

MAJOR FIELD ASSESSMENT REPORT

B.A. IN HISTORY

2003-2006

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 2003-2004 and 2004-2005. Where information is currently available, it also reports for the academic year 2005-2006 (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.

In 2004 the Department of History and Political Science underwent an extensive External Review, which (a) led to a delay in producing Major Field Assessment Reports for 2003-2004 and 2005-2005 (hence their combination here) but also (b) provided considerable information for improving the department's programs in both the External Review Report and the External Reviewers Recommendations.

In 2005 all programs in the Department of History and Political Science received SACS reaccreditation.

Hurricanes Katrina and Rita have delayed discussion of the Report and Recommendations by the Provost (Dr. John Crain), Dean of the College of Arts, Humanities, and Social Sciences (Dr. Tammy Bourg), Department Head (Dr. William Robison), and Chair of the External Review Committee (Dr. Barbara Forrest); however, that discussion should commence during the 2006-07 academic year.

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 African-American Ethnic Studies (introduced 2005-06), International Studies, Philosophy, Political Science, or Public History (introduced 2005-06).

Minors Earned

| | <u>Afr-Am</u> | <u>Intl St</u> | <u>Philo</u> | <u>Poli Sci</u> | <u>Pub Hist</u> | <u>Other</u> |
|-----------|---------------|----------------|--------------|-----------------|-----------------|--------------|
| 2003-2004 | 0 | 1 | 0 | 1 | 0 | 1 |
| 2004-2005 | 0 | 2 | 0 | 1 | 0 | 1 |
| 2005-2006 | 0 | 3 | 6 | 0 | 0 | 2 |

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 | | | | | |
| 2002-2003 | 00.0 | 00.0 | 13.6 | 45.5 | 40.9 |
| 2003-2004 | 00.0 | 00.0 | 8.3 | 20.8 | 70.8 |
| 2004-2005 | 00.0 | 00.0 | 8.3 | 20.8 | 70.8 |
| Opportunities interact w/faculty outside class | | | | | |
| 2002-2003 | 00.0 | 9.1 | 4.5 | 31.8 | 54.5 |
| 2003-2004 | 00.0 | 4.2 | 4.2 | 16.7 | 75.0 |
| 2004-2005 | 00.0 | 4.2 | 4.2 | 16.7 | 75.0 |
| Effectiveness of faculty as teachers | | | | | |
| 2002-2003 | 00.0 | 00.0 | 9.1 | 36.4 | 54.5 |
| 2003-2004 | 00.0 | 00.0 | 8.3 | 37.5 | 54.2 |
| 2004-2005 | 00.0 | 00.0 | 8.3 | 37.5 | 54.2 |
| Friendliness and helpfulness of office staff | | | | | |
| 2002-2003 | 00.0 | 13.6 | 4.5 | 36.4 | 45.5 |
| 2003-2004 | 00.0 | 00.0 | 20.8 | 29.2 | 50.0 |
| 2004-2005 | 00.0 | 00.0 | 20.8 | 29.2 | 50.0 |
| Faculty interest in academic development | | | | | |
| 2002-2003 | 00.0 | 9.1 | 13.6 | 36.4 | 40.9 |
| 2003-2004 | 00.0 | 00.0 | 20.8 | 16.7 | 62.5 |
| 2004-2005 | 00.0 | 00.0 | 20.8 | 16.7 | 62.5 |
| Effectiveness of beginning courses | | | | | |
| 2002-2003 | 4.5 | 00.0 | 36.4 | 31.8 | 27.3 |
| 2003-2004 | 00.0 | 12.5 | 4.2 | 33.3 | 50.0 |
| 2004-2005 | 00.0 | 12.5 | 4.2 | 33.3 | 50.0 |
| Quality of instruction in advanced courses | | | | | |
| 2002-2003 | 00.0 | 4.5 | 4.5 | 18.2 | 72.7 |
| 2003-2004 | 00.0 | 00.0 | 4.2 | 12.5 | 83.3 |
| 2004-2005 | 00.0 | 00.0 | 4.2 | 12.5 | 83.3 |
| Professional activities, associations, clubs | | | | | |
| 2002-2003 | 4.5 | 00.0 | 36.4 | 22.7 | 36.4 |
| 2003-2004 | 00.0 | 4.2 | 25.0 | 25.0 | 45.8 |
| 2004-2005 | 00.0 | 4.2 | 25.0 | 25.0 | 45.8 |
| Hands-on experiences outside classroom | | | | | |
| 2002-2003 | 4.5 | 9.1 | 31.8 | 22.7 | 31.8 |
| 2003-2004 | 56.2 | 6.2 | 18.8 | 12.5 | 6.2 |
| 2004-2005 | 70.8 | 00.0 | 8.3 | 16.7 | 4.2 |
| Interaction w/faculty research/scholarship | | | | | |

