

## 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 Learning Outcome/Objective (academic units);								
Standards/Outcomes									
Assessment Measures	<table border="1"> <thead> <tr> <th>Assessment Measure</th> <th>Criterion</th> <th>Attachments</th> </tr> </thead> <tbody> <tr> <td>Direct - Comprehensive Exam (graduate level)</td> <td>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.</td> <td>Exam_Assessment_Form_2016_2017.pdf</td> </tr> </tbody> </table>			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
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	<p>Comprehensive Exam (graduate level)</p>	<p>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 percent of assessed students receive a rating of Strong Pass, Pass, or Weak Pass.</p>	
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## 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.
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Direct - Comprehensive Exam (graduate level)	<p>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 percent of assessed students receive a rating of Strong Pass, Pass, or Weak Pass. been met yet?</p> <p>Met</p>	<p>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, 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</p>		<p>- 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.</p>



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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.**

Goal/Objective	Students will be able to determine which historical accounts make formative contributions to the field and outline why.				
Legends	SLO - Student Learning Outcome/Objective (academic units);				
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	<p>Direct - Comprehensive Exam (graduate level)</p>	<p>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</p>	<p>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</p>		<p>- 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.</p>
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			Assessed: 7 (spring 2017)		
	Direct - Thesis	<p>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 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</p>	<p>GOAL 5: 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 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)</p>		<p>- 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 theses and achieve more Passes and Strong Passes than Weak Passes.</p>

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**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.				
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Standards/Outcomes					
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	Direct - Thesis		MA students in History 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.		
Assessment Findings	<b>Assessment Measure</b>	<b>Criterion</b>	<b>Summary</b>	<b>Attachments of the Assessments</b>	<b>Improvement Narratives</b>
	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

		<p>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</p>	<p>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 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 a Weak Pass. Number of Students Assessed: 7 (spring 2017)</p>		<p>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.</p>
	<p>Direct - Thesis</p>	<p>Has the criterion MA students in History demonstrate that they can synthesize historical accounts, generating unique perspectives about</p>	<p>GOAL 6: Students will be able to synthesize historical accounts, generating unique perspectives about them. Criterion: MA students in History</p>		<p>- Assessment Process: Continuous monitoring: Moving forward, we will continue to "close the loop" by measuring this goal. We are</p>

		<p>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</p>	<p>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)</p>	<p>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.</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 (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