

Institutional Effectiveness Report

Name of Program/Department: Department of History

Year: 2017-2018

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PROGRAM MISSION

The mission of the History Department is to train the intellect of and to prepare students for lives of personal enrichment and constructive achievement. The study of History comprises the elements of liberal education: the acquisition of knowledge, the nurturing of understanding, and the development of perspective of oneself and one's society. The reconstruction of the human past conveys an appreciation of cultural contexts and traditions, and it enhances critical thinking and communication skills. The major in History provides a broad understanding of the development of various cultures throughout the world. History faculty members engage in scholarship and research, and serve in various ways the university and the local community. Furthermore, the History Department supports the Mission of Francis Marion University by:

- enabling “students to develop their ability to think and communicate, to gain the knowledge and skills to pursue a career or further study, to appreciate the creativeness of the human mind, to be aware of the human and natural environment of the world, and to have the capacity to pursue a life of learning and understanding.”
- providing “outstanding faculty members distinguished by high achievement and diverse academic background” who engage in “research for presentation and publication as well as the classroom” and “participate in and contribute to a great variety of community activities.”

Through the study of History, FMU students gain a better understanding of contemporary events, a knowledge of people in various times and places, critical thinking skills, and the ability to express themselves effectively in oral and written communication.

Program Learning Outcomes

The History Program at Francis Marion University offers coursework in United States, European, and non-Western fields. Through the variety of classes available to them, students will:

- Identify the broad contours of the past, including the people, ideas, and events that have shaped our world.
- Develop basic research skills and formatting skills such as footnoting.

- Think critically and logically.
- Learn to differentiate between primary and secondary sources, and the value as well as challenges in using both.
- Learn the historiography of different historical fields.
- Engage in independent research.
- Express their understanding of the past via cogent, analytical papers that include both primary and secondary material.
- Express their understanding of the past through effective communication.

Executive Summary of Report

The History Program at Francis Marion University offers coursework in United States, European, and non-Western fields, which will lead to either a B.A. or a B.S. in History. The Department has a limited number of History majors, but it serves the University in offering the History general education requirement courses that are compulsory for all undergraduates. The History program developed and stressed eight Program Learning Outcomes (PLOs) which were duly reflected in six Student Learning Outcomes (SLOs). These SLOs stressed the need for students taking History courses to become aware not only of the historical facts and knowledge of past events and civilizations, but also of the various types of historical sources that one encounters. The overall average across all eleven SLO sub-categories was 80%.

Additionally, the program seeks to develop critical reading, thinking, and analytical skills, as well as cultivate composition and formatting skills that will aid students in historical research and scholarship. From its mission statement and the projected program outcomes, there are several primary learning outcomes that can be delineated for students taking History courses at Francis Marion University. These goals are comprised of Knowledge, Skills, and Attitude outcomes. These outcomes are directly and indirectly measured through assessment methods that include an on-line survey for all students enrolled in both lower- and upper-division courses as well as specific, directly-measurable knowledge and skills from History 499, the Senior Thesis class; via a student in-class progress report form; and an in-class evaluation from History 299, the Historian's Craft class.

During the 2017-18 school year, the department has continued to rely on above-mentioned measurements but has taken additional steps to assess student success:

- HIST 299: The skills learned in this course are vitally important to success in higher-level courses, including the capstone, HIST 499. However, in the 2016-17 school year, the individual who regularly teaches HIST 299 and who has turned it into an effective course was on sabbatical. The person who took over the course adopted a different pedagogy

that proved far less effective in delivery than the professor who had regularly taught it. Accordingly, the department decided to restrict those who will be permitted to teach HIST 299.

