

2016-2017 Assessment Cycle COLA_History BA

Mission (due 1/20/17)

University Mission

The University of Louisiana at Lafayette offers an exceptional education informed by diverse worldviews grounded in tradition, heritage, and culture. We develop leaders and innovators who advance knowledge, cultivate aesthetic sensibility, and improve the human condition.

University Values

We strive to create a community of leaders and innovators in an environment that fosters a desire to advance and disseminate knowledge. We support the mission of the university by actualizing our core values of equity, integrity, intellectual curiosity, creativity, tradition, transparency, respect, collaboration, pluralism, and sustainability.

University Vision

We strive to be included in the top 25% of our peer institutions by 2020, improving our national and international status and recognition.

College / Department / Program Mission

College Mission

Provide the college mission in the space provided. If none is available, write "None Available in 2016-2017."

The College of Liberal Arts is dedicated to the advancement of knowledge through teaching, research, and service. The College teaches students to think critically, applying scientific principles and intellectual schema to understand human behavior and society in a diverse world, to express ideas and ideals in a variety of forms, and to understand themselves and others as members of regional and global communities. The intellectual and creative foundations of this enterprise are written and oral communication, analytical and reasoning skills, and the ability to solve problems creatively. Each departmental curriculum presents perspectives from the past, provides an understanding of the present and directs attention to the challenges of the future. As active researchers, faculty in the College work to advance the frontiers of knowledge and our understanding of humanity and the world we live in, and to use that knowledge and understanding to improve the human condition.

Department / Program Mission

Provide the department / program mission in the space provided. If none is available, write "None Available in 2016-2017".

In accordance with the goals of the University, the BA Program in History looks to “develop scholars who will variously advance knowledge, cultivate aesthetic sensibility, and improve the material conditions of humankind.” Faculty in History teach students knowledge of the past and the critical thinking skills necessary so that graduates can become informed and engaged citizens in their communities. The Program is committed to traditional approaches to teaching, scholarship, and learning, but also strives for innovation. This combination is critical to the success of undergraduate students in History, who learn how to question and analyze sources, develop well-grounded interpretive arguments, and communicate complex ideas in writing to the public.

Assessment Plan (due 1/20/17)

Assessment List (Goals / Objectives, Assessment Measures and Criteria for Success)

Assessment List

Goal/Objective	Distinguish Sources: distinguish between primary and secondary sources		
Legends			
Standards/Outcomes			
Assessment Measures	Assessment Measure	Criterion	Attachments
	Direct - Capstone Assignment	80 percent of the papers must earn evaluations of "Outstanding," "Satisfactory," or "Passable, with Reservations" in order to demonstrate that the department "achieved" the goal of Distinguish Sources.	

Goal/Objective	Research: Research and conduct an investigation, consulting appropriate works for developing a bibliography.		
Legends	SLO - Student Learning Outcome/Objective (academic units);		
Standards/Outcomes			
Assessment Measures	Assessment Measure	Criterion	Attachments
	Direct - Capstone Assignment	80 percent of the papers must earn evaluations of "Outstanding," "Satisfactory," or "Passable, with Reservations" in order to demonstrate that the department "achieved" the goal of Research.	

Goal/Objective	Interpret & Analyze: interpret and analyze evidence found in primary sources and develop an historical argument based on and sustained by the evidence available		
Legends	SLO - Student Learning Outcome/Objective (academic units);		
Standards/Outcomes			
Assessment Measures			

	Assessment Measure	Criterion	Attachments
	Direct - Capstone Assignment	80 percent of the papers must earn evaluations of "Outstanding," "Satisfactory," or "Passable, with Reservations" in order to demonstrate that the department "achieved" the goal of Interpret & Analyze.	

Goal/Objective	Communicate: Produce historical essays that are coherent, cogent, grammatically correct, and which properly cite information through bibliography and footnotes.		
Legends			
Standards/Outcomes			
Assessment Measures	Assessment Measure	Criterion	Attachments
	Direct - Capstone Assignment	80 percent of the papers must earn evaluations of "Outstanding," "Satisfactory," or "Passable, with Reservations" in order to demonstrate that the department "achieved" the goal of Communicate.	

