party	4/24/24	12	26
Total		83	161

3-Year Co-Curricular Activity Attendance Results

Semester	Activities	History Majors	Total Students
Fall 2021	4	28	63
Spring 2022	5	40	110
Fall 2022	8	47	131
Spring 2023	9	72	170
Fall 2023	11	79	247
Spring 2024	7	68	133

The 3-Year Results table above demonstrates that the number of departmental extra-curricular activities, as well as student attendance, has increased since the department began tracking attendance.

Exit Interview Survey

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

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

The results were:

Exit Interview Survey Results Fall 2023

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

Exit Interview Survey Results Spring 2024

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

2-Year Exit Interview Survey Results

Semester	Very Satisfied	Satisfied	Dissatisfied	Very Dissatisfied
Spring 2024	2	4		
Fall 2023	3			
Spring 2023	4	2		
Fall 2022	3			

Although the students, overall, are satisfied with their abilities in these areas for the 2023-2024 academic year, the department did not meet its goal of 100 percent of the students answering “Very Satisfied” on the question.

Use of Results to Improve Outcomes:

The goal is that 50 percent of majors will participate in extra-curricular activities/events and 100 percent will acknowledge ("Very Satisfied") on the Senior Exit Exam Survey that they possess an interest in pursuing history beyond the classroom. Unfortunately, the History Department did not meet its goal for this SLO.

The History Department’s SLO-2, *Exploring History Beyond the Classroom*, is an outcome that is important but difficult to measure. In the department’s May 2024 assessment meeting, the history faculty recommended adding additional questions to the Exit Interview to help gauge their interest in pursuing history beyond the classroom.

“How likely is it that after graduation you will visit historical sites?”

“How likely is it that after graduation you will read historical works, such as books and articles?”

“How likely is it that after graduation you will watch historical programs on your phone, a computer, or television?”

"How likely is it that after graduation you will browse historical websites?"

“Did the history program further your interest in exploring history after you graduate?”

The first four questions will have the standard answers of Very Likely, Likely, Not Very Likely, or Highly Unlikely; responses for the last question will be Yes or No.

To involve more students, the History Department will build on the success the History Club and Phi Alpha Theta had in 2023-2024 by arranging activities and field trips to entice more students to participate. The History Department plans to launch a new faculty lecture series, the History Department Forum, in the fall of 2024. The Forum will be held monthly and allow the history faculty to present their research to history faculty and students. This is sure to interest students. Also, professors will announce these opportunities in each of our classes and encourage students to attend.

SLO-3 Obtain General Factual Knowledge

Define Outcome:

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

Assessment Methods:

ACAT: The ACAT is an exit exam for students majoring in history. There are two exams: one in American history and one in European history. The American history ACAT includes four content areas: U.S. 1820 to 1890, U.S. Colonial to 1763, U.S. Military/Diplomatic, and U.S. 1763 to 1820. The European history ACAT includes four content areas: European Medieval, European Early Modern, French Revolution and Napoleon, and European Modern to Present. The exam is administered in the senior seminar course.

Senior Exit Interview: The chairperson invites all graduating seniors to a one-on-one interview in the weeks prior to their graduation. The chair asks the seniors to review the program. The chair seeks information on successful classes, effective/ineffective professors, and asks about areas in need of improvement. The results can provide useful information for all three SLOs, as well as general program development. Graduating history majors also complete a brief survey that corresponds with the History Department's SLOs.

Attached Files: See Appendix 2

Criteria for Success (Thresholds for Assessment Methods):

100 percent of majors scoring at or above 500 (the national average) on the ACAT Examination and 100 percent acknowledging on the Exit Interview Survey that they are "Very Satisfied" with the general factual knowledge they have obtained as a history major. The History Department faculty believe that since the ACAT examination is taken during a history major's senior year, that every student should score at least at the national average on the exam.

Link to 'Tech Tomorrow' Strategic Plan:

1.B General Education Curriculum

Results and Analysis:

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

Fall 2023

The group standard score in the fall was 507 for the US test and 524 on the European test. Again, as in previous semester, one student scored low (421) on the US test, which lowered the cumulative score. If the lowest score is removed, the group average rises to 550. The decision in the fall of 2023 to offer a European test for those students whose coursework consisted of more European history classes seems to have paid off. The two students individually scored a 561 and 586, both very good scores. If the two class scores are averaged together, the result is 516.

ACAT Results (US)—Fall 2023

Historical Area by Class	N=3	Overall Performance by Each Student	
Area	Std %'ile Score		Std %'ile Score
US 1820 to 1890	517 57	Student 1	421 21
US Colonial to 1763	562 73	Student 2	554 71
US military/Diplomatic	516 56	Student 3	545 67
US 1763 to 1820	440 27		
OVERALL	507 53		

ACAT Results (European)—Fall 2023

Historical Area by Class	N=2	Overall Performance by Each Student	
Area	Std %'ile Score		Std %'ile Score
Early Modern	473 *	Student 1	561 73
French Rev. & Napoleon	529 *	Student 2	586 81
Medieval	594 *		
Modern to Present	500 *		
OVERALL	524 77		

*No percentile scores provided.

