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 Source	s: 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		oduce historical essays that are coherent, cogent, grammatically e information through bibliography and footnotes.	/ correct, and
Legends			
Standards/Outcomes			
Assessment Measures			
	Assessment Measure	Criterion	Attachments
	Direct - Capstone	80 percent of the papers must earn evaluations of "Outstanding," "Satisfactory," or "Passable, with	

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		
Standards/Outcomes		
Assessment		
Measures		
	Assessment	Criterion
	Measure	
	Direct - Capstone Assignment	80 percent of the papers must earn evaluations of "Outstanding," "Satisfactory," or "Passable, with Reservations" in order to demonstrate

		that the depa	artment "achieved" the g	oal of Distinguish	Sources.
Assessment Findings					
	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

success rate in	matter that best
achieving the four	aligns with their
student learning	specialization. We
goals/objectives by	also plan to
breaking those goals	circulate more
down into further	thoroughly the
subcategories for	responsibility for
more detailed	teaching 490
analysis. This	among our faculty.
expansive rubric	However, our Fall
allows the committee	2016 courses were
to determine not	scheduled before
simply whether or	implementation of
not the department's	these
goals are achieved,	improvements, and
but to what degree	thus only five of the
those goals are met.	seventeen
As always, this	assessed papers
year's assessment	were in a topically-
strategy targeted not	themed HIST490
simply student	course. The good
success rates, but	news is that among
equally as important,	these five papers,
a reevaluation of the	we achieved a
language that	100% success rate
constitutes these	in their ability to
expansive rubric	distinguish sources.
guidelines. The	While the small
committee continues	sample size of the
to collect feedback	topically-themed
from evaluators as to	papers begs
the usefulness of the	caution, we do
rubric. As we have	believe that our
found over the	recent
previous three years,	improvements,
agreeing on the	which will be more
language that	fully implemented
constitutes the rubric	in 2017-2018, will
guidelines is quite	move us closer to
complicated and	achieving our goals
challenging. Rubric	next year. We will
revisions remain a	also continue to
constant and	teach and require
necessary process	our majors to take
as we seek to	HIST390: The
increase the user-	Historian's Craft, a
friendliness of the	skills-based course
rubric as well as its	that explicitly
effectiveness in	targets our four
evaluating whether	goals of Research,
or not our majors are	Interpret & Analyze,
achieving our	Communicate, and
departmental	Distinguish
undergraduate	Sources by
goals. This year, the	requiring students
evaluation team	to complete

consisted of five faculty members, two of whom were new to the process. un part, the committee hoped to evaluate the usefulness of the rubric that was committee hoped to secondary sources, and to develop skills in assessing historiography. We created by past committee members. As this evaluation rubric continues to be vetted and declared a History revised, it will enhance the department's ability to generate history major students who outstatading, merit. The committee departs and the goal determined to determined the set HIST390. The goal determined the goal that 80 percent of students, we achieved a 100% success rate in "Outstanding," their ability to their ability to their ability to their ability to their ability to their ability to their ability to
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committee hoped to evaluate the usefulness of the rubric that was created by past committee members.secondary sources, and to develop skills in assessing historiography. We 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 simplyHIST390 courses 400 past students who declared a History major after Fall 2016 are required to take it.department's ability to generate history majors who produce work of not simplyof the assessed 490 papers were from students who outstanding, merit. The committee The committee HIST390. The good news is that among that 80 percent of that 80 percent of the papers must earn evaluations of
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earn evaluations of success rate in
"Satisfactory," or distinguish sources.
"Passable, with Again, the small
Reservations" in sample size and a
order to demonstrate variety of other
that the department factors (particularly
"achieved" each the self-selection of
particular goal. Two students who would
evaluators read each be willing to take a
paper. To achieve a skills-based course
goal, the paper could that was not
not receive a mark of required) begs
"Unsatisfactory," by caution. However,
either evaluator, in the high rate of
the measurable success leads us to
category. Outcome believe that the
This year we changes that were
achieved a success partially
rate of 68% in the implemented in
category of 2016-2017 could
"Distinguish lead to greater
Sources," overall success in
demonstrating that the coming years.
students did not We will also make
attain our goal in this sure that our faculty
category. While we teaching 490
are concerned by receive our annual
this finding, we also assessment

