I. Unit Title: History Department

School or College: Arts and Sciences

Unit Administrator: Dr. Chester Morgan
## II. Educational Program Learning Outcome Assessment Plan

<table>
<thead>
<tr>
<th>Learning Outcome</th>
<th>Data Collection and Analysis</th>
<th>Results of Evaluation</th>
<th>Use of Evaluation Results</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students should know the basic facts and chronology of the entire range of the development of Western Civilization.</td>
<td>To assess student knowledge, the department crafted two examinations, one for Western Civilization to 1648 and another for Western Civilization since 1648. The exams were administered randomly to all students in upper-level history courses at the end of spring semester 2006 (See Note 1B)</td>
<td>Student performance on exam was woefully deficient. Curriculum Committee recommended development of mandatory sequence of core upper-level Western Civilization courses for history majors. (See Note 1C)</td>
<td>Curriculum Committee began work on development of Western Civilization core curriculum to be implemented no later than the 2008-09 academic year. The Committee also recommended development of a more sophisticated assessment instrument to be administered to students after they complete the new Western Civilization core, as well as an assessment process for U. S. History similar to the one under way for Western Civilization (See Goal #3 under VII C below).</td>
</tr>
<tr>
<td>Students should be able to read, think, and write critically and clearly about historical issues.</td>
<td>Alumni survey (See Note 2B-1) Portfolio review (See Note 2B-2)</td>
<td>See Notes 2C-1 and 2C-2</td>
<td>Beginning in Fall 2007, HIS 110 (Writing History, Introduction to reading, critical analysis of, and writing about historical literature and historical issues) will be a required prerequisite to all upper-level history courses.</td>
</tr>
<tr>
<td>Graduates should be well prepared for employment or graduate study in history or a related field.</td>
<td>Every five years, most recently in 2004 (See attached) the department conducts an alumni survey of history majors who have graduated since the previous survey. Graduates are asked if they are “presently working or studying (e.g., in graduate or professional school) either in history or field closely related,” as well as “to what extent [their] DSU course work and experiences” prepared them to “enter the job market in [their] chosen field” and “for graduate or professional school.”</td>
<td>In the 2004 survey, 56 percent of the respondents reported that they were working or studying in history or a related field; 63 percent stated that their course work “Very Much” prepared them for both “the job market in [their] chosen field” and “for graduate or professional school”; 69 percent stated that “knowing what [they] know now,” they would still “major in history”; 88 percent stated that if they again chose to major in history, they would do so at DSU. (See Note 3C)</td>
<td>The next alumni survey will solicit more specific information regarding graduates’ ability to secure employment or further study in their field and their performance in such employment or study.</td>
</tr>
</tbody>
</table>
Note 1B

This assessment is the culmination of a process that began with the department’s January 2004 Report on Planning and Institutional Effectiveness. The Curriculum Committee modified the Report’s recommendation in 2005 and again in 2006. The current curriculum requires history majors to take only six elective hours of upper-level European history, leaving only the required 100-level Western Civilization survey sequence to expose majors to the broad sweep of Western history. The Curriculum Committee designed the two examinations to assess the effectiveness, for history majors, of the Western Civilization survey.

Note 1C

For Exam A (Western Civilization to 1648)

- 25 students completed the exam
- The median score (# of correct answers) was 60 out of 98 total questions
- The average grade (on a ten-point scale) was 58, ranging from a low of 22 to a high of 90
- On individual questions, 36% (35 out of 98) were answered incorrectly by more than half the students
  - 88% did not know the origin of the term “bourgeois”
  - 76% could not identify the “Dark Ages” of ancient Greek civilization
  - 76% could not correctly relate the principle of precedent to the institution of common law
  - 76% could not identify Giotto as the first great artist of the Renaissance
  - 72% did not know that universities developed from medieval cathedral schools
  - 68% could not identify Spain as the European country least influenced by the Protestant Reformation
  - 68% did not know that Spain was the country from whom the Netherlands won independence
  - 64% did not know that the Thirty Years’ War was fought largely on German soil
  - 60% could not identify the “Babylonian Captivity” of the papacy
  - 56% could not identify the antagonists in the Peloponnesian War
  - 56% did not know that Arianism was an early Christian heresy
  - 52% did not know that Philip II sent the Spanish Armada against England

