

MAJOR FIELD ASSESSMENT REPORT

M.A. IN HISTORY

2006-2010

MISSION

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

The purposes of the Department of History and Political Science are to (1) increase the students' knowledge, train them in proper scholarly methods of research and writing, and prepare them for more effective teaching and for further graduate study, and (2) instruct students in the study of the past.

The purposes of the Master of Arts in History program are to (1) train students for careers in school teaching, government service, and business, and (2) prepare students for doctoral studies in History.

SCOPE

This report provides assessment information concerning all Goals and Expected Outcomes in the Major Field Assessment Plan for the Master of Arts in History Program for the academic years 2006-07, 2007-08, 2008-09, and 2009-10.

A longer-term perspective is useful for some expected outcomes, particularly with regard to the placement of graduates; presentations, prizes, and publications; and Master's theses. Therefore, this report includes information in these categories for the decade since 1992-93, when the Department of History and Political Science carried out fundamental revisions of the M.A. in History Program, which—with some further revisions—is currently in effect.

In 2003 the Department of History and Political Science adopted a new, more detailed Major Field Assessment Plan for the M.A. in History, replacing the previous plan, which took effect in 1996. The department adopted additional modifications in 2006.

NEW ASSESSMENT PLAN FOR 2011-12

Currently the department a still more comprehensive Major Field Assessment Plan that will be implemented in the 2011-12 academic year. The new plan will include—among other things—a portfolio evaluation, a comprehensive exam, and a thesis defense for students in the Thesis Option. Faculty will evaluate student performance on each using a detailed rubric.

GOAL 1

Students completing the M.A. in History will have a broad knowledge of the field of History.

A. Expected Outcome

Students completing the M.A. in History program will demonstrate familiarity—as appropriate to the Thesis, Non-Thesis, or Public History Option—with the major personalities, events, trends, and institutions in American, British, European, and/or Public History, including an understanding of the interaction and interconnection of political, constitutional, military, economic, social, cultural, and religious history, as well as an appreciation of the role played by women and minorities.

Assessment (I)

All students in good standing in the M.A. in History program and all those completing the program have maintained a cumulative grade point average of at least 3.0 on all coursework, with no grade lower than a C.

Assessment (II)

Comprehensive Examination.

All students completing the M.A. in History program satisfactorily have completed a Comprehensive Examination.

B. 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

The data for 1999-2000, 2000-2001, and 2001-2002 indicate that the vast majority of students in the M.A. in History Program are satisfied with the program.

1=very dissatisfied, 5=very satisfied

	1	2	3	4	5
Clarity of the degree requirements					
2007-2008	00.0	00.0	00.0	60.0	40.0
2008-2009	11.1	00.0	11.1	33.3	44.4
2009-2010	00.0	00.0	7.7	38.5	53.8
Opportunities interact w/faculty outside class					
2007-2008	00.0	20.0	20.0	20.0	40.0
2008-2009	11.1	00.0	11.1	33.3	44.4
2009-2010	7.7	00.0	00.0	15.4	76.9
Effectiveness of faculty as teachers					
2007-2008	00.0	00.0	20.0	20.0	60.0
2008-2009	11.1	00.0	11.1	44.4	33.3
2009-2010	00.0	00.0	7.7	23.1	69.2
Friendliness and helpfulness of office staff					
2007-2008	00.0	20.0	40.0	20.0	20.0
2008-2009	00.0	11.1	00.0	44.4	44.4
2009-2010	00.0	7.7	15.4	15.4	61.5
Faculty interest in academic development					
2007-2008	20.0	00.0	00.0	40.0	40.0
2008-2009	11.1	00.0	11.1	22.2	55.6
2009-2010	00.0	00.0	7.7	7.7	84.6
Effectiveness of beginning courses					
2007-2008	00.0	00.0	20.0	20.0	60.0
2008-2009	11.1	00.0	22.2	33.3	33.3
2009-2010	00.0	00.0	7.7	53.8	38.5
Quality of instruction in advanced courses					
2007-2008	00.0	00.0	20.0	20.0	60.0
2008-2009	11.1	00.0	22.2	33.3	33.3
2009-2010	00.0	00.0	7.7	7.7	84.6
Faculty treatment of students inside/outside the classroom					
2007-2008	00.0	00.0	40.0	20.0	40.0
2008-2009	11.1	00.0	22.2	22.2	44.0
2009-2010	00.0	00.0	7.7	15.4	76.9

