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Academic Learning Compact : History [Effective 2017]

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Academic Learning Compact: Fall 2017- Spring 2018

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



Academic Learning Compacts
Academic Year: Fall 2017 & Spring 2018

Due: May 21, 2018

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				

Academic Learning Compact: Fall 2017- Spring 2018

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

Signature Page for Academic Program

Academic Program: History

Chair/Coordinator: J. Michael Francis

Date: May 20, 2018

Summary Statement – Academic Program Performance in Fall 2017- Spring 2018

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

During the 2017-2018 academic year, we had a total of 84 History majors. To meet graduation requirements, all majors are required to enroll in at least one section of the program’s capstone seminar, HIS 4936. Seminar topics vary depending on the instructor’s area of expertise, but all sections require at least one oral presentation as well as a major research paper. Because all majors are required to take HIS 4936 before graduation, we determined that it is ideal to use student work from this capstone seminar class to assess our program’s goals. A total of 22 students enrolled in one of four sections of HIS 4936 offered during the 2017-2018 academic year (11 in the fall semester and 11 in the spring semester). We were pleased that most of our students either met or exceeded department goals; however, there are some areas of concern that we plan to address in the future.

For one, we remain concerned about the quality of student written communication, namely the ability to write in clear and effective prose. To address this concern, last year we created an entirely new course, HIS 3002: *Historical Methods and Materials*. HIS 3002 will be taught by full-time faculty; it will be writing and research intensive, and we hope that it will help prepare students to succeed in the capstone seminar. We offered one section of HIS 3002 for the first time in Spring 2018, and the course reached its cap of 25 students. We expect to offer one section of HIS 3002 each semester and we will continue to monitor enrollment numbers to determine whether or not to add additional sections. We hope that future assessment data from HIS 4936 will reveal a broad improvement in all student learning outcomes.

As a program, we continue to offer our students a wide variety of internship and independent study opportunities. In the summer of 2017 we offered our first online course, HIS 3938 *Hamilton: Rethinking the Musical*, which attracted a large number of students. For that reason, we decided to offer the course again in the summer of 2018. This time, student enrollment was less robust (33 students), but its enrollment exceeded that of every other history class we offered. We will continue to evaluate student need for online classes, and we hope to offer one or two more in the future. Dr. Francis continues to offer his two-semester Spanish Paleography program, which he teaches as an uncompensated overload. In the summer of 2018, Dr. Francis took six USFSP students and one USF-Tampa student to Spain, where they spent eight weeks conducting original archival research at the *Archivo General de Simancas* and the *Archivo General de Indias*. History faculty members continue to offer (as uncompensated overloads) Directed Independent Study courses and Internship supervision. In 2017-2018, we offered six sections (nine students) of HIS 4900 *Directed Independent Study* and four sections (four students) of HIS 4140 *Internship*. We will continue to evaluate additional internship opportunities for our students and we hope to offer more in the future.

The 2017-2018 academic year brought with it some serious challenges as well. During the fall semester, Dr. Ray Arsenault was on sabbatical and our other US historian, Dr. Elisa Minoff, resigned to relocate to Washington, DC. As a result, most of our courses were taught by visiting faculty and adjuncts, a practice we hope to avoid in the future. The hire of Dr. Erin Maulden, our new tenure-track historian in Modern US History, will bring some much-needed stability and we are excited for her arrival in Fall 2018.

As a department, we remain committed to having full-time faculty teach at every level of the curriculum, from Freshmen General Education surveys to our senior capstone seminar.

Summary Statement – Impact of Changes Made in Fall 2017- Spring 2018

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

As mentioned in last year's Summary Statement, the lack of clarity in our former ALCs did not effectively capture the specific program goals or outcomes, and thus provided little useful data from which to recommend or implement meaningful curricular changes. To address this problem, we created an entirely new set of outcomes and the rubrics needed to assess them. This year represents the second year we have gathered this assessment material, and therefore it is difficult to determine whether or not the results reflect long-term patterns. We will continue to gather the material over the next few years to better assess what changes, if any, are needed. Even though most students met or exceeded department expectations in every category, this year's findings reveal that our students continue to struggle in areas of critical thinking and oral communication.

