

Assessment Cycle 2022-2023

Program: Bachelor of Arts (BA) in History (261)

School of Social Sciences and Applied Programs

College: Arts and Sciences

Prepared by: Chris Gilson / Coordinator

Date: 5/31/2023

Approved by: Dr. Francene Lemoine, Dean

Date: 6/25/2023

Northwestern Mission. Northwestern State University is a responsive, student-oriented institution committed to acquiring, creating, and disseminating knowledge through innovative teaching, research, and service. With its certificate, undergraduate, and graduate programs, Northwestern State University prepares its increasingly diverse student population to contribute to an inclusive global community with a steadfast dedication to improving our region, state, and nation.

College of Arts and Sciences' Mission. College of Arts and Sciences' Mission. The College of Arts & Sciences, the largest college at Northwestern State University, is a diverse community of scholars, teachers, and students, working collaboratively to acquire, create, and disseminate knowledge through transformational, high-impact experiential learning practices, research, and service. The College strives to produce graduates who are productive members of society equipped with the capability to promote economic and social development and improve the overall quality of life in the region. The College provides unequalled undergraduate education in the social and behavioral sciences, English, communication, journalism, media arts, biological and physical sciences, and the creative and performing arts, and at the graduate level in the creative and performing arts, English, TESOL, and Homeland Security. Uniquely, the College houses the Louisiana Scholars' College (the State's designated Honors College), the Louisiana Folklife Center, and the Creole Center, demonstrating its commitment to community service, research, and preservation of Louisiana's precious resources.

The School of Social Sciences and Applied Programs. The School of Social Sciences and Applied Programs at Northwestern State University is dedicated to the development of students for roles in academic, leadership, professional, and research careers in the challenging fields of criminal justice, history, public safety, law, and public service. Utilizing transformational, high-impact experiential learning practices, research, and service, the school produces graduates equipped to be productive members of society and a driving force in the economic development and improvement of the overall quality of life in the region. The school delivers Bachelor of Arts degrees in Criminal Justice and History and Bachelor of Science degrees in Unified Public Safety Administration with concentrations in Law Enforcement Administration, Fire and Emergency Medical Services Administration, Emergency Management Administration, and Public Facilities Management. Certificate programs in Pre-Law and Paralegal Studies and Public Policy

Assessment Cycle 2022-2023

and Administration are also available in addition to a Pre-law and Paralegal Studies concentration and minor. The school also delivers a Master of Science degree in Homeland Security, and a Post-Master's certificate in Global Security and Intelligence.

History Program Mission Statement: The students who complete the History curriculum will have developed an understanding of contemporary events and ideas as they affect the locality, region, nation, and the world. Most particularly within the democratic environment of the United States, students will be prepared to fulfill their civic obligations as citizens. Students will be prepared for entry-level positions in any number of areas including teaching in public schools, business, industry, and government. In addition, they will be prepared for continued academic work in graduate programs. The program uses evaluation of research paper assignments in the capstone class as part of the required Student Learning Outcomes. In addition, a Capstone exam testing student knowledge in four introductory classes is required in the capstone class. Additional SLO achievement is gathered by student performance and school benchmarks in the HIST 3000 Historians Craft class which measures completion of bibliography, archival, and primary source exercises.

Methodology: The assessment process for the BA in History program is as follows:

- (1) Data from assessment tools are collected and returned to the program coordinator.
- (2) The program coordinator will analyze the data to determine whether students have met measurable outcomes.
- (3) Results from the assessment will be discussed with the program faculty.
- (4) Individual meetings will be held with faculty teaching core graduate courses if required.
- (5) The Program Coordinator will propose changes to measurable outcomes, assessment tools for the next assessment cycle, and where needed, curricula and program changes.

Student Learning Outcomes:

SLO 1. Students will identify key persons, events, terminology, and themes associated with World History and U.S. History.

Course Map: Tied to course syllabus objectives.

