I. Unit Title: Department of History

School: Arts & Sciences

Unit Administrator: Chester M. Morgan

II. Data and information for department:

<table>
<thead>
<tr>
<th>Year</th>
<th>Credit hours, undergraduate</th>
<th>Credit hours, graduate</th>
<th>Number of graduates, B.A.</th>
<th>Number of graduates, B.S.G.S.</th>
<th>Number of graduates, M.Ed.</th>
</tr>
</thead>
<tbody>
<tr>
<td>1996</td>
<td>4428</td>
<td>87</td>
<td>3</td>
<td>2</td>
<td>5</td>
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<tr>
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<td>4023</td>
<td>177</td>
<td>5</td>
<td>1</td>
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<tr>
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<td>3855</td>
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<td>7</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>1999</td>
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<td>336</td>
<td>5</td>
<td>1</td>
<td>8</td>
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</tbody>
</table>

-The department averaged 722 credit hours per FTE faculty member in 1996, 672 credit hours in 1997, 646 credit hours in 1998, and 654 credit hours in 1999. This means that the average member of the History faculty serviced 218 students in 1999.

-The Department of History continues to produce more credit hours per FTE faculty member than almost any other department on campus.

-Degrees granted per year will fluctuate significantly since majors are rarely apportioned equally among freshmen, sophomores, juniors, and seniors.

-The total number of graduate and undergraduate majors at the close of 1998 was 51, more than in any of the previous five years.

-In 1999, the department experienced a dramatic increase in both graduate credit hours produced and number of M. Ed. Degrees awarded. Much of this reflects the continued boost, in both quantity and quality, from the presence of the Teach for America Program in the Mississippi Delta. TFA is a non-profit service organization, affiliated with Americorps, that recruits recent college graduates for a two-year term of teaching service in selected public school systems. Several TFA participants (with undergraduate degrees from such institutions as William and Mary, Miami of Ohio, New York University, Michigan, Tulane and Dartmouth) have enrolled in the master’s degree program in History Education. Their experience has been such that they have actively helped recruit new TFA prospects into the department’s M.Ed. program. Their presence, in and out of the classroom, has not only increased graduate credit hour production, but also
enriched the overall environment for graduate study in the department, for students and faculty alike.

-The department continues to lose many potential majors because the state of Mississippi certifies teachers in Social Studies rather than in History. Though Social Science Education majors choose history courses for many, if not most, of their elective hours, the department cannot offer them a major in history that leads to teacher certification and thus routinely refers them to the Division of Social Sciences. The advent of the “Alternate Route” to teacher certification will perhaps ease the situation, though probably only mildly, in the future.

III. Personnel

Noteworthy activities and accomplishments:

-Jerry Dallas presided over a session, “Modern Mississippi: Urban and Consumer Culture,” at the annual meeting of the Mississippi Historical Society; revised lecture notes and incorporated the textbook publisher’s website into instructional materials for HIS 101 and HIS 102; developed questionnaire for and conducted and compiled the department’s survey of recent graduates; wrote op-ed articles for the Jackson Clarion Ledger; continued research for a book on Jackson, Mississippi, 1945-1960; served as a Faculty Senate Alternate and worked on various University committees; and presented programs to area civic groups.

-Miriam Davis reviewed A Medieval Life: Cecilia Penifader of Brigstock, ca. 1295-1344 by Judith M. Bennett for the Red River Historical Quarterly; conducted research trips to the United Kingdom and to Baylor University; attended the South Regional Honors Council Meeting in Little Rock, Arkansas, the National Collegiate Honors Council Meeting in Orlando, Florida, and a Core Texts Conference in New Orleans, Louisiana; taught a new course, “Great Books of the Judeo-Christian Tradition”; incorporated the use of films and in-class writing assignments in HIS 101 and HIS 102; directed the University Honors and Great Books Programs; served on the Faculty Senate; and served as Phi Alpha Theta advisor.

