

**MAJOR FIELD ASSESSMENT REPORT  
B.A. IN HISTORY  
2002-2003**

*Revd  
Apr. 30, 2003*

**MISSION**

The Strategic Mission of Southeastern Louisiana University is to lead the educational, economic, and cultural development of southeast Louisiana.

The major objectives of the B.A. in History are to provide students with general humanistic knowledge in the fields of History, Political Science, and Philosophy; to aid them through this knowledge to analyze and interpret problems and achievements of past and present societies; to further their intellectual development through opportunities to think, to speak, and to write logically and analytically; to prepare them to become dynamic citizens who understand the structure, powers, and procedures of national and state governments and have some knowledge of other world governments as well; and to provide specific background training for such professions as law, journalism, government service, and teaching.

**SCOPE**

This report provides assessment information concerning all Goals and Expected Outcomes in the Major Field Assessment Plan for the Bachelor of Arts in History Program for the academic years 1999-2000, 2000-2001, and 2001-2002. Where information is currently available, it also reports for the academic year 2002-2003 (information for some goals and expected outcomes will not be available until the completion of the academic year).

In 2003 the Department of History and Political Science adopted a new, more detailed Major Field Assessment Plan for the B.A. in History, replacing the previous plan, which took effect in 1996. The new plan, though articulated in the present format in 2003, reflects established practice in the Department of History and Political Science. Thus, information in this report—which is compiled annually—is presented in the new, more detailed format.

**GOAL 1**

History majors will have a broad knowledge of American and World History.

A. Expected Outcome

History majors will have knowledge of American History and British/European History, as well as African, Asian, and/or Latin American History.

Assessment

All students completing the B.A. in History program have earned at least a C average in their major courses (36 hours), which include the following required courses:

- a. 6 hours Western Civilization Survey\*  
History 101, 102
- b. 6 hours American History Survey  
History 201, 202
- c. 3-9 hours American History—Upper Level  
History 321, 469, 473, 474, 475, 476, 477, 478, 479, 480, 482, 485, 487, 488, 489, 492, 493, 495, 496, and/or 498
- d. 6-12 hours Asian and/or Latin American History—Upper Level

- History 444, 445, 446, 447, 448, 449 and/or 498
- e. 6-12 hours British and/or European History—Upper Level\*  
History 409, 410, 416, 418, 419, 423, 424, 429, 433, 434, 437, 438, 439,  
440, 454, 468 and/or 498
- f. 0-3 hours Oral History  
History 488
- g. 3 hours Capstone Course (Major Problems in American History)  
History 497

\*Western Civilization and most upper-level British and European History courses include attention to African History in discussions of imperialism.

B. Expected Outcome

History majors will have the basic knowledge of Philosophy and Political Science necessary to understand the intellectual and institutional foundations of History.

Assessment

All students completing the B.A. in History program have earned a passing grade in the following required courses:

- a. 6 hours Federal, State, and Local Politics Survey  
Political Science 201, 202
- b. 3 hours Political Science 400-level
- c. 3 hours Introduction to Philosophy / Great Philosophers  
Philosophy 301 or 302
- d. 3 hours Philosophy of History / Intellectual History  
Philosophy 315 or 417

History majors may elect to pursue a minor (18 hours) in Philosophy, Political Science, or International Studies.

Minors Earned

	Philosophy	Poli Science	Int'l Studies	Other Minors
1999-2000	0	1	1	0
2000-2001	0	0	7	4
2001-2002	0	0	2	0
2002-2003	0	1	3	3

C. Expected Outcome

History majors will express satisfaction with the quality of instruction and the overall learning environment provided by the Department of History and Political Science.

