

Assessment: Program Four Column



Program (ALP) - History MA

College or Division: Arts and Sciences

Department: Behavioral and Social Sciences

Assessment Coordinator: Dr. Mark Saka

Statement of Purpose: The student in the MA history program must successfully complete thirty-six semester credit hours in order to earn a degree. The curriculum is designed to meet all of the program learning outcomes in a series of challenging 5000-level courses, which are chosen according to area emphasis and interest. All courses are designed for students to gain mastery over their subject areas and historical methodologies. In particular, the faculty offers graduate history courses in contemporary American, Mexican, Latin American, and European history. The program is individually crafted according to student goals. For example, if a student wanted to concentrate on European history, the department offers the student seminars in many European topics ranging from ancient Rome and Greece (prior to 500 C.E) to modern Europe (1648 to the present).

Annual Updates

2017 - 2018

Evidence of Improvement from Previous Assessment Cycle: The students completed three SLO's with two assessments for a total of six measures assessed. Of the six assessed, six of the measures demonstrated decline from the 2016-2017 cycle (SLO 1A, 100% to 80% and SLO B 100% to 95%). Although these two SLO's experienced a decline, they faculty considered them successful because they still met their target of 80%

One SLO remained the same; SLO 3A (25% to 25%) but this still remained unacceptable as it failed to meet the 80% target.

Three of the SLO's demonstrated significant declines; 2A from 87% to 15%--SLO 2B declined from 50% to 25%, and 3B from 100% to 50%

Possible sources for the student's decline in six of the six measures assessed include the lack of historical background and a familiarity with classical accounts of key historical eras. The faculty intend to provide either greater background reading assignments or include a lecture or two in historiographical development of classical literature or opposing historical views on critical events or eras in history. The other possible source for the decline (three of the measures significantly declined) may be related to the fact that we have two new faculty, one with two year's experience and one with one year's experience. We feel that the with time and a greater adjustment of new faculty to teaching will significantly increase our program's viability.

Review History: Reviewer #1 Name, Date, and Comments: Dr. Bonnie Warnock, August 2, 2018

Review History: Reviewer #2 Name, Date, and Comments: Dr. Jim Hector, August 2, 2018

2016 - 2017

Evidence of Improvement from Previous Assessment Cycle: The students completed three SLO's with two assessments for a total of six measures assessed. Of the six assessed, four of the measures demonstrated improvement from the 2015-2016 cycle (SLO 1A, 90% to 100% and SLO B 90% to 100%; SLO 2A from 90% to 87%--which although is a 3% drop, the faculty considers this statistically insignificant, and 3B 70% to 100%) and two measures demonstrated a decline (SLO 2B 80% to 50%) and SLO 3A (80% to 25%).

Possible sources for the student's decline in two of the four measures assessed as opposed to one in the previous assessment cycle include the lack of historical background and a familiarity with classical accounts of key historical eras. The faculty intend to provide either greater background reading assignments or include a lecture or two in historiographical development of classical literature or opposing historical views on critical events or eras in history.

Review History: Reviewer #1 Name, Date, and Comments: Sharon Hileman, June 14, 2017

Review History: Reviewer #2 Name, Date, and Comments: Jorge Hernandez, June 14, 2017

Review History: Reviewer #3 Name, Date, and Comments: Jimmy Case, June 14, 2017

2015 - 2016

Evidence of Improvement from Previous Assessment Cycle: The students completed three SLO's with two assessments for a total of six measures assessed. Of the six assessed, five of the measures demonstrated improvement from the 2014-2015 cycle to the 2015-2016 cycle (SLO 1A 67 % to 90% and SLO 1B 75% to 90%; SLO 2A 70% to 90% and SLO 2B 75% to 80%; SLO 3A from 50% to 80%) and one measure demonstrated a decline (SLO 3B from 75% to 70%).

Possible sources for the students' improvement in five of the six include greater detail in the course syllabus to greater efforts to inform the students as to the exact requirements for the successful completion of the course. For 2016-2017, the addition of a library research specialist should benefit students, and faculty expect to see some improvement in overall archival and research capabilities.

Review History: Reviewer #1 Name, Date, and Comments: Dr. Jeanne Qvarnstrom, August 9, 2016

Review History: Reviewer #2 Name, Date, and Comments: Dr. Chris Davis, August 9, 2016

2014 - 2015

Evidence of Improvement from Previous Assessment Cycle: The outcomes and assessment methods for the Master of Arts in History were significantly revised during the 2014-15 assessment cycle. Therefore, it is difficult to compare the results below to the 2013-14 cycle. The 2014-15 cycle will serve as the baseline year of comparison for the 2015-15 and 2016-17 assessment cycles.