For Exam B (Western Civilization since 1648)

- 24 students completed the exam
- The median score was 55 out of 76 total questions
- The average grade was 68 (a high “D”), ranging from 25 to 97
- On individual questions, 21% (16 of 76) were answered incorrectly by half or more of the students
92% could not recognize the members of the World War I Triple Alliance
67% did not know that the English Bill of Rights was enacted under William and Mary
67% did not know that the Russo-Japanese War contributed to the 1905 Revolution in Russia
63% could not identify the term “proletariat” with a class of industrial workers
54% did not know that modern Italy became a unified country in the 19th Century
54% could not identify Russia as a defeated power in the Crimean War
54% could not identify Austria-Hungary as the Dual Monarchy
54% did not know that the Dreyfus Affair occurred in the Third French Republic

The Curriculum Committee attributed the students’ poor performance largely to two factors.

1. Failure of the traditional two-semester freshman survey of Western Civilization (HIS 101, 102) to provide sufficient grounding in the full range of facts and chronology to meet the needs of history majors. The freshman surveys (both American and Western Civilization) are designed primarily to serve general education purposes. For reasons addressed in Departmental Goal #2 below, the relevance of those courses for history majors has diminished considerably in recent years.

2. The elective flexibility of the upper-level requirements for history majors, which allows students to earn a degree without demonstrating mastery of any specific Western Civilization content beyond that provided by the freshman surveys. Such flexibility was perhaps justified in earlier generations, when students brought from high school a sufficient background in the history of Western Civilization to allow a rigorous expansion and reinforcement of that background in the freshman survey. Such is no longer the case.

The Committee therefore recommended a comprehensive revision and expansion of the major requirements for the B. A. degree in history to include a mandatory sequence of upper-level courses covering the entire range of Western Civilization. The Committee hopes to present specific proposals for such a Western Civilization Core to the University Academic Council in 2007-08.

Anticipating similar deficiencies in the general education surveys of U. S. history, the Committee recommended an assessment of upper-level students’ mastery of basic facts and chronology in American history to be conducted during the 2006-07 academic year.

Note 2B-1

The department conducts a survey of recent graduates every five years. The survey asks graduates to “preface” certain “items with ‘to what extent did your DSU history course work and experiences prepare you to...’ and respond with either (A) Very Much (B) Somewhat (C) Very Little (D) Not Applicable.” The survey also asks, “What do you perceive as the major strengths of the DSU History Department?” A copy of the survey is found in Appendix 1.

Note 2B-2

To monitor student progress, the department maintains portfolios (including exams, quizzes, and other written assignments) for all history majors. At the end of spring semester 2006, those portfolios were reviewed to assess each student’s current proficiency in articulating historical issues (chronology, cause
and effect, organic and logical thesis development) clearly and coherently and in analyzing them critically. The review also noted the level of improvement since the previous review.

Note 2C-1

In the most recent alumni survey (2004), 14 of 16 respondents stated that DSU history course work and experiences “Very much” prepared them “effectively [to] communicate [their] ideas and opinions, both orally and in writing” and to “develop [their] ability to think clearly and precisely.” Specific comments on the department’s strengths included: “the determination of the professors to require more than multiple choice knowledge”; “the department encourages students to think & work hard (two admirable disciplines)”; “I always had a paper to write or a book to read—and that’s the way it should be”; “depth & rigor of courses ... reading load.”

While this assessment indicates student satisfaction with the department’s rigor regarding reading, writing and thinking, these sentiments are significantly at odds with the faculty’s current assessment of actual student achievement as reflected in the portfolio review below.

Note 2C-2

The assessment revealed that, with perhaps one exception, the students consistently fail to write with the proficiency expected of upper-level undergraduates. The deficiencies are manifold and diverse, ranging from grammatical mistakes to vague and imprecise expression to tortured syntax. Instructors’ comments included: “poorly phrased”; “unclear”; “sentences are not well constructed”; “not sure what you mean”; “difficult to follow.” Book reviews in particular revealed corresponding deficiencies in reading comprehension and critical analysis. Moreover, the assessment also revealed little evidence of improvement over time.