- HIST 499 Draft Paper: In place of the student progress report, HIST 499 relied on the outcome of a draft of the student's paper—which is due around midterm—to determine his/her ability to write a paper that includes a thesis statement, backs it up with evidence, and uses correct citations. Relying on the draft paper permits a more holistic assessment of students' abilities. Those students scoring below 80% were determined not to have met the department's 80% benchmark.
- HIST 499 End-of-Semester Quiz: At the end of the semester, the professor leading HIST 499 gave a quiz to assess students' ability to recognize primary sources, secondary sources, and theses statements.
- HIST 499 End-of-Semester Survey: All students in HIST 499 took an end-of-semester questionnaire to determine how well they believed they had learned the skills required of them in that course.
- "Course-Level Assessments" (CLAs): The department in the spring of 2018 started using the CLAs for all General Education classes at both midterm and following finals to better understand students' abilities to write and analyze historical information, and to suggest improvements in inculcating those skills in our students. This form focuses on SLOs 4.0, 5.0, and 5.1, and determines how many students failed to meet, met, or exceeded expectations in each case.
- Meetings with Tutors: Starting in the 2016-17 school year, members of the department meet annually with tutors from the Writing Center so that the latter will have a better understanding of what department faculty expect in their students' writing.

The data and results from the department's assessment procedures indicate that it has reached the 80% benchmark for success in a majority of its SLOs. Even in those areas where the benchmark was not achieved, the department witnessed an improvement over last year. The History Department is continuing to enhance its procedures to continue bringing up its results in a number of areas, and those specific areas have been targeted in the Action Items as stated in the report.

Student Learning Outcomes

The History Program at Francis Marion University offers coursework in United States, European, and non-Western fields. From its mission statement and project program outcomes, there are several primary learning outcomes that can be delineated for students taking History courses at

Francis Marion University. These goals are comprised of Knowledge, Skills, and Attitude outcomes. These goals can be directly and indirectly measured.

The student taking History courses:

SLO 1.0 Would be able to identify Primary sources. **The benchmark was that 80% or more of students would meet or exceed expectations in the survey results, various assessments in 499, and the in-class evaluation for 299.**

SLO 1.1 Would be able to identify Secondary sources. **The benchmark was that 80% or more of students would meet or exceed expectations in the survey results, various assessments in 499, and the in-class evaluation for 299.**

SLO 1.2 Could demonstrate an awareness of the connections between sources and their historical context. **The benchmark was that 80% or more of students would meet or exceed expectations in the survey results and the in-class evaluation for 299.**

SLO 2.0 Would be able to identify a thesis statement or sentence. **The benchmark was that 80% or more of students would meet or exceed expectations in the survey results, various assessments in 499, and the in-class evaluation for 299.**

SLO 2.1 Could effectively offer analysis that supported the thesis statement. **The benchmark was that 80% or more of students would meet or exceed expectations in the survey results, the draft paper for 499, and the in-class evaluation for 299.**

SLO 3.0 Would be able to demonstrate an understanding of connections between historical events, ideas, and values over time. **The benchmark was that 80% or more of students would meet or exceed expectations in the survey results.**

SLO 4.0 Could effectively write an historical essay. **The benchmark was that 80% or more of students would meet or exceed expectations in the survey results and the course-level assessment.**

SLO 4.1 Could properly use footnotes and correct formatting for an historical essay. **The benchmark was that 80% or more of students would meet or exceed expectations in the survey results, various assessments in 499, and the in-class evaluation for 299.**

SLO 5.0 Could accurately explain how people have existed, acted, and thought in particular historical periods. **The benchmark was that 80% or more of students would meet or exceed expectations in the survey results and the course-level assessment.**

SLO 5.1 Would be able to demonstrate an understanding of cause and effect with a broad knowledge of the general chronology of historical developments in a variety of civilizations. **The**

benchmark was that 80% or more of students would meet or exceed expectations in the survey results and the course-level assessment.

SLO 6.0 Could explain what influence the past has on the present. **The benchmark was that 80% or more of students would meet or exceed expectations in the survey results.**

Assessment Methods

SLO 1.0 Would be able to identify Primary sources. An online survey was used for all students enrolled in both lower- and upper-division History courses. Additionally, for HIST 499, Senior Thesis, a draft paper was graded by faculty members working with senior History majors on their theses. In HIST 299, The Historian's Craft, the students completed an in-class assignment demonstrating their ability to identify and use primary-source materials.