HIST 1010: Early World Civilization

HIST 1020: Modern World Civilization

Assessment Cycle 2022-2023

HIST 2010: History of the United States to 1865

HIST 2020: History of the United States since 1865

HIST 4000: History Research Methods

Measure: 1.1. All history majors are required to take HIST 1010 and HIST 1020, which provide an opportunity for students to acquire foundational knowledge and understanding of the major components of World History. The program assesses foundational knowledge of World History through two instruments administered to students enrolled in HIST 4000, a capstone course required for graduation. The target is that the students in all sections will earn a composite rating of 70% on each World History instrument. Measure 1.1 is assessed in Fall and Spring.

Finding: Target Met. On the first instrument, students achieved the target (92%). On the second instrument, students achieved the target (88%).

Analysis: In AC 2021-2022, the target was not met. Based on the analysis of the AC 2021-2022 results, in AC 2022-2023, the target was met. The following changes were implemented in AC 2022-2023 according to the plan of action from AC 2021-2022. Faculty focused on improving course development, design, and delivery in HIST 1010 and 1020. To drive improvement, one history faculty member participated in a Board of Regents program, including professional development, that focused on increasing accessibility and lowering textbook barriers for students in history courses. Faculty piloted the new Board of Regents OER textbook and coursework in five HIST 1010 sections. Students excelled by using the new materials; DFW rates in comparable redesigned sections, though already very low, declined by 40%.

As a result of the changes in AC 2022-2023, the target was met. On the first instrument, students achieved the target (92%). On the second instrument, students achieved the target (88%).

Decision: Based on the analysis of the AC 2022-2023 results, in AC 2023-2024, the faculty will focus on several components to drive improvement. Most importantly, at least one faculty member will continue participating in the Board of Regents program, including piloting relevant Open Educational Resources and associated course materials. Faculty will implement pre- and post-class surveys for all sections of HIST 1010 and 1020. Analysis of the results of these surveys and Board of Regents feedback regarding OER will guide faculty course development and help faculty coordinate curriculum strategies to drive improved results for the Measure 1.1 instruments.

Measure: 1.2. All history majors are required to take HIST 2010 and HIST 2020, which provide an opportunity for students to acquire foundational knowledge and understanding of the major components of U.S History. The program assesses foundational knowledge of U.S. History through two instruments administered to students enrolled in HIST 4000, a capstone course required for graduation. The target is that students in all sections will

Assessment Cycle 2022-2023

earn a composite rating of 70% on each U.S. History instrument. Measure 1.2 is assessed in Fall and Spring.

Finding: Target Met. On the first instrument, students achieved the target (87%). On the second instrument, students achieved the target (77%).

Analysis: In AC 2021-2022, the target was not met. Based on the analysis of the AC 2021-2022 results, in AC 2022-2023, the target was met. The following changes were implemented in AC 2022-2023 according to the plan of action from AC 2021-2022. Faculty focused on improving course development, design, and delivery in HIST 2010 and 2020. To drive improvement, one history faculty member participated in a Board of Regents program, including professional development, that focused on increasing accessibility and lowering textbook barriers for students in history courses. Although not yet applicable to American history coursework, students excelled by using the new materials; DFW rates in comparable redesigned sections, though already very low, declined by 40%.

As a result of the changes in AC 2022-2023, the target was met. On the first instrument, students achieved the target (87%). On the second instrument, students achieved the target (77%).

Decision: Based on the analysis of the AC 2022-2023 results, in AC 2023-2024, the faculty will focus on several components to drive improvement. Most importantly, faculty will examine the Open Educational Resources developed by the Board of Regents program once they become available for American History classes after August 2023. Faculty will also implement pre- and post-class surveys for all sections of HIST 2010 and 2020. Analysis of the results of these surveys will help faculty improve lesson plans and coordinate curriculum strategies to drive improved results for the Measure 1.2 instruments.

SLO 2. Students will select and apply appropriate research methods and analytical skills.

Course Map: Tied to course syllabus objectives.

HIST 3000: The Historian's Craft

Measure 2.1. All history majors must take HIST 3000 as the first part of the program's two-course experiential learning capstone. Students enrolled in HIST 3000 must complete a Citation instrument that directly assesses this SLO. The target is that 75% of students enrolled in the course will earn a rating of 70% on the instrument. Measure 2.1 is assessed in Fall.