The Curriculum Committee concluded that student deficiencies in reading comprehension, critical analysis, and writing proficiency cannot adequately be addressed in the context of regular coursework and recommended development of a mandatory (and prerequisite to all upper-level coursework in history) three semester-hour “Writing History” course for History majors. The Committee also recommended development of a more thorough, systematic, and rigorous process of portfolio review, including possibly uniform departmental rubrics for book reviews and research papers.

Note 3C

While the alumni survey largely measures student satisfaction, it does provide some rough indication of students’ learning to the extent that they know enough to secure and maintain employment in the field or to enter and function adequately in graduate or professional study. As indicated in Note 2C-1 above, the latest survey indicated a significant discrepancy between student perception among recent graduates and faculty assessment of current student performance.
III. Department Goals for 2005-06

A. Goal # 1
To maintain and build upon the excellent quality of classroom instruction that has characterized this department over the past generation.

1. Institutional Goal which was supported by this goal:
   SP#1: “Enhanced academic programs will ensure that graduates are well prepared for successful careers and ready to contribute to the civic life of their communities.”

2. Evaluation Procedure(s):
   Each fall semester, the department administers a student evaluation in all history classes. The instrument (see attached) asks students to evaluate the instructor in sixteen categories, including an overall rating of the professor.

3. Actual Results of Evaluation:
   361 students participated in the 2005 evaluation, an increase of 8 from 2004. On the most critical question (“overall rating of this instructor”), 282 (82 percent of those responding to that question) rated their instructor “excellent” or “good,” up 3.4 percent from 2004.

   Evaluation of full-time faculty on this critical item ranged from a high of 5.00 (compared to 4.40 in 2004) to a low of 3.39 (up from 3.16 in 2004) with an overall average of 4.07 (3.92 in 2004).

   Despite yearly fluctuations, evaluations consistently show that approximately 80 percent or more of the students rate their history instructors as excellent or good. This remains true despite the department’s reputation, validated by comparative grade-point average, as perhaps the most academically demanding department on campus.

4. Use of Evaluation Results:
   No issues evaluated in the survey seem to need urgent attention at the department level. The department chairman compiled all results and conferred individually with each instructor to suggest improvements.

