History

#6 Plan cycle - 6
Plan cycle 2020/2021
7/1/20 - 6/30/21

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	—
2016	9
2017	14
2018	14
2019	7
2020	1
2021	
2022	

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.

2018-2019:
The history department remains robustly engaged with the community in various ways, including in the form of talks by department faculty about various historical topics. These included: Janet Allured gave talks at the Central Library, Historic City Hall, and Immaculate Conception school; Philippe Girard and Billy Noseworthy gave talks to the Phi Alpha Theta student organization; Philippe Girard, Michael Smith, and Janet Allured were interviewed and featured in the C-SPAN 2 "Cities Tour" episode about Lake Charles. The department intends to further expand its community ties by creating an advisory board of community leaders.

2019-2020:
Dr Allured, Dr Girard, Dr Nabours, and Dr Noseworthy all gave community talks. The pandemic somewhat hindered community engagement in the spring.

2020-2021:
Community engagement unfortunately was severely hampered by the pandemic and hurricanes, hopefully temporarily. The loss of Dr Allured's faculty line following her retirement will be felt in both the short and long term by the department.

2021-2022:

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	—
2016-2017	7
2017-2018	8
2018-2019	6
2019-2020	6
2020-2021	10
2021-2022	

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.

2018-2019:
Our recruiting/initiation events for Phi Alpha Theta in both fall and spring brought in new members. This year while Janet Allured remain the faculty sponsor responsible for the initiation event, Billy Noseworthy is taking on a new role as faculty co-sponsor responsible for additional recruiting events in both fall and spring, which hopefully will bring in new members and also deepen the involvement of the continuing members.

2019-2020:
Drs Allured and Noseworthy again served as co-sponsor for the department chapter and maintained its activity despite the challenges caused by the pandemic.

2020-2021:
Dr. Noseworthy took over as sole sponsor for the chapter ahead of Dr Allured's retirement. He brought in more new members than ever before and expanded its speaker series to its largest number of annual events, despite having to go virtual due to the disruptive effects of the pandemic and hurricanes.

2021-2022:

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

	# of full-time faculty		

Year	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%
2018	10/10	89.6%	88.0%
2019	8/10	86.6%	88.2%
2020	9/10	89.4%	88.0%
2021			
2022			

*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.

2018-2019:
The recently raised benchmark was met, including by the faculty member who missed the benchmark by a slight margin last year. Once again as part of the annual performance evaluation review, faculty are notified if any areas are judged to be in need of adjustment or improvement, such as one faculty member whose online courses were determined as part of the peer review and APR process to need to offer more opportunities for student interactivity.

2019-2020:
Two faculty members missed the benchmark this year. One subsequently retired. The other is being encouraged to improve performance particularly in the area of communicating with students. The political climate caused modern US history classes in particular to become combative with many students on both sides of the spectrum very sensitive about certain issues.

2020-2021:
The department bounced back and SEI performance again exceeded the university average. One faculty member again missed the benchmark and is being urged to improve communication, still (this faculty member struggled due to contracting COVID in the spring).

2021-2022:

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	—
2016-2017	10/10
2017-2018	10/10
2018-2019	10/10
2019-2020	10/10
2020-2021	10/10
2021-2022	

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).

2018-2019:
Peer review results met the benchmark. Content delivery, lively presentations, and effective use of technology were all praised. One faculty member was strongly encouraged to improve the types of student engagement offered in online courses, in order to meet the department's standard of best practices in those courses (that faculty member, however, subsequently left the department).

2019-2020:
Peer review results met the benchmark. The pandemic and move online in the spring make it difficult to assess the results.

2020-2021:
Peer review results met the benchmark. Since all classes were moved online due to the pandemic, hurricanes, and spring flood, faculty gained experience teaching online, and the feedback from colleagues in the peer reviews was particularly valuable.

2021-2022:

3 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).

3.1 Data

Academic Year	# of HIST Graduates	# of LSTU Graduates
2016-2017	12	9
2017-2018	5	5
2018-2019	13	5
2019-2020	9	2
2020-2021	14	15
2021-2022		

3.1.1 Analysis of Data and Plan for Continuous Improvement

2016-2017:
The benchmark was raised from seven to eight 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.

2018-2019:
The History BA exceeded the benchmark but the Liberal Studies BA did not, though the total number of departmental graduates exceeded the combined benchmark standard of sixteen graduates by two. The department's new online History BA concentration and efforts to expand recruitment for the Phi Alpha Theta student organization are both intended to increase program enrollment and eventually graduation numbers.