SLO 1.1 Would be able to identify Secondary sources. An online survey was used for all students enrolled in both lower- and upper-division History courses. Additionally, for HIST 499, Senior Thesis, a draft paper was graded by faculty members working with senior History majors on their theses. In HIST 299, The Historian's Craft, the students completed an in-class assignment of their knowledge and accurate application of sources.

SLO 1.2 Could demonstrate an awareness of the connections between sources and their historical context. An online survey was used for all students enrolled in both lower- and upper-division History courses. Additionally, for HIST 299, The Historian's Craft, the students completed in-class assignments using both secondary and primary sources that placed those sources within historical context.

SLO 2.0 Would be able to identify a thesis statement or sentence. An online survey was used for all students enrolled in both lower- and upper-division History courses. Additionally, for HIST 499, Senior Thesis, a draft paper was graded by faculty members working with senior History majors on their theses. In HIST 299, The Historian's Craft, the students completed a series of assignments that, by their nature, required them to have a thesis statement and offer analysis to support that statement. The attainment of SLO 2.0 and 2.1 are based on the overall results of those assignments.

SLO 2.1 Could effectively offer analysis that supported the thesis statement. An online survey was used for all students enrolled in both lower- and upper-division History courses. Additionally, for HIST 499, Senior Thesis, a draft paper was graded by faculty members working with senior History majors on their theses. In HIST 299, The Historian's Craft, the students completed a series of assignments that, by their nature, required them to have a thesis statement and offer analysis

to support that statement. The attainment of SLO 2.0 and 2.1 are based on the overall results of those assignments.

SLO 3.0 Would be able to demonstrate an understanding of connections between historical events, ideas, and values over time. An online survey was used for all students enrolled in both lower- and upper-division History courses.

SLO 4.0 Could effectively write an historical essay. An online survey was used for all students enrolled in both lower- and upper-division History courses. Additionally, for HIST 499, Senior Thesis, a draft paper was graded by faculty members working with senior History majors on their theses. In HIST 299, The Historian's Craft, the students completed a final essay that used both primary and secondary sources. Finally, each professor in the department who taught a General Education course filled out course-level assessments forms following both the semester's midterm and at the end of the semester.

SLO 4.1 Could properly use footnotes and correct formatting for an historical essay. An online survey was used for all students enrolled in both lower- and upper-division History courses. Additionally, for HIST 499, Senior Thesis, a draft paper was graded by faculty members working with senior History majors on their theses.

SLO 5.0 The student could accurately explain how people have existed, acted, and thought in particular historical periods. An online survey was used for all students enrolled in both lower- and upper-division History courses. Additionally, for HIST 499, Senior Thesis, a draft paper was graded by faculty members working with senior History majors on their theses. Finally, each professor in the department who taught a General Education course filled out course-level assessments forms following both the semester's midterm and at the end of the semester.

SLO 5.1 Would be able to demonstrate an understanding of cause and effect with a broad knowledge of the general chronology of historical developments in a variety of Civilizations. An online survey was used for all students enrolled in both lower- and upper-division History courses. Finally, each professor in the department who taught a General Education course filled out course-level assessments forms following both the semester's midterm and at the end of the semester.

SLO 6.0 Could explain what influence the past has on the present. An online survey was used for all students enrolled in both lower- and upper-division History courses.

Assessment Results

SLO 1.0 The student would be able to identify Primary sources. In both the fall of 2017 and spring of 2018, an on-line survey for all students enrolled in both lower- and upper-level division History courses was presented via Blackboard. Furthermore, students in HIST 299 were assessed through an in-class assignment, while those in 499 were assessed via a draft paper, an end-of-semester quiz, and an end-of-semester survey.

Lower-division (100-level survey courses). Results: 81.5%	Target Attained
Upper-division (major- and minor-specific courses). Results: 86.5%	Target Attained
History 499 draft paper. Results: 61%	Target <u>Not</u> Attained
HIST 499 end-of-semester quiz. Results: 100%	Target Attained
HIST 499 end-of-semester survey. Results: 99%	Target Attained
HIST 299 in-class assignment. Results: 64%	Target <u>Not</u> Attained

SLO 1.1 The student would be able to identify Secondary sources. In both the fall of 2017 and spring of 2018, an on-line survey for all students enrolled in both lower- and upper-level division History courses was presented via Blackboard. Furthermore, students in HIST 299 were assessed through an in-class assignment, while those in 499 were assessed via a draft paper, an end-of-semester quiz, and an end-of-semester survey.