Assessment

Southeastern Louisiana University Exit Survey

1=very dissatisfied, 5=very satisfied					
	1	2	3	4	5
Clarity of the degree requirements					
1999-2000	03.8	03.8	03.8	50.0	38.5
2000-2001	00.0	00.0	16.7	54.2	29.2
2001-2002	00.0	04.2	16.7	37.5	41.7
Opportunities interact w/faculty outside class					
1999-2000	00.0	00.0	26.9	11.5	61.5
2000-2001	00.0	00.0	08.3	33.3	58.3
2001-2002	00.0	04.2	12.5	25.0	58.3
Effectiveness of faculty as teachers					
1999-2000	00.0	00.0	03.8	38.5	57.7
2000-2001	00.0	00.0	04.2	41.7	54.2
2001-2002	00.0	00.0	08.3	54.2	37.5
Friendliness and helpfulness of office staff					
1999-2000	11.5	03.8	07.7	30.8	46.2
2000-2001	04.2	08.3	12.5	12.5	62.5
2001-2002	08.3	12.5	20.8	37.5	20.8
Faculty interest in academic development					
1999-2000	00.0	03.8	07.7	30.8	57.7
2000-2001	00.0	08.3	00.0	33.3	58.3
2001-2002	00.0	04.2	16.7	41.7	37.5
Effectiveness of beginning courses					
1999-2000	03.8	03.8	42.3	34.6	15.4
2000-2001	00.0	04.2	29.2	50.0	16.7
2001-2002	12.5	04.2	33.3	25.0	25.0
Quality of instruction in advanced courses					
1999-2000	00.0	00.0	00.0	11.5	88.5
2000-2001	00.0	00.0	00.0	37.5	62.5
2001-2002	00.0	00.0	04.2	08.3	87.5
Professional activities, associations, clubs					
1999-2000	07.7	03.8	50.0	23.1	15.4
2000-2001	00.0	20.8	33.3	41.7	04.2
2001-2002	00.0	16.7	54.2	12.5	16.7
Hands-on experiences outside classroom					
1999-2000	19.2	07.7	34.6	15.4	23.1
2000-2001	00.0	16.7	33.3	25.0	25.0
2001-2002	08.3	16.7	41.7	29.2	04.2
Interaction w/faculty research/scholarship					
1999-2000	00.0	07.7	26.9	30.8	34.6
2000-2001	00.0	00.0	16.7	58.3	25.0
2001-2002	04.2	08.3	20.8	37.5	29.2
Availability of required courses					
1999-2000	03.8	15.4	19.2	34.6	26.9
2000-2001	08.3	12.5	20.8	45.8	12.5
2001-2002	08.3	12.5	41.7	16.7	20.8
Availability of elective courses					
1999-2000	03.8	07.7	34.6	19.2	34.6
2000-2001	12.5	12.5	25.0	29.2	20.8
2001-2002	08.3	08.3	29.2	29.2	25.0
Quality of instruction on standards/ethics					
1999-2000	00.0	07.7	11.5	26.9	53.8
2000-2001	04.2	04.2	20.8	37.5	33.3
2001-2002	00.0	04.2	12.5	29.2	54.2
Friendliness and helpfulness of faculty					

1999-2000	00.0	00.0	11.5	23.1	65.4
2000-2001	00.0	00.0	04.2	16.7	79.2
2001-2002	00.0	04.2	20.8	37.5	37.5
Opportunities to collaborate w/other students					
1999-2000	00.0	03.8	23.1	34.6	38.5
2000-2001	04.2	00.0	37.5	33.3	25.0
2001-2002	00.0	12.5	33.3	33.3	20.8
Computer resources for courses in major					
1999-2000	03.8	03.8	42.3	23.1	26.9
2000-2001	08.3	12.5	25.0	33.3	20.8
2001-2002	12.5	20.8	12.5	29.2	25.0
Library resources related to your major					
1999-2000	11.5	03.8	30.8	26.9	26.9
2000-2001	12.5	16.7	29.2	29.2	12.5
2001-2002	04.2	00.0	25.0	37.5	33.3
Use of appropriate technology in classroom					
1999-2000	07.7	03.8	30.8	30.8	26.9
2000-2001	04.2	20.8	37.5	29.2	08.3
2001-2002	00.0	00.0	33.3	45.8	20.8
Facilities and equipment related to major					
1999-2000	00.0	07.7	34.6	42.3	15.4
2000-2001	12.5	16.7	29.2	25.0	16.7
2001-2002	00.0	00.0	16.7	50.0	33.3
Help from faculty re further education					
1999-2000	00.0	11.5	00.0	23.1	65.4
2000-2001	00.0	12.5	20.8	16.7	50.0
2001-2002	00.0	08.3	12.5	33.3	45.8
Size of classes in major					
1999-2000	00.0	00.0	00.0	16.7	83.3
2000-2001	00.0	04.2	04.2	29.2	62.5
2001-2002	00.0	00.0	12.5	25.0	62.5
Help from faculty re employment					
1999-2000	07.7	07.7	26.9	19.2	38.5
2000-2001	04.2	20.8	16.7	29.2	29.2
2001-2002	08.3	20.8	37.5	20.8	12.5
Overall quality of department					
1999-2000	00.0	03.8	00.0	42.3	53.8
2000-2001	00.0	00.0	08.3	25.0	66.7
2001-2002	00.0	00.0	04.2	29.2	66.7
Overall quality of degree program					
1999-2000	00.0	00.0	07.7	42.3	50.0
2000-2001	00.0	00.0	20.8	50.0	29.2
2001-2002	00.0	00.0	08.3	29.2	62.5
Usefulness of academic advice from advisor					
1999-2000	07.7	11.5	19.2	19.2	42.3
2000-2001	08.3	12.5	29.2	20.8	29.2
2001-2002	12.5	16.7	29.2	16.7	25.0
Advisor's knowledge of requirements					
1999-2000	07.7	03.8	11.5	34.6	42.3
2000-2001	08.3	08.3	12.5	25.0	45.8
2001-2002	12.5	12.5	25.0	37.5	12.5
Accessibility of advisor					
1999-2000	07.7	00.0	30.8	23.1	38.5
2000-2001	08.3	08.3	20.8	33.3	29.2
2001-2002	04.2	12.5	25.0	33.3	25.0
Advisor's concern w/academic goals					