Professional activities, associations, clubs					
2007-2008	20.0	20.0	20.0	20.0	20.0
2008-2009	11.1	00.0	33.3	22.2	33.3
2009-2010	00.0	00.0	53.8	15.4	30.8
Interaction w/faculty research/scholarship					
2007-2008	20.0	00.0	00.0	40.0	40.0
2008-2009	11.1	00.0	11.1	44.4	33.3
2009-2010	00.0	00.0	30.8	23.1	46.2
Availability of required courses					
2007-2008	00.0	20.0	40.0	20.0	20.0
2008-2009	11.1	00.0	33.3	22.2	33.3
2009-2010	00.0	00.0	7.7	30.8	61.5
Availability of elective courses					
2007-2008	20.0	00.0	20.0	20.0	40.0
2008-2009	11.1	11.1	33.3	11.1	33.3
2009-2010	00.0	00.0	15.4	38.5	46.2
Quality of instruction on standards/ethics					
2007-2008	00.0	20.0	20.0	20.0	40.0
2008-2009	11.1	00.0	22.2	33.3	33.3
2009-2010	00.0	00.0	00.0	23.1	76.9
Opportunities to collaborate w/other students					
2007-2008	20.0	00.0	00.0	40.0	40.0
2008-2009	11.1	00.0	22.2	33.3	33.3
2009-2010	00.0	00.0	15.4	38.5	46.2
Library resources related to your major					
2007-2008	00.0	00.0	20.0	60.0	20.0
2008-2009	22.2	00.0	11.1	44.4	22.2
2009-2010	00.0	7.7	30.8	30.8	30.8
Use of appropriate technology in classroom					
2007-2008	00.0	00.0	20.0	40.0	40.0
2008-2009	11.1	00.0	11.1	33.3	44.4
2009-2010	00.0	15.4	7.7	30.8	46.2
Facilities and equipment related to major					
2007-2008	00.0	00.0	40.0	40.0	20.0
2008-2009	11.1	00.0	11.1	44.4	33.3
2009-2010	00.0	00.0	15.4	38.5	46.2
Help from faculty re further education					
2007-2008	20.0	00.0	00.0	20.0	60.0
2008-2009	11.1	00.0	22.2	22.2	44.4
2009-2010	00.0	00.0	7.7	15.4	76.9
Size of classes in major					
2007-2008	20.0	00.0	00.0	20.0	60.0
2008-2009	11.1	00.0	11.1	33.3	44.4
2009-2010	00.0	00.0	00.0	15.4	84.6
Help from faculty re employment					
2007-2008	20.0	20.0	20.0	00.0	40.0
2008-2009	22.2	00.0	33.3	22.2	22.2
2009-2010	00.0	7.7	38.5	15.4	38.5
Global perspectives of courses					
2007-2008	00.0	20.0	00.0	60.0	20.0
2008-2009	11.1	00.0	22.2	33.3	33.3
2009-2010	00.0	00.0	7.7	53.8	38.5
Relevancy of courses					
2007-2008	00.0	00.0	40.0	20.0	40.0
2008-2009	11.1	00.0	22.2	22.2	44.4
2009-2010	00.0	00.0	7.7	23.1	69.2

"Real-world" experiences, exposure, examples in/out of classroom					
2007-2008	00.0	20.0	00.0	40.0	40.0
2008-2009	11.1	00.0	22.2	33.3	33.3
2009-2010	00.0	00.0	23.1	38.5	38.5
Overall quality of department					
2007-2008	00.0	20.0	20.0	20.0	40.0
2008-2009	11.1	00.0	22.2	33.3	33.3
2009-2010	00.0	00.0	00.0	15.4	84.6
Overall quality of degree program					
2007-2008	00.0	20.0	00.0	60.0	20.0
2008-2009	11.1	00.0	11.1	33.3	44.4
2009-2010	00.0	00.0	00.0	53.8	46.2
Usefulness of academic advice from advisor					
2007-2008	00.0	00.0	40.0	20.0	40.0
2008-2009	11.1	00.0	11.1	22.2	55.6
2009-2010	00.0	00.0	00.0	15.4	84.6
Advisor's knowledge of requirements					
2007-2008	00.0	20.0	20.0	00.0	60.0
2008-2009	11.1	00.0	11.1	11.1	66.7
2009-2010	00.0	00.0	00.0	15.4	84.6
Accessibility of advisor					
2007-2008	00.0	00.0	20.0	20.0	60.0
2008-2009	11.1	00.0	11.1	22.2	55.6
2009-2010	00.0	00.0	00.0	15.4	84.6
Advisor's concern w/academic goals					
2007-2008	00.0	00.0	40.0	40.0	20.0
2008-2009	11.1	00.0	11.1	11.1	66.7
2009-2010	00.0	00.0	00.0	15.4	84.6
How many times did you meet with advisor 10 minutes or more in previous academic year?					
2007-2008	11.1	25.0	50.0	2.8	11.1
2008-2009	23.8	42.9	23.8	9.5	00.0
2009-2010	24.2	30.3	36.4	00.0	9.1
(1=did not meet; 2=once; 3=2 or 3 times; 4=4 or 5 times; 5=6 or more times)					