Assessment Cycle 2022-2023

Finding: Target Not Met. Forty-three percent (43%) of students (10/23) achieved the target.

Analysis: In AC 2021-2022, the target was met. One hundred percent (100%) of students (13/13) achieved the target. Based on the analysis of the AC 2021-2022 results, in AC 2022-2023, the target was not met. The following changes were implemented in AC 2022-2023 according to the plan of action from AC 2021-2022. Instructors in all junior and senior level history courses were encouraged to incorporate bibliographic citation assignments into their courses. Faculty were also encouraged to require students to use the same citation method: Turabian's / Chicago Manual of Style. This is the most common style used in the profession and is foundational for coursework in HIST 3000. Students struggled with this target, primarily because they did not avail themselves of all opportunities to be successful.

As a result of the changes in AC 2022-2023, the target was not met. Forty-three percent (43%) of students (10/23) achieved the target.

Decision: Based on the analysis of the AC 2022-2023 results, in AC 2023-2024, the faculty will focus on several components to drive improvement. Most importantly, faculty will need to do more to ensure students understand professional citation methods. Most of the students who failed to achieve the target failed to take advantage of a second opportunity to achieve the target. Faculty will remind students that they may attempt this instrument a second time to improve their understanding of the material. Further, faculty will be encouraged to expand their use of citation exercises in junior and senior level courses.

Measure 2.2. All history majors must take HIST 3000 as the first part of the program's two-course experiential learning capstone. Students enrolled in HIST 3000 must complete an Annotation instrument that directly assesses this SLO. The target is that 75% of students enrolled in the course will earn a rating of 70% on the instrument. Measure 2.2 is assessed in Fall.

Finding: Target Met. Seventy-eight percent (78%) of students (18/23) achieved the target.

Analysis: In AC 2021-2022, this measure was not included in the academic program assessment. The instrument was utilized in the course, but it was not visible in the assessment process. Based on the analysis of the AC 2021-2022 results, in AC 2022-2023, the target was met. The following changes were implemented in AC 2022-2023 according to the plan of action from AC 2021-2022. The annotation instrument was incorporated into the revised assessment process to better reflect the materials covered in HIST 3000. Students did well on this assignment, which demonstrates critical progress in preparation for developing and completing a research project (as is required in the subsequent HIST 4000 class).

Assessment Cycle 2022-2023

As a result of the changes in AC 2022-2023, the target was met. Seventy-eight (78%) of students (18/23) achieved the target.

Decision: Based on the analysis of the AC 2022-2023 results, in AC 2023-2024, the faculty will focus on several components to drive improvement. Most importantly, the program will incorporate the annotation instrument in the assessment process to track performance and improvement over time. Further, faculty will be encouraged to incorporate annotation exercises in their classes, if appropriate. In AC 2022-2023, most of the students who failed to achieve the target on this instrument failed to attempt or complete the instrument.

SLO 3. Students will demonstrate the ability to develop and complete a research project based on primary and secondary sources.

Course Map: Tied to course syllabus objectives.

HIST 3000: The Historian's Craft

HIST 4000: History Research Methods

Measure 3.1. All history majors must take HIST 3000 as the first part of the program's two-course experiential learning capstone. Students enrolled in HIST 3000 are required to distinguish between primary and secondary sources and must complete written assignments based on their understanding of historical text typology. The target is that 75% of students enrolled in the course will earn a rating of 70% on the instrument that specifically assesses this SLO. Measure 3.1 is assessed in the Fall.

Finding: Target Not Met. Seventy percent (70%) of students (16/23) achieved the target.

Analysis: In AC 2021-2022, the target was not met. Based on the analysis of the 2021-2022 results, the following changes were implemented in AC 2022-2023 according to the plan of action from AC 2021-2022. Faculty were encouraged to incorporate bibliographic citation exercises in their junior and senior level courses to ensure students reflected on the difference between primary and secondary sources. Students struggled with this target, primarily because they did not avail themselves of all opportunities designed to help make them successful.

As a result of the changes in AC 2022-2023, the target was not met. Seventy percent (70%) of students (16/23) achieved the target.