-Curt Lamar reviewed a book for the Journal of Mississippi History and served on a committee of the Mississippi Historical Society; served on the Great Books Committee and taught a Great Books course on the Early Modern period; continued research on Mexico’s diplomatic relations, 1820-1860, and on English diplomacy between the eighteenth century and the 1950s; attended several DSU Alumni meetings; and presented programs to several community service clubs and civic organizations.

-Chester M. “Bo” Morgan reviewed a manuscript for the Journal of Mississippi History and served as chairman of the Nominations Committee for the Mississippi
Historical Society; served as a humanities content advisor on a panel to develop learning material for the Agricultural and Bio-based Education for Students and Teachers (ABEST) program; served on the Great Books Committee and developed a Great Books course on the Modern period; attended annual meetings of the Mississippi Historical Society, the Southern Historical Association and the St. George Tucker Society; served on the University Census Awareness Committee; and presented programs to various local civic organizations.

-Harry Laver published an article, “Daniel Shays,” in Dictionary of World Biography: The 17th and 18th Centuries and reviewed Wesley B. Turner’s British Generals in the War of 1812: High Command in the Canadas in Albion; presented two papers: “An Organized Cabal for Electioneering: Politics and the Kentucky Militia in the Early Republic” at the annual meeting of the Society for Historians of the Early American Republic in Lexington, Kentucky, and “Civil Order, Community Order: Some Reflections on the Militia’s Role in Nineteenth-Century Kentucky” at the Society for Military History Conference in University Park, Pennsylvania; presided over a panel discussion of Don Higginbotham’s paper, “Washington and Three Women,” at the George Washington and the American South Symposium at the University of Southern Mississippi; reviewed a book manuscript for Texas A&M University Press; received the Achievement Medal for Civilian Service from the Department of the Army, West Point, New York; received a research grant from the Research Funding Advisory Committee, Department of the Army, West Point, New York; taught new courses on “The History of the Military Art, 1898-1991,” “The Age of Jefferson and Jackson, 1787-1850,” and “Shiloh Revisited”; presented programs to local civic organizations.

-James Robinson received the Community Service Award from the Cleveland chapter of the Daughters of the American Revolution; served on the Student Organizations Committee and as faculty advisor for Kappa Alpha Fraternity; presented music for several University programs; and presented a program on First Ladies of the United States to several local civic organizations.

New position requested with justification:

The department’s consistent heavy student load and credit hour production continue to indicate the need for an additional faculty member in United States History. The department has an FTE of 6.25 teaching faculty, who serve many more students than the 8.75 FTE who served in the early 1970s.

The department continues to request consideration for an additional faculty member in United States History at the Instructor/Assistant Professor level when funds permit.
Recommended change of status:

-The Chair recommends Dr. Miriam Davis for promotion to the rank of Associate Professor. Her portfolio has been submitted separately.

IV. Degree Program Additions/Deletions and/or Major Curriculum Changes:

-None
V. Assessment of 1999 (-2000) Goals

A. Goal #1:

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

D. Evaluation Procedures:

Student completion of a questionnaire designed by members of the History faculty. The most recent evaluation, Fall 1999, retained the slightly revised 1998 questionnaire, offering only four possible responses instead of five as in previous years. The fifteen questions remained largely the same, followed by an overall rating of the instructor. Though exact correlation with earlier evaluations is impossible, the statistical computations were designed to allow as close a comparison as possible.

E. Actual Results of Evaluation:

525 students participated in the Fall 1999 evaluation of the History faculty, an increase of 28 over the Fall 1998 evaluation.

On the most critical question ("Overall rating of this instructor"), 423 students (86.2%) responded "Excellent" or "Good." This was a slight increase over the 1998 evaluation, thus meeting the department's stated goal "to continue to improve the rating of History faculty by the students in the annual faculty evaluation." Even more significant is the fact that this achievement was accomplished while the department continued to maintain its reputation as by far the "toughest" academic department on campus as measured by grade-point average.

Evaluation of the full-time History faculty on this critical item ranged from a high of 4.76 to a low of 3.10, with an overall average of 4.23 (compared to 4.18 in 1998).

