Mission / Purpose
The Department of History serves the students of the University of New Orleans by providing a broad-based undergraduate education to both history majors and students in other fields, by delivering a first-rate and growing graduate program, and by maintaining the highest level of excellence in teaching to help students complete their degrees. The Bachelor of Arts degree in History provides undergraduate students with a basic knowledge of history, teaching them to enhance their historical awareness, to exhibit the skills necessary for valid historical analysis, and to produce scholarly material. The Department of History seeks to support faculty efforts to improve teaching skills and retention, improve the level of research and publication output, promote the use of New Media in teaching and research, increase public outreach and links to the Greater New Orleans community, and maintain an active role in the University's efforts to promote international education.

Student Learning Outcomes/Objectives, with Any Associations and Related Measures, Targets, Findings, and Action Plans

SLO 1: Broad understanding of the history discipline
History majors will demonstrate broad understanding of the history discipline by gaining a solid foundation in both US and World History.

Related Measures

M 1: Midterm and final exams
Midterm and final exams in required US and World History surveys (HIST 1001, 1002, 2501, 2502)

Source of Evidence: Academic direct measure of learning - other

Target:
In each semester, and for each of the four survey courses, 80% of history majors will receive an A or B average grade for their midterms and final exams.

Finding (2013-14) - Target: Partially Met
During the Fall 2013 semester, 29 history majors took midterm and final exams in our required history surveys, HIST 1001, HIST 1002, HIST 2501, HIST 2502 (in each case, either 2 or 3 exams total). 48 of the 74 exams completed, or 65%, received scores of 80% or better. Thus our target of 80% was not met. Breaking out the numbers between the US and World History surveys, we found that in the US History surveys, 88% of our majors scored better than an 80% on their exams (thus meeting the target for US History), while in the World History surveys, only 54% of our majors scored better than 80% on their exams. Further investigation revealed that most of the lower grades are in the first section of the World History survey, or Hist 1001. This is often the first History course our majors take, often in the first or second semester of their study at UNO.

During the Spring 2014 semester, 18 history majors took midterm and final exams in our required history surveys, HIST 1001, HIST 1002, HIST 2501, HIST 2502 (in each case, either 2 or 3 exams total). 36 of 47 exams completed, or 76.6%, received scores of 80% or better. Thus our target of 80% was not met. Unlike during the Fall 2013 semester, no one class or area stood out for having a lower percentage, with the performance in the US History surveys only slightly higher. It appears that the class to watch most closely is Hist 1001, during the Fall semester.

Related Action Plans (by Established cycle, then alpha):

World History monitoring
Our target was met for our History majors in our US History survey. We will continue to monitor their progress. We will track more closely our majors in Hist 1001 (World History I) , and reach out to them during the semester in some cases. We will also plan to take greater care with our freshman & sophomores majors, making sure they are succeeding in our World History surveys.

Established in Cycle: 2013-14
Implementation Status: Planned
Priority: H3h

Relationships (Measure | Outcome/Objective):
Measure: Midterm and final exams | Outcome/Objective: Broad understanding of the history discipline

Responsible Person/Group: Andrew Goss

M 2: Exit survey
Exit survey to be completed by graduating history majors

Source of Evidence: Exit interviews with grads/program completers

Target:
80% or more of survey respondents will indicate they have gained 80% of the skills surveyed.

Finding (2013-14) - Target: Met
We surveyed all 47 of our Summer 2013, Fall 2013 and Spring 2014 graduates, and 13 responded to two sets of questions. The results are below. For each of the questions, at least 12 out of 13 (92%) indicated that they had either an excellent or good understanding of the skills surveyed. 1. Please take a few moments to complete the University of New Orleans History Department's 2013-14 graduation survey for undergraduates. This survey is part of our Institutional Effectiveness plan, and is designed to help us assess how our curriculum and courses are contributing to our stated student learning outcomes. This survey is completely anonymous. It
SLO 2: B.A. recipients will exhibit the skills necessary for historical analysis via written and oral narrative.

Related Measures

History 3001

M 3: Final Project Rubric

History 3001 Final Project Rubric

Source of Evidence: Project, either individual or group

Target:
At least 80% of portfolios reviewed will receive a score of 80% or better on the final project rubric

Finding (2013-14) - Target: Met

Of the 16 students who completed a final project in our capstone course (now Hist 4800) during the Fall 2013
Of the 16 students who completed a final project in our capstone course (now Hist 4800) during the Fall 2013 semester, 13 (or 81.2%) received more than 80% on their final project rubric. Of the 15 students who completed a final project in our capstone course during the Spring 2014 semester, 13 (or 86.7%) received more than 80% on their final project rubric.

Related Action Plans (by Established cycle, then alpha):

No action needed: Final project rubric
Our goal was met during the Fall 2013 semester. After further consultation with the instructor of our capstone course, we have decided that no further action is needed.

Established in Cycle: 2013-14
Implementation Status: Planned
Priority: Low

Relationships (Measure | Outcome/Objective):
Measure: Final Project Rubric | Outcome/Objective: Historical analysis via written and oral narrative

Responsible Person/Group: Catherine Candy

SLO 3: Scholarly material
History majors will produce scholarly material by engaging with both primary and secondary sources.

Related Measures

M 4: Portfolio
Review of portfolio, to be analyzed in History 3001
Source of Evidence: Portfolio, showing skill development or best work

Target:
80% of portfolios reviewed will receive a score of 80% or better on the rubric

Finding (2013-14) - Target: Not Met
During the Fall 2013 semester we collected 18 portfolios in Hist 4800. 9 of 18 portfolios, or 50%, received rubric scores of more than 80%. The target was not met. The average across all the rubrics was 73%. During the Spring 2014 semester we collected 14 portfolios in Hist 4800. 9 of 14 portfolios, or 64%, received rubric scores of more than 80%. The target was not met. The average across all the rubric was 83%.

Related Action Plans (by Established cycle, then alpha):

Writing requirements in 3000+ courses
Many of the portfolios scored poorly in our rubric. In particular, numerous portfolios did not address all the elements (synthesis of historical information, primary source analysis, clear writing, and ability to design a historical argument). This was a surprising revelation. It suggests that is a great variety of written expectations in our history courses. We believe there is a need for greater coordination and agreement for writing assignments and expectations in our upper-level history course work. We may also need to revise the rubric as a result. This does not require a change in curriculum, but clearer expectations for SLOs in upper-level history courses. The history faculty will develop these expectations during the Spring 2014 semester.

Established in Cycle: 2013-14
Implementation Status: Planned
Priority: High

Relationships (Measure | Outcome/Objective):
Measure: Portfolio | Outcome/Objective: Scholarly material

Responsible Person/Group: Andrew Goss

M 5: Student Rating of Instruction (SRI) Forms
Student Rating of Instruction (SRI) Forms
Source of Evidence: Student course evaluations on learning gains made

Target:
80% of SRI averages for questions 21-25 for each class will be over 4.5

Finding (2013-14) - Target: Partially Met
During the Spring 2013 semester, 19 out of 24 undergraduate courses had SRI averages for questions 21-25 over 4.5, or 79% (please note: if we had used different rounding rules, the percentage could have been above 80%) During the Summer 2013 semester, 4 out of 7 undergraduate courses had SRI averages for questions 21-25 over 4.5, or 57% (averages were consistently and on average lower in the online sections). Fall 2014 semester SRI data not available at this time (May 2014). Data will be entered when SRI summaries become available.

Related Action Plans (by Established cycle, then alpha):

Faculty effectiveness
The chair of the department will continue to promote effective teaching to undergraduates. It will be especially important to promote best teaching practices in online courses. The department faculty will during the Spring 2014 semester develop a document outlining our expectations for online course delivery.

Established in Cycle: 2013-14
Implementation Status: Planned
Priority: Medium

Relationships (Measure | Outcome/Objective):
Measure: Student Rating of Instruction (SRI) Forms | Outcome/Objective: Scholarly material

Responsible Person/Group: Andrew Goss
Complete undergraduate survey
During February 2014 we will finalize our undergraduate survey which we will use to do an exit survey of our BA completers.

Established in Cycle: 2013-14
Implementation Status: Planned
Priority: High

Relationships (Measure | Outcome/Objective):
- Measure: Exit survey | Outcome/Objective: Broad understanding of the history discipline
- Measure: Historical analysis via written and oral narrative

Responsible Person/Group: Andrea Mosterman

Faculty effectiveness
The chair of the department will continue to promote effective teaching to undergraduates. It will be especially important to promote best teaching practices in online courses. The department faculty will during the Spring 2014 semester develop a document outlining our expectations for online course delivery.

Established in Cycle: 2013-14
Implementation Status: Planned
Priority: Medium

Relationships (Measure | Outcome/Objective):
- Measure: Student Rating of Instruction (SRI) Forms | Outcome/Objective: Scholarly material

Responsible Person/Group: Andrew Goss

No action needed: Final project rubric
Our goal was met during the Fall 2013 semester. After further consultation with the instructor of our capstone course, we have decided that no further action is needed.

Established in Cycle: 2013-14
Implementation Status: Planned
Priority: Low

Relationships (Measure | Outcome/Objective):
- Measure: Final Project Rubric | Outcome/Objective: Historical analysis via written and oral narrative

Responsible Person/Group: Catherine Candy

World History monitoring
Our target was met for our History majors in our US History survey. We will continue to monitor their progress. We will track more closely our majors in Hist 1001 (World History I), and reach out to them during the semester in some cases. We will also plan to take greater care with our freshman & sophomores majors, making sure they are succeeding in our World History surveys.

Established in Cycle: 2013-14
Implementation Status: Planned
Priority: High

Relationships (Measure | Outcome/Objective):
- Measure: Midterm and final exams | Outcome/Objective: Broad understanding of the history discipline

Responsible Person/Group: Andrew Goss

Writing requirements in 3000+ courses
Many of the portfolios scored poorly in our rubric. In particular, numerous portfolios did not address all the elements (synthesis of historical information, primary source analysis, clear writing, and ability to design a historical argument). This was a surprising revelation. It suggests that there is a great variety of written expectations in our history courses. We believe there is a need for greater coordination and agreement for writing assignments and expectations in our upper-level history course work. We may also need to revise the rubric as a result. This does not require a change in curriculum, but clearer expectations for SLOs in upper-level history courses. The history faculty will develop these expectations during the Spring 2014 semester.

Established in Cycle: 2013-14
Implementation Status: Planned
Priority: High

Relationships (Measure | Outcome/Objective):
- Measure: Portfolio | Outcome/Objective: Scholarly material

Responsible Person/Group: Andrew Goss