# 2016-2017 Assessment Cycle COLA\_History MA

## **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 MA Program in History looks to "develop scholars who will variously advance knowledge, cultivate aesthetic sensibility, and improve the material conditions of humankind." Graduate faculty in History teach students the knowledge of the past and the critical thinking skills necessary so that graduates can contribute independent research to the field and become engaged, active 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 graduate students in History, who learn how to question and analyze sources, develop well grounded interpretive arguments, and communicate new ideas to the public.

# **Assessment Plan (due 1/20/17)**

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

## **Assessment List**

Goal/Objective	Students will be able to identify and articulate an author's argument.				
Legends	SLO - Student Lear	SLO - Student Learning Outcome/Objective (academic units);			
Standards/Outcomes					
Assessment Measures					
	Assessment Measure	Criterion	Attachments		
	Direct - Comprehensive Exam (graduate level)	MA students in History demonstrate that they can identify and articulate and author's argument in a primary and secondary field of study through the comprehensive examinations (both written and oral) that they take once the coursework for the degree program has been completed. A committee of three faculty members evaluates the comprehensive examinations (both written and oral) completed each year. Assessments use a 4-level rubric that rates student accomplishment as: Strong Pass, Pass, Weak Pass, Fails. This objective is considered "achieved" is 80 percent of assessed students receive a rating of Strong Pass, Pass, or Weak Pass.	Exam_Assessment_Form_2016_2017.pdf		

Goal/Objective	Students will be able analyze how historical accounts are constructed.					
Legends	SLO - Student Lea	SLO - Student Learning Outcome/Objective (academic units);				
Standards/Outcomes						
Assessment Measures						
	Assessment Measure	Criterion	Attachments			
	Direct - MA students in History Exam_Assessment_Form_2016_2017.pdf					

Comprehensive	demonstrate that they can	
Exam (graduate	analyze how historical	
level)	accounts are constructed in a	
,	primary and secondary field of	
	study through the	
	comprehensive examinations	
	(both written and oral) that they	
	take once the coursework for	
	the degree program has been	
	completed. A committee of	
	three faculty members	
	evaluates the comprehensive	
	examinations (both written and	
	oral) completed each year.	
	Assessments use a 4-level	
	rubric that rates student	
	accomplishment as: Strong	
	Pass, Pass, Weak Pass, Fails.	
	This objective is considered	
	"achieved" is 80 percent of	
	assessed students receive a	
	rating of Strong Pass, Pass, or	
	Weak Pass.	
	Weak 1-455.	

Goal/Objective	Students will be able to determine which historical accounts make formative contributions to the field and outline why.			
Legends	SLO - Student Lea	rning Outcome/Objective (acaden	nic units);	
Standards/Outcomes				
Assessment Measures	Assessment	Criterion	Attachments	
	Measure Direct -	MA students in History	Exam Assessment Form 2016 2017.pdf	
	Comprehensive Exam (graduate level)	demonstrate that they can determine which historical accounts make formative contributions to the field and outline why in a primary and secondary field of study through the comprehensive examinations (both written and oral) that they take once the coursework for the degree program has been completed. A committee of three faculty members evaluates the		
		comprehensive examinations (both written and oral)		

	completed each year. Assessments use a 4-level rubric that rates student accomplishment as: Strong Pass, Pass, Weak Pass, Fails. This objective is considered "achieved" is 80 percent of assessed students receive a rating of Strong Pass, Pass, or Weak Pass.	
Direct - Thesis	MA students in History demonstrate that they can determine which historical accounts make formative contributions to the field and outline why in a primary and a secondary field of study through a written thesis. A committee of three faculty members evaluates the thesis. Assessments use a 4-level rubric that rates student accomplishment as: Strong Pass, Pass, Weak Pass, Fails. This objective is considered "achieved" is 80 percent of assessed students receive a rating of Strong Pass, Pass, or Weak Pass.	Thesis_Assessemnt_Form_2016_2017.pdf

Goal/Objective	Students will be able to synthesize historical accounts, generating unique perspectives about them.				
Legends	SLO - Student Lear	rning Outcome/Objective (academ	nic units);		
Standards/Outcomes					
Assessment Measures					
	Assessment Measure	Criterion	Attachments		
	Direct - Comprehensive Exam (graduate level)	MA students in History demonstrate that they can synthesize historical accounts, generating unique perspectives about them in a primary and secondary field of study through the comprehensive examinations (both written and oral) that they take once the	Exam_Assessment_Form_2016_2017.pdf		

# Results & Improvements (due 9/15/17)

## Results and Improvement Narratives

Assessment List Findings for the Assessment Measure level for Students will be able to identify and articulate an author's argument.