Spring 2024

The ACAT scores in the spring of 2024 improved, with the class scoring 525, nine points higher than the previous semester. Two student’s performance is especially noteworthy, as one scored in the 100th percentile while the other was in the 99th percentile! Again, as in past semesters, several students did very poorly and brought down the class scores. Indeed, three scored in 378 (11th percentile), 390 (11th percentile), and 361 (8th percentile), which is simply unacceptable.

ACAT Results (US)—Spring 2024

Historical Area by Class	N=10	Overall Performance by Each Student	
Area	Std %'ile Score		Std %'ile Score
US 1820 to 1890	537 64	Student 1	561 73
US Colonial to 1763	564 74	Student 2	532 63
US military/Diplomatic	498 49	Student 3	378 11
US 1763 to 1820	491 46	Student 4	592 82
OVERALL	527 61	Student 5	440 27
		Student 6	498 49
		Student 7	361 8
		Student 8	768 100
		Student 9	752 99
		Student 10	390 14

5-Year ACAT Results by Semester

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

	Fall 2022 N=4	Spring 2023 N=6	Fall 2023 (US) N=3		Fall 2023 (Eur.) N=2	Spring 2024 (US) N=10
Area	Std %'i le Score	Std %'i le Score	Std %'i le Score	Area	Std %'ile Score	Std %'i le Score
US 1820 to 1890	439 2 7	537 6 4	517 5 7	Early Modern	473 **	537 6 4
US Colonial to 1763	532 6 3	496 4 8	562 7 3	French Rev. & Nap.	529 **	564 7 4
US military/Diploma tic	490 4 6	520 5 8	516 5 6	Medieval	594 **	498 4 9
US 1763 to 1820	541 66	516 5 6	440 2 7	Modern to Present	500 **	491 4 6
OVERALL PERFORMANCE	498 49	519 5 8	507 53	OVERALL PERFORMAN CE	524 77	527 61

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

**No percentile scores provided.

The chart above indicates that over the past five years, the students as a class have scored above 500 in a majority of semesters (7 of 11). As mentioned above, poor performance by even one student can bring down a class's overall score.

Exit Interview Survey

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

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

Exit Interview Survey Results Fall 2023

Question/SLO N=3	Very Satisfied	Satisfied	Dissatisfied	Very Dissatisfied
3--SLO3	3			

Exit Interview Survey Results Spring 2024

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

2- Year SLO-3 Exit Interview Survey Results

Semester	Very Satisfied	Satisfied	Dissatisfied	Very Dissatisfied
Spring 2024	5	1		
Fall 2023	3			
Spring 2023	5	1		
Fall 2022	3			

Regarding SLO-3, the results of the exit interviews over the past two years indicate that students are largely very satisfied with the historical content they are getting in History Department courses.

Use of Results to Improve Outcomes:

Overall, the 2023-2024 class cumulative ACAT scores improved over the previous academic year. The History Department continues to explore ways to bring up the individual student scores and meet its objectives. The history faculty recently discovered that one of the main issues partially responsible for the poor student performance on the ACAT exams, is that past exams have focused solely on American history content areas and excluded European ones; however, many history majors complete a majority of their coursework in European history. Therefore, during the Fall 2023 semester, the History Department administered the American-

focused ACAT exam to the Americanists students and the European-focused ACAT exam to the Europeanists students. The effort was a success, with both Europeanist students scoring well above the 500-point national average. Furthermore, faculty continue to consider ways to encourage the students to take the exam more seriously. Some have assigned some weight to the exam in calculating the course's final grade or by excusing students from an assignment if they score high. At the department's May 2024 assessment meeting, the history faculty requested and received a sample copy of the American ACAT exam in order to review the types of questions asked so we can ensure that we are teaching the content covered on the exam.

Summative Evaluation:

The History Department had a successful academic year. Highlights include the achievements in SLO 1, SLO 2, and SLO 3 mentioned in above. Exit interviews also indicate that the History Department is succeeding in its mission. The chair of the History Department conducted an exit interview with three students who graduated at the end of fall 2023 and with seven who graduated in the spring of 2024. Overall, each expressed praise for the history program, the history courses they took, and their history professors. Some of their comments included:

"the history program was great and fun!"

