MA History

Annual Program Report

Year:	2021-2022
Program:	History
Contact Person (include email & phone#)	Rebecca Ard Boone: raboone@lamar.edu, (409) 880-7834
	Yasuko Sato: ysato@lamar.edu, (409) 880-8523

Summary of Continuous Improvement Efforts since Last Report

Provide a brief description of how assessment results have been used for program improvement. Point to a specific example of how an assessment provided the program with data it could use for improvement and what that improvement was, if possible, also show evidence of the improvement. You may look at data from the two previous academic years to support this case.

Respond here:

1. Documentation
   The success rate (11.25/15) was 75% last year and went up to 80% this year. The ratio of those who scored 12/15 or better on the rubric was 70%. No actions plans were implemented. Graduate faculty normally do not consider citations rules as part of their duties.
2. Historiography
   The success rate (11.25/15) increased from 25% (2020-2021) to 42% (2021-2022). The ratio of those who scored 12/15 or better on the rubric was 32%. A few years ago, a student self-assessment writing checklist and a historiography worksheet were introduced, but both were found to be utterly ineffectual because students ignored the checklist and filled out the worksheet erroneously. It was not enough to communicate the SACS committee's expectations in the form of written guidance. Ultimately, department-wide interventions are necessary. Faculty must teach students mandatory skills in all history courses they teach. Otherwise, students are not trained to think like historians.
3. Communication
   No improvements were made in students' written communication skills. The success rate decreased from 88% (2020Tf1 0 0 1 585.31 200.93 Tm0 g0 G[()10(2)

Table 1. Assessment Results and Analyses for Current Cycle.

STAGE 1: PLAN				STAGE 2: DO		STAGE 3: STUDY
Departmental Student Learning Goal	Program Student Learning Outcome	Assessment	Assessment Method/Location	Benchmark Expectations	Data Results	Actions/Goals Based on Data Results* What do the data tell you? How will you use this data? How were data from the last cycle used to make changes during this cycle, and What were the results of those changes?
Documentation: student will provide appropriate citations for historical evidence	Master's students will demonstrate their mastery of the appropriate citation of sources and show competency in historical documentation.	10 master's student papers (three HIST 5305, three HIST 5335, and four HIST 5354 papers) from the spring semester were evaluated.	A committee of at least three graduate professors evaluate documentation in research papers from all master's students according to a rubric.	75% of master's student papers from the spring semester will display a high level of competency (75%; 11.25/15) in the outcome of historical documentation based on a 15-point rubric.	80% of papers demonstrated competency in documentation. The average of the scores the 10 papers received was 12.15/15. 100% scored 10 out of 15 or more on the rubric.	No improvements were deemed necessary.

Historiography

improve their academic writing skills	demonstrates their proficiency in written communication.	three HIST 5305, three HIST 5335, and four HIST 5354 papers) from the spring semester were evaluated.	professors evaluate historiographical skills in research papers from all master's students according to a rubric.	semester will display a high level of competency (75%; 11.25/15) in the outcome of written communication based on a 15-point rubric.	rubric. But the average of the scores the nineteen papers received was 11/15. 89% scored 10 out of 15 or more on the rubric.	historiography. It was risky to create too many new action plans simultaneously. Besides, skills in written communication were hard to improve.

Table 2. Continuous Improvement Results Since Last Report

Stage 4: ACT

Actions/Goals Based on Data Results
Copy last cycle's actions/goals and report on progress toward continuouTf100Hm@C]TieHHm@