Goal/Objective	Students will be able to identify and articulate an author's argument.
Legends	SLO - Student Learning Outcome/Objective (academic units);
Standards/Outcomes	
Assessment Measures	

Assessment Measure	Criterion
	MA students in History demonstrate that they can identify and articulate and author's argument in a primary and secondary field of study through the comprehensive examinations (both written and oral) that they take once the coursework for the degree program has been completed. A committee of three faculty members evaluates the comprehensive examinations (both written and oral) completed each year. Assessments use a 4-level rubric that rates student accomplishment as: Strong Pass, Pass, Weak Pass, Fails. This objective is considered "achieved" is 80 percent of assessed students receive a rating of Strong Pass, Pass, or Weak Pass.

# Assessment Findings

Assessment Measure	Criterion	Summary	Attachments of the Assessments	Improvement Narratives
Direct -	Has the criterion	Criterion: MA		- Assessment
Comprehensive	MA students in	students in History		Process:
Exam (graduate	History	demonstrate that		Continuous
level)	demonstrate that	they can identify		monitoring:
•	they can identify	and articulate and		Moving forward,
	and articulate and	author's argument		we will continue
	author's argument	in a primary and		to "close the
	in a primary and	secondary field of		loop" by
	secondary field of	study through the		measuring this
	study through the	comprehensive		goal. We are
	comprehensive	examinations (both		very pleased
	examinations (both	written and oral)		with our 100%
	written and oral)	that they take		success rate in
	that they take	once the		this goal but we
	once the	coursework for the		realize it is a
	coursework for the	degree program		small sample
	degree program	has been		from one year.
	has been	completed. A		Therefore we
	completed. A	committee of three		will continue to
	committee of three	faculty members		strive for 100%
	faculty members	evaluates the		success in future
	evaluates the	comprehensive		years. Moreover
	comprehensive	examinations (both		we will continue
	examinations (both	written and oral)		to attempt to
	written and oral)	completed each		improve our
	completed each	year. Assessments		students'
	year. Assessments	use a 4-level rubric		performance on
	use a 4-level rubric	that rates student		their exams and
	that rates student	accomplishment		achieve more
	accomplishment	as: Strong Pass,		Passes and
	as: Strong Pass,	Pass, Weak Pass,		Strong Passes
	Pass, Weak Pass,	Fails. This		than Weak
	Fails. This	objective is		Passes.
	objective is	considered		
	considered	"achieved" is 80		

	"achieved" is 80 percent of assessed students receive a rating of Strong Pass, Pass, or Weak Pass. been met yet? Met	percent of assessed students receive a rating of Strong Pass, Pass, or Weak Pass. MA students who completed the comprehensive exams (written and	
	Met	exams (written and oral) demonstrated that they met this goal. Success for this goal was 100 percent. Three students earned a Strong Pass; two students earned a Pass; two students earned a Weak Pass. Number of Students	
		Assessed: 7 (spring 2017)	

# Assessment List Findings for the Assessment Measure level for Students will be able analyze how historical accounts are constructed.

Goal/Objective	Students will be able analyze how historical accounts are constructed.				
Legends	SLO - Student Lea	arning Outcome/Object	tive (academic units)		
Standards/Outcomes					
Assessment Measures					
	Assessment Measure	Criterion			
	Direct - Comprehensive Exam (graduate level)	Direct - MA students in History demonstrate that they can analyze how historical accounts are constructed in a primary and secondary field of study through the comprehensive examinations (both written and oral) that			
Assessment Findings					
	Assessment	Criterion	Summary	Attachments	Improvement

Measure			of the	Narratives
Division	11 4 20. 2	010.01.1.1	Assessments	A
Direct - Comprehensive Exam (graduate level)	Has the criterion MA students in History demonstrate that they can analyze how historical accounts are constructed in a primary and secondary field of study through the comprehensive examinations (both written and oral) that they take once the coursework for the degree program has been completed. A committee of three faculty members evaluates the comprehensive examinations (both written and oral) completed each year. Assessments use a 4-level rubric that rates student accomplishment as: Strong Pass, Pass, Weak Pass, Fails. This objective is considered "achieved" is 80 parcent of	Goal 2: Students will be able analyze how historical accounts are constructed. Criterion: MA students in History demonstrate that they can analyze how historical accounts are constructed in a primary and secondary field of study through the comprehensive examinations (both written and oral) that they take once the coursework for the degree program has been completed. A committee of three faculty members evaluates the comprehensive examinations (both written and oral) completed each year. Assessments use a 4-level rubric that rates student accomplishment as: Strong Pass, Pass, Weak Pass,	of the Assessments	- Assessment Process: Continuous monitoring: Moving forward, we will continue to "close the loop" by measuring this goal. We are very pleased with our 100% success rate in this goal but we realize it is a small sample from one year. Therefore we will continue to strive for 100% success in future years. Moreover we will continue to attempt to improve our students' performance on their exams and achieve more Passes and Strong Passes than Weak Passes.
	evaluates the comprehensive examinations (both written and oral) completed each year. Assessments use a 4-level rubric that rates student accomplishment as: Strong Pass, Pass, Weak Pass, Fails. This objective is considered "achieved" is 80 percent of assessed students receive a rating of Strong Pass, Pass, or Weak Pass. been met yet?	has been completed. A committee of three faculty members evaluates the comprehensive examinations (both written and oral) completed each year. Assessments use a 4-level rubric that rates student accomplishment as: Strong Pass, Pass, Weak Pass, Fails. This objective is considered "achieved" is 80 percent of assessed students receive a rating of		we will continue to attempt to improve our students' performance on their exams and achieve more Passes and Strong Passes than Weak
	Met	Strong Pass, Pass, or Weak Pass. MA students who completed the comprehensive exams (written and oral) demonstrated that they met this goal. Success for this goal was 100		