Review History: Reviewer #1 Name, Date, and Comments: Dr. Sharon Hileman, December 7, 2015

Review History: Reviewer #2 Name, Date, and Comments: Dr. Jeanne Qvarnstrom, December 18, 2015

Review History: Reviewer #3 Name, Date, and Comments: NA

Review History: Reviewer #4 Name, Date, and Comments: NA

Student Learning Outcomes

Assessment Methods

Results

Use of Results

SLO 1 - The history graduate student will demonstrate the ability to write a critical evaluation of the written work of other historians, as demonstrated through book reviews.

Outcome Status: Active

Written Assignment -

a. Book Review in Class about American History. Students will be evaluated at the end of the semester by the instructor, on their ability to write a book review in an American History course. The courses are on a 3-year rotation, so the course topic changes each year. The scoring rubric will

Reporting Period: 2017 - 2018

Conclusion: Target Met

In the spring of 2018, a graduate seminar in "Slavery in American History" was taught, utilizing a number of autobiographical slave narratives. Ten students were assessed through a rubric that measured their conceptual and written understanding of slavery and its impact on African Americans. Of the ten students assessed, eight (80%) of the students demonstrated a well articulated essay analyzing the books and slavery in American history

Use of Results: The use of primary source accounts of slave conditions, their lives, and their experiences allowed students to expand their understanding of slavery and its impact on African Americans. The continued use of primary source accounts (The Autobiography of a Slave by Frederick Douglas, etc.) created a

<i>Student Learning Outcomes</i>	<i>Assessment Methods</i>	<i>Results</i>	<i>Use of Results</i>
	<p>evaluate student's ability to summarize, analyze historians' positions, and make recommendations about the book.</p> <p>Target: 80% of students will score above average or better on the first book review assignment of the course.</p>	<p>(05/19/2018)</p> <hr/> <p>Reporting Period: 2016 - 2017 Conclusion: Target Met Students in History 5310 (The American Revolution) during the spring of 2017 wrote book reviews. Five students were included in the assessment of the second book review. 100% (five of the five students) scored average or above average on this assignment.</p> <p>The book assigned "A People's History of the American Revolution: How Common People Shaped the Fight for Independence" provided a history of the American Revolution that used excerpts from diaries and personal accounts to recreate a history of the American Revolution from the grass roots level. The student's were able to view the American Revolution from the perspectives of working class women and your average "foot soldier." I was very pleased with the reviews, the comments made of the book, and the ability of the student's to grasp the material. I again, as I did last year, used a graphic organizer (a charted layout of ideas, both pro and con to understand the author's stated objectives and ideas) and I believe that this tool allowed for the student's outcomes to continue to improve from the 2014-2015 (which had a 67% average or above average student success) and the 2015-2016 year (which had a 90% average of above average student success). (05/05/2017)</p>	<p>wide range of topical areas for classroom discussion and the use of primary accounts and book narratives offer promise for further development of the department's graduate history program. (05/19/2018)</p> <hr/> <p>Use of Results: Based on the successful results from the use of a "people's history" from the spring of 2017, the faculty intends to continue to use a social history or a "grass roots" history book for future courses. Many of the student's remarks such as "I never thought of a working class woman contributing to the Revolution by working as a nurse or a message runner" convinced me of the importance of utilizing a people's history approach to future topics. The faculty intend to provide an alternative source instruction by approaching social history through the assigning of more primary sources. Many archival sources on the internet (for instance-the Smithsonian or the Phi Alpha Theta home sites) provide incredible levels of access and links to databanks of primary sources, diaries, ledgers, and other sources; unavailable even ten years ago. The faculty feel this will increase student comprehension of the role that common people played the shaping of historical events such as the American Revolution or</p>

