

**Degree: MA History**  
2023-2024 Assessment Report

	<b>Student Learning Outcome #1</b>	Graduate Students will collaborate with the academic community.
<b>PLAN</b>	<b>Assessment Method(s)</b>	<p>1. The department will count the number of graduate students presenting research at conferences or publishing their research in academic venues.</p> <p>2. The department will count the number of graduate students engaged in internships and scholarly organizations.</p>
	<b>Proficiency</b>	<p>1. Proficiency is determined by counting the number of graduate students who present or publish their research and divide by the total number of graduate students.</p> <p>2. Proficiency is determined by counting the number of graduate students who engage in internships and scholarly organizations and divide by the total number of graduate students.</p>
<b>DO</b>	<b>Benchmark</b>	<p>1. 50% of graduate students will present research at conferences or publish their research in academic venues.</p> <p>2. 50% of graduate students will participate in internships and scholarly organizations.</p>
	<b>Results of Assessment</b>	<p>1. 50% of graduate students presented research at conferences or published their research in academic venues.</p> <p>2. 50% of graduate students engaged in internships and scholarly organizations.</p>
<b>S T U D</b>	<b>Analysis of Results</b>	The history department meets both benchmarks for collaborating with the academic community. Although no graduate students published research in the last year, individual graduate students presented at more than one conference. Similarly, no

Y		graduate students participated in internships, but half were involved in scholarly organizations. The very same students who present at conferences are the same ones who are active in scholarly organizations.
ACT	Improvement Plan for 2024-2025	<p>Faculty must encourage a greater number of graduate students to get involved in the academic community through conference participation and active membership in scholarly organizations. Announcements for opportunities are regularly sent out via email, but more persistent follow-up with those more reluctant to engage with the profession publicly is required. A friendly nudge in the right direction may be all that is needed here. If the budget permits, the department may be able to support student memberships.</p> <p>The lack of publications and internships is more concerning. The absence of graduate publications is particularly noteworthy compared to the undergraduate program, where history students still seeking the bachelor's degree have had their research published in local venues such as Lamar University's <i>Pulse</i> magazine and the <i>Texas Gulf Historical and Biographical Record</i>.</p> <p>Any graduate student anticipating a career in the museum field should take advantage of the many opportunities available in Southeast Texas as a valuable stepping stone toward employment. Faculty encouragement is required here as well. The graduate advisor will better inform MA students of the available opportunities.</p>

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	<b>Student Learning Outcome #2</b>	Graduate students will compose expert academic prose consistent with the expectations of the historical discipline.
<b>PLAN</b>	<b>Assessment Method(s)</b>	<p>1. Term Papers (research and historiography) will be scored by the entire faculty according to the Genre and Disciplinary Conventions criterion of the Written Communication Value Rubric.</p> <p>2. Term Papers (research and historiography) will be scored by the entire faculty according to the Control of Syntax and Mechanics criterion of the Written Communication Value Rubric.</p>
	<b>Proficiency</b>	Proficiency is gauged according to a four-point rubric appropriate to the student learning outcome. Proficiency is defined as 3 out of 4 on the four-point rubric.
<b>DO</b>	<b>Benchmark</b>	<p>1. 75% of graduate papers will score 3 out of 4 on the Genre and Disciplinary Conventions criterion of the Written Communication Value Rubric.</p> <p>2. 75% of graduate papers will score 3 out of 4 on the Control of Syntax and Mechanics criterion of the Written Communication Value Rubric.</p>
	<b>Results of Assessment</b>	<p>1. 3 of 4 graduate students achieved a score of at least 3 out of 4 on the Genre and Disciplinary Conventions criterion (75%). The low score was 1.67 out of 4 and the high score was 4 out of 4, with an average score of 3.085.</p> <p>2. 3 of 4 graduate students achieved a score of at least 3 out of 4 on the Control of Syntax and Mechanics criterion (75%). The low score was 2.33 out of 4 and the high score was 3 out of 4, with an average score of 2.8325.</p>