B. Goal # 2
To improve student performance in general education survey courses.
<table>
<thead>
<tr>
<th>Surveys</th>
<th>A</th>
<th>B</th>
<th>C</th>
<th>D</th>
<th>F</th>
</tr>
</thead>
<tbody>
<tr>
<td>Davis</td>
<td>0</td>
<td>8(9.0)</td>
<td>14(15.7)</td>
<td>30(33.7)</td>
<td>37(41.6)</td>
</tr>
<tr>
<td>Robinson</td>
<td>2(5.3)</td>
<td>7(18.4)</td>
<td>5(13.2)</td>
<td>11(28.9)</td>
<td>13(34.2)</td>
</tr>
<tr>
<td><strong>Total 101-102</strong></td>
<td><strong>2(1.6)</strong></td>
<td><strong>15(11.8)</strong></td>
<td><strong>19(15.0)</strong></td>
<td><strong>41(32.3)</strong></td>
<td><strong>50(39.4)</strong></td>
</tr>
<tr>
<td>Boschert</td>
<td>10(13.2)</td>
<td>16(21.1)</td>
<td>23(30.3)</td>
<td>16(21.1)</td>
<td>11(14.5)</td>
</tr>
<tr>
<td>Hospodor</td>
<td>1(9)</td>
<td>9(8.0)</td>
<td>15(13.4)</td>
<td>19(17.0)</td>
<td>68(60.7)</td>
</tr>
<tr>
<td>Robinson</td>
<td>13(11.5)</td>
<td>13(11.5)</td>
<td>20(17.7)</td>
<td>20(17.7)</td>
<td>47(41.6)</td>
</tr>
<tr>
<td><strong>Total 201-202</strong></td>
<td><strong>24(8.0)</strong></td>
<td><strong>38(12.6)</strong></td>
<td><strong>58(19.3)</strong></td>
<td><strong>55(18.3)</strong></td>
<td><strong>126(41.9)</strong></td>
</tr>
<tr>
<td><strong>Total Survey</strong></td>
<td><strong>26(6.1)</strong></td>
<td><strong>53(12.4)</strong></td>
<td><strong>77(18.0)</strong></td>
<td><strong>96(22.4)</strong></td>
<td><strong>176(41.1)</strong></td>
</tr>
<tr>
<td><strong>Upper – level</strong></td>
<td><strong>8(15.8)</strong></td>
<td><strong>6(15.8)</strong></td>
<td><strong>8(21.0)</strong></td>
<td><strong>7(18.4)</strong></td>
<td><strong>9(17.5)</strong></td>
</tr>
<tr>
<td>Boschert</td>
<td>0</td>
<td>1(10.0)</td>
<td>2(20.0)</td>
<td>3(30.0)</td>
<td>4(40.0)</td>
</tr>
<tr>
<td>Davis</td>
<td>16(55.2)</td>
<td>9(31.0)</td>
<td>2(6.9)</td>
<td>0</td>
<td>2(6.9)</td>
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<tr>
<td>Hospodor</td>
<td>0</td>
<td>2(20.0)</td>
<td>3(30.0)</td>
<td>2(20.0)</td>
<td>3(30.0)</td>
</tr>
<tr>
<td>Morgan</td>
<td>0</td>
<td>2(20.0)</td>
<td>3(30.0)</td>
<td>2(20.0)</td>
<td>3(30.0)</td>
</tr>
<tr>
<td><strong>Total Upper-level</strong></td>
<td><strong>24(27.6)</strong></td>
<td><strong>18(20.7)</strong></td>
<td><strong>15(17.2)</strong></td>
<td><strong>12(13.8)</strong></td>
<td><strong>18(20.7)</strong></td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>18(15.8)</strong></td>
<td><strong>22(19.3)</strong></td>
<td><strong>31(27.2)</strong></td>
<td><strong>23(20.2)</strong></td>
<td><strong>20(17.5)</strong></td>
</tr>
<tr>
<td>Boschert</td>
<td>0</td>
<td>9(9.1)</td>
<td>16(16.2)</td>
<td>33(33.3)</td>
<td>41(41.4)</td>
</tr>
<tr>
<td>Davis</td>
<td>17(12.1)</td>
<td>18(12.8)</td>
<td>17(12.1)</td>
<td>19(13.5)</td>
<td>70(49.6)</td>
</tr>
<tr>
<td>Hospodor</td>
<td>0</td>
<td>2(20.0)</td>
<td>3(30.0)</td>
<td>2(20.0)</td>
<td>3(30.0)</td>
</tr>
<tr>
<td>Morgan</td>
<td>15(9.9)</td>
<td>20(13.3)</td>
<td>25(16.6)</td>
<td>31(20.5)</td>
<td>60(39.7)</td>
</tr>
<tr>
<td><strong>Total Department</strong></td>
<td><strong>50(9.7)</strong></td>
<td><strong>71(13.8)</strong></td>
<td><strong>92(17.9)</strong></td>
<td><strong>108(21.0)</strong></td>
<td><strong>194(37.7)</strong></td>
</tr>
</tbody>
</table>

1. **Institutional Goal which was supported by this goal:**
   SP#2: “Students will enroll in greater numbers and a larger percentage will persist to graduation.”

2. **Evaluation Procedure(s):**
   Despite an elaborate and well established departmental tutoring program, student performance in the freshman survey courses
continues to decline (See Results of Evaluation in III B 3 below). During the 2000-2001 academic year, the department instituted a tutoring program using graduate assistants and selected undergraduate history majors. Each tutor works with a specific instructor to provide “customized” assistance for the students in that professor’s classes.

3. Actual Results of Evaluation:
Data provided by the University’s Office of Institutional Research and Planning reveal that the overall grade-point average in all history courses, as well as the percentage of students earning grades of “C” or better in general education survey courses, peaked in 2001:

<table>
<thead>
<tr>
<th>Year</th>
<th>Grade-point Average</th>
<th>“C” or Better</th>
</tr>
</thead>
<tbody>
<tr>
<td>2005</td>
<td>Not yet available</td>
<td>36.5%</td>
</tr>
<tr>
<td>2004</td>
<td>1.50</td>
<td>42.2</td>
</tr>
<tr>
<td>2003</td>
<td>1.63</td>
<td>47.9</td>
</tr>
<tr>
<td>2002</td>
<td>1.69</td>
<td>50.9</td>
</tr>
<tr>
<td>2001</td>
<td>1.94</td>
<td>55.6</td>
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<tr>
<td>2000</td>
<td>1.89</td>
<td>52.6</td>
</tr>
<tr>
<td>1999</td>
<td>1.89</td>
<td>52.5</td>
</tr>
</tbody>
</table>

These statistics parallel a similar decline in student performance on the University Writing Proficiency Exam (WPE). In 1998-99, 58 percent of students who took the WPE earned credit; in 2005-06, that percentage fell to 50 percent (though up from 44.5 percent in 2004-05). History courses, even at the general education level, require the ability to read with comprehension and to write with clarity. Students who struggle with those activities will necessarily struggle in history courses.