F. Use of Evaluation Results:

The Chair compiled all results and returned each faculty member's questionnaires. Faculty will be conferred with individually and suggestions for improvement will be discussed. The issues needing most attention, students' desire for more individual attention and the need to return graded exams sooner, again reflect the large student load of the department and reinforce its need to have an additional faculty member in United States History.
These evaluations over the past several years indicate that students in the general education survey classes (largely freshmen) struggle much more than do students in upper level courses (largely history majors). On almost every question, upper level students consistently rate faculty substantially higher than do survey students.

To address this problem, the department added a new goal for 2000-2001 (See Goal #2 in Part VI below).
Delta State University
Department of History

Student Evaluation of Instructor (Do Not Sign Your Name!)

Course ________________________  Instructor ________________________
Semester ________________________

* This instrument is to be used to improve instruction in the Department of History; it is not used to determine if a faculty member is to receive a pay raise, a promotion, or to be fired or retained. Please evaluate sincerely and honestly the instructor in this course on each of the following descriptive statements. Rate each of these statements using the scale below.

<table>
<thead>
<tr>
<th>Totally Agree</th>
<th>Strongly Agree</th>
<th>Agree</th>
<th>Disagree</th>
</tr>
</thead>
<tbody>
<tr>
<td>4</td>
<td>3</td>
<td>2</td>
<td>1</td>
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</tbody>
</table>

_1._ Instructor demonstrates knowledge and mastery of course content.
_2._ Instructor is interested in subject matter and presents the material in an organized, stimulating manner.
_3._ Instructor makes course worthwhile through effective teaching.
_4._ Instructor uses maps and other aids to clarify and improve instruction.
_5._ Instructor uses class time effectively and well.
_6._ Instructor’s policies are clearly presented: absence policy, office hours, tutorial program, grading system.
_7._ Instructor’s use of outside assignments is consistent with course objectives.
_8._ Instructor’s tests are fairly designed, administered, and graded.
_9._ Instructor recognizes students as individuals rather than merely viewing them as numbers in a class.
_10._ Instructor encourages students to express their opinions and allows them to have differences of opinion.
_11._ Instructor is helpful and genuinely interested in students.
_12._ Instructor employs strict standards of objectivity and fairness.
_13._ Instructor informs students when they have done particularly well or when they need to improve.
_14._ Instructor fulfills objectives stated in the course syllabus.
_15._ Workload of the course—classroom lecture/discussion, number of tests, outside assignments—is appropriate for credit earned.

* OVERALL RATING of this instructor (circle one): Excellent-4  Good-3  Satisfactory-2  Unsatisfactory-1

* Comments (optional):

* Results of this evaluation will be given to the instructor after the completion of the semester.
* Indicate the approximate number of hours per week you spend studying for this course ________.
Overall Ratings

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<th>Dr. Davis</th>
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<tr>
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<td>101-05</td>
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<td>418/518</td>
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<tr>
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<td>411/511</td>
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<td>433/533</td>
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Average rating for part time instructors: **4.43**
Average rating for full time instructors: **4.23**
Average rating for full history department: **4.27**
### PERCENTAGE OF STUDENTS WHO RATED PROFESSOR “GOOD” OR “EXCELLENT”

<table>
<thead>
<tr>
<th>Full-time Faculty</th>
<th>Total Responses</th>
<th>Good or Excellent</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Davis</td>
<td>38</td>
<td>30</td>
<td>79.0</td>
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<tr>
<td>Dallas</td>
<td>69</td>
<td>37</td>
<td>53.6</td>
</tr>
<tr>
<td>Lamar</td>
<td>68</td>
<td>64</td>
<td>94.1</td>
</tr>
<tr>
<td>Laver</td>
<td>71</td>
<td>70</td>
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<tr>
<td>Morgan</td>
<td>54</td>
<td>49</td>
<td>90.7</td>
</tr>
<tr>
<td>Robinson</td>
<td>80</td>
<td>73</td>
<td>91.3</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>380</strong></td>
<td><strong>323</strong></td>
<td><strong>85.0</strong></td>
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<table>
<thead>
<tr>
<th>Part-time Faculty</th>
<th>Total Responses</th>
<th>Good or Excellent</th>
<th>Percentage</th>
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<tr>
<td>Boschert</td>
<td>36</td>
<td>27</td>
<td>75.0</td>
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<tr>
<td>Clark</td>
<td>47</td>
<td>45</td>
<td>95.8</td>
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<tr>
<td>Thornell</td>
<td>28</td>
<td>28</td>
<td>100</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>111</strong></td>
<td><strong>100</strong></td>
<td><strong>90.1</strong></td>
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<td><strong>TOTAL</strong></td>
<td><strong>491</strong></td>
<td><strong>423</strong></td>
<td><strong>86.2</strong></td>
</tr>
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</table>
A. Goal #2:

To allow students to hear and to interact with prominent scholars from outside the DSU community and to enrich students' appreciation for the cultural value of scholarship beyond the classroom experience.

D. Evaluation Procedures:

Such events should involve speakers or programs of national stature.

Events should be well attended by students and faculty.

E. Actual Results of Evaluation:

The department sponsored the Second Annual Sammy O. Cranford Memorial Lecture in History, presented by Dr. John Ray Skates, Professor Emeritus of History at the University of Southern Mississippi. Author of several books, including a volume in Norton Press's Bicentennial The States and the Nation Series, Mississippi: A History (1979), Professor Skates is one of America's most noted military historians. In addition to his twenty-eight years on the USM faculty, he has also taught at both the Center for Military History in Washington, D.C. and the Air War College at Maxwell Air Force Base in Alabama. In 1984, he was historical advisor for the Department of the Army's Fortieth Anniversary Celebration of the D-Day Invasion. His most recent work, The Invasion of Japan: Alternative to the Bomb (University of South Carolina Press, 1990), was a Main Selection of the Military Book Club and provided the topic of his Lecture, which was attended by more than 150 students and faculty.

F. Use of Evaluation Results:

All faculty were encouraged to integrate the substance of the lecture into coursework and classroom discussion where appropriate.
A. **Goal #3**

To work with the Recruitment Office to identify and target high school and community college students with an interest in or aptitude for historical studies.

D. **Evaluation Procedures:**

Each fall, the Chairman will interview all incoming freshmen and transfer students to determine the impact of the recruiting effort on their decision to attend DSU and/or major in history.

E. **Actual Results of Evaluation:**

The actual results were disappointing. Only one student to whom the recruiting letter was mailed enrolled at Delta State, and she stated in her interview that she likely would have chosen to attend DSU in any case, though our letter was the only such recruiting effort she encountered from a specific department at any of the schools to which she applied.

F. **Use of Evaluation Results:**

The results of this assessment have led to a more intense recruiting plan for next year (See Goal #4 in Part VI below).
Student Outcomes

Degree Major  B.A.  M.Ed.  
  History  History Education

A. Student Outcome #1

Recent graduates from the degree programs will be satisfied with the education that they received from the department and with the extent to which the department helped prepare them for further educational training and/or employment.

C. Evaluation Procedures:

The department conducts a survey of recent graduates every five years, and a new survey was administered in 1999.

D. Actual Results of Evaluation:

A considerably larger percentage (24 out of 53--45.3%) of former students responded than did in the previous survey (1994).

Twenty-two of these responses (91.7%) rated the department's quality of instruction as "Superior" (17) or "Above average" (5), and none rated it "Below average" or "Inferior."

Fourteen of these respondents (58.3%) were working in History or a related field. Fourteen also stated that their DSU coursework effectively prepared them to enter the job market or to succeed in graduate/professional school. Nineteen (79.2%) stated that their coursework "Very much" prepared them effectively to communicate their ideas, both orally and in writing and to understand the development of the cultures they had studied. Twenty (83.3%) stated that their experiences in the department "Very much" helped them to develop their ability to think clearly and precisely; all 24 stated that it helped them to do so at least "Somewhat." Twenty-two (91.7%) said that, knowing what they know now, they would "Definitely" (18) or "Probably" (4) major in history at Delta State again. Seventeen (70.8%) considered the history faculty "Open and accessible" and none found them "Somewhat standoffish" or "Unapproachable."