| | | | | | |
|---|------|------|---|------|------|
| 2002-2003 | 9.1 | 4.5 | 22.7 | 27.3 | 36.4 |
| 2003-2004 | 00.0 | 00.0 | 20.8 | 33.3 | 45.8 |
| 2004-2005 | 00.0 | 00.0 | 20.8 | 33.3 | 45.8 |
| Availability of required courses | | | | | |
| 2002-2003 | 4.5 | 9.1 | 31.8 | 31.8 | 22.7 |
| 2003-2004 | 00.0 | 8.3 | 20.8 | 25.0 | 45.8 |
| 2004-2005 | 00.0 | 8.3 | 20.8 | 25.0 | 45.8 |
| Availability of elective courses | | | | | |
| 2002-2003 | 00.0 | 9.1 | 22.7 | 50.0 | 18.2 |
| 2003-2004 | 00.0 | 00.0 | 20.8 | 25.0 | 54.2 |
| 2004-2005 | 00.0 | 00.0 | 20.8 | 25.0 | 54.2 |
| Quality of instruction on standards/ethics | | | | | |
| 2002-2003 | 00.0 | 00.0 | 13.6 | 27.3 | 59.1 |
| 2003-2004 | 00.0 | 00.0 | 8.3 | 16.7 | 75.0 |
| 2004-2005 | 00.0 | 00.0 | 8.3 | 16.7 | 75.0 |
| Friendliness and helpfulness of faculty | | | | | |
| 2002-2003 | 00.0 | 00.0 | 4.5 | 36.4 | 59.1 |
| 2003-2004 | 00.0 | 4.2 | 00.0 | 29.2 | 66.7 |
| 2004-2005 | 00.0 | 4.2 | 00.0 | 29.2 | 66.7 |
| Opportunities to collaborate w/other students | | | | | |
| 2002-2003 | 00.0 | 00.0 | 22.7 | 40.9 | 36.4 |
| 2003-2004 | 00.0 | 00.0 | 25.0 | 25.0 | 50.0 |
| 2004-2005 | 00.0 | 00.0 | 25.0 | 25.0 | 50.0 |
| Computer resources for courses in major | | | | | |
| 2002-2003 | 00.0 | 00.0 | 22.7 | 45.5 | 31.8 |
| 2003-2004 | | | (see Facilities and equipment question) | | |
| 2004-2005 | | | (see Facilities and equipment question) | | |
| Library resources related to your major | | | | | |
| 2002-2003 | 00.0 | 9.1 | 4.5 | 63.6 | 22.7 |
| 2003-2004 | 00.0 | 00.0 | 8.3 | 20.8 | 70.8 |
| 2004-2005 | 00.0 | 00.0 | 8.3 | 20.8 | 70.8 |
| Use of appropriate technology in classroom | | | | | |
| 2002-2003 | 00.0 | 00.0 | 31.8 | 31.8 | 36.4 |
| 2003-2004 | 00.0 | 00.0 | 00.0 | 33.3 | 66.7 |
| 2004-2005 | 00.0 | 00.0 | 00.0 | 33.3 | 66.7 |
| Facilities and equipment related to major | | | | | |
| 2002-2003 | 00.0 | 00.0 | 22.7 | 45.5 | 31.8 |
| 2003-2004 | 00.0 | 00.0 | 8.3 | 20.8 | 70.8 |
| 2004-2005 | 00.0 | 00.0 | 8.3 | 20.8 | 70.8 |
| Help from faculty re further education | | | | | |
| 2002-2003 | 00.0 | 4.5 | 22.7 | 22.7 | 50.0 |
| 2003-2004 | 00.0 | 4.2 | 8.3 | 20.8 | 66.7 |
| 2004-2005 | 00.0 | 4.2 | 8.3 | 20.8 | 66.7 |
| Size of classes in major | | | | | |
| 2002-2003 | 00.0 | 4.5 | 00.0 | 36.4 | 59.1 |
| 2003-2004 | 00.0 | 00.0 | 00.0 | 20.8 | 79.2 |
| 2004-2005 | 00.0 | 00.0 | 00.0 | 20.8 | 79.2 |
| Help from faculty re employment | | | | | |
| 2002-2003 | 4.5 | 9.1 | 27.3 | 27.3 | 31.8 |
| 2003-2004 | 8.3 | 8.3 | 25.0 | 25.0 | 33.3 |
| 2004-2005 | 8.3 | 8.3 | 25.0 | 25.0 | 33.3 |
| Overall quality of department | | | | | |
| 2002-2003 | 00.0 | 00.0 | 9.1 | 45.5 | 45.5 |
| 2003-2004 | 00.0 | 00.0 | 00.0 | 20.8 | 79.2 |
| 2004-2005 | 00.0 | 00.0 | 00.0 | 20.8 | 79.2 |
| Overall quality of degree program | | | | | |

