

**MA History**  
**Annual Program Report**

<b>Year:</b>	2022-2023
<b>Program:</b>	History
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**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. Historiography**

The success rate (11.25/15) increased from 25% (2020-2021) and 42% (2021-2022) to 79% (2022-2023). The target (75%) was met. This was a truly remarkable outcome because historiographical proficiency had been most difficult to achieve over the years. Last year graduate course instructors were encouraged to introduce DBQ (document-based question) assignments, as they were believed to help students compare different points of view about the past through the use of multiple primary and/or secondary sources.

**2. Communication**

Some improvements were made in students' written communication skills. The success rate had decreased from 88% (2020-2021) to 47% (2021-2022), but it went up to 79% this year. The target was not met because of one student. Expectations will be raised to 80% next year.

**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).*

Our data found that many graduate students are improving in terms of Historiography skills. We believe this is due to the increase in Document Based Questions assignments. However, with the implementation of the 18-hour graduate certificate, we are noticing students who are coming in without training in historical methodology, documentation, and communication skills. We continue to encourage professors to work one-on-one with these struggling students. Going forward, we will modify our curriculum to focus on historical pedagogy. Graduate students will be asked to create their own curricula for potential classes.

**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.	14 master's student papers (four HIST 5306-48F, one HIST 5335-01, eight HIST 5335-48F, and one HIST 5346 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.	85% 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.	79% of papers (11 out of 14) demonstrated competency in documentation. The average of the scores the eleven successful papers received was 13.5/15. The average score of the student who wrote three unsuccessful papers was 4.2/15.	The data suggests that even though the target was not met, a majority of our students are doing better. One student struggled, and we recommend one-on-one help to raise the student's performance.
Historiography: students will acknowledge competing views, analyze authors' perspectives, and evaluate sources for relevance and reliability	Graduate students will be able to use and critique alternative historical explanatory systems and theories.	14 master's student papers (four HIST 5306-48F, one HIST 5335-01, eight HIST 5335-48F, and one HIST 5346 papers) from the spring semester were evaluated.	A committee of at least three graduate professors evaluate historiographical skills in research papers from all master's students	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 historiography	79% of papers (11 out of 14) demonstrated competency in historiography. The average of the scores the eleven successful papers received was 12.7/15.	Since the target was met, we can see the positive impact of DBQ. We will raise the expectation to 80%.

			according to a rubric.	based on a 15-point rubric.	The average score of the student who wrote three unsuccessful papers was 5/15.	
Effective written communication: students will improve their academic writing skills	Graduate students will produce written work that clearly demonstrates their proficiency in written communication.	14 master's student papers (four HIST 5306-48F, one HIST 5335-01, eight HIST 5335-48F, and one HIST 5346 papers) from the spring semester were evaluated.	A committee of at least three graduate professors evaluate written communication skills 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 written communication based on a 15-point rubric.	79% of papers (11 out of 14) demonstrated competency in communication. The average of the scores the eleven successful papers received was 13.2/15. The average score of the student who wrote three unsuccessful papers was 9.1/15.	<p>The target was met, but the unsuccessful student needs some guidance.</p> <p>The level of competency was lowered from 80% (12/15) to 75% (11.25/15) two years ago. We will raise it to 80% for the next assessment cycle.</p>

**Table 2. Continuous Improvement Results Since Last Report**

Stage 4: ACT		
<b>Actions/Goals Based on Data Results</b> <i>*Copy last cycle's actions/goals and report on progress toward continuous improvement on those here.</i>	<b>Status</b> <i>C=Complete</i> <i>P=Progressing</i> <i>N=No Action Taken</i>	<b>Discussion of Status</b> <i>If C, describe efforts that led to accomplishment of actions/goals.</i> <i>If P, provide update on progress made toward accomplishing actions/goals and what tasks remain</i>

		<i>If N, discuss why action toward accomplishing actions/goals has been delayed and what work will be initiated toward accomplishment.</i>
The department asks graduate faculty to provide guidance to individual students.	P	One of our graduate students does not adequately understand how to write research papers. She needs an academic intervention. If she gets proper guidance and get on the right track, our assessment results may be significantly improved.
The department promotes DBQ essay assignments in any graduate courses.	P	DBQ-inspired assignments led to a successful outcome in the assessment of historiographical proficiency. This coveted goal had been really challenging for years. The DBQ will be mandated in all graduate courses in the future, if not next year.
Professors will be encouraged to assign more work related to historical pedagogy.	P	Graduate students will be asked to create curricula and assignments for potential classes they might teach in the future. This will require them to use higher order thinking to process their graduate education in a way that enables them to formulate effective instruction for others.