found that we had a	reports, along with
much higher success	our rubric
rate among a very	guidelines for
limited number of	assessing our 490
students who were	students. For 2017-
instructed according	2018, the faculty
to recently	teaching HIST490
implemented course	participated in the
and curriculum	2017 assessment,
improvements. We believe that we	so that they could become familiar
should continue to	with the areas in
maintain a high	which our students
threshold of 80% for	are meeting
declaring success in	learning objectives,
each of our goals	and where they
and expect to see	need improvement.
higher rates of	By integrating
success as more of	assessment and
our students	teaching, HIST490
complete the recent	faculty can shape
course/curriculum	their courses to
improvements.	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
	student concerns
	for additional

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		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 undergraduates
		to think about
		sophisticated real-
		world applications

		9
		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.
		- Pedagogical Change : 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
		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
		distinguish sources. While the small
		sample size of the
		topically-themed
		papers begs
		caution, we do
		believe that our
		recent
		improvements,

		11
		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 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

	12
	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
	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

		15
		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
		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
		Have visited incal

	14
	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 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.
	their research.

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: Rese bibliography.	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					
	Direct - Capsto Assignment	one	"Satisfactor	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.				
Assessment Findings		Crite		Summer	Attackments			
	Assessment Measure	Crite	erion	Summary	Attachments of the Assessments	Improvement Narratives		
	Direct - Capstone Assignment	perc pape earn eval "Out "Sat or "F with Reso in or dem that depa "ach goal Reso	rion 80 ent of the ers must uations of standing," isfactory," Passable, ervations" der to onstrate the artment ieved" the of earch. n met yet?	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 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		- Assessment Process: Continuous monitoring: We believe that results from our recent curriculum improvements (primarily, 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, about a quarter (24%) of our students in 2017 were unable to find quality primary and		

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

	17
guidelines is quite	resulting in a low
complicated and	student to faculty
challenging. Rubric	ratio), we do
revisions remain a	believe that our
constant and	recent
necessary process as	improvements,
we seek to increase	which will be more
the user-friendliness of	fully implemented
the rubric as well as its	in 2017-2018, will
effectiveness in	move us closer to
evaluating whether or	achieving our
not our majors are	goals next year.
achieving our	We will also
departmental	continue to teach
undergraduate goals.	and require our
This year, the	majors to take
evaluation team	HIST390: The
consisted of five	Historian's Craft, a
faculty members, two	skills-based
of whom were new to	course that
the process. In part,	explicitly targets
the committee hoped	our four goals of Research,
to evaluate the usefulness of the	Interpret &
rubric that was created	Analyze,
by past committee	Communicate, and
members. As this	Distinguish
evaluation rubric	Sources by
continues to be vetted	requiring students
and revised, it will	to complete
enhance the	exercises and
department's ability to	projects related to
generate history	analyzing and
majors who produce	distinguishing
work of not simply	primary and
satisfactory, but	secondary
outstanding, merit.	sources, and to
Despite failing in	develop skills in
achieving this goal in	assessing
several categories last	historiography. We
year, the committee	taught our first two
determined to	HIST390 courses
maintain the goal that	Fall2016 and
80 percent of the	Spring 2017, but
papers must earn	only students who
evaluations of	declared a History
"Outstanding," "Satisfactory," or	major after Fall 2016 are required
"Passable, with	to take it.
Reservations" in order	Therefore, only
to demonstrate that	four of the
the department	assessed 490
"achieved" each	papers were from
particular goal. Two	students who
evaluators read each	completed
paper. To achieve a	HIST390. The