2019-2020:
This was a low year for departmental graduates, likely affected by the pandemic and unplanned move online.

2020-2021:
This was a strong year for our graduation numbers despite all the challenges posed by the pandemic and hurricanes, a testament to the determination and hard work of our students and faculty. As a result the department exceeded the five year benchmark for history graduates, while falling slightly short of the benchmark for liberal studies graduates.

2021-2022:

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	—	—	—
2016	2	1	5
2017	0	2	5
2018	0	11	8
2019	1	5	3
2020	1	4	1
2021			
2022			

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.

2018-2019:
The department exceeded the benchmarks for tier-2 and tier-3 publications by a considerable margin, making it a very productive year overall. The publications were of high quality as well, with Philippe Girard publishing articles in the prestigious journals "Slavery & Abolition" and "William & Mary Quarterly."

For the second year in the row, no department faculty published books, but this is an ambitious benchmark for our small department, though a worthy goal. The department has not had anyone go up for tenure and promotion to associate professor (which typically requires a book publication) in nearly a decade. As the demographics of the department change, this target might be more likely to be met in the future.

2019-2020:
The benchmarks were met, with Dr. Noseworthy co-authoring a book and Dr. Girard publishing multiple articles particular highlights.

2020-2021:
Publishing by department faculty slowed slightly due to the effects of the pandemic and hurricane and the loss of the very productive Dr. Allured, who retired and whose position was deleted for budget reasons (due to her retirement she chose not to participate in the APR process this year, so she is not represented in the data). Dr. Keeling did publish a book, which he co-edited with Dr. Allured.

2021-2022:

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	—	—	—	—
2016	7	2	4	1
2017	7	3	4	0
2018	7	5	2	0
2019	7	3	4	0
2020	7	2	5	0
2021				
2022				

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.

2018-2019:
All departmental tenure-track faculty are strongly engaged in research, with multiple professional activities. More faculty are in the "very active" category this year, reflecting an upward trend, supported by the department having a third endowed professorship (thanks to former department member Tom Watson) available to support its research activities.

2019-2020:
Departmental faculty are engaged in research and remain productive.

2020-2021:
Production remained strong despite challenges due to the pandemic and hurricanes that limited research travel and opportunities. The retirement and deletion of the line of Dr Allured will also hamper research productivity, though this year Dr Lee was added as a tenure track member in a line formerly designated for an instructor, which hopefully could offset this.

2021-2022:

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
Fall 2018	8
Spring 2019	7
Fall 2019	7
Spring 2020	7
Fall 2020	6
Spring 2021	6
Fall 2021	
Spring 2022	

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.

2018-2019:
The department continues to offer a significant number of dual enrollment courses at Louisiana high schools. Many Calcasieu Parish students also take history courses on the campus as part of the dual enrollment program, which is another strong element of the program.

2019-2020:
The department continues to exceed the benchmark for offering dual enrollment courses. Ms Jones of the history department now offers one online instead of as previously done with the very outdated and poorly performing compressed video equipment.

2020-2021:
The department continues to exceed the benchmark for offering dual enrollment courses. They all moved online this year due to the pandemic and hurricanes, but such completion and SEI data as exists suggest they did so generally effectively.

2021-2022:

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.

2018-2019:
Department members had six fellowships awarded in 2018. Three were history department endowed professorships, and three were College of Liberal Arts endowed professorships.

Janet Allured applied for an ATLAS grant and, although her project was not funded, the readers rated it highly and encouraged her to make minor revisions and re-submit next year.

2019-2020:
Department members had six fellowships awarded in 2019. Three were history department endowed professorships, and two were College of Liberal Arts endowed professorships.

Dr. Noseworthy received an outside grant that he utilized through the office of research services.

2020-2021:
Department members had seven fellowships awarded in 2020. Three were history department endowed professorships, and three were College of Liberal Arts endowed professorships.

Dr. Allured received an ATLAS grant from the state in the fall.

2021-2022:

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.

2018-2019:
The benchmark for overall grants was met, though no outside grants were earned. Multiple faculty are working on those for next year, however, and at least one, I am informed, has been awarded (Noseworthy) and others are possible (Allured, Girard).

2019-2020:
The benchmark was met, including Dr Noseworthy's external grant.

2020-2021:
The benchmark was met, including Dr Allured's external grant. Grant resources were difficult to utilize as intended due to the pandemic unfortunately, but the department remains productive in this area.

2021-2022:

Performance Objective 5 **Increase enrollment, persistence, retention, and graduation rates for each program offered by the department.**

1 Assessment and Benchmark

Benchmark: Increase enrollment by 5% each year, overall and in each program offered by the department.