Results & Improvements (due 9/15/17)

Results and Improvement Narratives

Assessment List Findings for the Assessment Measure level for Distinguish Sources: distinguish between primary and secondary sources

Goal/Objective	Distinguish Sources: distinguish between primary and secondary sources		
Legends			
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Assessment Measures	Assessment Measure	Criterion	
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Assessment Findings	<table border="1"> <thead> <tr> <th data-bbox="358 449 561 548">Assessment Measure</th> <th data-bbox="561 449 784 548">Criterion</th> <th data-bbox="784 449 1062 548">Summary</th> <th data-bbox="1062 449 1265 548">Attachments of the Assessments</th> <th data-bbox="1265 449 1541 548">Improvement Narratives</th> </tr> </thead> <tbody> <tr> <td data-bbox="358 548 561 1986">Direct - Capstone Assignment</td> <td data-bbox="561 548 784 1986">Has the criterion 80 percent of the papers must earn evaluations of “Outstanding,” “Satisfactory,” or “Passable, with Reservations” in order to demonstrate that the department “achieved” the goal of Distinguish Sources. been met yet? Not met</td> <td data-bbox="784 548 1062 1986">A committee of five UL Lafayette historians, both assistant and associate professors, evaluated a random sampling of research papers from two 2016-2017 sections of the department’s capstone course, HIST 490: Historical Research and Writing. In this course, students produce a significant research paper focusing on a historical topic and using primary and secondary sources. For the Distinguish Sources goal, students had to properly determine the categories of the sources materials they were working with. The working criteria this year for earning a rank of outstanding, satisfactory, passable with reservations, or unsatisfactory in this category is included in this report as an attachment. Number of students assessed = 17. This year the Outcomes Assessment Committee used our expansive rubric to evaluate the student</td> <td data-bbox="1062 548 1265 1986"></td> <td data-bbox="1265 548 1541 1986">- Assessment Process: Continuous monitoring: We believe that results from our recent curriculum improvements (topical specificity for the HIST490 course, establishing a prerequisite HIST390 course, both described below) will be successful, but that they have been too recently implemented to see beneficial results. Similar to the results in 2016, nearly a third (32%) of our students in 2017 were deemed unable to satisfactorily distinguish between primary and secondary sources. However, the 2015 Assessment demonstrated greater success with 490 sections organized by topic than those that were not organized in such fashion. In order to improve our results, we have recommended to our HIST 490 faculty to organize the class in a</td> </tr> </tbody> </table>					Assessment Measure	Criterion	Summary	Attachments of the Assessments	Improvement Narratives	Direct - Capstone Assignment	Has the criterion 80 percent of the papers must earn evaluations of “Outstanding,” “Satisfactory,” or “Passable, with Reservations” in order to demonstrate that the department “achieved” the goal of Distinguish Sources. been met yet? Not met	A committee of five UL Lafayette historians, both assistant and associate professors, evaluated a random sampling of research papers from two 2016-2017 sections of the department’s capstone course, HIST 490: Historical Research and Writing. In this course, students produce a significant research paper focusing on a historical topic and using primary and secondary sources. For the Distinguish Sources goal, students had to properly determine the categories of the sources materials they were working with. The working criteria this year for earning a rank of outstanding, satisfactory, passable with reservations, or unsatisfactory in this category is included in this report as an attachment. Number of students assessed = 17. This year the Outcomes Assessment Committee used our expansive rubric to evaluate the student		- Assessment Process: Continuous monitoring: We believe that results from our recent curriculum improvements (topical specificity for the HIST490 course, establishing a prerequisite HIST390 course, both described below) will be successful, but that they have been too recently implemented to see beneficial results. Similar to the results in 2016, nearly a third (32%) of our students in 2017 were deemed unable to satisfactorily distinguish between primary and secondary sources. However, the 2015 Assessment demonstrated greater success with 490 sections organized by topic than those that were not organized in such fashion. In order to improve our results, we have recommended to our HIST 490 faculty to organize the class in a
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			<p>consisted of five faculty members, two of whom were new to the process. In part, the committee hoped to evaluate the usefulness of the rubric that was created by past committee members. As this evaluation rubric continues to be vetted and revised, it will enhance the department's ability to generate history majors who produce work of not simply satisfactory, but outstanding, merit. The committee determined to maintain the goal that 80 percent of the papers must earn evaluations of "Outstanding," "Satisfactory," or "Passable, with Reservations" in order to demonstrate that the department "achieved" each particular goal. Two evaluators read each paper. To achieve a goal, the paper could not receive a mark of "Unsatisfactory," by either evaluator, in the measurable category. Outcome This year we achieved a success rate of 68% in the category of "Distinguish Sources," demonstrating that students did not attain our goal in this category. While we are concerned by this finding, we also</p>		<p>exercises and projects related to analyzing and distinguishing primary and secondary sources, and to develop skills in assessing historiography. We taught our first two HIST390 courses last year, but only students who declared a History major after Fall 2016 are required to take it. Therefore, only four of the assessed 490 papers were from students who completed HIST390. The good news is that among these HIST390 students, we achieved a 100% success rate in their ability to distinguish sources. Again, the small sample size and a variety of other factors (particularly the self-selection of students who would be willing to take a skills-based course that was not required) begs caution. However, the high rate of success leads us to believe that the changes that were partially implemented in 2016-2017 could lead to greater overall success in the coming years. We will also make sure that our faculty teaching 490 receive our annual assessment</p>
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Assessment List Findings for the Assessment Measure level for Research: Research and conduct an investigation, consulting appropriate works for developing a bibliography.