In rating the department's strengths, comments focused on the high quality of the faculty:
ARE YOU: (CHECK ONE)

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

Preface 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: \[A\] 11 B 7 C 3 D 2
- Prepare you for graduate or professional school: \[A\] 1 B 7 C 3 D 6
- Effectively communicate your ideas and opinions, both orally and in writing: \[A\] 1 B 9 C 3 D 6
- Understand the development of the cultures you have studied: \[A\] 1 B 5 C 0 D 0
- Understand and appreciate the cultural and moral aspects of life: \[A\] 1 B 10 C 0 D 0
- Form a more competent and reliable opinion on current issues: \[A\] 1 B 12 C 2 D 0
- Develop your ability to think clearly and precisely: \[A\] 2 B 4 C 0 D 0

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

\[A\] Superior
\[5\] Above Average
\[1\] Adequate
\[0\] 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: \[A\] 1 B 8 C 1 D 0
- Major in history at Delta State University: \[A\] 1 B 4 C 1 D 0

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

\[A\] Open and Accessible
\[5\] Reserved but polite and helpful
\[1\] 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: \[A\] 1 B 1 C 4 D 0

That 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?
“Knowledge of the faculty was top-notch. They were readily able to communicate their points and make class interesting.”

“Teachers care about the needs of students—friendly, personable teachers.”

“Knowledgeable, accessible instructors.”

“The strength of the department is that it attempts not to acquiesce to eroding academic standards [and that it attempts] to elevate marginal students.”

“The ability to reach out to students in and out of the classroom.”

“Small classes, personable faculty, rigorous testing, . . . clear and interesting instruction, strong teaching in an array of areas, fair grading, attention paid to students, attention paid to following up on students.”

“My time at DSU was extremely valuable.”

“The faculty have complete control over the classroom and maintain discipline in such a way that is very conducive to learning.”

“Relationship the prof[essor]s have with the students; size of classes, especially upper level.”

“The knowledge of the faculty and its ability to convey that knowledge to the student.”

“Diverse but strong academic backgrounds of the professors.”

“Willingness to offer extra help to those who need it.”

“The emphasis on writing.”

“I perceive the major strength of the . . . department is, without a doubt, the great staff. Each professor is very knowledgeable in his/her subject area. I honestly believe I received the best education because of this fine staff.”

“The teachers are always available and very willing to help out in any way. Also the history teachers I had demonstrated their love for history every day in class so that [they] made me love it.”

“Higher expectations and requirements than other DSU departments . . . So far DSU has stuck with important historical studies instead of the trendy.”

“The accessibility of the faculty; their genuine interest in students; and the smaller class size.”
“Some good teachers who really want their students to succeed.”

“Excellent, well-educated faculty.”

Many of the respondents stated that they found no weaknesses in the department. The comments of those who did cite weaknesses focused on the small number of faculty and limited availability of courses:

“Small size of the department, few faculty, limited course offerings.”

“Not enough non-European classes.”

“The department is compelled to accommodate students whose academic abilities and inclinations are measurably below the desired standards of the department.

“Being limited in what courses can and cannot be offered.”

“Oral presentations are limited to seminars.”

“Students are still not expected to do enough.”

“There are not enough classes offered each semester. This is, I believe, mainly because there are not enough professors.”

“A greater variety of courses or larger number of faculty might strengthen the department. On the other hand, the small classes and individualized attention were definitely two strong points of my DSU education.”

“Not enough highly motivated, driven students to spur each other on.”

“The availability of courses.”

“Not enough courses.”

The department has decided that this type of survey should be conducted every five years in order that sufficient new graduates can be polled to produce enough significant data for comparison. In order to avoid duplication, the next survey (2004) will include only those graduates from 2000 through 2004. Succeeding surveys will cover similar five-year periods.
E. **Use of Evaluation Results:**

Compiled data from this survey was given to all faculty members for their information and consideration.

The department curriculum committee was instructed to explore ways to address the problem of limited course offerings.
A. **Student Outcome #2**

Students currently graduating from the degree program will be satisfied with the education that they received from the department and with the extent to which the department helped prepare them for further educational training and/or employment.