Decision: Based on the analysis of the AC 2022-2023 results, in AC 2023-2024, the faculty will focus on several components to drive improvement. Most importantly, faculty will be encouraged to continue incorporating primary/secondary source exercises

Assessment Cycle 2022-2023

(including bibliographic citation exercises) in their classes to encourage familiarity and reflection. This has helped drive improvement so far, but some additional improvement is needed to reach the target.

Measure 3.2. All history majors must take HIST 4000 as the second part of the program's two-course experiential learning capstone. Students enrolled in HIST 4000 must complete a 15-page research paper on a topic of their choice in either U.S. History or World History. Students must demonstrate sufficient comprehension of the subject they research as well as the historiography of that subject. The target is that 80% of students enrolled in the course will earn a rating of 70% on the assessment of this component of the research paper. Measure 3.2 is assessed in Fall and Spring.

Finding: Target Not Met. Seventy-five percent (75%) of students enrolled in the course earned a rating of 70% on the assessment of this component of the research process.

Analysis: In AC 2021-2022, the target was met. Based on the analysis of the AC 2021-2022 results, in AC 2022-2023, the target was not met. The following changes were implemented in AC 2022-2023 according to the plan of action from AC 2021-2022. Most importantly, faculty collaborated to revise and develop a defunct Public History Internship class from the catalog (HIST 4990). By offering an internship pathway to completing the degree, this History program can better serve students planning for public history careers rather than research programs in graduate and professional schools. This should result in better performance in HIST 4000 and fewer "re-take" semesters. The internship class was offered for the first time in Spring 2023, and student interest has grown over the course of the semester (perhaps doubling or tripling).

As a result of the changes in AC 2022-2023, the target was not met. Seventy-five percent (75%) of students enrolled in the course earned a rating of 70% on the assessment of this component of the research process.

Decision: Based on the analysis of the AC 2022-2023 results, in AC 2023-2024, the faculty will focus on several components to drive improvement. Of the five students enrolled in HIST 4000 in Fall 2022, three students actually completed the research paper. All three achieved the target rating of 70%. The only students that failed to reach the overall target did not complete the research paper. In Spring 2023, six of seven students achieved the target. The History Program will encourage advisors to communicate with students about the importance of completing all enrolled courses, and they will encourage students to consider the opportunity provided by the HIST 4990 internship pilot. Most importantly, the History Program will press forward in developing a Public History concentration for the Program that will improve the program's accessibility, utility, and time-to-completion.

SLO 4. Students will model the knowledge, skills, and disposition appropriate for professionals in Public History.

Assessment Cycle 2022-2023

Course Map: Tied to course syllabus objectives.

HIST 4990: Public History Internship

Measure 4.1. Beginning in Spring 2023, all history majors will have the option to complete an internship in Public History (with an agency or host approved by the course instructor). Students may take the class as an elective or as part of the capstone requirement for the program. Site supervisors will be required to complete a standardized form to evaluate the knowledge, skills, and disposition for each intern that they supervise. The target is that 80% of students enrolled in the course will earn a rating of 70% (35 out of 50 possible marks) on the evaluation form. Measure 4.1 will be assessed in all semesters that HIST 4990 is offered.

Finding: Target Met. One hundred percent (100%) of students (1/1) achieved the target.

Analysis: In AC 2021-2022, this measure was not included in the academic program assessment because the course did not exist. Based on the analysis of the AC 2021-2022 results, in AC 2022-2023, the target was met. The following changes were implemented in AC 2022-2023 according to the plan of action from AC 2021-2022. The program developed, proposed, and implemented a new internship-based capstone course for students interested in public history career fields and resume-building work experience. The course was offered for the first time in Spring 2023 with one student participating.

As a result of the changes in AC 2022-2023, the target was met. One hundred percent (100%) of students (1/1) achieved the target.

Decision: Based on the analysis of the AC 2022-2023 results, in AC 2023-2024, the faculty will focus on several components to drive improvement. Most importantly, faculty will work to ensure students understand the importance of completing weekly response assignments in a timely manner, both for their own benefit and for the benefit of the site supervisor and community partner. More than one semester will be needed to gather enough data for formal analysis and decision-making processes.

