

History

Department of History

Introduction

The Department of History provides education to prepare graduates for a wide variety of careers (in education, government, law, research, etc.) requiring critical thinking, analytical, and research skills that will enable them to value lifelong learning and become productive and ethically responsible citizens in a multicultural global community.

As a service department offering a wide array of General Education courses, the History Department will specifically focus on this segment of the University mission statement: “successful education of the undergraduate students.”

Performance Objective 1 Engage in collaborative ventures and campus and community activities which enhance economic development, cultural and artistic growth, and/or educational experiences for the SWLA region and beyond.

1 Assessment and Benchmark

Benchmark: The department will organize or participate in a total of five community events each year (public lectures, movie sessions, etc.).

1.1 Data

Year	# of community events organized/attended by faculty
2013	5
2014	8
2015	N/A
2016	9
2017	14

1.1.1 Analysis of Data and Plan for Continuous Improvement

2016-2017:
Continue this goal.

2017-2018:
History department faculty continues to engage very substantially in community events, especially talks by department faculty about local and regional history.

2 Assessment and Benchmark

Benchmark: Phi Alpha Theta will initiate at least three new members each academic year.

2.1 Data

Academic Year	# of students initiated into Phi Alpha Theta
2013-2014	2
2014-2015	8
2015-2016	N/A
2016-2017	7
2017-2018	8

2.1.1 Analysis of Data and Plan for Continuous Improvement

2016-2017:
Dr. Janet Allured as Phi Alpha Theta adviser put together recruiting/initiation events in both fall and spring semesters.

2017-2018:
Again had recruiting/initiation events both fall and spring semesters, and the department plans to continue to pay students' membership fees, despite tight departmental resources, reflecting the high priority we put on recruiting students into this professional organization.

Performance Objective 2 Demonstrate excellence in teaching in order to enhance student recruitment, retention, and graduation.

1 Assessment and Benchmark

Benchmark: Every full-time faculty member will post a composite score of 82% or above on Student Evaluations of Instruction for their courses.

1.1 Data

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Year	# of full-time faculty with a composite score of 82% or higher	Department Average	University Average
2013	10/11	91.4%	90.52%
2014	10/11*	91.5%	90.3%
2015	10/10	89.0%	86.2%
2016	10/10	87.8%	88.0%
2017	9/10**	89.0%	88.4%

*The faculty member scoring below the benchmark scored 80.5%.

**The faculty member scoring below the benchmark scored 81.6%.

1.1.1 Analysis of Data and Plan for Continuous Improvement

2016-2017:

The benchmark was raised from 80% to 82% in 2011. Continue monitoring the performance of the faculty member who fell below the benchmark.

2017-2018:

The higher benchmark of 82% is ambitious & one faculty member (the same one who has missed it in the past) missed it, though only slightly. It is consistent with maintaining high performance standards however, especially for our primary departmental mission of teaching.

The faculty member was encouraged to improve communication and feedback for students, both in quality and timeliness, as part of their annual performance evaluation review.

2 Assessment and Benchmark

Benchmark: Pedagogy and content will be considered satisfactory by the colleague conducting the peer review.

2.1 Data

Academic Year	# of full-time faculty that were considered satisfactory or better during peer reviews
2013-2014	11/11
2014-2015	11/11
2015-2016	N/A
2016-2017	10/10
2017-2018	10/10

2.1.1 Analysis of Data and Plan for Continuous Improvement

2016-2017:

The department head personally observes the classes of new employees and faculty applying for tenure.

2017-2018:

Peer review results were again strong and the benchmark was met. Particular areas of strength that drew praise were rigor, use of technology/multimedia, and emphasis on critical thinking. Areas of improvement included technical suggestions about how to better set up and organize assignments on Moodle.