The ability to write in clear and effective prose is central to the practice of history; in fact, it is a critical skill for all college students. This year's assessment reveals that just 95% of our majors met or exceeded the ability to write in clear and effective prose (Outcome 2a), a significant improvement over last year's figures (79%). This year we created a new required course for all majors, HIS 3002: *Historical Methods and Materials*. Our new four-year plan requires that all majors successfully complete this course before they are allowed to enroll in the capstone seminar, HIS

Academic Learning Compact: Fall 2017- Spring 2018

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4936. We hope that HIS 3002 will improve student success in the seminar and that we will see a steady improvement in their ability to communicate effectively. We will continue to evaluate those assessment scores carefully to determine whether or not additional curricular changes are needed. Department members will meet early in the fall 2018 semester to discuss this year's ALCs and consider strategies that we can adopt to improve student outcomes.



Signature Page for Academic Program

Academic Program: History

Responsible Person: J. Michael Francis

Date:

Mission of Academic Program (include URL): The discipline of history embraces a diverse world of ideas, peoples, and events.

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. USFSP 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 facts, that is, the who, what, when, and where questions about human societies.
- Demonstrate ability to conduct advanced historical research, including the ability to locate, cite, and present primary and secondary sources.
- Demonstrate ability to write in clear and effective prose.
- Demonstrate ability to present historical information and analysis through oral presentations
- Demonstrate the ability to analyze and explain complex historical phenomena – that is, to provide answers to how and why questions about the past.
- Demonstrate awareness of competing historical narratives and relevant scholarly debates in the field.

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

ALC GOALS ESTABLISHED FOR DATA COLLECTION: Fall 2017 & Spring 2018

1. Content/Discipline Skills

Goals/Objectives	Means of Assessment/ Corroborating Evidence*	Criteria for Success	Findings	Plan for Use of Findings Fall 2018 & Spring 2019
1a. Demonstrate knowledge of historical facts, that is, the who, what, when, and where questions about human societies.	Final capstone research paper in HIS 4936	Final research papers are evaluated based on a 1-9 scale. Scores between 1-3 do not meet department expectations. Scores between 4-6 meet department expectations and scores that fall between 7-9 exceed department expectations. The History program expects that 90% of majors should meet or exceed goal 1a.	During the 2017-2018 academic years, a total of 22 students enrolled in one of the four sections offered of HIS 4936 (two in the fall and two in the spring). For goal 1a, 20/22 students (91%) either met or exceeded department expectations.	As a program, we expect to continue to see that a high percentage of our majors meet or exceed expectations in the category. All HIS 4936 seminars are reading intensive and all sections require a lengthy research

Academic Learning Compact: Fall 2017- Spring 2018

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

<p>1b. Demonstrate ability to conduct advanced historical research, including the ability to locate, cite, and present primary and secondary sources.</p>	<p>Final capstone research paper in HIS 4936</p>	<p>Final research papers are evaluated based on a 1-9 scale. Scores between 0-3 do not meet department expectations. Scores between 4-6 meet department expectations and scores that fall between 7-9 exceed department expectations. The History program expects that 90% of majors should meet or exceed goal 1b.</p>	<p>During the 2017-2018 academic years, a total of 22 students enrolled in one of the four sections offered of HIS 4936 (two in the fall and two in the spring).</p> <p>For goal 1b, 21/22 students (95%) either met or exceeded department expectations.</p>	<p>We are pleased that such a high percentage of our majors either meet or exceed this outcome. With the introduction of our new Methods course, HIS 3002, we expect to see this percentage remain high.</p> <p>One exercise that has worked well to maintain high student success rates for this goal is to have students submit detailed research bibliographies early in the semester.</p>

2. Communication Skills

Goals/Objectives	Means of Assessment/Corroborating Evidence*	Criteria for Success	Findings	Plan for Use of Findings Fall 2018 & Spring 2019
<p>2a. Demonstrate ability to write in clear and effective prose.</p>	<p>Final capstone research paper in HIS 4936</p>	<p>Final research papers are evaluated based on a 1-9 scale. Scores between 1-3 do not meet department expectations. Scores between 4-6 meet department expectations and scores that fall</p>	<p>During the 2017-2018 academic years, a total of 22 students enrolled in one of the four sections offered of HIS 4936 (two in the fall and two in the spring).</p>	<p>It is difficult to say whether or not this is a broad trend or that this year we had some outstanding students in our seminars. We continue to stress writing in all of our courses,</p>