1999-2000	07.7	03.8	30.8	23.1	34.6
2000-2001	08.3	08.3	16.7	29.2	37.5
2001-2002	04.2	16.7	16.7	50.0	12.5
Global perspective of courses					
1999-2000					
2000-2001					
2001-2002	00.0	00.0	43.5	30.4	26.1
Relevancy of courses					
1999-2000					
2000-2001					
2001-2002	00.0	00.0	26.1	39.1	34.8

## GOAL 2

History majors will have the necessary skills to engage in scholarly research and critical analysis of primary and secondary sources.

### A. Expected Outcome

History majors will be able to utilize the library resources (both print and electronic) necessary to conduct research in History.

#### Assessment

At least 75% of History majors will earn a B or better in Library Science 102.

#### Grades Earned in Library Science 102 by Graduating History Majors

		A	B	C	D	F	T*	N/A	% B or better
1999-2000	16	03	03	01	00	00	00		83%
2000-2001	20	05	00	00	00	00	00		100%
2001-2002	24	02	00	00	00	00	01		100%
2002-2003	13	02	01	01	00	01	01		88%

\*T=enrolled spring 2003.

### B. Expected Outcome

History majors will have a basic knowledge of social science research methods and statistics, including the use of computers.

#### Assessment

At least 75% of History majors will earn a C or better in Political Science 300.

#### Grades Earned in Political Science 300 by Graduating History Majors

		A	B	C	D	F	T*	N/A	% C or better
1999-2000	00	01	00	00	00	00	22		100%
2000-2001	03	02	00	00	00	00	20		100%
2001-2002	06	07	01	01	00	00	12		93%
2002-2003	07	03	04	02	00	03	00		88%

\*T=enrolled spring 2003. N/A=demonstrated computer literacy in another course before Political Science 300 was implemented.

C. Expected Outcome

History majors will be able to carefully read and critically analyze both primary and secondary sources and to discuss these intelligently both orally and in writing.

Assessment

All 100 and 200-level History and Political Science courses require the use of department-approved texts (which include examples of primary documents) and readers (which include diverse historiographical perspectives). All 300 and 400-level History, Political Science, and Philosophy courses require advanced texts and additional mandatory readings, on which students must be tested; essay exams; term papers, critical book reviews, and/or document analyses; and book discussions and/or presentations by students. History 497, a required capstone course for all History majors, is an Undergraduate Seminar in Major Problems in American History which is conducted like a graduate-level seminar and requires students to read extensively, write multiple critical papers, make multiple oral presentations, and participate in vigorous seminar discussions. History majors will earn at least a C average in their major courses, and at least 75% of History majors will earn a C or better in History 497, the capstone course.