4. Use of Evaluation Results:
All instructors in the History Department give examinations with substantial essay components, and many require additional writing assignments. Students, particularly those in general education history surveys, enter class increasingly ill-equipped to do the necessary work. The department’s sincere and diligent efforts to address the problem have born little fruit. It is perhaps time to consider some form of mandatory remedial prerequisite similar to those required of students deficient in mathematics and English.
C. **Goal #3**  
To allow students to hear and interact with prominent scholars from outside the DSU community and to enrich students’ appreciation for the cultural value of historical scholarship beyond the classroom experience.

1. **Institutional Goal which was supported by this goal:**  
   SP#5: “The citizens of the region will benefit from increases in university outreach, service, and partnership initiatives.”

2. **Evaluation Procedure(s):**  
   Such events should involve speakers or programs of national stature and should be well attended.

3. **Actual Results of Evaluation:**
   In April 2006, the department sponsored the Ninth Annual Sammy O. Cranford Memorial Lecture in History, “Alfred Holt Stone: Delta Native and Racial Theorist,” presented by Dr. James G. Hollandsworth. Dr. Hollandsworth’s lecture topic relates to his voluntary labors compiling a carefully annotated index for the Mississippi Department of Archives and History’s Stone Collection. In 1942, Greenville native Alfred Holt Stone donated to the MDAH a large collection of materials on “The Negro and Cognate Subjects,” a treasure trove of 3000 documents dating from 1690 to 1909. Dr. Hollandsworth’s 600-page index was formally opened to the public at a ceremony in Jackson on April 8, 2006.

Dr. Hollandsworth brought to his task the fruits of a remarkably varied academic career. He earned the B. A. degree in history from Davidson College in 1966, but after service as an officer in the United States Army (1966-68), his scholarly interest shifted to psychology. He earned M. Ed. (1972) and Ph.D. (1975) degrees from the University of North Carolina at Chapel Hill and in 1976 joined the Department of Counseling Psychology at the University of Southern Mississippi. Dr. Hollandsworth has won awards for both teaching and scholarship in the field of psychology. His second book, *The Physiology of Psychological Disorders: Schizophrenia, Depression, Anxiety, and Substance Abuse* (1990) appeared on the Outstanding Academic Book List of the Association of College and Research Libraries, and he won both USM’s Innovation in Teaching Award (1982) and the Mississippi Psychological Association’s Distinguished Teaching of Psychology Award (1990). In the 1990s, Dr. Hollandsworth returned to his original field of academic interest, publishing three books on Civil War and Reconstruction history. The first, *The Louisiana Native Guards: The Black Military Experience During the Civil War* (1995) earned a Certificate of Commendation from the American Association of State and Local History. His most recent volume is *An Absolute Massacre: The New Orleans Race Riot of July 30, 1866* (2001).
In addition to his teaching and scholarship, Dr. Hollandsworth has also served as Associate Vice-president for Academic Affairs, Associate Provost, and Dean of the Graduate School at USM. He retired in 2004.

The lecture attracted an audience of more than 130, including students, faculty, and interested members of the community at large.

4. Use of Evaluation Results:
   Faculty were encouraged to incorporate the benefits of the event into coursework where appropriate.