1=did not participate, 5=very satisfied

Satisfaction with practicum, internships, or other hands-on experience outside of classroom					
2007-2008	40.0	00.0	20.0	20.0	20.0
2008-2009	33.3	00.0	00.0	33.3	33.3
2009-2010	69.2	00.0	7.7	00.0	23.1
Satisfaction with study abroad and/or student exchange experiences					
2007-2008	100.00	00.0	00.0	00.0	00.0
2008-2009	66.7	00.0	00.0	22.2	11.1
2009-2010	92.3	00.0	00.0	7.7	00.0

GOAL 2

Students completing the M.A. in History will demonstrate the knowledge and skills necessary for engaging in professional scholarship.

A. Expected Outcome

Students completing the M.A. in History will have the knowledge and skills necessary to conduct scholarly research in archives, libraries, museums, via the internet, and through other means; to perform critical analysis of both primary and secondary sources; and to write and present scholarly papers in a professional manner.

Assessment (I)

All students in good standing in the M.A. in History program and all those completing the program have maintained a cumulative grade point average of 3.0 on all coursework, with no grade lower than a C.

All students take the following required course:

History 600: Historical Research

All other required and elective courses in the M.A. in History program require thousands of pages of reading, multiple written assignments, and multiple oral presentations.

Assessment (II)

Comprehensive Examination (see above, Goal 1, A).

B. Expected Outcome

All students in the Thesis Option will present a defensible thesis.

Assessment

Students in the Thesis Option must defend their theses before a forum of graduate faculty and graduate students. Before being recommended for graduation, students must receive approval for their theses from the Department Head, Graduate Coordinator, Major Professor, and Thesis Committee members, who may solicit advice from other members of the graduate faculty. The thesis must conform to the format of the most recent edition of the *Chicago Manual of Style*.

GOAL 3

History majors will be prepared for further graduate study and/or a variety of professions and vocations.

A. Expected Outcome

At least 50% of students completing the M.A. in History program will be accepted to doctoral programs or other additional graduate study (including law school) or will be employed in a profession that utilizes the knowledge and skills acquired in the M.A. in History program within six months after graduation.

Assessment

For the years 2006-2101 over 90% of students completing the M.A. program have been accepted to doctoral programs or other additional graduate study (including law school) or are employed in a profession that utilizes the knowledge and skills acquired in the M.A. in History program within six months after graduation.

APPLICATION OF ASSESSMENT INFORMATION

In 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 Graduate Curriculum Committee has recommended a number of curriculum changes in the Thesis and Non-Thesis Options that were implemented with the 2007-08 catalogue.

New Courses

History 641: Seminar in British History to 1485
 History 642: Seminar in British History since 1485
 History 643: Seminar in European History to 500 A.D.
 History 644: Seminar in European History 500-1500
 History 645: Seminar in European History 1500-1815
 History 646: Seminar in European History 1815-present

Deleted Courses

History 625: Seminar in British History
 History 626: Seminar in European History to 1500
 History 627: Seminar in European History since 1500

New Curriculum

THESIS OPTION

Required Courses (9 hours)

History 600	Historical Research	3 hours
History 770	Thesis	6 hours

American History (9-15 hours)

History 605	America to 1800	3 hours
History 606	America 1800-1900	3 hours
History 607	America since 1900	3 hours
History 610	Southern History	3 hours
History 611	Louisiana History	3 hours

European History (9-15 hours)