| | | | | | |
|--|------|------|------|------|------|
| 2002-2003 | 00.0 | 00.0 | 13.6 | 54.5 | 31.8 |
| 2003-2004 | 00.0 | 00.0 | 00.0 | 33.3 | 66.7 |
| 2004-2005 | 00.0 | 00.0 | 00.0 | 33.3 | 66.7 |
| Usefulness of academic advice from advisor | | | | | |
| 2002-2003 | 9.1 | 9.1 | 27.3 | 18.4 | 36.4 |
| 2003-2004 | 4.2 | 12.5 | 20.8 | 25.0 | 37.5 |
| 2004-2005 | 4.2 | 12.5 | 20.8 | 25.0 | 37.5 |
| Advisor's knowledge of requirements | | | | | |
| 2002-2003 | 4.5 | 13.6 | 27.3 | 22.7 | 31.8 |
| 2003-2004 | 00.0 | 8.3 | 16.7 | 33.3 | 41.7 |
| 2004-2005 | 00.0 | 8.3 | 16.7 | 33.3 | 41.7 |
| Accessibility of advisor | | | | | |
| 2002-2003 | 4.5 | 18.2 | 18.2 | 36.4 | 22.7 |
| 2003-2004 | 4.2 | 12.5 | 16.7 | 33.3 | 33.3 |
| 2004-2005 | 4.2 | 12.5 | 16.7 | 33.3 | 33.3 |
| Advisor's concern w/academic goals | | | | | |
| 2002-2003 | 4.5 | 18.2 | 22.7 | 18.2 | 36.4 |
| 2003-2004 | 12.5 | 12.5 | 25.0 | 20.8 | 29.2 |
| 2004-2005 | 12.5 | 12.5 | 25.0 | 20.8 | 29.2 |
| Global perspective of courses | | | | | |
| 2002-2003 | 00.0 | 4.5 | 27.3 | 36.4 | 31.8 |
| 2003-2004 | 00.0 | 00.0 | 00.0 | 54.2 | 45.8 |
| 2004-2005 | 00.0 | 00.0 | 00.0 | 54.2 | 45.8 |
| Relevancy of courses | | | | | |
| 2002-2003 | 00.0 | 00.0 | 13.6 | 50.0 | 36.0 |
| 2003-2004 | 00.0 | 00.0 | 20.8 | 37.5 | 41.7 |
| 2004-2005 | 00.0 | 00.0 | 20.8 | 37.5 | 41.7 |