Goal/Objective	Research: Research and conduct an investigation, consulting appropriate works for developing a bibliography.				
Legends	SLO - Student Learning Outcome/Objective (academic units);				
Standards/Outcomes					
Assessment Measures	Assessment Measure		Criterion		
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		<p>validity and value of source material. The working criteria this year for earning a rank of outstanding, satisfactory, passable with reservations, or unsatisfactory in this category is included in this report as an attachment. Number of students assessed = 17. This year the Outcomes Assessment Committee used our expansive rubric to evaluate the student success rate in achieving the four student learning goals/objectives by breaking those goals down into further subcategories for more detailed analysis. This expansive rubric allows the committee to determine not simply whether or not the department's goals are achieved, but to what degree those goals are met. As always, this year's assessment strategy targeted not simply student success rates, but equally as important, a reevaluation of the language that constitutes these expansive rubric guidelines. The committee continues to collect feedback from evaluators as to the usefulness of the rubric. As we have found over the previous three years, agreeing on the language that constitutes the rubric</p>	<p>for their research paper. However, the 2015 Assessment demonstrated greater success with 490 sections organized by topic than those that were not organized in such fashion. In order to improve our results, we have recommended to our HIST 490 faculty to organize the class according to specific topics that best align with their specializations. We also plan to circulate more thoroughly the responsibility for teaching 490 among our faculty. However, our Fall 2016 courses were scheduled before implementation of these improvements, and thus only five of the seventeen assessed papers were in a topically-themed HIST490 course. The good news is that among these five papers, we achieved a 100% success rate in "research." While the small sample size of the topically-themed papers begs caution (along with other variables such as the small size of the class,</p>
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Assessment List Findings for the Assessment Measure level for Interpret & Analyze: interpret and analyze evidence found in primary sources and develop an historical argument based on and sustained by the evidence available