Student Learning Outcomes	Assessment Methods	Results	Use of Results
			Civil War. (05/05/2017)
		<p>Reporting Period: 2015 - 2016</p> <p>Conclusion: Target Met</p> <p>Students in History 5310 (Native American History) during Fall 2015 wrote book reviews. Sixteen students were included in the assessment of the second book review. 90% (14 students) scored average or above average on this assignment.</p> <p>The book assigned "The Ecological Indian: Myth and History" challenged many myths held by contemporary Americans towards environmentalism and Native American history and economies. Most of the students held a positive view towards the assigned readings, although 10% (2 students) seemed unable to grasp the core arguments of the book. Their inability to analyze the historian's position that Native American's utilized and used environmental and natural resources represented the students' weakest area of successful completion of this assignment. However, this year, the faculty assigned a graphic organizer (charted layout of ideas, both pro and con to understanding the author's stated objectives and ideas) and this seems to account for the improved student outcomes from the 2014-2015 cycle. (2014-2015 had a 67% average or above average student success whereas the 2015-2016 had a 90% student success). (05/24/2016)</p>	<p>Use of Results: Based on the results from History 5310 from Fall 2015, the faculty intends to explain in the syllabus the need to discard pre-existing ideas and concepts towards Native American peoples and view them as having the same historical experiences and needs that all humans have shared in extracting resources and subsistence from the environment. I intend to assign an article comparing subsistence and early agricultural societies' use of the environment from other regions of the world (such as Africa, Asia, or Australia) to challenge students to view Native Americans' relationship to the environment within an historical comparative context. (05/24/2016)</p>
		<p>Reporting Period: 2014 - 2015</p> <p>Conclusion: Target Not Met</p> <p>Results:</p> <p>Students in History 5310 (Immigration and Ethnicity in American History) during Fall 2014 wrote book reviews. Twenty-two students were included in the assessment of the first book review. Thirty-three percent scored average on this assignment, and 67% of students scored above average or better.</p> <p>Discussion of Results:</p> <p>I found in this first review, many students approached the course holding ideological biases against immigrants and</p>	<p>Use of Results: Based on the results from History 5310 from Fall 2014, the faculty intends to explain in the syllabus that this course explores the positive benefits of immigration and the immigrant experience. I will also inform the students of the importance of maintaining an open perspective on a historian's position. One way of doing this is to choose a book on the</p>

Student Learning Outcomes	Assessment Methods	Results	Use of Results
	<p>Written Assignment - b. Book Review in Class about World History Students will be evaluated at the end of the semester by the instructor, on their ability to write a book review in a World History course. The courses are on a 3-year rotation, so the course topic changes each year. The scoring rubric will evaluate students' ability to summarize, analyze historians' positions, and make recommendations about the book. Target: 80% of students will score above average or better on the first book review assignment of the course.</p>	<p>immigration in general. This caused them to approach the first book with an ideological predisposition against the course topic and historian. (03/25/2016)</p> <p>Reporting Period: 2017 - 2018 Conclusion: Target Met The course "Totalitarianism in the Twentieth Century" was taught in the fall of 2017. Fourteen students were assessed and thirteen of the students (95%) effectively analyzed the book "The Black Book of Communism" which presented a history of Communism in the twentieth century and why it proved so destructive and genocidal as a violent ideology. The book was chosen because it was written by multiple authors, each of which wrote a short chapter on the impact of communism and communist regimes for specific nations. Each author presented the history of a certain nation (Cambodia, Russia, China, Cuba, etc) and the students presented essays analyzing the historian's position and use of historical material (census data, economic data, etc. (05/19/2018)</p> <p>Reporting Period: 2016 - 2017 Conclusion: Target Met Students in History 5308 (Seminar in European History: History of Modern Germany) wrote seven book individual critical book reviews. Two students were included in the assessment. 100% of the students evaluated scored average or better.</p> <p>In-depth analysis of the seven scholarly monographs allowed the students to experience and comprehend a wide</p>	<p>formation of middle class and entrepreneurial immigrant groups and less on working class groups. This approach should help students to be more successful as they make recommendations about the book (as evaluated in the scoring rubric). Faculty also can assign a graphic organizer that will guide students in recording objective facts about the historian's position on the given topic. (03/25/2016)</p> <p>Use of Results: The use of books that have the perspectives of multiple authors allowed the students to compare and contrast various authors through different, yet similar historical examples. This proved a valuable means of measuring student interest and understanding and the use of a similar approach for future courses in world history will be continued. (05/19/2018)</p> <p>Use of Results: The instructor intends to require two background articles for the students to read. The first will focus on the long-term origins of anti-Semitism going back to the 1st and 2nd centuries and the second on the short-term origins resulting from the First World War and the 1920s hyper-inflation and</p>