		18
	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 76% in the category of "Research," demonstrating that we did not attain our goal in this category. While we are concerned by this finding, we also found that we had a much higher success rate (100%) among a very limited number of students who were instructed according to recently implemented course and curriculum improvements. We believe that we should continue to maintain a high threshold of 80% for declaring success in each of our goals and expect to see higher rates of success as more of our students complete the recent course/curriculum improvements.	good news is that among these HIST390 students, we achieved a 100% success rate in "research." 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. It will be several years before all of our students must complete HIST390 as a pre-requisite to HIST490, and we will continue to monitor its impact. We will also make sure that our faculty teaching 490 receive our annual assessment reports, along with our rubric guidelines for assessing our 490 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

	19
	are meeting learning objectives, and where they need improvement. By integrating assessment and teaching, HIST490 faculty can better shape their courses to achieve the stated learning
	goals. In addition, we recently 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 years' 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 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

				20
				agrees with their
				concerns and
				hopes that the
				administration will
				enable us to hire
				more faculty to
				replace those who
				have left last 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
				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
L	L	1		

		21
	tourist sites	
	interpret and	
	memorialize	
	slavery in	
	Louisiana, building	r
	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.	
	- Pedagogical	
	Change : We	
	believe that results	_
		2
	from our recent	
	curriculum	
	improvements	
	(primarily, 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, about a	
	quarter (24%) of	
	our students in	
	2017 were unable	
	to find quality	
	primary and	
		_
	secondary sources	2
	for their research	
	paper. However,	
	the 2015	

		22
		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, resulting in a low
		student to faculty
		ratio), we do

		23
		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
		assessing
		historiography. We
		taught our first two
		HIST390 courses
		Fall2016 and
		Spring 2017, 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,

		24
		we achieved a 100% success
		rate in "research." 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.
		It will be several
		years before all of our students must
		complete HIST390
		as a pre-requisite to HIST490, and
		we will continue to monitor its impact.
		We will also make
		sure that our faculty teaching
		490 receive our
		annual assessment
		reports, along with our rubric
		guidelines for
		assessing our 490 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

		25
		where they need improvement. By
		integrating
		assessment and teaching, HIST490
		faculty can better
		shape their
		courses to achieve the stated learning
		goals. In addition,
		we recently
		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 years'
		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
		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.
		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
		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

		1
		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.

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 L	earning Outcome	/Objective (academic units	s);		
Standards/Outcomes						
Assessment Measures						
	Assessment Measure					
	Direct - Capstone Assignment80 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.					
Assessment Findings						
i indingo	Assessment Measure	Criterion	Summary	Attachments of the Assessments	Improvement Narratives	
	Direct - Capstone Assignment	Has the criterion 80 percent of the	A committee of five UL Lafayette historians, both assistant and		- Assessment Process: Continuous	

papers must	associate professors,	monitoring: We
earn	evaluated a random	believe that results
evaluations of	sampling of research	from our recent
"Outstanding,"	papers from two 2015	curriculum
"Satisfactory,"	sections of the	improvements
or "Passable,	department's	(primarily topical
with	capstone course,	specificity for the
Reservations"	HIST 490: Historical	HIST490 course
in order to	Research and Writing.	and establishing a
demonstrate	In this course,	prerequisite
that the	students produce a	HIST390 course,
department	significant research	both described
"achieved" the	paper focusing on a	below) will be
goal of Interpret	historical topic and	successful, but
& Analyze.	using primary and	that they have
been met yet?	secondary sources.	been too recently
Not met	For the Research	implemented to
	goal, students had to	completely see
	demonstrate their	beneficial results.
	ability to conduct	Similar to the
	extensive research in	results in 2016,
	the library, in online	about a quarter
	databases, and/or	(26%) of students
	other archival	struggled to
	collections. Students	analyze primary
	had to demonstrate an	and secondary
	ability to evaluate the	sources. However,
	validity and value of	the 2015
	source material. The	Assessment
	working criteria this	demonstrated
	year for earning a rank	greater overall
	of outstanding,	success with 490
	satisfactory, passable	sections organized
	with reservations, or	by topic than those
	unsatisfactory in this	that were not
	category is included in	organized in such
	this report as an	fashion. In order to
	attachment. Number	improve our
	of students assessed	results, we have
	= 17. This year the	recommended to
	Outcomes	our HIST 490
	Assessment	faculty to organize
	Committee used our	the class in a
	expansive rubric to	matter that best
	evaluate the student	aligns with their
	success rate in	specialization. We
	achieving the four	also plan to
	student learning	circulate more
	goals/objectives by	thoroughly the
	breaking those goals	responsibility for
	down into further	teaching 490
		among our faculty.
	subcategories for more detailed	However, our Fall
		2016 courses
	analysis. This	
	expansive rubric	were scheduled
	allows the committee	before