IV. Data and information for department:

<table>
<thead>
<tr>
<th></th>
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</tr>
</thead>
<tbody>
<tr>
<td>Credit hours, undergrad</td>
<td>3801</td>
<td>3489</td>
<td>3165</td>
<td>3069</td>
<td>3309</td>
</tr>
<tr>
<td>Credit hours, graduate</td>
<td>138</td>
<td>168</td>
<td>159</td>
<td>144</td>
<td>138</td>
</tr>
<tr>
<td>Credit hours per FTE</td>
<td>677</td>
<td>671</td>
<td>618</td>
<td>643</td>
<td>657</td>
</tr>
<tr>
<td>Number of graduates, B.A.</td>
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<td>4</td>
<td>5</td>
<td>1</td>
<td>0</td>
</tr>
<tr>
<td>Number of graduates, M.Ed.</td>
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<td>4</td>
<td>2</td>
<td>6</td>
<td>1</td>
</tr>
<tr>
<td>Number of majors, undergrad</td>
<td>23</td>
<td>23</td>
<td>33</td>
<td>26</td>
<td>23</td>
</tr>
<tr>
<td>Number of majors, graduate</td>
<td>9</td>
<td>17</td>
<td>10</td>
<td>8</td>
<td>4</td>
</tr>
</tbody>
</table>

- Enrollment in history classes was 1122 (204 per instructor) in 2005-06. An enrollment summary is attached.
V. Personnel:

Noteworthy activities and accomplishments:

Tom Boschert reviewed books for the Gulf Coast Historical Review and the Journal of Mississippi History, commented on the Iraq war and improving the U. S. image abroad for an article in the Memphis Commercial Appeal (February 4, 2006), continued to serve on the Mississippi Humanities Council Speakers’ Bureau; completed a second two-year term on the Faculty Senate, continued to serve on the University Attendance Appeals Committee, and continued to maintain the History Department Web page; revised and incorporated technology into several courses.

Miriam Davis submitted the completed manuscript of Digging Up The Holy Land: The Life of Dame Kathleen Kenyon to Johns Hopkins University Press; chaired the History Department Tenure and Promotion Committee and the University Writing Proficiency Exam Appeals Committee, continued to serve as Phi Alpha Theta advisor; revised several courses.

Greg Hospodor presented ‘‘[A] real political instrument’: Military Service, Manly Spirit, Republicanism, Remembrance and Politics in Late Antebellum America’’ for annual meeting of the Society for Military History in Manhattan, Kansas (May 2006), and completed a chapter on the home front during the Mexican War for a forthcoming (2006 or 2007) book for Greenwood Press; served on the University Writing Across the Curriculum Committee and the DSU Housing Contract Appeal Committee, presented programs to several local organizations; organized DSU Summer Program in Florence, Italy, for summer 2006, revised and integrated Power Point presentations into several courses, attended DSU Faculty Technology Institute (January 2006), and conducted a study skills workshop for the University Developmental Studies Office.

Adam Lynde submitted articles for publication in two forthcoming books, Historicizing Collateral Damage by Between the Lines Press and essays in Honor of Russell F. Weigley by the American Philosophical Society, continued work on contracted manuscript for Scholarly Resources, Inc. (The Mediterranean: Anglo-American Joint-planning and Combined Operations, 1941-1945); developed an online Master’s Degree program in Military History for the University of Norwich, developed a DSU course on the History of Terrorism, revised and integrated Power Point presentations into several courses; attended annual meetings of the Mississippi Historical Society and the Society for Military History, and presented programs to local organizations.

Chester Morgan was inducted (October 2005) into the University of Southern Mississippi Alumni Hall of Fame, was named DSU’s Humanities Teacher of the Year (2005) by the Mississippi Humanities Council, and was chosen to make a presentation to the IHL Board on “What Faculty Do”; completed and sent to publisher (University Press of Mississippi) the first three chapters of forthcoming book on Mississippi between the World Wars (1917-1945); chaired the Mississippi Historical Society’s Awards
Committee, served on the University Tenure and Promotion Committee, continued to serve as faculty advisor to Phi Eta Sigma, and continued to coordinate the annual Cranford Memorial Lecture in History.

James Robinson helped establish the Kent Wyatt Staff Appreciation Award and continued to work with Staff Council to improve employee morale, advised the Summer Arts Program Committee and the Student Organizations Committee, served on the Hall of Fame Committee, and continued to provide music for most University functions; began development of a tutorial disc for freshman survey classes and revised and incorporated Power Point presentations into several courses.

