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Academic Learning Compact : History [Effective 2011]

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Academic Learning Compacts HISTORY

2011 – 2012
Due: May, 2012

Signature Page for Academic Program

Academic Program: History

Chair/Coordinator: Ray Arsenault_____

Date: May 30, 2012

Summary Statement – Academic Program Performance in 2011-12

Provide a summary statement about academic program performance over the previous year including high points and low points

During the academic year 2011-12, the USFSP History program, operating as part of the Department of History and Politics, included five full-time professors and several adjunct instructors. One of the full-time professors, David McMullen, taught as a Visiting Assistant Professor, and Adrian O'Connor, a Visiting Assistant Professor in 2010-11, moved to a tenure-track line in the fall of 2011 after being selected in a national search. Even more than in past years, the History faculty was extremely productive in the areas of scholarly research, as well as community, university, and professional service in 2011-12; and during the year, despite severe staffing and budgetary constraints, the History program offered an expanded range of undergraduate courses in U.S., European, and Latin American History, plus one course in African history. The program also offered three undergraduate/graduate seminars that enroll students in the Florida Studies and Liberal Studies Master of Liberal Arts programs. Overall enrollment in USFSP history courses reached an all-time high in 2011-12, thanks in part to heavy enrollment in U. S. history survey and Western Civilization courses. The addition of a Modern European specialist and three new adjuncts teaching upper-level undergraduate courses in the History of Sexuality, Sports and American Culture, and Modern Africa also led to increased enrollment. The number of history majors also reached unprecedented levels in 2011-12.

Other History program highlights and achievements include: the creation of an undergraduate History Club; the hosting of the Pinellas County National History Day competition; close collaboration with the Florida Humanities Council's Florida Center for Teachers program and *Forum magazine*; extensive participation in Teaching American History grant workshops designed for teachers in Pinellas, Manatee, and Sarasota

Counties; the submission of student papers to the Florida Historical Society's annual undergraduate and graduate research paper competition; collaboration with a number of historical museums, ranging from the St. Petersburg Museum of History to the Smithsonian's National Museum of American History; and the creation of a new endowed professorship, the Hough Family Professorship of Florida Studies, the program's third endowed professorship. The Frank Duckwall, John Hope Franklin, and Hough Family professorships constitute an unusually strong foundation for historical education at USFSP.

We are proud of what our faculty and students were able to accomplish during the past year, sometimes under trying circumstances exacerbated by budgetary and staffing challenges, and we look forward to continued growth and success in the future. We are extremely grateful for the strong and consistent support that the History program has received from the College of Arts and Sciences administration and the offices of the Regional Chancellor and the Vice Chancellor for Academic Affairs, and we are determined to serve as good and faithful stewards of the precious resources allocated for the education of our students and the cultivation of the discipline of history at USFSP.

Summary Statement – Impact of Changes Made in 2011-12

Provide a summary statement about changes that were made in your program as a result of ongoing assessment in 2009-10 and the positive/negative impact of the changes that were made

The History program experienced an appreciable amount of change in 2011-12. Most of this change had little to do with the formal assessment process, the results of which were overwhelmingly positive. With the exception of civic engagement, student performance in the two required capstone courses that we use for assessment met or exceeded our expectations. Staffing changes and impending retirements have had and will continue to have a significant impact on our program. On the positive side, we were able to hire three new adjunct professors, all of whom helped to expand our offerings in new directions: Ellen Zitani (ABD, New York University) offered a course on the History of Sexuality and taught sections of Western Civilization I and II; Larissa Kopytoff (ABD, New York University) offered a course on Modern Africa; and Peter Golenbock (JD, New York University), taught Sports and Modern America, and Baseball and American Culture. Adrian O'Connor, a former Visiting Assistant Professor who switched to a tenure-track line in the fall of 2011, added to the diversification and solidification of our history curriculum by offering courses on "Assassinations in History," the French Revolution, and Nineteenth and Twentieth Century Europe. While our search for a new Frank Duckwall Professor of Florida History, to replace the retiring Professor Gay Mormino, proved unsuccessful in a technical sense, the hiring of Professor Michael Francis, a distinguished historian of Colonial Florida and Latin America, as the Hough Family Professor of Florida Studies, a new endowed professorship created in April 2012, is a very encouraging development that will greatly enhance our course offerings related to the Early Modern Atlantic World, Spain, Colonial Latin America, and Colonial and Antebellum Florida. A renewed search for a U. S. historian with expertise in the history of Modern Florida will begin in the fall of 2012, in cooperation with the interdisciplinary faculty of the Florida Studies graduate program. David McMullen, a Visiting Assistant Professor with specialties in American labor, political, and regional history, remains essential to our American

history curriculum, teaching a number of survey and upper-level undergraduate classes and serving as the advisor for our newly organized History Club.

On the negative side, the History program will soon lose two of its most valued members. Gary Mormino, the Duckwall Professor of Florida History, will retire in September 2012, and Susan Fernandez, the department's specialist in modern Latin American history, is scheduled to retire in May 2013. Prof. Mormino has been a mainstay of our twentieth-century U. S. course offerings, and Prof. Fernandez's ability to teach courses that take our students beyond the boundaries of North America and Europe has been critical to our effort to provide a broad-based history curriculum. Thus, finding a new Duckwall Professor and replacing Prof. Fernandez with a full-time, tenure-track historian whose training transcends North American and European history will be the program's highest priorities in the near future. At the same time, we are determined to expose our students to a broad range of historical experience, and are thus troubled by our inability to offer courses on Asia, the Middle East, and the Ancient World. Expanding the breadth of our history curriculum is essential to the university's goal of preparing students to live in an increasingly globalized and interdependent world, and we are eager to expand our efforts along these lines. Despite severe budget cuts and staffing constraints, our History program has improved dramatically in recent years, with expanded offerings and enrollment, and we will make every effort to sustain this momentum in the future.

Academic Learning Compacts: 2011 – 2012

“... to ensure student achievement in undergraduate and graduate degree programs ...”

Academic Program:

Person Responsible:

Mission of Academic Program (include URL):

List Program Goal(s) / Objective(s):

Program Goals / Objectives must be mapped to College Goals / Objectives – use consistent nomenclature.

[Please note impact of any changes that were made as a result of 2010-11 assessment]

ALCs must address student learning in four areas: 1. Content/Discipline Skills; 2. Communication Skills; Critical Thinking Skills; and 4. Civic Engagement.

1. Content/Discipline Skills

Goals/Objectives	Means of Assessment/ Corroborating Evidence*	Criteria for Success	Findings	Plan for Use of Findings in 2012-13
1a. Demonstrate knowledge of historical events	1. HIS 4936 (Seminar course – variable topics) research paper	75% of majors enrolled receive a grade of B- or better on research paper	Of the 40 students enrolled in 3 sections of HIS 4936, 36 (90.0%) received a B- or better on the research paper	The results were encouraging, and we will continue to use this criterion in the future.
1b. Demonstrate an understanding of the nature of history as a discipline, including theories of history, rules of evidence and logical analysis, historiography, methodology, and the evolution of the historical profession	1. HIS 4104 (Theory of History) grade on methodology paper	75% of majors receive a grade of B- or better on historiography/methodology paper Corroborating Evidence: HIS 4104 methodology paper grades compared to final grades	Of the 20 students enrolled in HIS 4104, 15 (75.0%) received a B- or better. There was a very strong correlation between final grades and the research paper grades.	The performance on the methodology paper is a good index of the students' understanding of the history discipline. We will continue to use this criterion.

*Please include multiple assessments. For example: students perform well on classroom assignments, norm-referenced tests/surveys, and they get accepted to graduate school or are employed.

Academic Learning Compacts: 2011-2012 (Continued)

2. Communication Skills				
Goals/Objectives	Means of Assessment/ Corroborating Evidence*	Criteria for Success	Findings	Plan for Use of Findings in 2012-13
2a. Write clearly and effectively; produce well-organized and well-developed essays and research papers	1. Evaluate HIS 4104 and HIS 4936 research paper grades 2.	75% of majors will receive a grade of B- or better on research papers	Of the 60 students enrolled in HIS 4936 or HIS 4104, 51 (85.0%) received a B- or better. Three students did not submit a paper and received a grade of I or F.	This is a strong index of effective writing skills, and we will continue to use this means of assessment in the future.
2b. Formulate and deliver well-prepared and logically consistent oral presentations in HIS 4104.	1. When assigned, participation grades or presentation grades evaluated	75% of majors will receive a grade of B- or better on oral presentations or class participation	Of the 20 students enrolled in HIS 4104, 15 (75 %) received a grade of B- or better on class participation and oral expression.	Next year we will formalize the oral report assignment in HIS 4104, giving us a more precise measure of oral expression.
3. Critical Thinking Skills				
Goals/Objectives	Means of Assessment/ Corroborating Evidence*	Criteria for Success	Findings	Plan for Use of Findings in 2012-13
3a. Demonstrate how historical analysis is developed and applied.	1. Evaluate HIS 4104 and HIS 4936 research papers	75% of the majors will receive a grade of B- or above on research papers	Of the 60 students enrolled in HIS 4936 or 4104, 51 (85 %) received a B- or better.	We will continue to use this means of measuring historical analysis.
3b. Demonstrate the ability to obtain, use, and synthesize information	1. HIS 4104 and HIS 4936 research papers	75% of the majors will receive a grade of B- or better on research papers	Of the 60 students enrolled in HIS 4936 or 4104, 51 (85%) received a B- or better	We will continue to use this index of students' skill in historical synthesis.
3c. Demonstrate the ability to arrive at informed and ethical decisions that incorporate understanding of historical context in a formal, prepared and deliberate oral presentation in HIS 4104.	1. HIS 4104 oral presentation grade 2. HIS 4104 oral presentation grades will be compared to final grades.	75% of majors will receive a grade of B- or better on organized presentations in class. Oral presentation grades will be consistent with overall grade.	Of the 20 students enrolled in HIS 4104, 15 (75%) received a grade of B- or better on oral participation. There was a strong correlation between presentation and overall course grades.	We will continue to assess oral participation, but we will require and evaluate at least one formal oral presentation in HIS 4104.
4. Civic Engagement				

Goals/Objectives	Means of Assessment/ Corroborating Evidence*	Criteria for Success	Findings	Plan for Use of Findings in 2012-13
Understand the relevance of history to current events and challenges.	<p>Encourage our history majors at USFSP to volunteer in the National History Day Competition for Middle and High School Students.</p> <p>USFSP History students will participate in Research Week with a Poster Presentation.</p>	<p>We would like to see 10 or more USFSP students volunteering to assist the local National History Day competition.</p> <p>Four or more History majors will participate in Research Week.</p>	While 5 Florida Studies graduate students served as National History Day volunteers, only two history undergraduates volunteered and participated. We are still trying to ascertain the exact number of History majors participating in Research Week, but we suspect that the number is one or two.	We will make a concerted effort to increase history student participation in National History Day and Research Week activities. This will be a high priority.

*Please include multiple assessments. For example: students perform well on classroom assignments, norm-referenced tests/surveys, and they get accepted to graduate school or are employed.