Goal/Objective	Interpret & Analyze: interpret and analyze evidence found in primary sources and develop an historical argument based on and sustained by the evidence available														
Legends	SLO - Student Learning Outcome/Objective (academic units);														
Standards/Outcomes															
Assessment Measures	<table border="1" data-bbox="360 1465 1547 1644"> <thead> <tr> <th data-bbox="360 1465 623 1541">Assessment Measure</th> <th data-bbox="623 1465 1547 1541">Criterion</th> </tr> </thead> <tbody> <tr> <td data-bbox="360 1541 623 1644">Direct - Capstone Assignment</td> <td data-bbox="623 1541 1547 1644">80 percent of the papers must earn evaluations of "Outstanding," "Satisfactory," or "Passable, with Reservations" in order to demonstrate that the department "achieved" the goal of Interpret & Analyze.</td> </tr> </tbody> </table>					Assessment Measure	Criterion	Direct - Capstone Assignment	80 percent of the papers must earn evaluations of "Outstanding," "Satisfactory," or "Passable, with Reservations" in order to demonstrate that the department "achieved" the goal of Interpret & Analyze.						
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		<p>papers must earn evaluations of “Outstanding,” “Satisfactory,” or “Passable, with Reservations” in order to demonstrate that the department “achieved” the goal of Interpret & Analyze. been met yet? Not met</p>	<p>associate professors, evaluated a random sampling of research papers from two 2015 sections of the department’s capstone course, HIST 490: Historical Research and Writing. In this course, students produce a significant research paper focusing on a historical topic and using primary and secondary sources. For the Research goal, students had to demonstrate their ability to conduct extensive research in the library, in online databases, and/or other archival collections. Students had to demonstrate an ability to evaluate the validity and value of source material. The working criteria this year for earning a rank of outstanding, satisfactory, passable with reservations, or unsatisfactory in this category is included in this report as an attachment. Number of students assessed = 17. This year the Outcomes Assessment Committee used our expansive rubric to evaluate the student success rate in achieving the four student learning goals/objectives by breaking those goals down into further subcategories for more detailed analysis. This expansive rubric allows the committee</p>	<p>monitoring: We believe that results from our recent curriculum improvements (primarily topical specificity for the HIST490 course and establishing a prerequisite HIST390 course, both described below) will be successful, but that they have been too recently implemented to completely see beneficial results. Similar to the results in 2016, about a quarter (26%) of students struggled to analyze primary and secondary sources. However, the 2015 Assessment demonstrated greater overall success with 490 sections organized by topic than those that were not organized in such fashion. In order to improve our results, we have recommended to our HIST 490 faculty to organize the class in a matter that best aligns with their specialization. We also plan to circulate more thoroughly the responsibility for teaching 490 among our faculty. However, our Fall 2016 courses were scheduled before</p>
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		<p>to determine not simply whether or not the department's goals are achieved, but to what degree those goals are met. As always, this year's assessment strategy targeted not simply student success rates, but equally as important, a reevaluation of the language that constitutes these expansive rubric guidelines. The committee continues to collect feedback from evaluators as to the usefulness of the rubric. As we have found over the previous three years, agreeing on the language that constitutes the rubric guidelines is quite complicated and challenging. Rubric revisions remain a constant and necessary process as we seek to increase the user-friendliness of the rubric as well as its effectiveness in evaluating whether or not our majors are achieving our departmental undergraduate goals. This year, the evaluation team consisted of five faculty members, two of whom were new to the process. In part, the committee hoped to evaluate the usefulness of the rubric that was created by past committee members. As this evaluation rubric continues to be</p>	<p>implementation of these improvements, and thus only five of the seventeen assessed papers were in a topically-themed HIST490 course. The good news is that among these five papers, we achieved a 100% success rate in their ability to analyze sources. While the small sample size of the topically-themed papers begs caution, we do believe that our recent improvements, which will be more fully implemented in 2017-2018, will move us closer to achieving our goals next year. We will also continue to teach and require our majors to take HIST390: The Historian's Craft, a skills-based course that explicitly targets our four goals of Research, Interpret & Analyze, Communicate, and Distinguish Sources by requiring students to complete exercises and projects related to analyzing and distinguishing primary and secondary sources, and to develop skills in</p>
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		<p>vetted and revised, it will enhance the department's ability to generate history majors who produce work of not simply satisfactory, but outstanding, merit. The committee determined to maintain the goal that 80 percent of the papers must earn evaluations of "Outstanding," "Satisfactory," or "Passable, with Reservations" in order to demonstrate that the department "achieved" each particular goal. Two evaluators read each paper. To achieve a goal, the paper could not receive a mark of "Unsatisfactory," by either evaluator, in the measurable category. Outcome</p> <p>This year we achieved a success rate of 82%, 88%, and 74% in the three categories of "Interpret and Analyze," demonstrating that we only partially attained our goals in this category. We are disappointed that students achieved only 74% success in "Analysis of Sources." It appears that about a quarter of our students seemed to struggle in understanding how to properly analyze primary and secondary sources. However, we believe that this is another area that will improve over the next several years with continued</p>		<p>assessing historiography. We taught our first two HIST390 courses last year, but only students who declared a History major after Fall 2016 are required to take it. Therefore, only four of the assessed 490 papers were from students who completed HIST390. The good news is that among these HIST390 students, we achieved a 100% success rate in their ability to analyze sources. Again, the small sample size and a variety of other factors (particularly the self-selection of students who would be willing to take a skills-based course that was not required) begs caution. However, the high rate of success leads us to believe that the changes that were partially implemented in 2016-2017 could lead to greater overall success in the coming years. We will also make sure that our faculty teaching 490 receive our annual assessment reports, along with our rubric guidelines for assessing our 490</p>
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			<p>implementation of recent course/curriculum changes. We are pleased with our students' ability to craft identifiable thesis statements, which has improved by 18 percentage points from 2016. We believe that we should continue to maintain a high threshold of 80% for declaring success in each of our goals.</p>		<p>students. For 2017-2018, the faculty teaching HIST490 participated in the 2017 assessment, so that they could become familiar with the areas in which our students are meeting learning objectives, and where they need improvement. By integrating assessment and teaching, HIST490 faculty can shape their courses to achieve the stated learning goals. In addition, we expanded the number of required 400 level seminars in order for students to continue a rigorous skill development in assessing and critiquing secondary sources through discussion, book reviews, and historiographical papers. This expansion of the senior seminar courses also fits the needs of the students, expressed in recent senior surveys, to offer more courses at this level. We are dealing with multiple departures of faculty this year, which is compounding our difficulty to meet</p>
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					<p>student concerns for additional faculty in non-U.S. areas, and to meet the needs of our students interested in U.S. or European history. Our faculty agrees with their concerns and hopes that the administration will enable us to hire more faculty to replace those who have left last year (and those who may be leaving this year). Finally, the department has embarked in numerous ambitious projects to integrate experiential learning in our undergraduate courses. Our undergraduate students have used digital tools to create videos to communicate sophisticated historical ideas to the public. They have visited local historical sites like the plantations along the "River Road," and the Cane River Creole National Historic Park. They also participated in service-learning projects such as teaching world history and culture to local elementary school students. Experiential learning activities such as these allow our</p>
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				<p>undergraduates to think about sophisticated real-world applications of their historical knowledge and skills. Students visiting plantation museums, for example, discuss the ways in which tourist sites interpret and memorialize slavery in Louisiana, building on-the-ground skills to analyze and critique non-traditional primary and secondary sources. We will continue to encourage our faculty to engage in experiential learning so that students entering HIST490 have a multi-dimensional understanding of the various ways in which historians interpret, analyze, and communicate their research.</p> <p>- Pedagogical Change : We believe that results from our recent curriculum improvements (primarily topical specificity for the HIST490 course and establishing a prerequisite HIST390 course, both described below) will be successful, but that they have been too recently implemented to completely see beneficial results.</p>
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					<p>Similar to the results in 2016, about a quarter (26%) of students struggled to analyze primary and secondary sources. However, the 2015 Assessment demonstrated greater overall success with 490 sections organized by topic than those that were not organized in such fashion. In order to improve our results, we have recommended to our HIST 490 faculty to organize the class in a matter that best aligns with their specialization. We also plan to circulate more thoroughly the responsibility for teaching 490 among our faculty. However, our Fall 2016 courses were scheduled before implementation of these improvements, and thus only five of the seventeen assessed papers were in a topically-themed HIST490 course. The good news is that among these five papers, we achieved a 100% success rate in their ability to analyze sources. While the small sample size of the topically-themed</p>
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Assessment List Findings for the Assessment Measure level for Communicate: Produce historical essays that are coherent, cogent, grammatically correct, and which properly cite information through bibliography and footnotes.