Lower-division (100-level survey courses). Results: 74%	Target <u>Not</u> Attained
Upper-division (major- and minor-specific courses). Results: 84.5%	Target Attained
History 499 draft paper. Results: 61%	Target <u>Not</u> Attained
HIST 499 end-of-semester quiz. Results: 93%	Target Attained
HIST 499 end-of-semester survey. Results: 99%	Target Attained
HIST 299 in-class assignment. Results: 88%	Target Attained

SLO 1.2 The student could demonstrate an awareness of the connections between sources and their historical context. In both the fall of 2017 and spring of 2018, an on-line survey for all students enrolled in both lower- and upper-level division History courses was presented via Blackboard. Furthermore, students in HIST 299 were assessed through an in-class assignment.

Lower-division (100-level survey courses). Results: 75.5%	Target <u>Not</u> attained
Upper-division (major- and minor-specific courses). Results: 84.5%	Target attained
HIST 299 in-class assignments. Results: 75%	Target <u>Not</u> attained

SLO 2.0 The student would be able to identify a thesis statement or sentence. In both the fall of 2017 and spring of 2018, an on-line survey for all students enrolled in both lower- and upper-level division History courses was presented via Blackboard. Furthermore, students in HIST 299 were assessed through an in-class assignment, while those in 499 were assessed via a draft paper, an end-of-semester quiz, and an end-of-semester survey.

Lower-division (100-level survey courses). Results: 80.5%	Target attained
Upper-division (major- and minor-specific courses). Results: 87.5%	Target attained
History 499 draft paper Results: 61%	Target <u>Not</u> attained
HIST 499 end-of-semester quiz. Results: 87%	Target Attained
HIST 499 end-of-semester survey. Results: 87.5%	Target Attained
HIST 299 in-class assignments. Results: 81%	Target Attained

SLO 2.1 The student could effectively offer analysis that supported the thesis statement. In both the fall of 2017 and spring of 2018, an on-line survey for all students enrolled in both lower- and upper-level division History courses was presented via Blackboard. Furthermore, students in HIST 299 were assessed through an in-class assignment, while those in 499 were assessed via a draft paper.

Lower-division (100-level survey courses). Results: 79%	Target <u>Not</u> Attained
Upper-division (major- and minor-specific courses). Results: 84.5%	Target Attained
History 499 draft paper. Results: 61%	Target <u>Not</u> Attained
HIST 299 in-class assignments. Results: 89%	Target Attained

SLO 3.0 The student would be able to demonstrate an understanding of connections between historical events, ideas, and values over time. In both the fall of 2017 and spring of 2018, an on-line survey for all students enrolled in both lower- and upper-level division History courses was presented via Blackboard.

Lower-division (100-level survey courses). Results: 76.5%	Target <u>Not</u> Attained
Upper-division (major- and minor-specific courses). Results: 87.5%	Target Attained

SLO 4.0 The student could effectively write an historical essay. In both the fall of 2017 and spring of 2018, an on-line survey for all students enrolled in both lower- and upper-level division History courses was presented via Blackboard. Additionally, in both semesters, professors filled out course-level assessments forms for their General Education courses. Finally, students in HIST 299 were assessed through an in-class assignment, while those in 499 were assessed via a draft paper.

Lower-division (100-level survey courses). Results: 65.5%	Target <u>Not</u> Attained
Upper-division (major- and minor-specific courses). Results: 79%	Target <u>Not</u> Attained
Course-level assessment. Results: 77%	Target <u>Not</u> Attained
History 499 draft paper: 61%	Target <u>Not</u> Attained
HIST 299 essay. Results: 79%	Target <u>Not</u> Attained

SLO 4.1 The student could properly use footnotes and correct formatting for an historical essay. In both the fall of 2017 and spring of 2018, an on-line survey for all students enrolled in upper-level division History courses was presented via Blackboard. Furthermore, students in HIST 299

were assessed through an in-class assignment, while those in 499 were assessed via a draft paper and an end-of-semester survey.