C. **Evaluation Procedures:**

Questionnaire distributed by Office of Institutional Research to 1999 graduates.

D. **Actual Results of Evaluation:**

The questionnaire asked 1999 graduates to respond to 17 specific questions regarding the quality of the education they received in their major, rated on a scale from 1 to 4 with 1 being the best possible score. The Department of History ranked higher than the average for the School of Arts and Sciences and the University as a whole on the following items:

- Availability of my advisor
- Willingness of my advisor to help me
- Quality of courses in preparing me for employment and/or graduate school
- Fairness of grading in my courses
- Quality of instruction in courses in my major
- Ample number of library holdings in my major
- Quality of courses for providing a good general education
- Opportunities for formal student evaluation of instruction in my major
- Professional competence of departmental faculty in my major
- My initial contacts and first impression with the department
- Overall quality of this department

The Department of History ranked lower than the School of Arts and Sciences and/or the University as a whole on the following items:

- Opportunities for interaction with faculty in my major
- Availability of professional activities or clubs in my major
- Laboratory facilities related to my major
- Practicum or internship experiences in my major
- Classroom facilities related to my major
- Quality of career advising in my major
E. Use of Evaluation Results:

Compiled data from this survey was given to all faculty members for their information and consideration.

The department does not have internships or practicums and cannot do anything on its own about improving classroom facilities, though department’s deviation from School and University norms in the other categories was statistically negligible, the Phi Alpha Theta (national history honor society) advisor was asked to develop recommendations for expanding the activities of the DSU chapter as a means to encourage interaction between history majors and department faculty.
A. Student Outcome #3:

Students will be encouraged to analyze and interpret the past critically, and to communicate effectively their findings. Additionally, at least 75% of majors will receive credit on the Writing Proficiency Examination.

C. Evaluation procedures:

Predominantly essay examinations in upper-level classes.

Research papers, book reviews, bibliographical compilations, etc.

HIS 400 (Historiography and Philosophy of History)

Majors' performance on WPE.

D. Actual Results of Evaluation:

All members of the department give, and meticulously grade with extensive comments, predominantly essay upper-level examinations and 40%-50% essay questions in survey classes. Three members of the department give exclusively essay examinations to all classes.

Three majors took the WPE during 1998, and one (33%) received credit.

Students whose written work falls below acceptable standards are often referred to the Writing Lab. Faculty members meticulously correct unacceptable writing, both grammatically and stylistically.

HIS 400 serves to "weed out" majors who cannot write or do research satisfactorily. Efforts are being made to offer HIS 400 three times during a calendar year (rather than two) in order that majors will have more opportunities to take this course early in their careers. Other scheduling considerations will make this difficult until a new faculty member is added in U.S. History.

E. Use of Evaluation Results:

Portfolios of majors' written work are compiled and maintained as a means of assessing students' writing as they progress through the program.
A. **Student Outcome #4**

Students enrolled in the M.Ed. program in History Education will score favorably on recognized graduate-level standardized tests (e.g., GRE, MAT). Students will meet or exceed the minimum standards set by Delta State University in its graduate program.

C. **Evaluation Procedures:**

Assessment of students’ performance on one or more of the standardized tests listed under “Admission Requirements” in the DSU Graduate Catalogue.

D. **Actual Results of Evaluation:**

Nine History M. Ed. students took standardized tests in 1999; eight of them met or exceeded the minimum standards set by the DSU Graduate School.

E. **Use of Evaluation Results:**

These results were given to all faculty for their information and consideration.
Degree: M.Ed.
Major: History Education

A. Student Outcome #5:

Students in the M.Ed. program will develop acceptable writing and research skills common to the historical profession.

C. Evaluation Procedures:

Essay examinations, book reviews, compilation of bibliographies, research papers, etc.

Oral presentations in seminars.

HIS 500

D. Actual Results of Evaluation:

Some M.Ed. candidates wash out of the program because they cannot successfully complete HIS 500. If it were feasible, HIS 500 would be made prerequisite to other graduate courses in History. Doing so, however, would prevent many students from enrolling in other upper-level History courses, especially those offered at night. Therefore, the early taking of HIS 500 can only be encouraged.