<p>Goal/Objective</p>	<p>Communicate: Produce historical essays that are coherent, cogent, grammatically correct, and which properly cite information through bibliography and footnotes.</p>														
<p>Legends</p>															
<p>Standards/Outcomes</p>															
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		<p>Reservations” in order to demonstrate that the department “achieved” the goal of Communicate. been met yet? Met</p>	<p>sections of the department’s capstone course, HIST 490: Historical Research and Writing. In this course, students produce a significant research paper focusing on a historical topic and using primary and secondary sources. For the Research goal, students had to demonstrate their ability to conduct extensive research in the library, in online databases, and/or other archival collections. Students had to demonstrate an ability to evaluate the validity and value of source material. The working criteria this year for earning a rank of outstanding, satisfactory, passable with reservations, or unsatisfactory in this category is included in this report as an attachment. Number of students assessed = 17. This year the Outcomes Assessment Committee used our expansive rubric to evaluate the student success rate in achieving the four student learning goals/objectives by breaking those goals down into further subcategories for more detailed analysis. This expansive rubric allows the committee to determine not simply whether or not the department’s goals are achieved, but to what degree those goals are met. As always, this</p>	<p>skills of our students to ensure high success rates and meet our goals.</p>
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			<p>year's assessment strategy targeted not simply student success rates, but equally as important, a reevaluation of the language that constitutes these expansive rubric guidelines. The committee continues to collect feedback from evaluators as to the usefulness of the rubric. As we have found over the previous three years, agreeing on the language that constitutes the rubric guidelines is quite complicated and challenging. Rubric revisions remain a constant and necessary process as we seek to increase the user-friendliness of the rubric as well as its effectiveness in evaluating whether or not our majors are achieving our departmental undergraduate goals. This year, the evaluation team consisted of five faculty members, two of whom were new to the process. In part, the committee hoped to evaluate the usefulness of the rubric that was created by past committee members. As this evaluation rubric continues to be vetted and revised, it will enhance the department's ability to generate history majors who produce work of not simply satisfactory, but outstanding, merit. The committee determined to maintain</p>		
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			<p>the goal that 80 percent of the papers must earn evaluations of “Outstanding,” “Satisfactory,” or “Passable, with Reservations” in order to demonstrate that the department “achieved” each particular goal. Two evaluators read each paper. To achieve a goal, the paper could not receive a mark of “Unsatisfactory,” by either evaluator, in the measurable category. Outcome This year we achieved a success rate of 100%, 97%, and 97% in our three sub-categories of "Communicate," demonstrating success in attaining our goal in this category. We are pleased that we achieved this score. We believe that we should continue to maintain a high threshold of 80% for declaring success in each of our goals. We will share this information with the faculty who taught 490 last year, and who plan to teach HIST 490 this fall.</p>		
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Reflection (Due 9/15/17)