History 630	Western Thought	3 hours
History 641	Britain to 1485	3 hours
History 642	Britain since 1485	3 hours
History 643	Europe to 500	3 hours
History 644	Europe 500-1500	3 hours
History 645	Europe 1500-1815	3 hours
Europe 646	Europe since 1815	3 hours

Public History (3-9 hours)

History 632	Introduction to Public History	3 hours
History 633	Public History Seminar	3 hours
History 634	Historic Preservation Seminar	3 hours
History 635	Historical Editing	3 hours
History 636	Introduction to Archival Practice	3 hours

<i>Electives (0-6 hours)</i>		
History 602	Readings	3 hours
History 621	Independent Study	3 hours
History 698	Special Topics	3 hours
Minor Field	(Optional) ¹	<u>6 hours</u>
Total		36 hours

NON-THESIS OPTION

<i>Required Course (3 hours)</i>		
History 600	Historical Research	3 hours

<i>American History (9-15 hours)</i>		
History 605	America to 1800	3 hours
History 606	America 1800-1900	3 hours
History 607	America since 1900	3 hours
History 610	Southern History	3 hours
History 611	Louisiana History	3 hours

<i>European History (9-21 hours)</i>		
History 630	Western Thought	3 hours
History 641	Britain to 1485	3 hours
History 642	Britain since 1485	3 hours
History 643	Europe to 500 A.D.	3 hours
History 644	Europe 500-1500	3 hours
History 645	Europe 1500-1815	3 hours
Europe 646	Europe since 1815	3 hours

<i>Public History (3-15 hours)</i>		
History 632	Introduction to Public History	3 hours
History 633	Public History Seminar	3 hours
History 634	Historic Preservation Seminar	3 hours
History 635	Historical Editing	3 hours
History 636	Introduction to Archival Practice	3 hours

<i>Electives (0-12 hours)</i>		
History 602	Readings	3 hours
History 621	Independent Study	3 hours
History 655	Seminar for Teachers	3 hours
History 698	Special Topics	3 hours
Minor Field	(Optional) ¹	<u>6 hours</u>
Total	36 hours	

PUBLIC HISTORY OPTION

[No change]

¹Elective courses may include a 6-hour minor in Philosophy or Political Science with approval of the Graduate Coordinator. Only students with a minor field may take non-History courses for degree credit.

²Students in the Public History Option who do not write a thesis must take 6 hours of History 637. Students who do write a thesis must take 3 hours of History 637 and may elect to take 6 hours.

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. Jeffrey Bell, Dr. Barbara

Forrest, 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 and Dr. Margaret Gonzalez-Perez.

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. History 600: Historical Research now includes instruction on the use of technological resources for historical research. All graduate students now have borrowing privileges at all state-funded university libraries.

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 Constitution Day Lecture (September), Veterans Day Lecture (November), Black History Month Lecture Series (February), Holocaust Remembrance Day Lecture (April), and the Deep Delta Civil War Symposium (June), is co-sponsor for the Southeast Louisiana Historical Association Lectures (May and December), and Women's History Month (March), and 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 response to graduate student demand for greater support for research and scholarly presentation, the department has dramatically increased funding for such activities through a special account in the Southeastern Development Foundation. While the department honors donor requests for privacy, a detailed accounting of expenditures is available upon request.

The department currently has eight graduate assistantships and has a strong record of placing graduate students in assistantships elsewhere on campus, particularly in the Center for Southeast Louisiana Studies. The department provides all departmental graduate assistants with a personal computer and on-line access in the Graduate Assistant Office.

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.

The department currently is working with the College of Education and Human Development to demonstrate that the M.A. in History program currently meets the newly articulated requirements of the Governor's Blue Ribbon Commission on Teacher Quality for an Advanced Master's Program for Social Studies Teachers.

In 2004, largely on the strength of the M.A. program, 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.

In 2007, the partners received an additional \$900,000 TAH Grant.

Finally, in 2010 the M.A. passed a rigorous review by the Louisiana Board of Regents. A copy of the report is available upon request.

Perhaps the most significant indicator that assessment leads to improved learning is that since the department implemented a much more demanding curriculum a decade ago, the number of graduate students has increased, the quality of those students has risen markedly, and the performance of students in classes, on the Master's comprehensive exam, in Master's thesis defenses, and in public presentations has improved dramatically.