Grades Earned in History 497 by Graduating History Majors

	A	B	C	D	F	T*	N/A	% C or better
1999-2000 08	12	01	00	00	00	02	100%	
2000-2001 12	11	01	01	00	00	00	96%	
2001-2002 19	07	01	00	00	00	00	100%	
2002-2003 07	08	01	00	00	03	00	100%	

\*T=enrolled spring 2003. N/A=demonstrated computer literacy in another course before Political Science 300 was implemented.

D. Expected Outcome

History majors will acquire thorough knowledge and skill in professional writing and documentation according to the guidelines in the *Chicago Manual of Style*.

Assessment

All written work for 300 and 400-level History, Political Science, and Philosophy courses must meet the minimum standards of good professional writing and—where necessary—utilize proper documentation.

**GOAL 3**

History majors will be prepared for entrance to graduate school and/or a variety of professions and vocations.

A. Expected Outcome

At least 50% of History majors will be accepted to graduate school (including law school) or will be employed in a profession that utilizes the knowledge and skills acquired in the B.A. in History program within six months after graduation.

#### Assessment

##### Southeastern Louisiana University Exit Survey

Note that the Exit Survey measures the numbers accepted to graduate school or employed at the time of the exit survey, which is completed *before* graduation, rather than the number within six months *after* graduation

What are your employment plans immediately following graduation?

- 1=already have a full-time job  
 2=looking for a full-time job  
 3=already have a temporary job  
 4=looking for a temporary job  
 5= do not plan to work

	%	1	2	3	4	5
1999-2000		26.9	42.3	07.7	07.7	15.4
2000-2001		16.7	50.0	00.0	16.7	16.7
2001-2002		20.8	37.5	12.5	00.0	29.2

Question 31: What are your plans for further education following graduation?

- 1=do not plan to obtain further education  
 2=have been accepted into a graduate program  
 3=plan to go to grad school immediately following graduation but not yet accepted  
 4=plan to go to grad school at some point but not right now  
 5=will obtain further education but not a graduate level

		1	2	3	4	5
1999-2000		03.7	11.1	29.6	48.1	07.4
2000-2001		08.3	04.2	20.8	58.3	08.3
2001-2002		00.0	08.3	37.5	41.7	12.5

#### **GOAL 4**

History majors will possess global awareness and a multicultural perspective

##### A. Expected Outcome

History majors will acquire knowledge of world history, cultures, economies geography, governments, and peoples.

##### Assessment

All students completing the B.A. in History program have earned a passing grade in the following courses:

- a. 6 hours Western Civilization

- b. 6-12 hours Asian and/or Latin American History—Upper Level
- c. 6-12 hours British and/or European History—Upper Level
- d. 6 hours Economics
- e. 12 hours English (including British and/or World Literature)
- f. 6 hours Geography
- g. 6 hours Philosophy
- h. 3 hours Political Science—Upper Level (may be International Relations)
- i. 6 hours Sociology

History majors may elect to pursue a minor (18 hours) in International Relations (see above, Goal 1, B, “Minors Earned”).

**B. Expected Outcome**

History majors will acquire knowledge of a foreign language.

Assessment

History majors will complete 12 hours of a single foreign language.

Foreign Language Credit Earned

	French	German	Italian	Latin	Spanish
1999-2000	05	00	01	00	18
2000-2001	08	02	00	03	10
2001-2002	07	00	02	00	18
2002-2003	02	00	01	02	14

**C. Expected Outcome**

History majors will have more opportunity to acquire knowledge of other countries through study abroad.

Assessment

History majors will increase their participation in the Study Abroad Program because of increased encouragement from faculty and more thorough dissemination of information about benefits, scholarships, and other inducements. A provisional goal is that by the 2005-2006 academic year, at least 10% of History majors will participate in Study Abroad. The continued viability of this goal will be subject to both economic and international conditions that may affect the feasibility of student travel abroad.

**APPLICATION OF ASSESSMENT INFORMATION**

In 1995 the B.A. in History earned SACS reaccreditation.