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 | N/A | % B or better |
|-----------|----|----|---|---|---|---|-----|---------------|
| 2003-2004 | 14 | 10 | 0 | 0 | 0 | 0 | | 100% |
| 2004-2005 | 12 | 7 | 0 | 0 | 0 | 0 | | 100% |
| 2005-2006 | 26 | 3 | 1 | 2 | 0 | 0 | | 91% |

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 | N/A | % C or better |
|-----------|---|----|----|---|---|---|-----|---------------|
| 2003-2004 | 6 | 11 | 3 | 3 | 0 | 1 | | 87% |
| 2004-2005 | 6 | 7 | 5 | 1 | 0 | 0 | | 95% |
| 2005-2006 | 9 | 6 | 10 | 7 | 0 | 0 | | 70% |

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 | N/A | % C or better |
|-----------|----|----|---|---|---|---|-----|---------------|
| 2003-2004 | 10 | 13 | 1 | 0 | 0 | 0 | | 100% |
| 2004-2005 | 10 | 6 | 3 | 0 | 0 | 0 | | 100% |
| 2005-2006 | 17 | 9 | 4 | 2 | 0 | 0 | | 94% |

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 |
|-----------|---|-------------------------|------|------|-----|------|
| 2002-2003 | | 13.6 | 45.5 | 13.6 | 9.1 | 18.2 |
| 2003-2004 | | (question not included) | | | | |
| 2004-2005 | | (question not included) | | | | |

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 |
|-----------|-------------------------|------|------|------|------|
| 2002-2003 | 00.0 | 13.6 | 50.0 | 36.4 | 00.0 |
| 2003-2004 | (question not included) | | | | |
| 2004-2005 | (question not included) | | | | |

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 |
|-----------|--------|--------|---------|-------|---------|
| 2003-2004 | 6 | 0 | 2 | 3 | 13 |
| 2004-2005 | 4 | 0 | 1 | 1 | 13 |
| 2005-2006 | 5 | 0 | 0 | 4 | 23 |

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.

| | |
|-----------|---|
| 2003-2004 | 1 |
| 2004-2005 | 4 |
| 2005-2006 | 6 |

APPLICATION OF ASSESSMENT INFORMATION

2003 the department hired a new tenure-track Assistant Professor in Public History—Dr. David Benac (Ph.D., University of Missouri)—who has taken 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).

In 2004 the External Review recommended creation of several standing committees, which resulted in the creation of a History Curriculum Committee, a Political Science Curriculum Committee, a Social Studies Education Curriculum Committee, and a Graduate Curriculum Committee, alongside a number of ad hoc committees created as necessary. The History Curriculum Committee is developing a new survey course on World History and a 300-level Methods course for implementation in 2007-08.

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), Dr. Michael Kurtz, and Dr. Andrew Traver. 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. Recipients of the President's Award for Excellence in Service include Professor Charles Dranguet.

Dr. Samuel Hyde currently holds the Leon Ford Chair in History in the Center for Southeast Louisiana Studies. Mr. Howard Nichols (1995-98) and Dr. Barbara Forrest (2001-04) have held the Woman's Hospital Distinguished Teaching Professorship in the Humanities (1995-98). Dr. William Robison (1996-99) and Dr. Andrew Traver (2003-06) have held the Fay Warren Reimers Distinguished Teaching Professorship in the Humanities (1996-99). Dr. Jeffrey Bell (2002-06) and Dr. Harry Laver (2006-2009) have held the C. Howard Nichols Professorship in History and Government (2002-2006). Dr. Kurt Corbello (2002-06) and Dr. Peter Petrakis (2006-09) have held the Johnny R. Smith Professorship in History and Political Science (2002-2006).

The department continues to upgrade 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 (May and December), and Women's History Month (March), provides sponsorship for numerous individual lectures, and helps generate an audience for the Judge Leon Ford III Lecture in History and 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.

In 2004 the U.S. Department of Education awarded a \$1 million Teaching American History Grant to Southeastern Louisiana University, the Tangipahoa Parish School Board, and Louisiana Public Broadcasting Corporation in partnership with the Historic New Orleans Collection, the Louisiana

Department of Culture, Recreation, and Tourism, the Louisiana State Archives, the Louisiana State Museum, the Louisiana State Libraries, and the Region II Education Service Center.