		between 7-9 exceed department expectations. The History program expects that 80% of majors should meet or exceed goal 2a.	For goal 2a, 21/22 students (95%) either met or exceeded department expectations.	from introductory surveys to senior seminars.
2b. Demonstrate ability to present historical information and analysis through oral presentations	Required oral presentation in capstone seminar HIS 4936	Oral presentations are evaluated based on a 1-9. Scores between 1-3 do not meet department expectations. Scores between 4-6 meet department expectations and scores that fall between 7-9 exceed department expectations. The History program expects that 80% of student papers should meet or exceed department expectations.	During the 2017-2018 academic years, a total of 22 students enrolled in one of the four sections offered of HIS 4936 (two in the fall and two in the spring). For goal 2b, 18/22 students (82%) either met or exceeded department expectations.	While 82% of students met or exceeded department expectations, the overall rubric scores were relatively low. Few students exceeded department expectations for this outcome, with most scoring between 4 and 6. Department members plan to meet in the fall of 2018 to discuss strategies to help improve the quality of student oral presentations. One option is to include oral presentations as a requirement in all 3000-level History courses.

3. Critical Thinking Skills

Goals/Objectives	Means of Assessment/ Corroborating Evidence*	Criteria for Success	Findings	Plan for Use of Findings Fall 2018 & Spring 2019
3a. Demonstrate the ability to analyze and explain complex historical phenomena – that is, to provide answers to how and why questions	Final capstone research paper in HIS 4936	Final research papers are evaluated based on a 1-9 scale. Scores between 1-3 do not meet	During the 2017-2018 academic years, a total of 22 students enrolled in one of the four	Students performed well this year in their ability to explain complex historical phenomena.

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<p>about the past.</p>		<p>department expectations. Scores between 4-6 meet department expectations and scores that fall between 7-9 exceed department expectations. The History program expects that 75% of majors should meet or exceed goal 3a.</p>	<p>sections offered of HIS 4936 (two in the fall and two in the spring). For goal 3a, 20/22 students (91%) either met or exceeded department expectations.</p>	<p>As a department, we focus on this particular skill in all of our courses and therefore it is not surprising that our majors are able to analyze and explain complex historical phenomena.</p>
<p>3b. Demonstrate awareness of competing historical narratives and relevant scholarly debates in the field.</p>	<p>Final capstone research paper in HIS 4936</p>	<p>Final research papers are evaluated based on a 1-9 scale. Scores between 1-3 do not meet department expectations. Scores between 4-6 meet department expectations and scores that fall between 7-9 exceed department expectations. The History program expects that 75% of majors should meet or exceed goal 3a.</p>	<p>During the 2017-2018 academic years, a total of 22 students enrolled in one of the four sections offered of HIS 4936 (two in the fall and two in the spring). For goal 3b, 18/22 students (82%) either met or exceeded department expectations.</p>	<p>While 82% of students met or exceeded department expectations, most of the scores fell between 4-6, indicating that students still struggle with this outcome. Our plan is to spend more class time discussing competing historical narratives and perhaps introduce a specific assignment that focuses on this particular outcome.</p>

ASSESSMENT RATING FORM FOR RESEARCH PAPERS

Category/ Outcome	Score	Items to be rated
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Argument		Does the essay propound a thesis?
		Does the writer support it with an adequate argument?
		Is the argument coherent? Convincing?
Evidence and Analysis		Does the writer accurately use a wide range of primary and secondary sources to support the argument?
		Does the writer demonstrate analytical and critical skills in using these sources? Does the writer take proper note of their biases?
		Does the writer demonstrate a command of the topic and its historical context?
Historiography		Does the writer use other historians' work appropriately to frame his or her argument? Does the writer take account of interpretations that diverge from his or her own?
		Does the writer demonstrate critical skills in the use of secondary sources?
Expression		Does the writer use language skillfully?
Form		Does the writer adhere to the normal rules of citation in footnotes, bibliography, etc.?
		Are the citations adequate to allow the reader to form a critical opinion of the range and use of sources?
Overall Rating		Bear in mind that this is a summary judgment of the paper's quality, and need not reflect an average of the categories above. Such factors as creativity and originality are considered in this category.

