Bachelor of Arts in History AY 2011/12

Student Learning Outcomes	Assessment Methods & Criteria	Student Learning Evidence	Utilization of Evidence
Bachelor of Arts in History graduates will demonstrate discipline-appropriate research and writing ability and skills.	Students in 4000-level history courses are required to produce at least one research project. Those projects will be collected by the history faculty into a research project portfolio. The history faculty will evaluate each graduate's research projects portfolio as to whether the graduate demonstrated discipline-appropriate research and writing ability and skills through the use of an Evaluation Rubric (hard copy on file). Criteria: 85% or more of the graduates will be evaluated by the history faculty as having demonstrated at least adequate (total score on all items of 30 or higher, out of 45) discipline-appropriate research and writing ability and skills.	Following a review of research project portfolios by the history faculty, 100% of Summer 2011 graduates (5 out of 5) have been evaluated by a majority of the history faculty as having demonstrated adequate or higher discipline-appropriate research and writing ability and skills. Following a review of research project portfolios by the history faculty, 100% of Fall 2011 graduates (3 out of 3) have been evaluated by a majority of the history faculty as having demonstrated adequate or higher discipline-appropriate research and writing ability and skills. Following a review of research project portfolios by the history faculty, 100% of Spring 2012 graduates (7 out of 7) have been evaluated by a majority of the history faculty as having demonstrated adequate or higher discipline-appropriate research and writing ability and skills. Goal accomplished.	The history faculty are satisfied with the results of their evaluation of the graduates portfolios regarding demonstrated ability in discipline-specific research and writing ability and skills. The faculty will continue to require student research projects that adequately reflect discipline-appropriate research and writing ability and skills in all 4000-level History courses. The faculty will continue to monitor future results for possible changes.

Bachelor of Arts in History graduates will demonstrate an adequate knowledge of historical content. [Adequate is defined by each history faculty as average or higher assessment of historical knowledge.]	Bachelor of Arts in History graduates will be required to write a reflective essay during the semester they apply for graduation. Instructions for writing the essay will specifically ask students to assess and report on the amount of information they obtained since their first enrollment in the Bachelor of Arts in History program at LSUA in the following areas: US and non-US political and/or constitutional history, US and non-US social and/or economic history, US and non-US cultural and or intellectual history, US and non-US international relations and military history. Each graduate will also be asked to relate how the program could be strengthened to address any of the subject areas in which they received inadequate instruction. Criteria: 85% or more Bachelor of Arts in History graduates will report that they received adequate information in this degree program to improve their content knowledge of history in each sub-area.	33% of Fall 2011 graduates (1 out of 3) submitted the reflective essay. The student reported that his knowledge of historical content was significantly enhanced as a result of the students curriculum. He recommended an enlarged history faculty as an area of improvement. 0% of graduates in other semesters submitted the reflective essay. Data insufficient to determine attainment of goal.	The single response appears to reflect the history faculty's own assessment of the strengths and weaknesses of the history program. The history faculty agree with this graduates assessment, and will continue to strive to deliver superior historical content for students given the fiscally-induced lessened faculty numbers. The history faculty agree to monitor the results of this assessment for graduates perspectives on their historical content education. The history faculty find the return rate highly unsatisfactory. A different assessment method will be considered, with the goal of improving response rates. The history faculty will also consider a different assessment that assesses the same or similar learning objectives.