Upper-division (major- and minor-specific courses). Results: 79%	Target <u>Not</u> Attained
History 499 draft paper. Results: 61%	Target <u>Not</u> Attained
HIST 499 end-of-semester survey. Results: 95%	Target Attained
HIST 299 in-class evaluation. Results: 91%	Target Attained

SLO 5.0 The student could accurately explain how people have existed, acted, and thought in particular historical periods. In both the fall of 2017 and spring of 2018, an on-line survey for all students enrolled in both lower- and upper-level division History courses was presented via Blackboard. Additionally, in both semesters, professors filled out course-level assessments forms for their General Education courses.

Lower-division (100-level survey courses). Results: 76.5%	Target <u>Not</u> attained
Course-level assessment. Results: 80%	Target Attained
Upper-division (major- and minor-specific courses). Results: 84.5%	Target attained

SLO 5.1 Would be able to demonstrate an understanding of cause and effect with a broad knowledge of the general chronology of historical developments in a variety of Civilizations. In both the fall of 2017 and spring of 2018, an on-line survey for all students enrolled in both lower- and upper-level division History courses was presented via Blackboard. Additionally, in both semesters, professors filled out course-level assessments forms for their General Education courses.

Lower-division (100-level survey courses). Results: 76.5%	Target <u>Not</u> attained
Course-level assessment. Results: 72%	Target <u>Not</u> Attained
Upper-division (major- and minor-specific courses). Results: 83.5%	Target attained

SLO 6.0 Could explain what influence the past has on the present. In both the fall of 2017 and spring of 2018, an on-line survey for all students enrolled in both lower- and upper-level division History courses was presented via Blackboard.

Lower-division (100-level survey courses). Results: 79%	Target <u>Not</u> attained
Upper-division (major- and minor-specific courses). Results: 87.5%	Target attained

History Department Action Items

In the spring semester of 2016, the department's Institutional Effectiveness Committee met to revise its data collection processes to improve the data collected. A substantial portion of that

data came from an anonymous survey posted on Blackboard. That survey went live in the fall 2017 semester from October 16 to 20 (for upper-level courses) and October 23 to 27 (for lower-level courses). In spring 2018, it was available March 5-9 for both lower- and upper-level classes. In the fall semester, 340 students took the survey for 100-level (General Education) courses, while 44 did so for those at the 300- and 400-level. In the spring, 221 students took the 100-level survey, while 39 did for those at the 300- and 400-level. From these results, as well as those from the HIST 299 in-class evaluations and the HIST 499 student progress reports, a number of recommendations can be put forward.

The faculty agreed that those areas that stress critical thinking, analytical, and composition skills need to be better addressed. Actions include:

- 1) Continue our efforts in all History classes to develop and encourage our students' analytical skills, and not just rote memorization of facts. To that end, the faculty will need to refashion their course assignments and syllabi in some classes.
- 2) Instill in all our students and in all our classes the need for historical-mindedness, to make students more aware of how the past affects the present, and the cause-and-effect element of historical understanding and scholarship.
- 3) Continue devoting greater emphasis to culture so that students can better understand and appreciate the history of cultures unlike their own.
- 4) Continue to have regular meetings of the History Department's Institutional Effectiveness Committee to further examine and evaluate these items, and to report back to the Department on the I.E. process going forward.
- 5) Work closely with the Center for Academic Success and Advisement to identify early on those students who risk falling behind academically so those students can obtain additional assistance.
- 6) Hold meetings each semester or school year with tutors from the Writing Center on writing History papers and how such papers differ from other fields of study.
- 7) Have at least one dedicated History tutor in the university Tutoring Center.
- 8) Prepare two to three short (25-30 minute) videos on paper- and essay-writing that will be posted on Blackboard and be required of all students taking History classes to watch and take a quiz.

9) Use course-level assessments forms at both midterm and the end of each semester to evaluate students' writing and analytical abilities over the course of each term, and to determine measures to improve those skills.