Student Learning Outcomes	Assessment Methods	Results	Use of Results
		<p>variety of approaches and styles of scholarly work (for example--one book approached the historical era through a military approach, one through a diplomatic approach; one through the approach of the Jewish people; one through a political approach etc.). In a seminar style course, the students were able to express and exchange ideas on long discussions and were able to use those experiences in writing their reviews.</p> <p>Although the target goal was met, the students were less successful in demonstrating the historical context which gave rise to Nazi Germany (the Weimar era hyperinflation, the humiliation of the Treaty of Versailles, the historical role of anti-Semitism in European culture, etc.). As a result, an historical context as to the causes and forces which gave rise to Nazi Germany was lacking.</p> <p>(05/05/2017)</p>	<p>the results of the Treaty of Versailles. For other courses, the instructor intends to offer similar background articles, one for the long-term origins of the historical event and one for the short term. This will provide the basis for students to evaluate to work of multiple historians. (06/01/2017)</p>
		<p>Reporting Period: 2015 - 2016 Conclusion: Target Met Students in HIST 5308 (Seminar in European History: History of Spain and Portugal to 1500) wrote eight individual critical book reviews. Twelve students were included in the assessment. The students demonstrated significant improvements in their critical book reviews during the course. The last review assignment resulted in 90% of the students scoring above average or better.</p> <p>In-depth analysis of eight scholarly monographs allowed the students to experience a wide variety of approaches and styles of scholarly work. In a seminar style course, the students were able to express and exchange ideas in long discussion, and they were able to use those experiences in writing their reviews.</p> <p>Although the target goal was met, the students were less successful in demonstrating the context and the significance of historical change. For many students, however, Iberian history and historiography were new to them. As a result,</p>	<p>Use of Results: For future seminars, the faculty will include required or optional readings that provide general overviews (including historiographical) of the historical period and region. (05/24/2016)</p>

Student Learning Outcomes	Assessment Methods	Results	Use of Results
		<p>context for their critical books was often lacking. (05/24/2016)</p> <p>Reporting Period: 2014 - 2015 Conclusion: Target Not Met Results: Students in History 5303 (Seminar in Pre-Columbian and Colonial Mexican History) during Spring 2015 wrote book reviews. Seventeen students were included in the assessment of the final book review. 75% of students scored above average or better. Discussion of Results: Most of the students lacked a basic understanding of anthropology and archeology. I was wrong to assume that they did. (03/25/2016)</p>	<p>Use of Results: Based on the results from History 5303 in Spring 2015, the faculty will introduce an article to read before reading the main books that will provide a basic understanding of anthropology and archeology. Faculty also will discuss steps for analyzing a historian's position. Readings on historiography can give students insight into the historian's craft. (03/25/2016)</p>
<p>SLO 2 - The history graduate student will demonstrate the ability to analyze turning points in history, including historical events, movements, and personalities of the past, by completing book reviews. Outcome Status: Active</p>	<p>Written Assignment - a. Book review about Turning Points in History; The second book review assigned about American History will be evaluated. Students will be evaluated by the instructor on their ability to write a book review about key turning points in American History. The courses are on a 3-year rotation, so the course topic changes each year. A scoring rubric will evaluate students' ability to synthesize a description of key points, events, movements, and personalities, within the world context. Target: 80% of students will score above average or better on the turning points book review.</p>	<p>Reporting Period: 2017 - 2018 Conclusion: Target Not Met The course "Race, Sex, and Power in American History: 1519-1919" was taught in the spring of 2018. Seven students were assessed and only one (15%) exceeded the rubric standards. Many students failed to grasp critical turning points. An important component of the assignment was a grasp of feminist literary theory and race theory. (05/19/2018)</p> <p>Reporting Period: 2016 - 2017 Conclusion: Target Met Students in Fall 2016 History 5310 (America: 1920-1945) wrote book reviews. Eight students were evaluated in this assessment. 87% (seven of the eight students) grasped either the importance of the political struggles of the 1930s or the successful defeat of Nazi Germany as major turning points of this era.</p> <p>In the last assessment, I decided to assign "alternative histories" as a way in encouraging students to critically think and understand why history "was not inevitable." This semester I assigned two alternative histories and the students chose one. The first possible book was by Sinclair</p>	<p>Use of Results: The faculty intends to introduce separate journal articles introducing the students to basic concepts in feminist and race theory to encourage classroom discussion on the role of gender, racial hierarchies, and class relations in theory and in historical turning points in American history (05/19/2018)</p> <p>Use of Results: The faculty intends on continuing to expand the use of multiple historical sources or accounts to enhance student's abilities to grasp major historical events and turning points. I found this to be a useful tool in allowing students to critically think of history as not necessarily "linear" but also multi-linear and even cyclical. While discussing SACSCOC with a colleague of mine at another university, she</p>