Prior to 2018-2019, the benchmark was 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
- HSTO - BA History (Online)
    - GHST - General History
- 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

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*
	GEOG	0	0	0	1	1	0	0	0	1	0	1	0	0	0	1	0	1	0

Major	Conc.	F	S	J	Sr	T	CMP	F	S	J	Sr	T	CMP	F	S	J	Sr	T	CMP
LSTU	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**

2018-2019:

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	3	2	6	0	6	4	7	10	27	4	3	6	6	10	25	4
	SSED	1	1	3	2	7	0	11	15	10	12	48	3	7	14	11	7	39	2
	(blank)	0	0	0	0	0	0	2	1	0	0	3	0	1	1	0	0	2	0
	Total	*2*	*1*	*6*	*4*	*13*	*0*	*19*	*20*	*17*	*22*	*78*	*7*	*11*	*21*	*17*	*17*	*66*	*6*
HSTO	GHST	0	0	0	0	0	0	1	0	0	0	1	0	2	1	0	0	3	0
	(blank)	1	0	0	0	1	0	0	1	0	0	1	0	0	0	0	0	0	0
	Total	*1*	*0*	*0*	*0*	*1*	*0*	*1*	*1*	*0*	*0*	*2*	*0*	*2*	*1*	*0*	*0*	*3*	*0*
	GEOG	0	0	0	1	1	0	1	0	0	1	2	0	1	0	0	1	2	0
	HUMN	0	0	0	1	1	0	0	0	0	3	3	2	0	0	3	3	6	0
	PHIL	0	1	0	0	1	0	0	2	1	0	3	0	0	2	0	0	2	0
	PLAW	0	0	0	0	0	0	7	4	2	1	14	1	9	5	2	1	17	0

Major	Conc.	F	S	J	Sr	T	CMP	F	S	J	Sr	T	CMP	F	S	J	Sr	T	CMP
LSTU	RELS	0	0	0	0	0	0	0	1	0	0	1	0	0	1	1	0	2	0
	THAR	0	2	0	0	2	0	2	5	3	0	10	0	0	2	4	0	6	0
	WGST	0	0	0	1	1	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	0	0	0	0	0	0
	Total	*0*	*3*	*0*	*3*	*6*	*0*	*10*	*12*	*6*	*7*	*35*	*4*	*10*	*10*	*10*	*5*	*35*	*0*
Grand Total		**3**	**4**	**6**	**7**	**20**	**0**	**30**	**33**	**23**	**29**	**115**	**11**	**23**	**32**	**27**	**22**	**104**	**6**

2019-2020:

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	3	2	5	0	5	10	10	10	35	3	2	3	12	15	32	4
	SSED	2	0	2	1	5	0	14	6	11	7	38	1	10	3	8	10	31	1
	(blank)	0	0	0	0	0	0	1	0	1	0	2	0	0	0	0	0	0	0
	Total	*2*	*0*	*5*	*3*	*10*	*0*	*20*	*16*	*22*	*17*	*75*	*4*	*12*	*6*	*20*	*25*	*63*	*5*
HSTO	GHST	2	0	0	0	0	0	2	1	0	1	4	0	1	3	1	1	6	0
	(blank)	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
	Total	*2*	*0*	*0*	*0*	*2*	*0*	*2*	*1*	*0*	*1*	*4*	*0*	*1*	*3*	*1*	*1*	*6*	*0*
LSTU	GEOG	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
	HUMN	0	0	0	2	2	0	0	0	2	4	6	1	0	0	0	4	4	1
	PHIL	0	0	0	0	0	0	1	0	2	0	3	0	0	0	3	0	3	0
	PLAW	1	1	0	1	3	1	7	3	2	0	12	0	3	3	2	1	9	0
	RELS	0	0	0	0	0	0	0	0	2	0	2	0	0	1	1	1	3	0
	THAR	0	0	2	0	2	0	2	1	3	3	9	0	1	1	2	4	8	0
	WGST	0	0	0	0	0	0	0	1	0	0	1	0	0	1	0	0	1	0
	(blank)	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
	Total	*1*	*1*	*2*	*3*	*7*	*1*	*10*	*5*	*11*	*7*	*33*	*5*	*4*	*6*	*8*	*10*	*28*	*6*
Grand Total		**5**	**1**	**7**	**6**	**19**	**1**	**32**	**22**	**33**	**25**	**112**	**5**	**17**	**15**	**29**	**36**	**97**	**6**

2020-2021:

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	2	6	8	0	5	3	8	12	28	2	4	3	3	15	25	8
	SSED	0	1	0	4	5	0	6	9	4	13	32	1	4	9	1	10	24	2
	(blank)	0	0	0	0	0	0	0	0	0	0	0	0	0	1	0	0	1	0
	Total	*0*	*1*	*2*	*10*	*13*	*0*	*11*	*12*	*12*	*25*	*60*	*3*	*8*	*13*	*4*	*25*	*50*	*10*
HSTO	GHST	0	1	2	0	3	0	2	1	3	3	9	0	1	1	2	4	8	1
	(blank)	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
	Total	*0*	*1*	*2*	*0*	*3*	*0*	*2*	*1*	*3*	*3*	*9*	*0*	*1*	*1*	*2*	*4*	*8*	*1*
	GEOG	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
	HUMN	0	0	0	2	2	1	0	0	1	3	4	3	1	0	2	3	6	2
	PHIL	0	0	0	0	0	0	0	0	0	2	2	0	0	1	0	1	2	1
	PLAW	0	1	1	0	2	0	7	4	5	2	18	0	5	2	2	2	11	1

LSTU	RELS	0	0	0	0	0	0	0	0	1	2	3	0	0	0	0	3	3	2
	THAR	0	0	0	2	2	0	5	2	1	5	13	2	4	2	1	2	9	3
	WGST	0	0	0	0	0	0	0	0	1	0	1	0	0	0	1	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*	*4*	*6*	*1*	*12*	*6*	*9*	*14*	*41*	*5*	*10*	*5*	*6*	*11*	*32*	*9*
Grand Total		**0**	**3**	**5**	**14**	**22**	**1**	**25**	**19**	**24**	**42**	**110**	**8**	**19**	**19**	**12**	**40**	**90**	**20**

2021-2022:

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	2	1	0	2	5		4	13	8	5	30		4	6	8	8	26	
	SSED	0	1	1	0	2		14	5	4	6	29		8	9	5	1	23	
	(blank)	0	0	0	0	0		0	0	0	0	0		2	1	0	0	0	
	Total	*2*	*2*	*1*	*2*	*7*		*18*	*18*	*12*	*11*	*54*		*14*	*16*	*13*	*9*	*52*	
HSTO	GHST	0	1	1	0	2		0	3	4	2	9		1	1	5	1	8	
	(blank)	0	0	0	0	0		0	0	0	1	1		0	0	0	1	1	
	Total	*0*	*1*	*1*	*0*	*2*		*0*	*3*	*4*	*2*	*9*		*1*	*1*	*5*	*2*	*9*	
LSTU	GEOG	0	0	0	0	0		0	0	0	1	1		0	0	0	0	0	
	HUMN	0	0	1	0	1		2	0	1	3	6		1	1	1	5	8	
	PHIL	0	0	0	0	0		0	0	1	1	2		0	0	0	1	1	
	PLAW	0	1	0	1	2		5	3	2	1	11		4	4	1	3	12	
	RELS	0	0	0	0	0		0	0	0	1	1		0	0	0	0	0	
	THAR	0	0	1	0	1		7	2	2	0	11		1	6	2	0	9	
	WGST	0	0	0	0	0		0	0	0	1	1		0	0	1	0	1	
	(blank)	0	0	0	0	0		0	0	0	0	0		0	0	0	0	0	
	Total	*0*	*1*	*2*	*1*	*4*		*14*	*5*	*6*	*8*	*33*		*6*	*11*	*5*	*9*	*31*	
Grand Total		**2**	**4**	**4**	**3**	**13**		**32**	**26**	**22**	**21**	**101**		**21**	**28**	**23**	**20**	**92**	

Percentage Change between 2017-2018:

Major	Fall	Total	% Change
HIST	2017	70	11.428%
	2018	78	
HSTO	2017	0	—
	2018	2	
LSTU	2017	31	12.903%
	2018	35	
Total	**2017**	**101**	**13.861%**
	2018	**115**	

Percentage Change between 2018-2019:

Major	Fall	Total	% Change

Major	Fall	Total	% Change
HIST	2018	78	-3.846%
	2019	75	
HSTO	2018	2	100%
	2019	4	
LSTU	2018	35	-5.714%
	2019	33	
Total	**2018**	**115**	**-2.609%**
	2019	**112**	

Percentage Change between 2019-2020:

Major	Fall	Total	% Change
HIST	2019	75	-20%
	2020	60	
HSTO	2019	4	125%
	2020	9	
LSTU	2019	33	24.242%
	2020	41	
Total	**2019**	**112**	**-1.785%**
	2020	**110**	

Percentage Change between 2020-2021:

Major	Fall	Total	% Change
HIST	2020	54	11.111%
	2021	60	
HSTO	2020	9	0%
	2021	9	
LSTU	2020	33	24.242%
	2021	41	
Total	**2020**	**110**	**-16.363%**
	2021	**92**	

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 three 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.