In 1996-1997 the department implemented significant revisions in the B.A. in History program to make it even stronger. All 100-level (Western Civilization) and 200-level (American History) courses were given standard course descriptions and increased reading requirements. Some 300-level (junior-level) and 400-level (senior-level) courses were upgraded to 400/500-level courses (senior/graduate-level) courses. Some individual 400/500-level courses were split into two courses to provide more in-depth coverage. New courses on Women in European History and African-American History were introduced. All upper-level courses were renumbered in a more logical sequence.

<u>Old Course</u>		<u>New Course(s)</u>	
Hist 101	West Civ to 1500	Hist 101	West Civ to 1500
Hist 101H	West Civ to 1500 Honors	Hist 101H	West Civ to 1500 Honors
Hist 102	West Civ since 1500	Hist 102	West Civ since 1500
Hist 102H	West Civ since 1500 Honors	Hist 102	West Civ since 1500 Honors
Hist 201	Am Hist to 1877	Hist 201	Am Hist to 1877
Hist 201H	Am Hist to 1877 Honors	Hist 201H	Am Hist to 1877 Honors
Hist 202	Am Hist since 1877	Hist 202	Am Hist since 1877
Hist 202H	Am Hist since 1877	Hist 202H	Am Hist since 1877 Honors
Hist 321	Louisiana History	Hist 321	Louisiana History
Hist 311	Greek Civilization	Hist 409/509	Ancient Greece
Hist 312	History of Rome	Hist 410/510	Ancient Rome
Hist 452/552	The Middle Ages	Hist 416/516	Early Middle Ages
		Hist 418/518	Later Middle Ages
Hist 451/551	Renaissance and Reformation	Hist 419/519	Renaissance Europe
		Hist 423/523	Reformation Europe
Hist 470/570	Age of Reason (1648-1815)	Hist 424/524	Age of Reason
		Hist 429/529	French Revolution/Napoleon
Hist 472/572	Nineteenth Century Europe	Hist 433/533	Nineteenth Century Europe
Hist 421/522	Modern Europe	Hist 434/534	Modern Europe
Hist 381	English History to 1509	Hist 437/537	Ancient/Medieval Britain
Hist 382	English History since 1509	Hist 438/538	Tudor/Stuart Britain
		Hist 439/539	Hanoverian/Victorian Brit
		Hist 440/540	Modern Britain
Hist 444/544	Ancient China and Orient	Hist 444/544	Ancient China and Orient
Hist 456/556	Modern China and Orient	Hist 445/545	Modern China and Orient
Hist 431	Latin America to 1820	Hist 446/546	Latin America to 1820
Hist 432	Latin America since 1820	Hist 447/547	Latin America since 1820
Hist 435	Caribbean Area	Hist 448/548	Caribbean Area
Hist 436	Mexico	Hist 449/549	Mexico
Hist 430/532	Modern Russia	Hist 454/554	Modern Russia
----		Hist 468/468	Women in European History
Hist 469/569	Women in American History	Hist 469/569	Women in American History
Hist 460/560	Colonial America (to 1783)	Hist 473/573	Colonial America
		Hist 474/574	American Revolution
Hist 461/561	Age of Compromise (1783-1850)	Hist 475/575	Early National Period
		Hist 476/576	Age of Compromise
Hist 462/562	Civil War and Reconstruction	Hist 477/577	Civil War and Reconstruction
Hist 450/550	American Frontier	Hist 478/578	American Frontier
Hist 464/546	Emergence of Modern U.S.	Hist 479/579	Emergence of Modern U.S.
Hist 465/565	Recent U.S. (1917-Present)	Hist 480/580	World Wars and New Deal
		Hist 482/582	Cold War and Beyond
Hist 341	Military Hist to 1865	Hist 485/585	Military Hist to 1865
Hist 342	Military Hist since 1865	Hist 487/587	Military Hist since 1865
Hist 488/588	Oral History	Hist 488/588	Oral History
----		Hist 489/589	African-American History
Hist 401/505	Old South	Hist 492/592	Old South

Hist 402/506	New South	Hist 493/593	New South
Hist 413/513	Crime in American History	Hist 495/595	Crime in American History
Hist 414/514	Kennedy Assassination	Hist 496/596	Kennedy Assassination
Hist 411	Major Problems U.S. History	Hist 497	Seminar for Undergraduates
Hist 498/598	Special Topics	Hist 498/598	Special Topics

