BA History

Annual Program Report

Year:	2022-2023
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. **Knowledge needed for teacher certification: HIST 2301 (History of Texas) embedded exam questions**
    A few years ago, this plan resulted in steady success rates, with 78% scored in 2017-2018, 82% in 2018-2019, and 88% in 2019-2020. The success rate was lowered to 78% in the following year, perhaps due to the pandemic's impact on students, but the rate went up to 79% in the last two years. The department is now working on improving scores on the TeXes k-12 proficiency exam by acquainting Texas History professors with it.

2. **Effective public speaking and presentations: HIST 4391 (Capstone) Research presentations**
    There were slight improvements in student presentation skills. The success rate was 50% and 62.5% in the previous two years and 66.7% this year. The target (70%; 20/25 or better) was not met, but we were getting closer to it. During this cycle, 100% of the capstone students scored 18/25 or better. The lowest score was 16.2 in our last report. In both the fall and spring semesters, the capstone instructors were asked to teach effective presentation skills according to the standards described in the SACS assessment rubric. We will continue to encourage more space in the curriculum to presentation creation and communication.

3. **Competence in historical methodology: HIST 3390 (Historical Research) and 4391 (Capstone) papers**
    In this assessment cycle, little improvement was made in student research and paper writing. The success rate was 60% and the same as last year's data. But 100% of student papers (as opposed to 90% last year) achieved a score of 11/15 or better. The goal was to help at least 70% of students get a score of 12/15 or better according to a rubric. Going forward we are expanding Document Based Questions into the non-methodology classes.

Program Highlights Since Last Report

Identify and briefly discuss any programmatic curriculum changes made since the last report (e.g. new courses, course changes, SLO changes, course deletions).

We converted HIST 3321 and 3322 (Iss/World Cultures to and since 1660) to HIST 2321 and 2322 (World History I and II). With this change, all the 1000- and 2000-level history courses are now strategically linked to the Lamar Proficiency TExES History 7-12 (233) Test. The test mainly consists of three domains (U.S.

history, Texas history, and World history). Higher exam pass rates will be a new expectation in the yearly assessment plan, starting in 2023-2024. In the future, Texas history professors will need to understand the competencies on the exam. We are also incorporating more Document Based Questions throughout the curriculum and expanding the role of secondary readers in our Capstone classes. We are also going to require students in the 3390 class to conduct archival research to better prepare them for the capstone project.

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?
HIST 2301 (History of Texas) embedded common questions in Texas history Teacher certification: bring US and Texas history instruction in line with the TExES and prepare students in the fields they will be required to teach at the K-12 level in the state of Texas	The final exam will indicate students' factual knowledge and ability to analyze the significance of key individuals, issues, and events to the larger historical narrative.	The 72 final exams in two sections of HIST 2301 were assessed. The discrete achievement rates were 77.8% and 79.7% in HIST 2301-01 and HIST 2301-48F, respectively.	The assessment committee collects the final exams given in all HIST 2301 sections. At least three members score the student answers to the six common questions embedded in the exams.	At least 80% of students will score at least 4/6 on the questions assessing their knowledge of individuals, events, and issues in three different categories and of the significance of each in a larger historical context.	79% of students (57 [29+28] of the 72 [37+35] taking the final) correctly answered at least 4 of the 6 common questions embedded in the tests, exceeding our target of 75%.	The success rate was exactly the same (79%) in the last two consecutive years. The department will work harder to acquaint professors with the TeXes competencies in Texas History as a way to orient the curriculum toward student success in their pedagogical studies.
HIST 4391 (Capstone) research presentations Speaking competencies: help	History majors will demonstrate effective public speaking and presentation skills through end-of-semester research	A total of 9 HIST 4391 research presentations in the fall and spring semesters were	All capstone students' public research presentations in the fall and spring are	70% of students will demonstrate oral presentation competence (a score of 20/25 or	66.7% of capstone student presentations demonstrated competence in	Since the target was not achieved, the department has created a new assessment plan that enlarges the role of the second reader. During this cycle, the two capstone

students improve their public speaking skills	presentations in HIST 4391.	reviewed by a committee of 3 professors.	reviewed by a committee of at least three faculty members.	better) according to a rubric.	oral communication and public speaking by scoring 20/25 or better. 6 students scored 20/25 or better, and the other three 18/25 or slightly better. The target was not met.	instructors were asked to teach all the necessary skills required to create a presentation and communicate it through effective public speaking based on the SACS rubric. As a result, there were slight improvements in students' presentations. Last year's success rate was 62.5%, and this year's 66.7%. In addition, 100% of the capstone students scored 18/25 or better this year. During the last assessment cycle, the lowest score was 16.2.
HIST 3390 (History Research) and 4391 (Capstone) papers Historical methodology: help students interpret historical evidence and analyze multiple viewpoints	History majors will show mastery of historical methodology in research papers submitted in the 3390 and 4391 courses.	A total of ten research papers were reviewed. They were three 3390 and seven 4391 papers from the Fall 2022 and Spring 2023 semesters, respectively.	Ten randomly selected research papers from 3390 and 4391 students are reviewed by a committee of at least three professors.	70% of students will demonstrate competence (a score of 12/15 or better) in historical methodology according to a rubric.	60% of student papers (100% of 3390 papers and 42.9% of 4391 papers) achieved a score of 12/15 or better. The target was not met.	The percentage of those who met the target (12/15) was the same as last year's data. Therefore, the department will pursue a new assessment plan that enlarges the role of secondary readers in the formulation and creation of the capstone project. Secondary readers are important as experts in their fields who can guide students in the specifics of primary source research. Last year the committee introduced a document-based question (DBQ) to help students learn to formulate arguments and evaluate multiple perspectives on history with the use of different sources. As a result, 100% of student papers (as opposed to 90% last year) achieved a score of 11/15 or better. We will

						continue working on incorporating DBQ into the curriculum as well as requiring archival research in the 3390 class.

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 continuous improvement on those here.*	**Status** *C=Complete* *P=Progressing* *N=No Action Taken*	**Discussion of Status** *If C, describe efforts that led to accomplishment of actions/goals.* *If P, provide update on progress made toward accomplishing actions/goals and what tasks remain* *If N, discuss why action toward accomplishing actions/goals has been delayed and what work will be initiated toward accomplishment.*
The assessment committee mandated the instructor of record in HIST 4391 to help students develop the public speaking and presentation skills needed in the SACS rubric.	P	The success rate rose from 62.5% to 66.7%, but it was not enough. Students will be encouraged to act out a short practice presentation in class in the weeks before the official presentation is conducted.
Professors who teach Texas history will be required to take the Lamar Proficiency Exam so that they understand the competencies required in Texas History.	P	Familiarizing professors with the TeXes exam will allow them to adjust their curriculum to the competencies required on the text. By doing this, we are expecting to increase our student's scores on the TeXes K-12 exam.
We will expand Document Based Questions from the Methodology classes to content classes.	P	We are continuing to improve our student's ability to formulate arguments based on weighing and critically assessing a variety of primary and secondary sources.
We will require 3390 students to conduct archival research for their projects.	P	In an effort to expand the methodology skills of our Capstone students, we will ensure that they arrive in class with experience of archival research. Archival research requires specialized skills such as locating and assembling disparate sources, assessing their value and reliability, and building

		an argument about the past based on these documents.