Specific Actions Items for 2017-2018

SLO 1.0 The student would be able to identify Primary sources.

The History Department determined in its 2016-17 report that while relying on an on-line assessment was a good means of collecting data, it did not in itself provide enough objective information to evaluate student outcomes. Accordingly, the department made alterations to its gathering of data, including a HIST 499 end-of-semester quiz. Through this new assessment, the department achieved a result of 81.8% on SLO 1.0. However, two targets within that SLO were not achieved. Accordingly, the History Department's members will continue to provide both History majors and minors with regular and frequent feedback on their progress.

SLO 1.1 Would be able to identify Secondary sources.

The Department achieved its targets for four of the six assessments for SLO 1.1. Adopting the recommendations made by its members, the History Department in 2016-17 determined that it needed more "direct measures" of the student's ability to identify secondary sources, which included the end-of-semester quiz for HIST 499. Given that two of SLO 1.1's targets were not met, the Department's members will continue to provide both History majors and minors with regular and frequent feedback on their progress.

SLO 1.2 Could demonstrate an awareness of the connections between sources and their historical context.

The History Department achieved its target on one of three assessments for SLO 1.2. Accordingly, the Department will continue to proceed with focusing greater attention on "direct measures" of the student's ability to demonstrate an awareness of the connections between sources and their historical context. Its members will also continue to provide regular feedback to students in History courses.

SLO 2.0 Would be able to identify a thesis statement or sentence. The Department achieved its target on five of six assessments for SLO 2.0. However, the department will continue to develop more objective "direct measures" of students' ability to identify a thesis statement or sentence.

SLO 2.1 Could effectively offer analysis that supported the thesis statement.

The Department achieved its target on two of four assessments for SLO 2.1, so it will continue to develop more objective “direct measures” of student’s ability to offer analysis that supports the thesis statement. Additionally, the Department will work more closely with the Francis Marion University Writing Center to enhance the student’s overall writing abilities.

SLO 3.0 Would be able to demonstrate an understanding of connections between historical events, ideas, and values over time.

Although the History Department’s overall average on SLO 3.0 was 82%, it will continue developing more objective “direct measures” of the student’s ability to demonstrate an understanding of connections between historical events, ideas, and values over time.

SLO 4.0 Could effectively write an historical essay.

Although there was some improvement over 2016-17, the History Department again achieved its target for none of the five assessments for SLO 4.0. This Learning Outcome remains among those of most concern. Therefore, the Department will continue to develop more objective “direct measures” of the student’s ability to write an historical essay. Additionally, the Department will work more closely with the Francis Marion University Writing Center and will continue using its CLA form as it works to enhance students’ overall writing abilities.

SLO 4.1 Could properly use footnotes and correct formatting for an historical essay.

The History Department achieved its target for two of four assessments for SLO 4.1. Accordingly, the Department will continue to develop more objective “direct measures” of the student’s ability to use footnotes and correct formatting for an historical essay. Additionally, the Department will work more closely with the Francis Marion University Writing Center to enhance students’ overall writing abilities.

SLO 5.0 The student could accurately explain how people have existed, acted, and thought in particular historical periods.

The Department achieved its target for SLO 5.0 on one of three assessments. As part of its effort to develop more objective “direct measures” of students’ ability to accurately explain how people have existed, acted, and thought in particular historical periods, the department will continue use of its new CLA form.

SLO 5.1 Would be able to demonstrate an understanding of cause and effect with a broad knowledge of the general chronology of historical developments in a variety of civilizations.

The Department achieved its target for SLO 5.1 on one of three assessments. As part of its effort to develop more objective “direct measures” of students’ ability to see cause and effect by using

a broad knowledge of the general chronology of historical developments in a variety of civilizations, the department will continue use of its new CLA form.

SLO 6.0 Could explain what influence the past has on the present.

Although the History Department's overall average on SLO 6.0 was 83.3%, which was an improvement over 2016-17, it will continue developing more objective "direct measures" of the student's ability to demonstrate an understanding of the influence the past has on the present.