New position(s) requested, with justification:
None

Recommended change of status
None

VI. Degree Program Addition/Deletions and/or Major Curriculum Changes:

Changes made in the past year
None

Recommended changes for the coming year(s)
Addition of HIS 110 (Writing History, Introduction to reading, critical analysis of, and writing about historical literature and issues) to the requirements for the B. A. Degree in History

VII. New Division/Department Goals for Coming Year

A. Goal # 1
To develop opportunities for students to study abroad in history.

1. Institutional Goal(s) supported by this goal:
   QEP Goal #1: to “increase student-student interaction and faculty student interaction”
2. **Expected Results:**
   Students will earn credit in history courses offered and conducted abroad.

3. **Evaluation Procedure(s):**
   Students in study abroad courses will complete an exit survey soliciting their analysis of the strengths and weaknesses of the course as well as suggestions for improvement and expansion.

4. **Use of Evaluation Results:**
   The department curriculum committee will review the survey and recommend changes in or expansion of future course offerings abroad.

**B. Goal # 2**
To increase student-student and student-faculty interaction by offering more History Club activities.

1. **Institutional Goal(s) supported by this goal:**
   QEP #1: To “increase student-student interaction and student-faculty interaction”

2. **Expected Results:**
   The History Club will offer more activities of greater variety in 2006-07 than were offered in previous years.

3. **Evaluation Procedure(s):**
   The faculty sponsors for the History Club will record attendance at all History Club activities and will administer evaluation forms through which students will comment on the strengths and weaknesses of the programs offered.

4. **Use of Evaluation Results:**
   Faculty sponsors will analyze attendance reports and evaluation forms and make specific recommendations for future activities.
C. Goal # 3
The department curriculum committee will develop and administer assessment instruments for U. S. History (patterned after the 2005-06 assessment of Western Civilization).

1. Institutional Goal which was supported by this goal:
   SP#1: “Enhanced academic programs will ensure that graduates are well prepared for successful careers and ready to contribute to the civic life of their communities.”

2. Evaluation Procedure (s):
   Assessment instruments will be developed and administered to all students in upper-level history courses at the end of spring semester 2007.

3. Actual Results:
   The department chairman will grade the assessment exams and compile and evaluate the results as was done with the Western Civilization assessment conducted in 2005-06.

4. Use of Evaluation Results:
   The department curriculum committee will recommend changes in curriculum based on evaluation results.
Appendix 1

2004 Alumni Survey
ALUMNI SURVEY – 2004

Though fewer students received questionnaires than in the previous surveys, a substantially larger percentage responded. Nine of the sixteen respondents (56.3 percent) were working in history or a related field. All respondents rated the department “Superior” (68.8 percent) or “Above Average” (31.3 percent), and all considered the faculty “Open and Accessible.”

Fifteen of the respondents (93.8 percent) stated that their DSU coursework and experiences prepared them “Very Much” (62.5 percent) or “Somewhat” (31.3 percent) to enter the job market in their chosen field, and thirteen (81.3 percent) said that History at DSU prepared them “Very Much” (62.5 percent) or “Somewhat” (18.8 percent) for graduate or professional school.

Fourteen (87.5 percent) said that the department “Very Much” prepared them to communicate effectively, to understand the development of cultures, and to develop the ability to think clearly and precisely.

Fourteen also stated that “knowing what they know now,” they would “Definitely” still major in History at DSU. Only four (25 percent) “Strongly” agreed that DSU’s library resources were sufficient to support the course offerings, though eleven (68.8 percent) “Agreed,” and only one “Disagreed” or “Disagreed Strongly.”

As in earlier surveys, comments rating the department’s strengths focused on the high quality of the faculty:

“The major strengths of the DSU History Dept. without exception is the quality of instruction and instructors.”

“The personalable and knowledgeable faculty…”

“Faculty are approachable and offer a variety of teaching styles.”

“The openness of the Faculty.”

“Faculty is extremely knowledgeable within the various areas of study & takes an interest in the intellectual & personal growth of the students.”

“Excellent professors that will help the student learn how to think.”

“The intelligent and caring faculty.”

“Most definitely, the insight and accessibility that the professors possess. I still think fondly of their guidance and understanding.”
"The faculty by far is a major strength. The knowledge possessed by the professors of DSU surpasses those of other Mississippi Institutions."

"Good teachers who are willing to help."

"I have told many that the professors are top-notch and that I learned more history in my master’s program at DSU than in undergrad at a major institution. I highly recommend DSU."

Respondents especially seemed to value the rigorous and demanding standards set by professors:

"Prepared me well for a graduate degree by cutting me no slack!"