Reflection

1) How were assessment results shared in the unit?

Please select all that apply. If "other", please use the text box to elaborate.

Distributed via email

Presented formally at staff / department / committee meetings (selected)

Discussed informally
 Other (explain in text box below)

Partial results were shared in a formal committee meeting of the Undergraduate Committee, which includes the Assessment Committee, in the Fall of 2017. These partial results were also shared in a meeting between the assessment coordinator, the head of the undergraduate committee, and the department head. Detailed and complete results will be emailed to the head of the undergraduate committee and to the department head, who will either email results to the entire faculty, and/or discuss the results at a faculty-wide meeting.

2) How frequently were assessment results shared in the unit?

Frequently (>4 times per cycle)
 Periodically (2-4 times per cycle)
 Once per cycle (selected)
 Results were not shared this cycle

3) With whom were assessment results shared?

Please select all that apply.

Department Head (selected)
 Dean / Asst. or Assoc. Dean
 Departmental assessment committee (selected)
 Other faculty / staff (selected)

4) What were the measurable or perceivable effects on your current (2016-2017) findings based on prior action plans (created in 2015-2016)?

We were able to develop and implement the major curriculum and course changes that we determined were necessary from the 2015 and 2016 Assessments, it is too early to see the results of these improvements in 2017. However, in our current findings, we found high success rates among the very few students who participated in these curricular and course improvements. Although the small sample size limits any definitive conclusions, these results do give us reason to stay the course on the recent improvements that we made, and to monitor results over the next several years. The department is convening regularly-scheduled meetings where assessment is serving as an important topic and we are addressing the concerns identified in the last cycle.

5) What has the unit learned from the current assessment cycle?

We placed HIST490 into rotation with multiple faculty, so that more of our faculty has become aware of the need to ensure that our four goals are taught in their lower level courses. We found high success rate among the very limited number of students who participated in the topic-specific HIST490 course. Our first two HIST390: Historian's Craft courses were taught in Fall 2016 and Spring 2017, with more online for this coming year. This course explicitly targets our four goals of Research, Interpret & Analyze, Communicate, and Distinguish Sources by requiring students to complete exercises on analyzing and distinguishing primary and secondary sources, and to develop skills in assessing historiography. We learned that among students who have taken HIST390, we had higher levels of success in our learning objectives—but because the very limited number of these students in 2016-2017, we must monitor results for the next three to five years to see the full outcomes. We expanded the number of required 400 level seminars in order for students to continue a rigorous skill development in assessing and critiquing secondary sources through discussion, book reviews, and historiographical papers. This expansion of the senior seminar courses also fits the needs of the students, expressed in previous senior surveys, to offer more courses at this level. We also integrated experiential learning in our undergraduate classes, which we hope provides on-the-ground experiences for our students to practice their historical knowledge and skills.

Attachments

Attachments

Upload any supporting documents related to your assessment plans, results, or improvements. Documents may include rubrics, survey questions, reports, etc. There is no limit to the number of documents you can upload.

Click "Select File" to upload document(s)

Assessment_Form_2017.docx

Outcomes_Assessment_Rubric_hist_490_for_2017.doc