Student Learning Outcomes	Assessment Methods	Results	Use of Results
		<p>Lewis "It Can't Happen Here" which posited the scenario of a fascist political movement and party seizing control of the United States as one possible outcome of the Great Depression. The other book assigned as a possible alternative history was the "Man in the High Castle" by Philip K. Dick which posited the scenario of a Japanese-Nazi Germany victory during the Second World War and the occupation of the United States under fascist political and military occupation.</p> <p>This was a success. All of the students, (except one) not only grasped the possibility of considering history as not inevitable but having multiple possible outcomes, oftentimes hinging on or turning on the decisions of very critical individuals in power or because of technological breakthroughs (the Nazi development of nuclear weapons before the United States' did). (05/05/2017)</p>	<p>mentioned using "science fiction" literature as a way of encouraging students to consider "alternative histories" such as the role and use of technology in political economies and authoritarian and democratic political systems and historical development as well as gender systems and relationship and how they have evolved over time. This is an avenue I had not considered but will attempt in the next assessment cycle. (05/05/2017)</p>
		<p>Reporting Period: 2015 - 2016 Conclusion: Target Met Students in Spring 2016 History 5310 (The American Revolution and Constitution) wrote book reviews. Eight students were evaluated in this assessment. Ninety percent (7 students) grasped the importance of major turning points in the history of the American Revolution (The Stamp Act, Lexington and Concorde, Yorktown etc.).</p> <p>One area that students fell short in their analysis though resided with their inability to grasp "why" these outcomes happened and "why" they were not inevitable". Simply put, was it inevitable that Patriot forces defeated the British at the Battle of Yorktown? For many students, the answer is simply yes. Not necessarily, history is never inevitable. (05/24/2016)</p>	<p>Use of Results: Although the target goal was met the faculty intends to assign an "alternative" history novel to read for the next cycle. Alternative histories present history on a different timeline such as "what if" and how history could have unfolded differently. Alternative history novels challenge students to think about the inevitability of historical outcomes. (05/24/2016)</p>
		<p>Reporting Period: 2014 - 2015 Conclusion: Target Not Met Results: Students in History 5310 (The History of the Vietnam War) during Fall 2014 wrote book reviews about turning points in history. Eighteen students were included in the assessment.</p>	<p>Use of Results: Based on the results from History 5310 in Fall 2014, the faculty have decided to use a general history book that covers anti-colonial movements throughout the third world</p>

Student Learning Outcomes	Assessment Methods	Results	Use of Results
		<p>70% of students scored above average or better.</p> <p>Discussion of Results:</p> <p>Many of the students were critical of the book chosen, because they felt it was critical of the American approach to the Vietnamese Civil War. The book chosen was Sacred War: Nationalism and Revolution in a Divided Vietnam. Some students did not place the Vietnamese struggle for national unification within the broader context of the anti-colonial struggles against European colonial rule as one of the turning points of world history during the twentieth century. (03/25/2016)</p>	<p>following the Second World War. This will allow the student to approach the Vietnam War in a broader manner that would include decolonization movements in the third world following the Second World War. With this background, students should be more successful in describing the world context as they write the book reviews. (03/25/2016)</p>
	<p>Exam/Quiz - In Course -</p> <p>b. Summative exam about Turning Points in History on World History; Students will be evaluated by the instructor during a summative exam, on their ability to describe key turning points in World History. The courses are on a 3-year rotation, so the course topic changes each year. The scoring rubric will evaluate students' ability to synthesize key points, events, movements, and personalities.</p> <p>Target: 80% of students will score above average or better on the summative exam questions measuring ability to synthesize key points, events, movements and personalities.</p>	<p>Reporting Period: 2017 - 2018</p> <p>Conclusion: Target Not Met</p> <p>The course "The History of Modern Mexico" was offered in the spring of 2018. Eight Students were assessed. Of eleven students assessed, three (25%), exceeded the expectations. The book assigned covered the Mexican Revolution and the particular essay assigned covered the American Intervention at Veracruz in 1914. This event was a turning point in the Mexican revolution in that it shifted the balance of power between one revolutionary faction and another. Twenty-five percent of the student essays correctly placed this event as a turning point in the revolution whereas 75% failed. (05/19/2018)</p> <hr/> <p>Reporting Period: 2016 - 2017</p> <p>Conclusion: Target Not Met</p> <p>Students in History 5308 (Spain and Portugal to 1500) wrote seven critical book reviews that deal with key turning points in modern Iberian history. Four students were included in the assignments. 50% of the students earned average or better.</p> <p>The students looked at various monographs concerning the transition from medieval Iberian early states (Portugal and Spain) to modern nation-states and empires). The students were able to synthesize some of the key turning points but failed to grasp the causes of the decline of the Spanish and Portuguese empires. (05/05/2017)</p>	<p>Use of Results: The instructor intends to assign extra articles from a journal on the Mexican Revolution (Estudios Mexicanos) to address a number of key turning points in the Revolution. The students will write one-page briefs on these turning points as a way of addressing the deficiencies. (05/19/2018)</p> <hr/> <p>Use of Results: The faculty intend to utilize either an essay or assign a book as to the rise and fall of empires (for instance Paul Kennedy's classic "The Rise and Fall of the Great Power's) to help students comprehend why certain nations in history have forged empires and to the causative factors as to why they enter into either slow or rapid periods of decline and even collapse. The faculty are also considering using economics essays or short articles</p>

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			<p>on the economic sources of imperial decline. Another option developed during discussions with fellow historians is to use a comparative historical example on a specific empire, such as "what caused imperial decline during the late Roman Empire" or what caused the transition in "late imperial Tokugawa Japan." (05/05/2017)</p>
		<p>Reporting Period: 2015 - 2016 Conclusion: Target Not Met Students in HIST 5308 wrote critical book reviews that dealt with key turning points in early Iberian history. Sixteen students were included in the assignment. 80% of the students earned above average or better.</p> <p>The students looked at various monographs concerning the transition to Muslim Spain. the students were able to synthesize this key moment, but had trouble with the terminology and Arabic names (anglicized). (05/24/2016)</p>	<p>Use of Results: For future world histories, the faculty intends to provide a working glossary of non-English/non-western words and terms. The faculty also intends to present a lecture on the history of language and language similarities. For instance, it is estimated that 15% Spanish language is rooted in the Arabic language, so a lecture demonstrating common words and phrases between Arabic and Spanish would help students understand the evolution of languages, phrases, and words. Many of our students are bi-lingual, so this should also allow them to expand their cultural appreciation of the Arabic language and people. (05/24/2016)</p>
		<p>Reporting Period: 2014 - 2015 Conclusion: Target Not Met Results: Students in History 5310 (American Foreign Policy and the History of the Cold War) during Spring 2015 completed summative exams in history. Twelve students were included</p>	<p>Use of Results: Based on the results from History 5310 in Spring 2015, the faculty have decided to offer this course during the fall of 2015 semester as an in-class</p>

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		<p>in the assessment. 75% of students scored above average or better.</p> <p>Discussion of Results:</p> <p>I found that many of the students had very little understanding of the chronology of the Cold War, and most felt it began after World War Two and not a result of the First World War. Students had difficulty synthesizing the events. (03/25/2016)</p>	<p>course as opposed to a web-based course. By doing this, I will be able to develop two good background lectures to the Cold War, rooted in the First World War and the Russian Revolution to promote students' greater understanding of the interrelationships.</p> <p>While many students who live outside of the Alpine region will be unable to take the course, some students will be able to take the in-class course. The two lectures can be videotaped to be included in web-based classes, if the decision is made to offer that venue again. (03/25/2016)</p>
<p>SLO 3 - The history graduate student will demonstrate the ability to write persuasively about topics in history.</p> <p>Outcome Status: Active</p>	<p>Written Assignment -</p> <p>a. Book Review in class about American History</p> <p>Students will be evaluated by the instructor at the end of a course on American History, on their ability to write a persuasive review of an assigned book. The courses are on a 3-year rotation, so the course topic changes each year. A scoring rubric will evaluate students' ability to summarize, analyze, and persuasively take a position about the book.</p> <p>Target: 80% of students will score above average or better on the persuasive book review.</p>	<p>Reporting Period: 2017 - 2018</p> <p>Conclusion: Target Not Met</p> <p>The course "Race, Sex, and Power in America: 1519-1919" taught in the spring of 2018 assigned a series of articles on the impact of patriarchy and race in southern society during the 18th and 19th century. Eight students successfully completed the assignment; two of which (25%) demonstrated an acceptable understanding of the intersection of race, patriarchy, and and class in the Antebellum South. The students also failed to grasp the role of the emergence of the cotton industry and the concentration of wealth in consolidating a ruling elite in the southern political economy. (05/19/2018)</p>	<p>Use of Results: The instructor intends to present a theoretical approach to patriarchy and power by incorporating gender theory perspectives on the origins of patriarchy in Western European society and its transference to the American colonies in the 17th century. The instructor also intends to provide a comparative reading assignment of class and patriarchy in the American North and the domination of Native Americans and Women as a comparative backdrop to the domination of African Americans and Women in the American South. (05/19/2018)</p>
		<p>Reporting Period: 2016 - 2017</p> <p>Conclusion: Target Not Met</p>	<p>Use of Results: The faculty intends to use this classic personal</p>

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		<p>Students in the Fall 2016 History 5310 (Jacksonian America: 1815-1848) wrote persuasive book reviews over the second book assigned "Democracy in America" by Alexis de Tocqueville. Four students were assessed, using the rubric established and 25% (one student scored above average).</p> <p>The book assigned is rather complex as it contains various perspectives on American politics, race relations, religion, economics, social customs as they existed in the 1830s. The students failed to synthesize the various strands of observations that Alexis de Tocqueville conducted during his two year travels through the United States during the Jacksonian era. (05/05/2017)</p>	<p>account of the Jacksonian era but with certain clarifications. The faculty intends to approach and assign the reading of the book and the assigning of book reviews in stages or thematic sections. For instance, the first section of this classic account covers American town hall meetings and political structures. The faculty intends to assign this as one section. The second section covers American religion, the faculty intends to assign this as a separate section. The faculty intends to do this for each section. At the conclusion of the semester, the faculty intends to set aside one lecture as a classroom discussion in order to encourage students to synthesize the book into one coherent school of thought. The final aspect of this process will be for the student write a persuasive essay choosing one side of an historical debate and defending their position on an historical point or controversy. (05/05/2017)</p>
		<p>Reporting Period: 2015 - 2016 Conclusion: Target Met Students in Fall 2015 History 5310 (Native American History) wrote persuasive book reviews over the fourth book assigned (The American Revolution in Indian Country). Sixteen students were assessed, using the rubric established, and eighty percent (12 students) scored above average.</p> <p>The students wrote persuasively as to why certain Native Americans allied themselves with the British and why</p>	<p>Use of Results: Although the target goal was met, 20% of the students failed to grasp the critical choices facing Native Americans on the eve of the American Revolution. For the future, the faculty intends to assign a historical film "The Broken Chain" about the choices that the Iroquois nation faced in the year 1775-1777 and the outcomes of</p>

Student Learning Outcomes	Assessment Methods	Results	Use of Results
		<p>certain Native Americans allied themselves with the Patriots. They included economic and technological dependency and the geo-political realities facing Native American societies. (05/24/2016)</p> <hr/> <p>Reporting Period: 2014 - 2015 Conclusion: Target Not Met Results: Students in History 5313 (History of Latinas/Latinos in the United States) during Summer I 2014 wrote book reviews. Ten students were included in the assessment of the last book review. 50% of students scored above average or better. Discussion of Results: The course dealt with Latinas/Latinos in the United States. Many students were angry, because during the summer of 2014, when this course was being offered, there was a surge of young children from Central America to the U.S. Many students expressed racist and violent sentiments against Latinos and their children. It clouded their perspective of the course. (03/25/2016)</p>	<p>those choices in the aftermath of the American Revolution. (05/24/2016)</p> <hr/> <p>Use of Results: Based on the results from History 5313 in Summer I 2014, the faculty have decided to assign a book that explains the push factors as to why people leave their countries of origin, and the social and economic factors as to why people emigrate. We also plan to teach students how to express controversial positions using supporting evidence; rather than opinions. A graphic organizer will be used to help students organize the evidence from the book to support their positions. (03/25/2016)</p>
	<p>Written Assignment - b. Research Paper in Class about World History Students will be evaluated by the instructor at the end of a course on World History, on their ability to write a research paper with a well-documented perspective on a given topic. The courses are on a 3-year rotation, so the course topic changes each year. A scoring rubric will evaluate students' ability to summarize, analyze, compare and make a persuasive argument. Target: 80% of students will score above average or better on the research paper.</p>	<p>Reporting Period: 2017 - 2018 Conclusion: Target Not Met In the fall of 2017 the course "Medieval Europe" was offered. Twelve students were assessed and six students (50%) successfully completed the comparative book review by presenting a persuasive argument on the collapse of the Western Roman Empire and its transition to feudal society. The students failed to grasp the impact of the political and military and political vacuum that emerged in Western Europe by a comparative book on the successful imperial status of Byzantium, the Roman East. (05/19/2018)</p>	<p>Use of Results: The instructor intends to present a comparative reading assignment early in the course schedule that compares a similar historic epoch in the history of the Mediterranean with the collapse of the classic age in 1187 BCE. By presenting an earlier historical example of the transition from one era (the Bronze Age) to another (the Iron Age) and why certain regions experienced a greater collapse (Minoan Civilization) than other regions (Dynastic Egypt) the instructor feels that students would be better able to comprehend the critical transition</p>

Student Learning Outcomes	Assessment Methods	Results	Use of Results
			with the collapse of the Western Roman Empire with that of the East (Constantinople of Byzantium) (05/19/2018)
		<p>Reporting Period: 2016 - 2017</p> <p>Conclusion: Target Met</p> <p>Students in Fall 2016 History 5308 (Iberian History Since 1500) wrote research papers on topics of their choosing. Four students were included in the assessment. 100% of the students assessed (four of the four) scored average or better.</p> <p>Most students presented papers with persuasive arguments . To improve over the last year's assessment, in which the targeted goal was not met, the faculty provided additional archival training and sources for the student's to find and evaluate sources and evidence for their research papers. Although this was an online course, the students were able to access library and archival databases for primary sources and instruction which enabled them to better grasp the nature of critical analysis and thinking when approaching a secondary source or account of an historical event. (05/05/2017)</p>	<p>Use of Results: The faculty intends to continue critical research and archival training to students in order them to critically evaluate historical narratives and secondary sources. For instance, even though this course was online, the faculty are obtaining videos (through easily accessible and legal websites) that discuss questions such as "what is a primary and secondary source?" "How does a scholar rate and judge the quality and applicability of historical interpretation from a primary source, a diary or a ledger," etc. This should allow an off-campus student the ability to further understand and evaluate archival and primary sources. This proved essential in improving student's performances from 2015-2016 to 2016-2017 and holds optimism for the future. (05/05/2017)</p>
		<p>Reporting Period: 2015 - 2016</p> <p>Conclusion: Target Not Met</p> <p>Students in Fall 2015 History 5308 (Iberian History to 1500) wrote research papers on topics of their choosing. Twelve students were included in the assessment. 70% scored above average or better.</p> <p>Most students presented papers with persuasive arguments. Less successful was in the area of documentation and evidence. Although most papers were</p>	<p>Use of Results: The faculty determined that for graduate students, additional archival training is needed to enhance the student's ability to find and evaluate sources and evidence for their research papers. The faculty intend to accomplish this goal by having two research specialists</p>

<i>Student Learning Outcomes</i>	<i>Assessment Methods</i>	<i>Results</i>	<i>Use of Results</i>
		<p>well-documented, the sources were not critically examined. For example, some students did not find sources that were readily available which presented key arguments and perspectives. (05/24/2016)</p>	<p>attend and provide a lecture to the class. One representative will be from the library who specializes in research and the other will be from the Archives of the Big Bend which is located in the Wildenthal Library at Sul Ross State University. The library research specialist and the archivist will discuss research methods and ideas with the class before they begin the actual research process. (05/24/2016)</p>
		<p>Reporting Period: 2014 - 2015 Conclusion: Target Not Met Results: Students in History 5303 (Seminar in Pre-Columbian and Colonial Mexican History) during Spring 2015 wrote research papers. Fifteen students were included in the assessment. 75% of students scored above average or better. Discussion of Results: The students failed to compare the Spanish Conquest of Mexico with that of the British Conquest of the American Indians along the Atlantic Seacoast OR the Mexican War for Independence against Spain with that of the United States against Great Britain. (03/25/2016)</p>	<p>Use of Results: Based on the results from History 5303 in Spring 2015, the faculty have decided to make it explicitly clear in the syllabus that the final research paper must use a comparative theme when approaching the Mexican colonial case. I will assign an article that will help students understand the importance and value of comparative history. (03/25/2016)</p>