2018-2019:
Departmental enrollment was up over 13% in both fall and spring semesters, despite overall university enrollment being flat. The new online History BA program and new tenure-track specialist in Asian history are thought to be helpful in boosting enrollment, as is increased communication with faculty in the interdisciplinary Liberal Studies concentrations, especially geography, philosophy, pre-law, religious studies, and women's and gender studies.

The department is also working on revising its general education assessments and student learning objectives as part of the general education redesign, which it is hoped will help recruit students to the major though enhancing its introductory courses.

2019-2020:
The department did not meet the benchmark, which likely needs to be reconsidered given the pandemic and the university's overall enrollment trend. As it is a decline of less than 2 percent seems like a solid performance given the larger context of the university's issues and national trends.

2020-2021:

2021-2022:

2 Assessment and Benchmark

Benchmarks:
- A persistence rate (retained students from fall Y1 to spring Y1) of 85%.
- A retention rate of 70% from Y1 to Y2.
- A retention rate of 55% from Y2 to Y3.
- A retention rate of 45% from Y3 to Y4.
- A 4-year graduation rate of 35%.
- A 5-year graduation rate of 40%.
- A 6-year graduation rate of 45%.

Major:
- HIST - Bachelor of Arts in History
- HSTO - Bachelor of Arts in History-online
- LSTU - Bachelor of Arts in Liberal Studies

2.1 Data

2012:

				Retention Rate	Graduation Rate

Major	Cohort Size	Same Major?	Persistence 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	4	44.4	4	44.4
		Changed	0	0.0	0	0.0	1	11.1	1	11.1	1	11.1	1	11.1	1	11.1
		Total	*7*	*77.8*	*6*	*66.7*	*5*	*55.6*	*5*	*55.6*	*5*	*55.6*	*5*	*55.6*	*5*	*55.6*
LSTU	7	Same	4	57.1	3	42.9	2	28.6	2	28.6	1	14.3	2	28.6	2	28.6
		Changed	3	42.9	1	28.6	3	42.9	3	42.9	1	14.3	2	28.6	3	42.9
		Total	*7*	*100*	*5*	*71.4*	*5*	*71.4*	*5*	*71.4*	*2*	*28.6*	*4*	*57.1*	*5*	*71.4*
Total	15	Same	11	73.3	9	60.0	6	40.0	6	40.0	5	33.3	6	40.0	6	40.0
		Changed	3	20.0	2	13.3	4	26.7	4	26.7	2	13.3	3	20.0	4	26.7
		Total	**14**	**93.3**	**11**	**73.3**	**10**	**66.7**	**10**	**66.7**	**7**	**46.7**	**9**	**60.0**	**10**	**66.7**

*1 student was previously undeclared before declaring HIST.

2013:

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	
			#	%	#	%	#	%	#	%	#	%	#	%	#	%
HIST	6*	Same	2	33.3	2	33.3	2	33.3	2	33.3	0	0.0	0	0.0	1	16.7
		Changed	3	50.0	2	33.3	2	33.3	2	33.3	2	33.3	0	0.0	0	0.0
		Total	*5*	*83.3*	*4*	*66.7*	*4*	*66.7*	*4*	*66.7*	*2*	*33.3*	*0*	*0.0*	*1*	*16.7*
LSTU	4	Same	1	25.0	1	25.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0
		Changed	2	50.0	2	50.0	1	25.0	2	50.0	1	25.0	0	0.0	0	0.0
		Total	*3*	*75.0*	*3*	*75.0*	*1*	*25.0*	*2*	*50.0*	*1*	*25.0*	*0*	*0.0*	*0*	*0.0*
Total	10	Same	3	30.0	3	30.0	2	20.0	2	20.0	0	0.0	0	0.0	1	10.0
		Changed	5	50.0	4	40.0	3	30.0	4	40.0	3	30.0	0	0.0	0	0.0
		Total	**8**	**80.0**	**7**	**70.0**	**5**	**50.0**	**6**	**60.0**	**3**	**30.0**	**0**	**0.0**	**1**	**10.0**

*1 student was previously undeclared before declaring HIST.