Use the Following Numerical Scale to Rate the Final Seminar Paper:

- 1 F/D-
- 2 D Does not meet expected outcome
- 3 D+/C-

- 4 C
- 5 C+ Meets expected outcome
6. B-

7. B
8. B+ Exceeds expected outcome

9. A/A-

ASSESSMENT RATING FORM FOR ORAL PRESENTATIONS

Category/ Outcome	Score	Items to be rated
Argument		Does the speaker articulate a thesis?
		Does the speaker support the central argument with evidence?
		Is the argument coherent? Convincing?
		Does the speaker demonstrate analytical and critical skills in using these sources?
		Does the speaker demonstrate a command of the topic and its historical context?
Expression		Does the speaker use language skillfully?
Overall Rating		Bear in mind that this is a summary judgment of the overall quality of the oral presentation, and need not reflect an average of the categories above. Such factors as creativity and originality are considered in this category.

Use the Following Numerical Scale to Rate the Final Seminar Paper:

- 1 F/D-
- 2 D Does not meet expected outcome
- 3 D+/C-

- 4 C
- 5 C+ Meets expected outcome
- 6. B-

- 7. B

- 8. B+ Exceeds expected outcome
 - 9. A/A-
-

ALC GOALS ESTABLISHED FOR DATA COLLECTION: Fall 2018 & Spring 2019

Signature Page for Academic Program

Academic Learning Compact: Fall 2017- Spring 2018

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Academic Program: History

Chair/Coordinator: J. Michael Francis

Date: May 20, 2018

1. Content/Discipline Skills				
Goals/Objectives	Means of Assessment/ Corroborating Evidence*	Criteria for Success	Findings	Plan for Use of Findings in Fall 2019 – Spring 2020
1a. Demonstrate knowledge of historical facts, that is, the who, what, when, and where questions about human societies.	Final capstone research paper in HIS 4936	Final research papers are evaluated based on a 1-9 scale. Scores between 1-3 do not meet department expectations. Scores between 4-6 meet department expectations and scores that fall between 7-9 exceed department expectations. The History program expects that 90% of majors should meet or exceed goal 1a.		
1b. Demonstrate ability to conduct advanced historical research, including the ability to locate, cite, and present	Final capstone research paper in HIS 4936	Final research papers are evaluated based on a 1-9 scale. Scores between 0-3 do not meet department expectations. Scores between 4-6 meet department expectations and scores that fall between 7-9 exceed department expectations. The History program expects that 90% of		

		majors should meet or exceed goal 1b.		
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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 2019 – Spring 2020
2a. Demonstrate ability to write in clear and effective prose.	Final capstone research paper in HIS 4936	Final research papers are evaluated based on a 1-9 scale. Scores between 1-3 do not meet department expectations. Scores between 4-6 meet department expectations and scores that fall between 7-9 exceed department expectations. The History program expects that 80% of majors should meet or exceed goal 2a.		
2b. Demonstrate ability to present historical information and analysis through oral presentations	Required oral presentation in capstone seminar HIS 4936	Oral presentations are evaluated based on a 1-9. Scores between 1-3 do not meet department expectations. Scores between 4-6 meet department expectations and scores that fall between 7-9 exceed department expectations. The History program expects that 80% of student papers should meet or exceed department expectations.		

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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

3. Critical Thinking Skills				
Goals/Objectives	Means of Assessment/ Corroborating Evidence*	Criteria for Success	Findings	Plan for Use of Findings in Fall 2019 – Spring 2020
3a. Demonstrate the ability to analyze and explain complex historical phenomena – that is, to provide answers to how and why questions about the past.	Final capstone research paper in HIS 4936	Final research papers are evaluated based on a 1-9 scale. Scores between 1-3 do not meet department expectations. Scores between 4-6 meet department expectations and scores that fall between 7-9 exceed department expectations. The History program expects that 75% of majors should meet or exceed goal 3a.		
3b. Demonstrate awareness of competing historical narratives and relevant scholarly debates in the field.	Final capstone research paper in HIS 4936	Final research papers are evaluated based on a 1-9 scale. Scores between 1-3 do not meet department expectations. Scores between 4-6 meet department expectations and scores that fall between 7-9 exceed department expectations.		

		The History program expects that 75% of majors should meet or exceed goal 3a.		

*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