"no need to improve anything"

"The history professors are very accessible and approachable"

"no regrets changing my major to history"

"the program was enlightening"

"[knows] he made the right decision switching from engineering"

"the history professors are doing a good job"

"the department is wonderful—no changes needed"

"it was such a good experience"

"loved the history program"

"professors care about your success"

"program was empowering"

"made me a better historian"

“liked the variety of course offered”

The History Department held its annual assessment meeting on May 2, 2024, during which the faculty members discussed the assessment results from the previous academic year and offered suggestions for the next. The history faculty recognize that the department did not meet all three of its Student Learning Outcome goals in 2023-2024 (although it met one part of its SLO-1 goal), and that opportunities for improvement exist. Students in the Senior Seminar, even those who scored “A’s,” could improve in crafting effective and clear arguments, composing a compelling narrative, and formatting sources properly. Faculty will continue to stress these skills and others in the Senior Seminar as well as other upper-division history courses. Faculty must also find a way to encourage to improve the ACAT examination scores. Scoring in the 8th percentile is simply unacceptable for any senior history major who is completing his or her program requirements. And, more student involvement in extra-curricular activities is a must and additional ways of tracking students’ appreciation of the past are necessary. The history faculty will be working on all of these in the coming academic year.

Assessment Plan Changes:

List of Appendices:

Appendix 1: Curriculum Map

Appendix 2: SLO1 Assessments

Appendix 3: SLO2 Assessment

Appendix 1: Curriculum Map

Basic Course	Short Title	SLO-1 Research & Writing	SLO-2 Appreciation of the Past	SLO-3 Factual Knowledge	Race/Gender Diversity & Citizenship	Global Awareness
1310	World Science		X	X		X
2010	Early US		X	X	X	
2020	Modern US		X	X	X	
2210	Early Western		X	X		X
2060	Race & Ethnic Stu.		X	X	X	
2070	African Am. Hist.		X	X	X	
2220	Modern Western		X	X		X
2310	Early World		X	X		X
2320	Modern World		X	X		X
3100	Tennessee History	X	X	X	X	
3360	US Military	X	X	X		X
3390	Civil Rights	X	X	X	X	
3410	Methods	X				
3420	Archives	X	X			
3430	Digital History		X			
3550	Ancient	X	X	X		X
3710	Spain	X	X	X		X
3720	Mexico	X	X	X	X	X
3900	Environmental	X	X	X		X
3910	Intro. Am. Indians	X	X	X	X	
4010	Colonial	X	X	X	X	
4020	Early Republic	X	X	X	X	
4030	Civil War	X	X	X	X	
4040	Gilded Age	X	X	X	X	
4050	Early 20 th Century	X	X	X	X	
4060	Postwar US	X	X	X	X	
4070	History of Comics	X	X	X		
4090	Popular Culture	X	X	X	X	X
4100	Appalachian	X	X	X		
4200	Old South	X	X	X	X	
4210	New South	X	X	X	X	
4230	Economic	X	X	X		
4250	US West	X	X	X	X	
4290	Science Tech	X	X	X		
4330	Religion	X	X	X		X
4350	Gender	X	X	X	X	
4360	US Social	X	X	X	X	
4380	Black Women	X	X	X	X	X
4390	African-American	X	X	X	X	X
4400	Film History	X	X	X		X
4420	Public History		X	X		

4440	Native American	X	X	X	X	
4470	Sports History	X	X	X	X	
4520	Medieval	X	X	X		X
4530	Renn/Reformation	X	X	X		X
4540	Abs/Enlightenment	X	X	X		X
4550	French Revolution	X	X	X		X
4560	19 th Century Eur.	X	X	X		X
4565	World War I	X	X	X		X
4570	World War II	X	X	X		X
4620	Russia/USSR	X	X	X		X
4630	Modern France	X	X	X		X
4640	Modern Germany	X	X	X		X
4650	Early England	X	X	X		X
4660	Modern England	X	X	X		X
4668	Nazi Germany	X	X	X		X
4680	Holocaust	X	X	X		X
4690	British Commwlth	X	X	X	X	X
4710	Africa	X	X	X	X	X
4730	Middle East	X	X	X		X
4740	Japan	X	X	X		X
4750	China	X	X	X		X
4760	Vietnam	X	X	X		X
4790	Latin America	X	X	X	X	X
4800	Legal History	X	X	X		
4810	Scientific Contr.	X	X	X		
4880	History of Med.	X	X	X		
4890	History of Nursing	X	X	X		
4900	Topics	X	X	X		
4910	Directed Studies	X	X	X		
4940	Internship		X	X		
4990	Senior Seminar	X	X	X		

**Appendix 2: SLO1 Assessments
Senior Seminar Rubric**

Senior Seminar Rubric Results

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

History Department Exit Interview Survey

History Department Exit Interview Survey

Very Satisfied

Satisfied

Dissatisfied

Very Dissatisfied

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

Very Satisfied

Satisfied

Dissatisfied

Very Dissatisfied

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

Very Satisfied

Satisfied

Dissatisfied

Very Dissatisfied

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