The following is how history faculty teaching is evaluated for APR purposes:

- Metric 1: SEI score (up to 40 pts). SEI for 2017: xxx. Result: xxx
- Metric 2: Peer review (up to 20 pts). Review for 2017 (by xxx): xxx very favorable. Result:
- Metric 3: Content and rigor of the class (e.g., teaching writing-enriched courses, comprehensive syllabus, updated lectures: up to 10 pts): xxx
- Metric 4: Feedback (did students make legitimate complaints / praise: up to 10 pts): xxx
- Metric 5: Customariness (are the GPA and withdrawal rate within the norm? NB: A withdrawal rate below 20% is good. A GPA between 2.0 and 3.0 is good) (up to 10 pts). Withdrawal rate: xxx. GPA: xxx. Score:
- Metric 6: Above and beyond (overload, early-enrollment, video classes, online classes, senior seminars...) (0

to 10 pts).

3 Assessment and Benchmark

Benchmark: Students in general education survey courses on average will score 70% or better on a critical thinking assignment in order to demonstrate proficiency in that skill.

3.1 Data

2016-2017:

Class	# of sections meeting benchmark
101	3/3
102	2/2
201	10/10
202	6/7

2017-2018:

Class	# of sections meeting benchmark
101	5/6
102	4/4
201	22/24
202	24/24

3.1.1 Analysis of Data and Plan for Continuous Improvement

2016-2017:

Only one section fell short of the benchmark. 21 of 22 sections met the benchmark. 11 of 22 sections were above 80%.

2017-2018:

Only three of 58 sections fell short of the benchmark. 42 of 58 sections were above 80%.

4 Assessment and Benchmark

Benchmark: The department will graduate at least eight Liberal Studies and eight History majors a year (based on a five-year moving average).

4.1 Data

Academic Year	# of HIST Graduates	# of LSTU Graduates
2016-2017	12	9
2017-2018	5	5

4.1.1 Analysis of Data and Plan for Continuous Improvement

2016-2017:

The benchmark was raised from 7 to 8 graduates a year per degree in 2011 to meet state guidelines. The department continues to exceed this benchmark over a five-year average, though it is challenging with overall University enrollment declining.

2017-2018:

For this academic year the department did not meet its benchmark for graduates. Based on our long-term average number of graduates, and an increase in overall number of majors this year, it is expected that this year's low number of graduates is an anomaly.

Performance Objective 3 Demonstrate commitment to research and creative and scholarly activity.

1 Assessment and Benchmark

Benchmark: Faculty will achieve a combined departmental output of at least one Tier-1 publication (e.g., book), two Tier-2 publications (e.g., articles), and three Tier-3 publications (e.g., book reviews or encyclopedia entries) in the previous year.

1.1 Data

Year	Tier 1	Tier 2	Tier 3
2013	6	11	6
2014	3	2	3
2015	N/A	N/A	N/A
2016	2	1	5
2017	0	2	5

1.1.1 Analysis of Data and Plan for Continuous Improvement

2016-2017:

The department exceeded the expected level of achievement in 2016. Budget issues and the need to concentrate resources to support the department's primary mission of teaching makes this objective challenging to meet, and might necessitate this benchmark being revised downward in the future, but department members continue to demonstrate scholarly production.

Changed assessment this year to annual review of data (rather than reviewing five years' worth of data as in previous master plans) for simplicity of assessment, comparison, and action planning.

2017-2018:

Department members published no books in 2017 (after publishing two and exceeding the benchmark the previous year). The other benchmarks were met. Given the size of the department and limited resources, this benchmark might need to be revised downward in the future. Department faculty remain productive and committed to scholarly endeavors however.

2 Assessment and Benchmark

Benchmark: All tenure-track employees will be considered "active" in the research area (e.g., by submitting a paper, doing research at an archive, or attending a conference).