"The faculty tries not to ‘spoon-feed’ the students like other departments on campus."

"The department encourages students to think & work hard (Two admirable disciplines)."

"The determination of the professors to require more than multiple choice knowledge."

"All of the teachers have a love of learning and really pass that on to the students. I always had a paper to write or a book to read—and that’s the way it should be. You really had to work hard to get a History degree and that’s good because now I can say I didn’t get something for nothing. Also the teachers were all very helpful and encouraging. I know if I needed help I could call them anytime."

"Depth & rigor of courses ... reading load."

"I have been attending DSU on & off for 20 years. The teachers that I have encountered in the history department were very dedicated to their profession. I have noticed a weakness in the Student body. Students today do not seem as serious about learning as they did 20 years ago."

Other respondents noted small class size, the availability of the Archives and Museum, and the tutoring program for freshman survey students as departmental strengths.

Again, as in earlier surveys, many respondents stated that they found no particular weaknesses in the department, and those who did focused on the small number of faculty and consequent limited availability of courses:

"I wish there was a larger variety of courses."

"You need to offer more research oriented seminar style classes."
"While the department does a good job of rotating the courses, there were still a few classes I would have loved to have taken but that were never offered."

"In frequent offering of upper level courses."

"I believe there should be more classes dealing with World History—western civ., Asia, Africa..."

"Needs more teachers."

"More European classes and Asian history."

Among the kinds of courses the department might add to the curriculum, respondents mentioned the Middle East, Islamic culture, archeology, archives and museum work, military history, great books, the American West, history and literature, the Far East, using technology in teaching history, history of medicine, and various aspects of regional history.

Compiled data from this survey were given to all faculty members for their information and consideration. Additional upper-level courses have recently been added to the curriculum in The American Revolutionary Era (HIS 435/535), The New South (HIS 457/557), and American Civil War Military Operations (443/543). Personnel limitations, aggravated by budget constraints, make it difficult to expand European and non-Western offerings. Two of the department's European specialists have retired in the past three years, and only one is being replaced. The department has hired a specialist in modern Europe, who will also be able to develop courses in Islamic studies. The department curriculum committee continues to seek ways to expand course offerings.
Total Responses - 16

ARE YOU: (CHECK ONE)

9 (a) Presently working or studying (e.g., in graduate or professional school) either in history or field closely related to it
6 (b) Presently working or studying in a field not related to history
1 (c) Not working outside the home

Precede each of the following items with “to what extent did your DSU history course work and experiences prepare you to...?” and respond with either (A) Very Much (B) Somewhat (C) Very Little (D) Not Applicable:

Enter the job market in your chosen field
Prepare you for graduate or professional school
Effectively communicate your ideas and opinions, both orally and in writing
Understand the development of the cultures you have studied
Understand and appreciate the cultural and moral aspects of life
Form a more competent and reliable opinion on current issues
Develop your ability to think clearly and precisely

How would you rate the History Department’s overall quality of instruction: (CHECK ONE)

11 Superior
5 Above Average
3 Adequate
1 Below Average
0 Inferior

Respond to the following with: (A) Definitely Yes (B) Probably Yes (C) Probably No (D) Definitely No

Knowing what you know now, would you
Major in history
Major in history at Delta State University

Did you regard the history faculty at DSU as: (Check One)

16 Open and Accessible
5 Reserved but polite and helpful
2 Somewhat standoffish
0 Unapproachable

Respond to the following question with either (A) Strongly Agree (B) Agree (C) Disagree (D) Strongly Disagree

The resources of the DSU Library were sufficient to support and enhance the various course offerings of the History Department.

What courses (if any) would you like to see added to the DSU History Curriculum?

What do you perceive as the major strengths of the DSU History Department?

What do you perceive as the major weaknesses of the DSU History Department?
## COMPARATIVE SUMMARY OF SURVEYS

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<td>Responses</td>
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<tr>
<td>Presently working in history</td>
<td>16 (64%)</td>
<td>24 (45.3%)</td>
<td>21 (32.3%)</td>
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<td>Presently in unrelated field</td>
<td>6</td>
<td>10</td>
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<td>Not working outside home</td>
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<td>How would you rate history department:</td>
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<tr>
<td>Superior</td>
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