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	
			#	%	#	%	#	%	#	%	#	%	#	%	#	%
HIST	12	Same	6	50.0	3	25.0	2	16.7	2	16.7	0	0	1	8.3	1	8.3
		Changed	3	25.0	3	25.0	2	16.7	2	16.7	0	0	0	0	1	8.3
		Total	*9*	*75.0*	*6*	*50.0*	*4*	*33.3*	*4*	*33.3*	*0*	*0*	*1*	*8.3*	*2*	*16.6*
LSTU	7	Same	3	42.9	2	28.6	2	28.6	2	28.6	1	14.2	2	28.5	2	28.5
		Changed	4	57.1	3	42.9	3	42.9	3	42.9	2	28.5	2	28.5	2	28.5
		Total	*7*	*100*	*5*	*71.4*	*5*	*71.4*	*5*	*71.4*	*3*	*42.8*	*5*	*71.4*	*5*	*71.4*
Total	19	Same	9	47.4	5	26.3	4	21.1	4	21.1	1	5.2	3	15.7	3	15.7
		Changed	7	36.8	6	31.6	5	26.3	5	26.3	2	10.5	2	10.5	3	15.7
		Total	**16**	**84.2**	**11**	**57.9**	**9**	**47.4**	**9**	**47.4**	**3**	**15.7**	**6**	**31.5**	**7**	**36.8**

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	
			#	%	#	%	#	%	#	%	#	%	#	%	#	%
HIST	13	Same	12	92.3	9	69.2	7	53.8	6	46.2	4	30.7	4	30.7	4	30.7
		Changed	1	7.7	2	15.4	2	15.4	3	23.1	0	0	0	0	0	0
		Total	*13*	*100*	*11*	*84.6*	*9*	*69.2*	*9*	*69.2*	*4*	*30.7*	*4*	*30.7*	*4*	*30.7*
LSTU	2	Same	0	0.0	0	0.0	0	0.0	0	0.0	0	0	0	0	0	0
		Changed	2	100	1	50.0	1	50.0	1	50.0	0	0	0	0	2	100
		Total	*2*	*100*	*1*	*50.0*	*1*	*50.0*	*1*	*50.0*	*0*	*0*	*0*	*0*	*2*	*100*
Total	15	Same	12	80.0	9	60.0	7	46.7	6	40.0	4	26.6	4	26.6	4	26.6
		Changed	3	20.0	3	20.0	3	20.0	4	26.7	0	0	4	26.6	11	73.3
		Total	**15**	**100**	**12**	**80.0**	**10**	**66.7**	**10**	**66.7**	**4**	**26.6**	**8**	**53.3**	**15**	**100**

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	
			#	%	#	%	#	%	#	%	#	%	#	%	#	%
HIST	9	Same	3	33.3	4	44.4	3	33.3	2	22.2						
		Changed	2	22.2	0	0.0	1	11.1	0	0.0						
		Total	*5*	*55.6*	*4*	*44.4*	*4*	*44.4*	*2*	*22.2*						
LSTU	5	Same	3	60.0	1	20.0	0	0.0	0	0.0						
		Changed	1	20.0	2	40.0	3	60.0	3	60.0						
		Total	*4*	*80.0*	*3*	*60.0*	*3*	*60.0*	*3*	*60.0*						
Total	14	Same	6	42.9	5	35.7	3	21.4	2	14.3						
		Changed	3	21.4	2	14.3	4	28.6	3	21.4						
		Total	**9**	**64.3**	**7**	**50.0**	**7**	**50.0**	**5**	**35.7**						

2017:

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	
			#	%	#	%	#	%	#	%	#	%	#	%	#	%
HIST	12	Same	6	50.0	5	41.7	5	41.7	5	41.7						
		Changed	4	33.3	3	25.0	4	33.3	4	33.3						
		Total	*10*	*83.3*	*8*	*66.7*	*9*	*75.0*	*9*	*75.0*						
LSTU	11	Same	8	72.7	4	36.4	5	45.5	5	45.5						
		Changed	2	18.2	4	36.4	4	36.4	4	36.4						
		Total	*10*	*90.9*	*8*	*72.7*	*9*	*81.9*	*9*	*81.9*						
Total	23	Same	14	60.9	9	39.1	10	43.5	10	43.5						
		Changed	6	26.1	7	30.4	8	34.8	8	34.8						

			#	%	#	%	#	%	#	%						
		Total	20	87.0	16	69.6	18	78.3	18	78.3						

2018:

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	
			#	%	#	%	#	%	#	%	#	%	#	%	#	%
HIST	12	Same	7	58.3	5	41.7	5	41.7	1	8.3						
		Changed	5	41.7	5	41.7	4	33.3	3	25						
		Total	*12*	*100*	*10*	*82.4*	*9*	*75.0*	*4*	*33.3*						
LSTU	8	Same	5	62.5	2	25.0	0	0.0	0	0.0						
		Changed	2	25.0	1	12.5	2	25.0	2	25						
		Total	*7*	*87.5*	*3*	*37.5*	*2*	*25.0*	*2*	*25*						
Total	20	Same	12	60.0	7	35.0	5	25.0	1	0.5						
		Changed	7	35.0	6	30.0	6	30.0	5	25						
		Total	**19**	**95.0**	**13**	**65.0**	**11**	**55.0**	**6**	**30**						

2019:

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	
			#	%	#	%	#	%	#	%	#	%	#	%	#	%
HIST/ HSTO	17	Same	9	52.9	6	35.3	4	23.5								
		Changed	2	11.8	2	11.8	2	11.7								
		Total	*11*	*64.7*	*8*	*47.1*	*6*	*35.2*								
LSTU	6	Same	3	50.0	2	33.3	1	16.6								
		Changed	0	0.0	0	0.0	0	0.0								
		Total	*3*	*50.0*	*2*	*33.3*	*1*	*16.6*								
Total	23	Same	12	52.2	8	34.8	5	21.7								
		Changed	2	8.7	2	8.7	2	8.6								
		Total	**14**	**60.9**	**10**	**43.5**	**7**	**30.4**								

2020:

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	
			#	%	#	%	#	%	#	%	#	%	#	%	#	%
HIST/ HSTO	8	Same	8	100	7	87.5										
		Changed	0	0.0	0	0.0										
		Total	*8*	*100*	*7*	*87.5*										
LSTU	12	Same	8	66.7	7	58.3										
		Changed	1	8.3	1	8.3										
		Total	*9*	*75.0*	*8*	*66.6*										
		Same	16	80.0	14	70										

			#	%	#	%														
Total	20	Changed	1	5.0	1	0.5														
		Total	17	85.0	15	75														

2021:

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	
			#	%	#	%	#	%	#	%	#	%	#	%	#	%
HIST/ HSTO	16	Same	12	75												
		Changed	1	0.6												
		Total	*13*	*81.2*												
LSTU	6	Same	5	83.3												
		Changed	1	16.6												
		Total	*6*	*100*												
Total	22	Same	17	77.2												
		Changed	2	0.9												
		Total	**19**	**86.3**												

2.1.1 Analysis of Data and Plan for Continuous Improvement

2018-2019:
The history department's 95% persistence rate exceeds the benchmark. We also are working on expanding the membership and activities of the student organization Phi Alpha Theta, and also studying possible improvements to coordination and communication relating to the hand-off of students from first-year to departmental faculty advising, which it is hoped will have a positive result on retention.

2019-2020:
The history department's 60% persistence rate needs improvement. The pandemic in the spring and unplanned move of all classes online likely impeded our efforts

2020-2021:
The history department's 85% persistence rate met the benchmark and represents a bounce-back performance, despite the challenges presented by the ongoing pandemic and two hurricanes, among other weather events. Hard work by both senior and junior faculty was essential in accomplishing this result. Expanded departmental faculty advising responsibilities and an expanded and more active student organization (Phi Alpha Theta) were also helpful.

2021-2022:

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.

2018-2019:
Faculty meetings: Aug. 2018 (Fall), Jan. 2019 (Spring)

2019-2020:
Faculty meetings: Aug. 2019 (Fall), Jan. 2020 (Spring) meeting cancelled due to COVID

2020-2021:
Faculty meetings: Aug. 2020 (Fall), Jan. 2021 (Spring)

2021-2022:

2015 beginning of year meeting (Aug)   [DOC 28 KB 3/4/20]

2016 beginning of year meeting (Aug)   [DOC 28 KB 3/4/20]

2017 beginning of year meeting (Aug)   [DOC 30 KB 3/4/20]

2017 spring meeting   [DOC 28 KB 3/4/20]

2017 spring meeting   [DOC 28 KB 3/4/20]

2018 (Aug) beginning of year meeting   [DOC 31 KB 3/4/20]

2018 Spring meeting   [DOC 29 KB 3/4/20]

2019 (Aug) beginning of year meeting   [DOC 31 KB 7/24/21]

2019 Spring meeting   [DOC 28 KB 3/4/20]

2020 (Aug) beginning of year meeting   [DOC 31 KB 7/24/21]

2021 spring department meeting   [DOC 31 KB 7/24/21]

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.