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to determine not	implementation of
simply whether or not	these
the department's	improvements,
goals are achieved,	and thus only five
but to what degree	of the seventeen
those goals are met.	assessed papers
As always, this year's	were in a topically-
assessment strategy	themed HIST490
targeted not simply	course. The good
student success rates,	news is that
but equally as	among these five
important, a	papers, we
reevaluation of the	achieved a 100%
language that	success rate in
constitutes these	their ability to
expansive rubric	analyze sources.
guidelines. The	While the small
committee continues	sample size of the
to collect feedback	topically-themed
from evaluators as to	papers begs
the usefulness of the	caution, we do
rubric. As we have	believe that our
found over the	recent
previous three years,	improvements,
agreeing on the	which will be more
language that	fully implemented
constitutes the rubric	in 2017-2018, will
guidelines is quite	move us closer to
complicated and	achieving our
challenging. Rubric	goals next year.
revisions remain a	We will also
constant and	continue to teach
necessary process as	and require our
we seek to increase	majors to take
the user-friendliness	HIST390: The
of the rubric as well as	Historian's Craft, a
its effectiveness in	skills-based
evaluating whether or	course that
not our majors are	explicitly targets
achieving our	our four goals of
departmental undergraduate goals.	Research, Interpret &
3 3	
This year, the evaluation team	Analyze, Communicate, and
consisted of five	
	Distinguish
faculty members, two of whom were new to	Sources by
the process. In part,	requiring students to complete
the committee hoped	exercises and
to evaluate the	projects related to
usefulness of the	analyzing and
rubric that was	distinguishing
created by past	primary and
committee members.	secondary
As this evaluation	sources, and to
rubric continues to be	develop skills in

	50
vetted and revised, it	assessing
will enhance the	historiography. We
department's ability to	taught our first two
generate history	HIST390 courses
majors who produce	last year, but only
work of not simply	students who
satisfactory, but	declared a History
outstanding, merit.	major after Fall
The committee	2016 are required
determined to	to take it.
maintain the goal that	Therefore, only
80 percent of the	four of the
papers must earn	assessed 490
evaluations of	papers were from
"Outstanding,"	students who
"Satisfactory," or	completed
"Passable, with	HIST390. The
Reservations" in order	good news is that
to demonstrate that	among these
the department	HIST390 students,
"achieved" each	we achieved a
particular goal. Two	100% success
evaluators read each	rate in their ability
paper. To achieve a	to analyze
goal, the paper could	sources. Again,
not receive a mark of	the small sample
"Unsatisfactory," by	size and a variety of other factors
either evaluator, in the measurable	(particularly the
category. Outcome	self-selection of
This year we achieved	students who
a success rate of	would be willing to
82%, 88%, and 74%	take a skills-based
in the three categories	course that was
of "Interpret and	not required) begs
Analyze,"	caution. However,
demonstrating that we	the high rate of
only partially attained	success leads us
our goals in this	to believe that the
category. We are	changes that were
disappointed that	partially
students achieved	implemented in
only 74% success in	2016-2017 could
"Analysis of Sources."	lead to greater
It appears that about a	overall success in
quarter of our students	the coming years.
seemed to struggle in	We will also make
understanding how to	sure that our
properly analyze	faculty teaching
primary and	490 receive our
secondary sources. However, we believe	annual
that this is another	assessment
area that will improve	reports, along with our rubric
over the next several	guidelines for
years with continued	assessing our 490
yoara with continued	430 430 Uli

		51
	implementation of	students. For
	recent	2017-2018, the
	course/curriculum	faculty teaching
	changes. We are	HIST490
	pleased with our	participated in the
	students' ability to	2017 assessment,
	craft identifiable thesis	so that they could
	statements, which has	become familiar
	improved by 18	with the areas in
	percentage points	which our students
	from 2016. We believe	are meeting
	that we should	learning
	continue to maintain a	objectives, and
	high threshold of 80%	where they need
	for declaring success	improvement. By
	in each of our goals.	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
		annealty to moot

		32
		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
L		

		33
		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.
		- 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.

		34
		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

	3	85
	papers begs	Τ
	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	
	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	

	36
HIST390 studer we achieved a	ıts,
100% success	
rate in their abili	ty
to analyze	
sources. Again,	
the small samples size and a varie	
of other factors	Ly
(particularly the	
self-selection of	
students who	
would be willing	
take a skills-bas course that was	
not required) be	
caution. Howeve	
the high rate of	,
success leads u	
to believe that the	
changes that we	ere
partially implemented in	
2016-2017 could	d
lead to greater	
overall success	
the coming year	
We will also ma	ке
sure that our faculty teaching	
490 receive our	
annual	
assessment	
reports, along w	ith
our rubric guidelines for	
assessing our 4	90
students. For	00
2017-2018, the	
faculty teaching	
HIST490	
participated in the partic	
so that they cou	
become familiar	
with the areas ir	n
which our stude	nts
are meeting	
learning objectives, and	
where they need	d l
improvement. B	
integrating	-
assessment and	
teaching, HIST4	
faculty can shap)e

			57
			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
			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
	1		

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
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.

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.

Goal/Objective			ssays that are coherent, cough bibliography and footr		ally correct, and
Legends					
Standards/Outcomes					
Assessment Measures					
	Assessment Measure	Criterion			
	Direct - Capsto Assignment	"Satisfactory	f the papers must earn eva ," or "Passable, with Rese artment "achieved" the goa	rvations" in order	to demonstrate
Assessment Findings					
i nonge	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	A committee of five UL Lafayette historians, both assistant and associate professors, evaluated a random sampling of research papers from two 2015		- Assessment Process: Continuous monitoring: We will continue to monitor the communication

Reservations' in sections of the sectors of the departments capstone demonstrate the the the the department capstonic approximation of the department capstonic approximation of the department capstonic demonstrate and Writing. In this capstonic demonstrate the department course, students produce a significant research paper to course, the demonstrate their ability to course, students had to demonstrate their ability to conduct the library, in online databases, and/or other archival collections. Students had to demonstrate their ability to conduct material. The working criteria the valuate the value the			
order to department's capstone estudents to demonstrate course, H151 490: ensure high that the Historical Research and Writig, In this goal of course, students goals. Communicate. been met yet? focusing on a historical topic and using primary Met and secondary sources. For the Research goal, Students had to demonstrate their ability to conduct extension results extensive research in the fibrary, passable with research goal, 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 Outstanding, satisfactory, instis student is applied to be goals down in this demonstrate their ability to could the attachment. Number of students assessed = 17. This year the Outstanding, satisfactory, in this catalogy is included in this report as an	Reservations" in	sections of the	skills of our
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department's goals are achieved, but to what degree those goals are			
achieved, but to what degree those goals are			
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
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 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
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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.

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