2.1 Data

Year	# of tenure-track faculty	Very active (3+ activities)	Active (1-2 activities)	Inactive (0 activities)
2013	7	4	1	2
2014	7	5	1	1
2015	N/A	N/A	N/A	N/A
2016	7	2	4	1
2017	7	3	4	0

2.1.1 Analysis of Data and Plan for Continuous Improvement

2016-2017:

This is a recent benchmark introduced in 2014 (it combines two previous benchmarks).

Continue monitoring in following years. The department publishes a lot as a whole, but not all tenured faculty are actively doing research. The dean expressed concern that some budget lines might be reclassified as "instructors" if the faculty do not actually perform research.

2017-2018:

Benchmark was met, with all department members being actively engaged in research. The faculty member who formerly had not been engaged in research retired prior to last year. His replacement was actively engaged in research.

Performance Objective 4 Utilize resources effectively to support the University mission.

1 Assessment and Benchmark

Benchmark: The Department will help recruit students to the University by organizing five classes a year at local high schools through the high school dual enrollment program.

1.1 Data

Term	# of dual enrollment sections offered
Fall 2016	10
Spring 2017	8
Fall 2017	8
Spring 2018	7

1.1.1 Analysis of Data and Plan for Continuous Improvement

2016-2017:

The department will continue to offer dual enrollment courses in high schools in the area, resources permitting. Plans are to start offering more of these courses online. The department also started offering classes at Fort Polk in 2014, but those have been discontinued due to low enrollment.

2017-2018:

The department continues to offer dual enrollment courses in high schools in the area. We are successfully encouraging more of these courses to be taught online rather than on the less efficient compressed video equipment that was originally in use.

2 Assessment and Benchmark

Benchmark: The Department will be awarded at least five research grant applications a year, including one to an organization outside the University.

2.1 Data

2016-2017:

Department members had three grants or fellowships funded in 2016.

2017-2018:

Department members had six grants or fellowships funded in 2017. Three were history department endowed professorships, and three were College of Liberal Arts endowed professorships.

None were from outside the university, though one faculty member did apply for an outside grant, but unsuccessfully.

2.1.1 Analysis of Data and Plan for Continuous Improvement

2016-2017:

No change made, continue to review data. This benchmark is ambitious given the size of the department and its primary focus on teaching. Though it has usually been met, it possibly should be revised downward.

2017-2018:

History department faculty continue to be successful at being awarded university endowed professorships. Outside grants, though faculty members have won them in the past, are competitive and difficult to get. Possibly should revise benchmark downward in the future as being overly optimistic and ambitious, given the size of the department and scarcity of resources.

Performance Objective 5 Ensure viable levels of student enrollment, retention, and completion appropriate to institutional resources and goals.

1 Assessment and Benchmark

Benchmark: Track student enrollments in the BA History and BA Liberal Studies programs at each level and in each concentration. Maintain or exceed 2012-2013 levels of declared majors:

- HIST - BA History
 - GHST - General History
 - SSED - Social Studies Education Grades 6-12

- LSTU - BA Liberal Studies
 - GEOG - Geography
 - HUMN - Humanities
 - PHIL - Philosophy
 - PLAW - Pre-law
 - RELS - Religious Studies
 - THAR - Theatre Arts
 - WGST - Women and Gender Studies

1.1 Data

2013-2014:

Major	Conc.	Summer						Fall						Spring					
		F	S	J	Sr	T	CMP	F	S	J	Sr	T	CMP	F	S	J	Sr	T	CMP
HIST	GHST	0	0	0	0	0	0	1	1	2	0	4	0	0	2	5	4	11	3
	SSED	1	3	2	3	9	0	6	7	16	14	43	0	9	7	10	17	43	3
	(blank)	1	0	2	2	5	0	6	3	5	12	26	4	3	4	3	9	19	4
	Total	2	3	4	5	14	0	13	11	23	26	73	4	12	13	18	30	73	10
LSTU	GEOG	0	0	0	2	2	1	0	0	0	1	1	0	0	0	0	1	1	0
	HUMN	0	1	0	5	6	1	0	1	1	6	8	1	0	0	1	7	8	5
	PHIL	1	1	0	1	3	1	2	4	0	0	6	0	0	2	1	0	3	0
	PLAW	1	1	1	0	3	0	5	2	2	0	9	0	6	0	1	1	8	0
	RELS	0	0	0	0	0	0	0	0	1	0	1	0	0	0	1	0	1	0
	THAR	0	0	1	1	2	0	5	3	1	1	10	0	5	3	0	3	11	2
	WGST	0	0	0	0	0	0	0	0	0	0	0	0	0	1	0	0	1	0
	(blank)	0	0	0	0	0	0	0	0	0	2	2	0	0	0	0	0	0	0
	Total	2	3	2	9	16	3	12	10	5	10	37	1	11	6	4	12	33	7
Grand Total	4	6	6	14	30	3	25	21	28	36	110	5	23	19	22	42	106	17	

2014-2015:

Major	Conc.	Summer						Fall						Spring					
		F	S	J	Sr	T	CMP	F	S	J	Sr	T	CMP	F	S	J	Sr	T	CMP
HIST	GHST	0	1	0	2	0	0	0	1	4	9	14	2	1	1	2	9	13	6
	SSED	1	2	1	2	6	0	14	9	11	14	48	3	14	8	9	12	43	2
	(blank)	1	1	0	1	3	0	4	3	5	4	16	0	3	1	4	2	10	1
	Total	2	4	1	5	12	0	18	13	20	27	78	5	18	10	15	23	66	9
LSTU	GEOG	0	0	0	0	0	0	0	0	0	1	1	0	0	0	0	1	1	0
	HUMN	0	0	0	2	2	1	0	0	1	5	6	3	1	0	0	8	9	5
	PHIL	0	0	0	0	0	0	1	1	2	1	5	0	0	1	2	2	5	1
	PLAW	0	0	0	1	1	0	11	1	1	1	14	0	4	2	2	0	8	0
	RELS	0	0	0	1	1	0	0	0	0	1	1	0	0	0	0	1	1	0
	THAR	0	1	1	1	3	0	3	5	2	2	12	2	2	4	1	2	9	0
	WGST	0	0	0	0	0	0	0	0	0	1	1	1	0	0	0	0	0	0
	(blank)	0	0	0	0	0	0	0	0	0	1	1	0	2	0	0	1	3	0
	Total	0	1	1	5	7	1	15	7	6	13	41	6	9	7	5	15	36	6
Grand Total	2	5	2	10	19	1	33	20	26	40	119	11	27	17	20	38	102	15	

2015-2016:

Major	Conc.	Summer						Fall						Spring					
		F	S	J	Sr	T	CMP	F	S	J	Sr	T	CMP	F	S	J	Sr	T	CMP
HIST	GHST	0	0	1	4	5	1	3	3	3	8	17	2	1	3	2	10	16	2
	SSED	0	1	3	2	6	0	15	6	7	16	44	5	12	10	8	13	43	1
	(blank)	1	0	0	3	4	0	6	2	1	2	11	0	6	2	0	0	8	0
	Total	1	1	4	9	15	1	24	11	11	26	72	7	19	15	10	23	67	3
LSTU	GEOG	0	0	0	1	1	0	0	0	0	1	1	0	0	0	0	1	1	0
	HUMN	0	0	0	0	0	0	0	0	0	5	5	4	0	0	0	3	3	1
	PHIL	0	0	0	1	1	0	0	0	1	2	3	0	0	0	1	4	5	2
	PLAW	0	0	0	0	0	0	2	2	2	0	6	0	1	2	1	2	6	2
	RELS	0	0	0	0	0	0	0	0	1	1	2	0	0	0	1	1	2	0
	THAR	0	0	0	2	2	0	3	1	2	2	8	1	2	1	0	1	4	0
	WGST	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
	(blank)	0	0	0	0	0	0	0	0	0	1	1	0	1	0	0	2	3	0
	Total	0	0	0	4	4	0	5	3	6	12	26	5	4	3	3	14	24	5
Grand Total	1	1	4	13	19	1	29	14	17	38	98	12	23	18	13	37	91	8	

2016-2017:

Major	Conc.	Summer						Fall						Spring					
		F	S	J	Sr	T	CMP	F	S	J	Sr	T	CMP	F	S	J	Sr	T	CMP
HIST	GHST	1	0	0	3	4	0	3	6	1	9	19	2	1	3	3	9	21	8
	SSED	2	1	0	2	5	0	12	9	9	9	39	2	6	11	10	11	28	4
	(blank)	0	1	0	0	1	0	5	1	1	1	8	0	6	2	1	0	7	0
	Total	3	2	0	5	10	0	20	16	11	19	66	0	14	19	14	20	66	12
LSTU	GEOG	0	0	0	1	1	0	0	0	1	0	1	0	0	0	1	0	1	0
	HUMN	0	0	0	2	2	0	0	0	0	2	2	0	1	0	0	2	3	1
	PHIL	0	0	0	2	2	0	0	0	0	4	4	1	0	0	0	2	2	2
	PLAW	0	1	1	0	2	0	3	1	1	3	8	1	4	0	2	3	9	2
	RELS	0	0	0	0	0	0	0	0	1	0	1	0	0	0	0	0	0	0
	THAR	0	0	0	0	0	0	4	0	1	1	6	1	3	1	1	0	5	0
	WGST	0	0	0	0	0	0	1	0	0	0	1	0	1	0	0	0	1	0
	(blank)	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
	Total	0	1	1	5	7	0	8	1	4	10	23	3	9	1	4	7	21	5
Grand Total	3	3	1	10	17	0	28	17	15	29	89	3	23	20	18	27	87	17	

2017-2018:

Major	Conc.	Summer						Fall						Spring					
		F	S	J	Sr	T	CMP	F	S	J	Sr	T	CMP	F	S	J	Sr	T	CMP
HIST	GHST	0	0	0	1	1	0	1	4	6	4	15	1	2	5	8	6	21	1
	SSED	0	2	2	2	6	0	15	10	10	11	46	2	9	11	9	12	41	1
	(blank)	1	0	0	0	1	0	4	3	1	1	9	0	1	0	1	0	2	0
	Total	1	2	2	3	8	0	20	17	17	16	70	3	12	16	18	18	64	2

LSTU	GEOG	0	0	0	0	0	0	0	0	0	1	1	0	0	0	0	1	1	0
	HUMN	0	0	0	2	2	0	0	0	0	6	6	1	0	0	0	5	5	3
	PHIL	0	0	0	0	0	0	3	0	0	0	3	0	3	0	1	0	4	0
	PLAW	0	0	0	0	0	0	7	3	1	1	12	0	3	2	3	2	10	1
	RELS	0	0	0	0	0	0	0	0	0	1	1	0	0	0	0	0	0	0
	THAR	0	0	0	0	0	0	3	2	1	0	6	0	1	4	1	0	6	0
	WGST	0	0	0	0	0	0	1	0	0	1	2	0	0	1	0	1	2	0
	(blank)	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
	Total	0	0	0	2	2	0	14	5	2	10	31	1	7	7	5	9	28	4
Grand Total	1	2	2	5	10	0	34	22	19	26	101	4	19	23	23	27	92	6	

1.1.1 Analysis of Data and Plan for Continuous Improvement

2015-2016:

Continue monitoring overall enrollment and focus on increasing the number of majors. Up slightly from 2013 (83). Eliminated the degree's Southeast Indian and Louisiana Studies concentrations from the curriculum, since both have had zero enrollment for years.

2016-2017:

Enrollment has decreased over the past 3 years, and the majority of history enrollments and completers are students concentrating in Social Studies Education. The fewest numbers come from the General History concentration.

Numbers down somewhat, during a challenging year for enrollments. Encourage advisers to help majors be aware of Liberal Studies concentrations, as many, particularly the Humanities option, are popular with students transferring from other majors.

2017-2018:

History enrollment increased last year, despite overall enrollment at the university being flat. Two actions that are expected to help continue to increase enrollments are 1) the creation of the new online concentration in General History, approved for the 2018-2019 catalog and 2) redefining one of the tenure-track lines for a specialist in Asian history, to create a broader and more diverse appeal for potential majors.

Overall number of Liberal Studies majors flat from previous year, consistent with overall university enrollment for the year. Fall numbers are higher though, suggesting an upward trend. Increased departmental faculty presence at fall and spring university recruiting events.

The department meets once per semester to discuss curriculum. We typically do not meet with instructors from other department who contribute to the concentrations (like Geography and Philosophy), though they were consulted in the curriculum design. We could work to improve this communication between the department and instructors from other departments.

2 Assessment and Benchmark

Benchmark: Maintain or exceed 2015-2016 levels of retention.

2.1 Data

Fall 2013-Fall 2014:

Major	# of students retained	Retention rate
HIST	41	68.33%
LSTU	10	43.48%
SSED	2	100.00%

Fall 2014-Fall 2015:

Major	# of students retained	Retention rate

HIST	33	53.23%
LBST	6	54.55%
LSTU	13	52.00%

Fall 2015-Fall 2016:

Major	# of students retained	Retention rate
HIST	42	68.85%
LSTU	9	50.00%

Fall 2016-Fall 2017:

Major	# of students retained	Retention rate
HIST	38	66.67%
LSTU	7	50.00%

2.1.1 Analysis of Data and Plan for Continuous Improvement

2017-2018:

Last year's retention rate for Liberal Studies met the benchmark. For History it was down slightly (two percentage points) and so did not. It is hoped that the addition of the new online History BA to the curriculum will enhance retention within that degree program by giving students more options/choices and greater flexibility.

3 Assessment and Benchmark

Major:

- HIST - Bachelor of Arts in History
- LSTU - Bachelor of Arts in Liberal Studies

3.1 Data

2012:

Major	Cohort Size	Same Major?	Persistence Rate		Retention Rate						Graduation Rate					
			Rate		Y1 to Y2		Y1 to Y3		Y1 to Y4		4-Year		5-Year		6-Year	
			#	%	#	%	#	%	#	%	#	%	#	%	#	%
HIST	9*	Same	7	77.8%	6	66.7%	4	44.4%	4	44.4%	4	44.4%	0	0.0%	0	0.0%
		Changed	0	0.0%	0	0.0%	1	11.1%	1	11.1%	1	11.1%	0	0.0%	0	0.0%
		Total	7	77.8%	6	66.7%	5	55.6%	5	55.6%	5	55.6%	0	0.00%	0	0.0%
LSTU	7	Same	4	57.1%	3	42.9%	2	28.6%	2	28.6%	1	14.3%	1	14.3%	0	0.0%
		Changed	3	42.9%	1	28.6%	3	42.9%	3	42.9%	1	14.3%	1	14.3%	1	14.3%
		Total	7	100%	5	71.4%	5	71.4%	5	71.4%	2	28.6%	2	28.6%	1	14.3%
Total	15	Same	11	73.3%	9	60.0%	6	40.0%	6	40.0%	5	33.3%	1	6.7%	0	0.0%
		Changed	3	20.0%	2	13.3%	4	26.7%	4	26.7%	2	13.3%	1	6.7%	1	6.7%
		Total	14	93.3%	11	73.3%	10	66.7%	10	66.7%	7	46.7%	2	13.3%	1	6.7%

*1 student was previously undeclared before declaring HIST.

2013:

Major	Cohort Size	Same Major?	Persistence Rate		Retention Rate						Graduation Rate					
			Rate		Y1 to Y2		Y1 to Y3		Y1 to Y4		4-Year		5-Year		6-Year	
			#	%	#	%	#	%	#	%	#	%	#	%	#	%
		Same														
		Changed														

		Total															
		Same															
		Changed															
		Total															
Total		Same															
		Changed															
		Total															

2014:

Major	Cohort Size	Same Major?	Persistence Rate		Retention Rate						Graduation Rate						
					Y1 to Y2		Y1 to Y3		Y1 to Y4		4-Year		5-Year		6-Year		
			#	%	#	%	#	%	#	%	#	%	#	%	#	%	
		Same															
		Changed															
		Total															
		Same															
		Changed															
		Total															
Total		Same															
		Changed															
		Total															

2015:

Major	Cohort Size	Same Major?	Persistence Rate		Retention Rate						Graduation Rate						
					Y1 to Y2		Y1 to Y3		Y1 to Y4		4-Year		5-Year		6-Year		
			#	%	#	%	#	%	#	%	#	%	#	%	#	%	
		Same															
		Changed															
		Total															
		Same															
		Changed															
		Total															
Total		Same															
		Changed															
		Total															

2016:

Major	Cohort Size	Same Major?	Persistence Rate		Retention Rate						Graduation Rate						
					Y1 to Y2		Y1 to Y3		Y1 to Y4		4-Year		5-Year		6-Year		
			#	%	#	%	#	%	#	%	#	%	#	%	#	%	
		Same															
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		Same														
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Total		Same														
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		Total														

2017:

Major	Cohort Size	Same Major?	Persistence Rate		Retention Rate						Graduation Rate					
			Rate		Y1 to Y2		Y1 to Y3		Y1 to Y4		4-Year		5-Year		6-Year	
			#	%	#	%	#	%	#	%	#	%	#	%	#	%
		Same														
		Changed														
		Total														
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Total		Same														
		Changed														
		Total														

2018:

Major	Cohort Size	Same Major?	Persistence Rate		Retention Rate						Graduation Rate					
			Rate		Y1 to Y2		Y1 to Y3		Y1 to Y4		4-Year		5-Year		6-Year	
			#	%	#	%	#	%	#	%	#	%	#	%	#	%
		Same														
		Changed														
		Total														
		Same														
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Total		Same														
		Changed														
		Total														

2019:

Major	Cohort Size	Same Major?	Persistence Rate		Retention Rate						Graduation Rate					
			Rate		Y1 to Y2		Y1 to Y3		Y1 to Y4		4-Year		5-Year		6-Year	
			#	%	#	%	#	%	#	%	#	%	#	%	#	%
		Same														
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3.1.1 Analysis of Data and Plan for Continuous Improvement

Performance Objective 6 Provide a comprehensive curriculum that reflects disciplinary foundations and remains responsive to contemporary developments, student and workforce demand, and university needs and aspirations.

1 Assessment and Benchmark

Benchmark: Program faculty meet at least once per academic year to review student progress, curricular offerings, and appropriate professional contacts and opportunities.

1.1 Data

2014-2015:

Faculty meeting: Aug. 2014 (Fall)
See attachments.

2015-2016:

Faculty meeting: Aug. 2015 (Fall)
See attachments.

2016-2017:

Faculty meetings: Aug. 2016 (Fall), Jan. 2017 (Spring)
See attachments.

2017-2018:

Faculty meetings: Aug. 2017 (Fall), Jan. 2018 (Spring)
See attachments.

[2014 beginning of year meeting \(Aug\)](#) [DOC 28 KB 4/5/19]

[2015 beginning of year meeting \(Aug\)](#) [DOC 28 KB 4/5/19]

[2016 beginning of year meeting \(Aug\)](#) [DOC 28 KB 4/5/19]

[2017 beginning of year meeting \(Aug\)](#) [DOC 30 KB 4/5/19]

[2017 spring meeting](#) [DOC 28 KB 4/5/19]

[2018 spring meeting](#) [DOC 29 KB 4/5/19]

1.1.1 Analysis of Data and Plan for Continuous Improvement

2014-2015:

BA History:

Curriculum changes made to General History and Social Studies Education concentration curriculums, including adding Anthropology, International Politics, and Environmental Science courses to the Social Studies Education curriculum. Department is working to develop a history internship course in order to help our students gain practical professional experience in the discipline

BA Liberal Studies:

Curriculum changes made, including eliminating the Liberal Studies degree's Southeastern Indian Studies and Louisiana Studies concentrations, and the Freshman Foundations requirement. Planning underway to develop a History/ Liberal Studies internship course to be added to the curriculum. Changes made to the courses required for the Gender Studies concentration of the Liberal Studies degree.

2015-2016:

Curriculum changes included the creation of an internship class

2016-2017:

Considered but rejected changes to the BA History's foreign language requirement. HIST 201, 300, and 410 designated as QEP courses to assess "student learning outcomes related to professionalism and career preparation."

2017-2018:

Possible new MA in Liberal Studies degree under consideration/planning. Several new upper-level HIST courses created, including a course on Great Trials in American History, to benefit students especially in the Liberal Studies Pre-Law concentration.

This year the history department will begin reviewing the Liberal Studies BA to determine if any of its concentrations need improvement or curriculum updates.

Newly revised student learning outcomes for the department's general education courses are adopted, with further modifications or additions under consideration.

Department meeting planned to consider changes to the department's methods courses (HIST 300 and 410) required for both History and Liberal Studies programs, including both updating the courses, the rotation of course instructors, and how to best integrate the two courses together.

Performance Objective 7 Prepare students for graduate or professional programs through engagement and preparatory activities.

1 Assessment and Benchmark

Benchmark: Each year, one History major will present his/her research at a professional conference (e.g., Louisiana Historical Association Conference).

1.1 Data

Year	# of students that presented research at a professional conference
2015*	1
2016	0
2017	0

*One student (Amanda Ogea) had paper accepted for 2015 Louisiana Historical Association conference panel.

1.1.1 Analysis of Data and Plan for Continuous Improvement

2016-2017:

A new benchmark regarding professional writing and presentation will begin in Fall 2017 in order to support the Navigate Your Future QEP.

2017-2018:

Benchmark missed. Department plans to offer the capstone course in the fall only in the next academic year, so that when the Louisiana Historical Association meets in the spring majors potentially can present papers there based on their completed projects.

2 Assessment and Benchmark

Benchmark: Each year, one History graduate will gain admission to a graduate or professional program.

2.1 Data

Year	# of students admitted to graduate or professional program
2015*	1
2016	N/A
2017	1

*One History graduate gained admission to a graduate program (Racheal Minchew, UNO).

2.1.1 Analysis of Data and Plan for Continuous Improvement

2016-2017:

The department has undergone leadership changes in recent years, but it would like to continue working on this. This goal will receive renewed emphasis this year as it will support the efforts of Navigate Your Future.

2017-2018:

Department graduates continue to have success entering graduate and professional programs. It is hoped that the expanded Phi Alpha Theta undergraduate honor society, now with meetings and presentations every semester, and the new QEP program will contribute to further success in this area.

3 Assessment and Benchmark

Benchmark: The department will encourage student participation in professional writing and presentations.

3.1 Data

2016-2017:

Not available, new goal for 2017-2018.

2017-2018:

No students presented at professional conferences.

3.1.1 Analysis of Data and Plan for Continuous Improvement

2016-2017:

New goal.

2017-2018:

The department in order to hopefully increase the number of student presenting at professional conferences is moving the capstone course to the fall for academic year 2018-2019, so that students will have completed research projects to present at the annual meeting of the Louisiana Historical Association in the spring.