Measure 4.2. Beginning in Spring 2023, all history majors will have the option to complete an internship in Public History (with an agency or host approved by the course instructor). Students may take the class as an elective or as part of the capstone requirement for the program. All interns will be required to complete a reflection exercise assessing strengths, weaknesses, and professional development over the course of the internship. These exercises will be evaluated using a standardized rubric. The target is that 80% of students enrolled in the course will earn a rating of 70% (70 out of 100 possible marks) on the evaluation form.

Assessment Cycle 2022-2023

Finding: Target Met. One hundred percent (100%) of students (1/1) achieved the target.

Analysis: In AC 2021-2022, this measure was not included in the academic program assessment because the course did not exist. Based on the analysis of the AC 2021-2022 results, in AC 2022-2023, the target was met. The following changes were implemented in AC 2022-2023 according to the plan of action from AC 2021-2022. The program developed, proposed, and implemented a new internship-based capstone course for students interested in public history career fields and resume-building work experience. The course was offered for the first time in Spring 2023 with one student participating.

As a result of the changes in AC 2022-2023, the target was met. One hundred percent (100%) of students (1/1) achieved the target.

Decision: Based on the analysis of the AC 2022-2023 results, in AC 2023-2024, the faculty will focus on several components to drive improvement. Most importantly, faculty will work to ensure students understand the importance of completing weekly response assignments in a timely manner, both for their own benefit and for the benefit of the site supervisor and community partner. More than one semester will be needed to gather enough data for formal analysis and decision-making processes.

SLO 5. The program will provide a balanced rotation of advanced World History and U.S. History courses delivered in face-to-face and online modalities.

Course Map: Tied to course syllabus objectives.

HIST 3010-4980 (excluding HIST 4000): Advanced history coursework.

Measure: 5.1. This administrative outcome is designed to provide structure, predictability, and appraisal of the program's balanced course offering imperative. Each semester the program will offer, at a minimum, the following distribution of courses: 2 U.S. History (Face-to-Face); 2 World History (Face-to-Face); 2 U.S. History (Online); 2 World History (Online). The target is that the Program will meet 100% (8/8) of this requirement each semester.

Finding: Target Met.

In Fall 2022, the History Program offered the following advanced courses:

Face-to-Face US History (4): HIST 3040; HIST 3510; HIST 4320; HIST 4500

Face-to-Face World History (2): HIST 3010; HIST 4470

Online US History (2): HIST 3040; HIST 3060

Online World History (3): HIST 3090; HIST 3110; HIST 4980

In Spring 2023, the History Program offered the following advanced courses:

Face-to-Face US History (2): HIST 3040; HIST 3520

Assessment Cycle 2022-2023

Face-to-Face World History (2): HIST 3120; HIST 4140
 Online US History (3): HIST 3040; HIST 3240; HIST 4330
 Online World History (2): HIST 3100; HIST 4430

Analysis: In AC 2021-2022, this measure was not included in the academic program assessment. Based on the analysis of the AC 2021-2022 results, in AC 2022-2023, the target was met. The following changes were implemented in AC 2022-2023 according to the plan of action from AC 2021-2022. Many students in the History Program begin taking advanced history courses late in their college career (internal and external transfer students, in particular). To ensure that they can complete the degree on time, it is imperative that a wide range of face-to-face and online classes are offered each semester. To ensure this takes place, the History Program instituted a balanced course offering imperative, which this administrative outcome reflects. The program was particularly successful this year in adjusting to enrollment figures, offering a balanced array of classes, and using special topics sections to meet individual student needs.

As a result of the changes in AC 2022-2023, the target was met. The History Program offered 100% (8/8) of the course requirements in this measure.

Decision: Based on the analysis of the AC 2022-2023 results, in AC 2023-2024, the faculty will focus on several components to drive improvement. The History Program will ensure that the course rotation will address the four categories of advanced coursework included in this measure. This will require careful attention due to low University enrollment, which results in fewer students taking advanced history courses as electives. Additional refinement of this measure may be necessary since some advanced classes are offered more frequently than others due to curriculum requirements for other programs. Most importantly, program faculty will develop a new 5-year course rotation once personnel changes stabilize in AC 2023-2024.