	percent. Two students earned a Strong Pass; three students earned a Pass; two students earned Weak Pass. Number of Students Assessed: 7 (spring 2017)	
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# Assessment List Findings for the Assessment Measure level for Students will be able to determine which historical accounts make formative contributions to the field and outline why.

nistoricai accounts r	nake formative cor	tributions to the fiel	d and outline why.		
Goal/Objective	Students will be able to determine which historical accounts make formative contributions to the field and outline why.				
Legends	SLO - Student Lea	rning Outcome/Objec	ctive (academic units)	· ;	
Standards/Outcomes					
Assessment Measures					
	Assessment Measure	Criterion			
	Direct - Comprehensive Exam (graduate level)  MA students in History demonstrate that they can determine which historical accounts make formative contributions to the field and outling why in a primary and secondary field of study through the comprehensive examinations (both written and oral) that they take on the coursework for the degree program has been completed. A committee of three faculty members evaluates the comprehensive examinations (both written and oral) completed each year. Assessment use a 4-level rubric that rates student accomplishment as: Strong Pass, Weak Pass, Fails. This objective is considered "achieved" is 80 percent of assessed students receive a rating of Strong Pass, Pass, or Weak Pass.			e field and outline the nat they take once pleted. A nprehensive year. Assessments t as: Strong Pass, 'achieved" is 80	
	Direct - Thesis	historical accou why in a primal A committee of Assessments u Strong Pass, P	History demonstrate ints make formative or and a secondary fie three faculty memberse a 4-level rubric that ass, Weak Pass, Fails percent of assessed Weak Pass.	ontributions to the eld of study throug rs evaluates the that at rates student ac s. This objective is	e field and outline th a written thesis. nesis. ccomplishment as: s considered
Assessment Findings					
Ü	Assessment Measure	Criterion	Summary	Attachments of the Assessments	Improvement Narratives

Direct -Comprehensive Exam (graduate level) Has the criterion MA students in History demonstrate that they can determine which historical accounts make formative contributions to the field and outline why in a primary and secondary field of study through the comprehensive examinations (both written and oral) that they take once the coursework for the degree program has been completed. A committee of three faculty members evaluates the comprehensive examinations (both written and oral) completed each year. Assessments use a 4-level rubric that rates student accomplishment as: Strong Pass, Pass, Weak Pass, Fails. This objective is considered "achieved" is 80 percent of assessed students receive a rating of Strong Pass, Pass, or Weak Pass. been met yet? Met

Goal 3: Students will be able to determine which historical accounts make formative contributions to the field and outline why. Criterion: MA students in History demonstrate that they can determine which historical accounts make formative contributions to the field and outline why in a primary and a secondary field of study through a written thesis. A committee of three faculty members evaluates the thesis. Assessments use a 4-level rubric that rates student accomplishment as: Strong Pass, Pass, Weak Pass, Fails. This objective is considered "achieved" is 80 percent of assessed students receive a rating of Strong Pass, Pass, or Weak Pass. MA students who completed the comprehensive exams (written and oral) demonstrated that they met this goal. Success for this goal was 100 percent. Three students earned a Strong Pass; three students earned a Pass: one student earned a Weak

Pass. Number of

Students

- Assessment Process: Continuous monitoring: Moving forward, we will continue to "close the loop" by measuring this goal. We are very pleased with our 100% success rate in this goal but we realize it is a small sample from one year. Therefore we will continue to strive for 100% success in future years. Moreover we will continue to attempt to improve our students' performance on their exams and achieve more Passes and Strong Passes than Weak Passes.

# Assessment List Findings for the Assessment Measure level for Students will be able to synthesize historical accounts, generating unique perspectives about them.

Goal/Objective	Students will be able to synthesize historical accounts, generating unique perspectives about them.				
Legends	SLO - Student Lea	rning Outcome/Object	tive (academic units);		
Standards/Outcomes		Ţ,			
Assessment Measures					
	Assessment Measure	Criterion			
	Direct - Comprehensive Exam (graduate level)  Direct - Thesis				in a primary and caminations (both or the degree culty members en and oral) in the traces. Pass, Fails. This ressed students  hesize historical in a primary and a mmittee of three se a 4-level rubric ass, Weak Pass, reent of assessed
Assessment				,,	
Findings	Assessment Measure	Criterion	Summary	Attachments of the Assessments	Improvement Narratives
	Direct - Comprehensive Exam (graduate level)	Has the criterion MA students in History demonstrate that they can synthesize historical accounts, generating unique perspectives about them in a primary and secondary field of study	Goal 4: Students will be able to synthesize historical accounts, generating unique perspectives about them. Criterion: MA students in History demonstrate that they can synthesize		- Assessment Process: Continuous monitoring: Moving forward, we will continue to "close the loop" by measuring this goal. We are very pleased with our 100% success rate in

	through the comprehensive examinations (both written and oral) that they take once the coursework for the degree program has been completed. A committee of three faculty members evaluates the comprehensive examinations (both written and oral) completed each year. Assessments use a 4-level rubric that rates student accomplishment as: Strong Pass, Pass, Weak Pass, Fails. This objective is considered "achieved" is 80 percent of assessed students receive a rating of Strong Pass, Pass, or Weak Pass, been met	historical accounts, generating unique perspectives about them in a primary and a secondary field of study through a written thesis. A committee of three faculty members evaluates the thesis. Assessments use a 4-level rubric that rates student accomplishment as: Strong Pass, Pass, Weak Pass, Fails. This objective is considered "achieved" is 80 percent of assessed students receive a rating of Strong Pass, Pass, or Weak Pass. MA students who completed the comprehensive exams (written and oral) demonstrated	this goal but we realize it is a small sample from one year. Therefore we will continue to strive for 100% success in futur years. Moreove we will continue to attempt to improve our students' performance or their exams and achieve more Passes and Strong Passes than Weak Passes.
Direct - Thesis	Met  Has the criterion	goal. Success for this goal was 100 percent. Two students earned a Strong Pass; three students earned a Pass; two students earned a Weak Pass. Number of Students Assessed: 7 (spring 2017)  GOAL 6: Students	- Assessment
	MA students in History demonstrate that they can synthesize historical accounts, generating unique perspectives about	will be able to synthesize historical accounts, generating unique perspectives about them. Criterion: MA students in History	Process: Continuous monitoring: Moving forward we will continue to "close the loop" by measuring this goal. We are

them in a primary and a secondary field of study through a written thesis. A committee of three faculty members evaluates the thesis. Assessments use a 4-level rubric that rates student accomplishment as: Strong Pass, Pass, Weak Pass, Fails. This objective is considered "achieved" is 80 percent of assessed students receive a rating of Strong Pass, Pass, or Weak Pass. been met yet? Met

demonstrate that they can synthesize historical accounts, generating unique perspectives about them in a primary and a secondary field of study through a written thesis. A committee of three faculty members evaluates the thesis. Assessments use a 4-level rubric that rates student accomplishment as: Strong Pass, Pass, Weak Pass, Fails. This objective is considered "achieved" is 80 percent of assessed students receive a rating of Strong Pass, Pass, or Weak Pass. MA students who completed their theses demonstrated that they met this goal. Success for this goal was 100 percent. Two students earned a Strong Pass. Number of students assessed: 2 (spring 2017)

very pleased with our 100% success rate in this goal but we realize it is a small sample from one year. Therefore we will continue to strive for 100% success in future years. Moreover we will continue to attempt to improve our students' performance on their theses and achieve more Passes and Strong Passes than Weak Passes.

## 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 (selected)

Other (explain in text box below)

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

Frequently (>4 times per cycle)
Periodically (2-4 times per cycle) (selected)
Once per cycle
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

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

One student failed at some of the goals in the last assessment cycle, and no students failed in this assessment cycle. Moreover, student performance improved at all levels in the Comprehensive Examination LEA and Thesis LEA. In part this was because we had more finely calibrated our goals, and in part this was because we were better able to communicate these goals to faculty and students.

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

We feel we are finally closing the loop in terms of our historiography goals. That is, our concerted attempts to instruct our students in what it means to study historiography are finally bearing fruit. With that in mind, we envision introducing new goals relating to the historical narrative that were once part of our assessment process and might be again in the future.

## **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)

LOA assessment 2017.docx