<b>S T U D Y</b>	<b>Analysis of Results</b>	<p>Overall, graduate student prose met the benchmark and expectations for the discipline. Only one student in each measure failed to meet or exceed expectations, and that was the same student. This student was the first one admitted into the new 18-hour graduate certificate program, and said student clearly did not arrive with the proper training in historical methodology, communication, or documentation skills. That student's performance was so low in the Control of Syntax and Mechanics criterion that it dropped the average score below 3. All other students had a score of exactly 3 and did not exceed that, indicating room for further improvement.</p>
<b>ACT</b>	<b>Improvement Plan for 2024-2025</b>	<p>As a result of its experience in 2023-2024, the history department has made mandatory, starting in the Fall 2024 semester, a course in historical methods for admission into the 18-hour graduate certificate in history program. Most applicants already have taken such a course, but those who have not must take one prior to admission. History department faculty are willing to work with graduate students one-on-one if they are struggling, but they should also expect that graduate students have had some minimum level of exposure to the proper methods and skills that are standard in the profession.</p> <p>Written communication only improves with practice, and each student has different strengths and weaknesses. Personalized attention from faculty, along with a willingness to read not just one but two or more drafts of each term paper, are essential for genuine improvement in this area. Faculty will make greater effort to incorporate more time to review multiple drafts into their syllabi.</p>

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	<b>Student Learning Outcome #3</b>	Graduate students will structure bibliographical information at a professional level.
<b>PLAN</b>	<b>Assessment Method(s)</b>	<p>1. Term papers (research and historiography) will be scored by the entire faculty according to the Access Needed Information criterion of the Information Literacy Value Rubric.</p> <p>2. Term papers (research and historiography) will be scored by the entire faculty according to the Access and Use Information Ethically and Legally criterion of the Information Literacy Value Rubric.</p>
	<b>Proficiency</b>	Proficiency is gauged according to a four-point rubric appropriate to the student learning outcome. Proficiency is defined as 3 out of 4 on the four-point rubric.
<b>DO</b>	<b>Benchmark</b>	<p>1. 75% of students will score at least 3 out of 4 on the Access Needed Information criterion of the Information Literacy Value Rubric.</p> <p>2. 75% of students will score at least 3 out of 4 on the Access and Use Information Ethically and Legally criterion of the Information Literacy Value Rubric.</p>
	<b>Results of Assessment</b>	<p>1. 3 of 4 graduate students achieved a score of at least 3 out of 4 on the Access Needed Information criterion (75%). The low score was 2 out of 4 and the high score was 4 out of 4, with an average score of 3.275.</p> <p>2. 3 of 4 graduate students achieved a score of at least 3 out of 4 on the Access and Use Information Ethically and Legally criterion (75%). The low score was 1 out of 4 and the high score was 3.5 out of 4, with an average score of 2.625.</p>

<b>S T U D Y</b>	<b>Analysis of Results</b>	<p>Overall, graduate student bibliographies met the benchmark for professionalism. Only one student in each measure failed to meet or exceed expectations, and that was the same student. This student was the first one admitted into the new 18-hour graduate certificate program, and said student clearly did not arrive with the proper training in historical methodology, communication, or documentation skills. That student's performance was so low in the Access and Use Information Ethically and Legally criterion that it dropped the average score below 3, even though all other students had a score of 3 or higher. With such small sample sizes, each student's score truly matters.</p>
<b>ACT</b>	<b>Improvement Plan for 2024-2025</b>	<p>As a result of its experience in 2023-2024, the history department has made mandatory, starting in the Fall 2024 semester, a course in historical methods for admission into the 18-hour graduate certificate in history program. Most applicants already have taken such a course, but those who have not must take one prior to admission. History department faculty are willing to work with graduate students one-on-one if they are struggling, but they should also expect that graduate students have had some minimum level of exposure to the proper methods and skills that are standard in the profession.</p>