Comprehensive Summary of Key evidence of improvement based on analysis of results.

SLO	Measure	Key Evidence
1	1.1	Faculty focused on improving course development, design, and delivery in HIST 1010 and 1020.
1	1.1	To drive improvement, one history faculty member participated in a Board of Regents program, including professional development, that focused on increasing accessibility and lowering textbook barriers for students in history courses.
1	1.1	Faculty piloted the new Board of Regents OER textbook and coursework in two HIST 1010 sections.
1	1.2	To drive improvement, one history faculty member participated in a Board of Regents program, including professional development, that

Assessment Cycle 2022-2023

		focused on increasing accessibility and lowering textbook barriers for students in history courses.
1	1.2	Faculty focused on improving course development, design, and delivery in HIST 2010 and 2020.
2	2.1	Instructors in all junior and senior level history courses were encouraged to incorporate bibliographic citation assignments into their courses.
2	2.1	Faculty were also encouraged to require students to use the same citation method: Turabian's / Chicago Manual of Style.
2	2.2	The annotation instrument was incorporated into the revised assessment process to better reflect the materials covered in HIST 3000.
3	3.1	Faculty were encouraged to incorporate bibliographic citation exercises in their junior and senior level courses to ensure students reflected on the difference between primary and secondary sources.
3	3.2	Faculty collaborated to revise and redevelop a defunct Public History Internship class from the catalog (HIST 4990) to provide an alternate pathway to completion of the degree for students with different career preferences.
4	4.1	The program developed, proposed, and implemented a new internship-based capstone course for students interested in public history career fields and resume-building work experience. The course was offered for the first time in Spring 2023 with one student participating.
4	4.2	The program developed, proposed, and implemented a new internship-based capstone course for students interested in public history career fields and resume-building work experience. The course was offered for the first time in Spring 2023 with one student participating.
5	5.1	The program instituted a balanced course offering imperative: each semester the program will offer, at a minimum, the following distribution of courses: 2 U.S. History (Face-to-Face); 2 World History (Face-to-Face); 2 U.S. History (Online); 2 World History (Online).

Plan of Action moving forward.

SO	Measure	Plan
1	1.1	At least one faculty member will continue participating in the Board of Regents program, including piloting relevant Open Educational Resources and associated course materials.
1	1.1	Faculty will continue to implement pre- and post-class surveys for all sections of HIST 1010 and 1020.
1	1.2	Faculty will examine the Open Educational Resources developed by the Board of Regents program once they become available for American History classes after August 2023.

Assessment Cycle 2022-2023

1	1.2	Faculty will implement pre- and post-class surveys for all sections of HIST 2010 and 2020.
2	2.1	Faculty will need to do more to ensure students understand professional citation methods. They will be encouraged to expand their use of citation exercises in junior and senior level courses.
2	2.2	The program will continue to incorporate the annotation instrument in the assessment process to track performance and improvement over time.
2	2.2	Faculty will be encouraged to incorporate annotation exercises in their classes if appropriate.
3	3.1	Faculty will be encouraged to continue incorporating primary/secondary source exercises (including bibliographic citation exercises) in their classes to encourage familiarity and reflection.
3	3.2	The History Program will encourage advisors to communicate with students about the importance of completing all enrolled courses, and they will encourage students to consider the opportunity provided by the HIST 4990 internship pilot.
3	3.2	The History Program will press forward in developing a Public History concentration for the History Program that will improve the program's accessibility, utility, and time-to-completion.
4	4.1	Faculty will work to ensure students understand the importance of completing weekly response assignments in a timely manner. More than one semester will be needed to gather enough data for formal analysis and decision-making processes.
4	4.2	Faculty will work to ensure students understand the importance of completing weekly response assignments in a timely manner. More than one semester will be needed to gather enough data for formal analysis and decision-making processes.
5	5.1	Program faculty will develop a new 5-year course rotation once personnel changes stabilize in 2023-24.