2018-2019:
The Social Studies Education curriculum was thoroughly revised this year as part of the secondary education program redesign. Education content was heavily modified and expanded but considerable social studies content (US history, world history, geography, political science, economics, and social sciences) still retained.

Revisions to the history general education courses' student learning objectives and assessment are ongoing.

New courses were added to the catalog (History of Asian Religion, History of Buddhism, Vietnam Wars, China & the World) intended to bolster our curriculum in the important areas of religious studies (a departmental strength) and Asian history (previously a topic that needed more coverage).

Changes to the rotation of course instructors for the department's methods courses (HIST 300 and 410) have been discussed and are likely to be implemented in the near future.

2019-2020:
The new Social Studies Education program went into effect and a new adviser was assigned to work with majors in this program.

2020-2021:
Department advising was further reorganized, with new advisers dedicated to transfer students and online majors, and a second adviser added for Social Studies Education majors. This is intended to improve the quality of advising and retention for those programs. Also a new course was created on the Civil Rights Movement to improve the diversity of the department's curriculum. A new gen ed class, HIST 200 (comprehensive US survey) was created and designed.

2021-2022:

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

	# of students that presented research at a professional

Academic Year	conference
2015-2016	1*
2016-2017	0
2017-2018	0
2018-2019	2**
2019-2020	—
2020-2021	—
2021-2022	

*One student (Amanda Ogea) had paper accepted for 2015 Louisiana Historical Association conference panel.
**Students Bailey Starks and Yenifer Flores both presented papers at the spring 2019 Louisiana Historical Association conference.

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.

2018-2019:
Two students who had strong capstone projects in the fall methods course were encouraged to present their papers in the spring at the Louisiana Historical Association annual meeting. The department also held a mock panel for them before the meeting, allowing them to read and receive feedback from departmental faculty in order to improve their presentations.

2019-2020:
The cancellation of the Louisiana Historical Association annual meeting due to COVID made it necessary for us to suspend this benchmark.

2020-2021:
The Louisiana Historical Association's spring annual meeting was again cancelled due to COVID, again making it necessary for us to suspend this benchmark.

2021-2022:

2 Assessment and Benchmark

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

2.1 Data

Academic Year	# of students admitted to graduate or professional program
2015-2016	1*
2016-2017	—
2017-2018	1
2018-2019	0
2019-2020	1**
2020-2021	2***

2021-2022	

*One History graduate gained admission to a graduate program (Racheal Minchew, UNO).
**Gavin Labiche (McNeese English)
**Edwin Koenck (Queen's University Belfast), Crosby Qui (Texas A&M)

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.

2018-2019:
We have not been notified of any graduates successfully being admitted to graduate or professional programs yet, though some are planning to apply this year to law, library science, history, and education graduate programs. The new QEP programs and expanded Phi Alpha Theta undergraduate honor society should contribute to further success in this area, with multiple students presenting professional conference papers last year.

2019-2020:
The pandemic has hindered our ability to compile data from our graduates toward this benchmark, but nevertheless the benchmark was met.

2020-2021:
The pandemic and hurricanes continue to make it difficult to compile and access data regarding this benchmark, but again our graduates met and this year exceeded the benchmark, reflecting the high caliber of our recent graduates.

2021-2022:

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.

2018-2019:
The department required and assessed oral presentations and professional writing in its methods courses (HIST 300 and 410). Detailed data will be in the program assessment reports, disaggregated by major.

26 students in HIST 300 completed oral presentations, with an average grade of 84.4. 13 students in HIST 410 completed a final research paper, with an average grade of 89.8.

2019-2020:
24 students in HIST 300 completed oral presentations. 22 of them (91.6%) achieved a grade of C or higher. 12 students in HIST 410 completed a final research paper. 10 of them (83.3%) achieved a grade of C or higher.

2020-2021:
14 students in HIST 300 completed oral presentations. 14 of them (100%) achieved a grade of C or higher. 22 students in HIST 410 completed a final research paper. 20 of them (90.9%) achieved a grade of C or higher.

2021-2022:

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.

2018-2019:
The department's capstone courses (HIST 300 and 410) assessed professional writing and presentations for the QEP. The results of this new assessment were strong, with the average scores exceeding the benchmarks used in the program master plans of 70%.

2019-2020:
The benchmark now tracks how many students achieved a grade of C or higher, rather than averaging all students together. The results were strong.

2020-2021:
Despite the difficulty of moving classes online due to the pandemic and hurricanes, students did very well, particularly in HIST 410, the senior seminar/capstone.

2021-2022: