

1-1-2015

Academic Learning Compact : History [Effective 2015]

University of South Florida St. Petersburg.

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University of South Florida St. Petersburg, "Academic Learning Compact : History [Effective 2015]" (2015). *Institutional Research: Academic Learning Compacts*. 115.
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Academic Learning Compact: Fall 2015- Spring 2016

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



Academic Learning Compacts
Academic Year: Fall 2015 & Spring 2016

Due: May 20, 2016

Academic Program-linked College Mission-based Goals/Objectives

In the matrix on the following page, please place an X in the grid that identifies the degree program goals and objectives that align with the institutional mission-based goals/objectives and the College based goals/objectives. These goals/objectives need to be documented in your ALC data.

UNIVERSITY OF SOUTH FLORIDA ST. PETERSBURG GOALS & OBJECTIVES		COLLEGE OF ARTS & SCIENCES GOALS & OBJECTIVES	UNDERGRADUATE PROGRAMS											
			Anthropology	Biology	Criminology	Literature & Writing	Environmental Science (BA)	Graphic Design	Political Science	Psychology	History	I.S.S.	Journalism (BA)	World Languages
Academic Performance	Use sustained evidence of SLO's and student achievement for continuous improvement	Initiate and expand graduate programs and develop formal academic ties to other graduate programs within the USF system									X			
	Offer certificate, undergraduate and graduate programs that meet regional needs										X			
	Implement and support information and instructional technologies that facilitate effective pedagogies										X			
	Enhance programs that specifically support academic excellence										X			
	Increase student awareness of participating in a global society										X			
Student Engagement	Create a freshman experience that enables students to thrive and move successfully through to graduation	Our students will have critical skills and a broad outlook that will make them engaged and productive citizens									X			
	Foster institutional pride and strengthen connections within the campus community	Incorporate civic engagement, service learning, and experiential learning into their classes, when appropriate									X			
	Enhance opportunities for increased student involvement in curricular and co-curricular activities										X			
Diversity & Inclusion	Insure an inclusive community where differences are respected and valued	Cultivate a vigorous liberal arts culture by recruiting talented diverse students, maintaining small class sizes, and mentoring those students we have.									X			
	Attract and retain a diverse student population	Encourage free discussion, foster critical thinking, demand that our students write, and work across disciplines									X			
	Increase the diversity of faculty and staff										X			
Research & Creative Activities	Create a vibrant culture of faculty research and creative scholarship	Make significant and meaningful contributions to ongoing dialogues in our academic fields.									X			
	Promote and support undergraduate research as a meaningful aspect of campus life	We expect our undergraduate and graduate students to engage in research in collaboration with faculty									X			
	Enhance and support research and scholarly collaborations with community partners										X			

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Signature Page for Academic Program

Academic Program: History

Chair/Coordinator: Ray Arsenault

Date:

Summary Statement – Academic Program Performance in Fall 2015- Spring 2016

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

During the academic year 2015-16, the USFSP History program, operating as part of the Department of History and Politics, included six full-time professors and several adjunct instructors. One of the full-time professors, D Erica Heinsen-Roach, taught as Visiting Assistant Professor, and one, Larissa Kopytoff, taught as a Visiting Instructor. Elisa Minoff, an Assistant Professor of History specializing in 20th century American political and social history, who joined the faculty in the fall of 2014 after a year as a postdoc at the German Historical Institute, joined Profs. Adrian O’Connor and Larissa Kopytoff in organizing a year-long lecture series dealing the History of Right. 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 2015-16; and during the year, despite severe staffing and budgetary constraints, the History program offered an expanded range of undergraduate courses in U.S., European, Latin American, African, and Chinese History. The program also offered several undergraduate/graduate seminars that enroll students in the Florida Studies and Liberal Studies Master of Liberal Arts programs. Overall enrollment in USFSP history courses remained relatively high in 2015-16 (though somewhat lower than the all-time high enrollment of 2013-14), thanks in part to heavy enrollment in U. S. history survey and Western Civilization courses. We continue to benefit from the addition of Prof. J. Michael Francis (a specialist in Colonial North American and Latin American history) as the Hough Family Professor in 2013, and from several new adjuncts teaching upper-level undergraduate courses in the History of American Women, and Modern China. Similarly, our two visiting faculty members contributed new courses on The Mediterranean: Christians and Moslems, Pirates and Maritime History, African History and Film, and Modern Empires also led to increased enrollment. Following a national trend, the number of history majors declined to 87 (from a high of 105 in 2014-2015) in 2015-16.

Other History program highlights and achievements include: 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 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 and art museums, ranging from the St. Petersburg Museum of History, the Florida Holocaust Museum, the Dali Museum, the St. Petersburg Museum of Fine Arts, and the Tampa Bay History Center to the National Civil Rights Museum and the Smithsonian's National Museum of American History. The recent creation of a new endowed professorship, the Hough Family Professorship of Florida Studies, the program's second endowed professorship, facilitated Prof. Michael Francis's leading role in the official commemoration of Florida's 500th anniversary (Ponce de Leon) and the 450th anniversary of St. Augustine. The Frank Duckwall (converted to a rotating 2-year term endowed professorship in Florida Studies), John Hope Franklin, and Hough Family professorships constitute an unusually strong foundation for historical education at USFSP. All of this was recognized and praised by two external examiners during the program's 7-year External Review conducted during the spring of 2014.

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—especially the hiring of our new Academic Programs Specialist Veronica Matthews in January 2015--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 Fall 2015- Spring 2016

*Provide a summary statement about the changes that were made in your program resulting from the ALC's in the preceding Academic Year.
Include both the high points and low points*

In 2014-2015, the History program began to stabilize after a period of rapid change in personnel. Most of this change had little or nothing to do with the formal assessment process, the results of which were generally positive. We fell a bit short of the 75% success rate goal on several of the indexes of assessment. But in all but one case the rate was within striking distance of the target 75% level. The one exception is the performance (53.6% success rate) on the historical Methodology paper in HIS 4104: Theory and History. Consequently, we are currently reassessing the place of HIS 4104 in our curriculum and seriously considering the substitution of a lower-level Historical Methods course as a requirement for all History Majors. At the same time, a revamping of our General Education and lower-level survey courses is under consideration.

Staffing changes, retirements, and turnover in visiting appointments have had and will continue to have a significant impact on our program. On the positive side, we now have a relatively stable coterie of visiting and adjunct professors, all of whom have helped to expand our offerings: Erica Heinsen-Roach (Ph.D. University of Miami), Medieval and Early Modern Europe and the Mediterranean World; Larissa Kopytoff (ABD, New York University) Africa and Modern Empires; Peter Golenbock (JD, New York University), Baseball and American Culture, Football and American Culture; Terry Tomalin (MLA, USFSP) Rivers of Florida, Fishing in Florida, and Hurricanes and History; Dawn Dyer (Ph.D. Auburn University), U. S. Women's History, and Women in the World. The hiring of Michael Francis (Ph.D., Cambridge University) as the Hough Family Professor of Florida Studies, and Jennifer Snyder (Ph.D., University of Florida) as an adjunct (in the summer of 2013) greatly expanded our offerings in early American History, Colonial Latin American history, Native American History; the history of Spain, the Age of Jefferson, and the Age of Jackson. Their addition, combined with Erica Heinsen-Roach's expertise in Medieval and Early Modern European History has diversified and solidified our history curriculum. 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 and the position was converted to a rotating biennial professorship open to faculty in a number of humanities

disciplines, 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 has greatly enhanced our course offerings related to the Early Modern Atlantic World, Spain, Colonial Latin America, and Colonial and Antebellum Florida. Similarly, the arrival of our new twentieth-century U. S. historian, Elisa Minoff (Ph.D. Harvard), a specialist in the history of migration, has greatly enhanced our offerings in 20th century American history, especially in the areas of social, political, and legal history.

On the negative side, during the past four years the History program has lost two of its most valued members. Gary Mormino, the Frank Duckwall Professor of Florida History, retired in September 2012, and Susan Fernandez, the department's specialist in modern Latin American history, retired in June 2013. In addition, Visiting Assistant Professor David McMullen retired in June 2014. Prof. Mormino had 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. Fortunately, both Prof. Mormino and Prof. McMullen have returned to the faculty as adjunct professors teaching specialty or survey courses. Most importantly, the recent additions to our faculty--Profs. Francis, Minoff, Heinsen-Roach, and Kopytoff-- provide our history program with new opportunities for curricular improvement and expansion and bright prospects for continued overall success in the future. During the coming year, 2016-17, Prof. Raymond Arsenault will be on sabbatical leave, but fortunately we were able to hire Peyton Jones, formerly an adjunct professor, as a one-year replacement/visiting instructor.

Mission of Academic Program (include URL): Our faculty seeks to inform and question, to provoke, and to challenge our students to a higher level of understanding of the past. History at USF St. Petersburg offers the student an opportunity to explore civilizations from around the globe and from the ancient through contemporary eras. We encourage our students to move beyond traditional memorization of material to a critical level of thinking, analysis, and synthesis. Accomplished history majors are attractive to all kinds of employers in any number of fields, as well as to graduate and professional schools. USF history alumni can be found in such diverse professions as law, medicine, business, government, foreign service, politics, and education. <http://www.usfsp.edu/hp/history/>

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

Our program goals are for students to:

- Demonstrate knowledge of historical events
- 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
- Write clearly and effectively; produce well-organized and well-developed essays and research papers
- Formulate and deliver well-prepared and logically consistent oral presentations in HIS 4104
- Demonstrate how historical analysis is developed and applied
- Demonstrate the ability to obtain, use, and synthesize information
- Understand the relevance of history to current events and challenges.

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 Fall 2016 – Spring 2017
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 38 students enrolled in HIS 4936, 31 (81.5%) received a B- or better.	The results were close to the expected range. We will continue to use this criterion in the future.
1b.Demonstrate an understanding of the nature	1. HIS 4104 (Theory of	75% of majors receive a	Of the 33 students enrolled in	The performance on the

of history as a discipline, including theories of history, rules of evidence and logical analysis, historiography, methodology, and the evolution of the historical profession	History) grade on methodology paper	grade of B- or better on historiography/methodology paper Corroborating Evidence: HIS 4104 methodology paper grades compared to final grades	HIS 4104, 31 (93.9%) received a B- or better.	methodology paper is a good index of the students' understanding of the history discipline. We will continue to use this criterion. We have instituted a change that will turn the required Theory of History course into a lower-level Historical Methods and Theory Introductory course.
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*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.

2. Communication Skills

Goals/Objectives	Means of Assessment/ Corroborating Evidence*	Criteria for Success	Findings	Plan for Use of Findings in Fall 2016 – Spring 2017
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	75% of majors will receive a grade of B- or better on research papers	Of the 71 students enrolled in HIS 4104 and HIS 4936, 62 (87.3%) students received a B- or better.	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 33 students enrolled in HIS 4101, 32 (97%) received a B- or better.	We continue to be glad that we formalized the oral report assignment in HIS 4104, giving us a more precise measure of oral expression.

*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

3. Critical Thinking Skills

Goals/Objectives	Means of Assessment/ Corroborating Evidence*	Criteria for Success	Findings	Plan for Use of Findings in Fall 2016 – Spring 2017
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 71 students enrolled in HIS 4104 and HIS 4936, 62 (87.3%) students 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 71 students enrolled in HIS 4104 and HIS 4936, 62 (87.3%) students received a	We will continue to use this index of students' skill in historical synthesis.

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			B- or better.	
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 33 students enrolled in HIS 4101, 32 (97%) received a B- or better.	We will continue to assess oral participation, but we will require and evaluate at least one formal oral presentation in HIS 4104.

*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

4. Civic Engagement:

Goals/Objectives	Means of Assessment/ Corroborating Evidence*	Criteria for Success	Findings	Plan for Use of Findings in Fall 2015 – Spring 2016
Understand the relevance of history to current events and challenges.	Encourage our history majors at USFSP to volunteer in the National History Day Competition for Middle and High School Students.	We would like to see 10 or more USFSP students volunteering to assist the local National History Day competition	Three Florida Studies graduate students or alumni served as National History Day volunteers, and three history undergraduates volunteered and participated.	We will continue to make a concerted effort to increase history student participation in National History Day and Research Week activities. This will be a high priority.
	USFSP History students will participate in Research Week with a Poster Presentation.	Four or more History majors will participate in Research Week.	Unfortunately, no History majors or Florida Studies graduate students participated in Research Week.	We will continue to 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

Signature Page for Academic Program

Academic Program: History

Chair/Coordinator:

Date:

ALC GOALS ESTABLISHED FOR DATA COLLECTION: Fall 2016 & Spring 2017

1. Content/Discipline Skills				
Goals/Objectives	Means of Assessment/ Corroborating Evidence*	Criteria for Success	Findings	Plan for Use of Findings Fall 2017 & Spring 2018
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		
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		

2. Communication Skills				
Goals/Objectives	Means of Assessment/ Corroborating Evidence*	Criteria for Success	Findings	Plan for Use of Findings Fall 2017 & Spring 2018
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	75% of majors will receive a grade of B- or better on research papers		
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		

3. Critical Thinking Skills				
Goals/Objectives	Means of Assessment/ Corroborating Evidence*	Criteria for Success	Findings	Plan for Use of Findings in Fall 2016 – Spring 2017
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		
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		
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.		

4. Civic Engagement:				
Goals/Objectives	Means of Assessment/ Corroborating Evidence*	Criteria for Success	Findings	Plan for Use of Findings in Fall 2015 – Spring 2016
Understand the relevance of history to current events and challenges.	Encourage our history majors at USFSP to volunteer in the National History Day Competition for Middle and High School Students.	We would like to see 10 or more USFSP students volunteering to assist the local National History Day competition		
	USFSP History students will participate in Research Week with a Poster Presentation.	Four or more History majors will participate in Research Week.		