### Eliminated Courses

Hist 176	1776 (1 credit hour)	
Hist 317	History of Brazil	Absorbed into Hist 446/546, 447/547
Hist 400/504	Historical Genealogy	
Hist 404/507	Great Men of the U.S.	
Hist 408	Local and Regional History	
Hist 417	Topics Hist Science/Technology	To be replaced by new course in 2004
Hist 420/521	History of Labor in the U.S.	Absorbed into Hist 480/580, 482/582
Hist 428/528	Maritime/Naval History of U.S.	Absorbed into Hist 485/585, 487/587
Hist 471	Russian Intellectual History	Absorbed into Hist 454/554
Hist 490/590	Historical Photography	To be replaced by new course in 2004

In 1996 the department also adopted a plan for hiring new faculty to further strengthen both the B.A. and M.A. in History programs, which it has implemented as follows.

In 1996 the department strengthened its European History faculty by hiring two new tenure-track Assistant Professors—Dr. Judith Fai-Podlipnik (Ph.D., Florida State University) in Modern European History and Dr. Andrew Traver (Ph.D., Centre for Medieval Studies, University of Toronto) in Ancient and Medieval History. Both earned tenure and promotion to Associate Professor effective 2002-2003.

In 2001 the department replaced retiring American History faculty members with three new tenure-track Assistant Professors—Dr. Harry Laver (Ph.D., University of Kentucky) in Military and Frontier History, Dr. Christopher Leahy (Ph.D., Louisiana State University) in 18th and 19th Century American History, and Dr. Randy Sanders (Ph.D., Louisiana State University) in 20th Century American History.

In 2003 the department hired a new tenure-track Assistant Professor in Public History—Dr. David Benac (Ph.D., University of Missouri)—who will take the leading role in developing a new Public History Option in the M.A. Program in response to growing demand for such an option and in strengthening the department's relationship with the B.A. in Cultural Resource Management program (a logical recruiting base for the Public History Option).

Veteran department faculty members have won a number of awards. Recipients of the Southeastern Louisiana University President's Award for Excellence in Research include Dr. Bertram Groene (retired), Dr. Samuel Hyde, Dr. Lawrence Hewitt (retired), and Dr. Michael Kurtz. Recipients of the President's Award for Excellence in Teaching include Dr. Barbara Forrest, Dr. Michael Kurtz, Mr. Howard Nichols (retired), and Dr. William Robison.

Dr. Samuel Hyde currently holds the Leon Ford Chair in History in the Center for Southeast Louisiana Studies. Mr. Howard Nichols held the Woman's Hospital Distinguished Teaching Professorship in the Humanities (1995-98). Dr. William Robison held the Fay Warren Reimers Distinguished Teaching Professorship in the Humanities (1996-99). Dr. Barbara Forrest currently holds the Woman's Hospital Distinguished Teaching Professorship in the Humanities (2001-2004). Dr. Jeffrey Bell currently holds the C. Howard Nichols Professorship in History and Government (2002-2005). Dr. Kurt Corbello currently holds the Johnny R. Smith Professorship in History and Political Science (2002-2005).

In the period since the new B.A. in History curriculum was implemented, the department has significantly upgraded the research collection in the Sims Memorial Library. It also has had considerable input into the library's decision to acquire numerous on-line research tools, including America: History and Life, Historical Abstracts, Ingenta, and JSTOR, to name but a few.

In response to student demand for greater exposure to scholars from both on-campus and off-campus, the department has increased its role in Fanfare, the university's annual celebration (October) of the arts and humanities: after many years of informal participation, the department inaugurated the "Then and Now" Fanfare History and Politics Lecture Series in 2002. It also is the sole sponsor for the Black History Month Lecture Series (February), is co-sponsor of the Deep Delta Civil War Symposium (June), the Matheny Lectures on Science and Religion (April), the Southeast Louisiana Historical Association Lectures (April and December), and Women's History Month (March), provides sponsorship for numerous individual lectures, and helps generate an audience for the Morrison Lecture on Politics and Government sponsored each year by the Center for Southeast Louisiana Studies.

In 2002 the Board of Regents recognized the Department of History and Political Science as forming part of an Area of Excellence in Creative Arts and Cultural Studies along with the Department of English, the Department of Music and Dramatic Arts, and the Center for Southeast Louisiana Studies.