Graduate History faculty are more concerned with improving students' writing than condemning them for inferior work. History faculty encourage students to submit rough drafts of research papers, book reviews, etc., before turning in a final copy. The degree to which this helps students depends upon their diligence in submitting such rough drafts.

E. Use of Evaluation Results:

There is little doubt that students' ability to read with comprehension and to write with coherence and clarity continues to decline. Therefore, the emphasis in HIS 500 has been increasingly focused on these deficiencies. Portfolios of students' work are kept in the departmental office in order to assist faculty in discerning problem patterns.
VI. Department Goals for 2000 (-2001)

A. Goal #1:

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

B. Institutional Goal which was supported by this goal:

#1—Review and update undergraduate and graduate programs to adequately address basic skills, knowledge, and competencies necessary for students to be properly prepared in their chosen fields, to...enter the work force and/or continue advanced study in graduate or professional school.

C. Expected Results:

At least 75% of the students taking history classes will rate their instruction as "Excellent" or "Good" in the annual evaluation of the faculty.

D. Evaluation Procedures:

Student completion of a questionnaire designed by members of the History faculty.

E. Actual Results of Evaluation:

To be determined.

F. Use of Evaluation Results:

To be determined.
A. Goal #2:

To improve student performance in general education survey courses.

B. Institutional goal which was supported by this goal:

#10 Increase student retention and graduation rates....

C. Expected Results:

Using graduate assistants and selected history majors, the department will develop and implement a tutoring program designed specifically for and available to students in the general education survey history courses.

D. Evaluation Procedures:

The tutoring program should produce a rise in the overall grade-point average in the survey courses, particularly a reduction in the percentage of “D” and “F” grades in those courses.

E. Actual Results of Evaluation:

To be determined.

F. Use of Evaluation Results:

To be determined.
A. Goal #3:

To allow students to hear and to interact with prominent scholars from outside the DSU community and to enrich students’ appreciation for the cultural value of scholarship beyond the classroom experience.

B. Institutional goal which was supported by this goal:

#9—Provide a rich campus life with a variety of cultural and extracurricular activities and other opportunities for personal development.

C. Expected Results:

The department will sponsor one or more lectures, programs, or exhibits that will expose students to outstanding scholars and their work or to the general cultural value of historical scholarship.

D. Evaluation Procedures:

Such events should involve speakers or programs of national stature.

Events should be well attended by students and faculty.

E. Actual Results of Evaluation:

To be determined.

F. Use of Evaluation Results:

To be determined.
A. **Goal #4**

To work with the Recruitment Office to identify and target high school and community college students with an interest in or aptitude for historical studies.

B. **Institutional Goal which was supported by this goal:**

#2—Attract and retain qualified and diverse students, faculty, and staff.

C. **Expected Results:**

Identification of potential history majors before they have made a definite choice about what college to attend.

Communication, through the Mississippi Historical Society’s Junior Historical Society, with teachers of high school history throughout the state.

Mailing of the department’s brochure, along with a personal letter from the Department Chairman, to every student recommended by a high school history teacher.

Actively solicit nominations for Delta State’s Community College Department Chair’s Scholarship from every Community College in the state.

D. **Evaluation Procedures:**

Each fall, the Chairman will interview all incoming freshmen and transfer students to determine the impact of the recruiting effort on their decision to attend DSU and/or major in history.

E. **Actual Results of Evaluation:**

To be determined.

F. **Use of Evaluation Results:**

To be determined.
### Student Outcomes

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<tr>
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<td>History</td>
<td>History Education</td>
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A. **StudentOutcome #1**

Recent graduates from the degree programs will be satisfied with the education that they received from the department and with the extent to which the department helped prepare them for further educational training and/or employment.

B. **Expected Results:**

At least 75% of survey respondents will rate their instruction from the History Department as "Superior" or "Above average."

C. **Evaluation Procedures:**

The department conducts a survey of recent graduates every five years, and a new survey was administered in 1999.

D. **Actual Results of Evaluation:**

See Student Outcome #1 in Part V above.

E. **Use of Evaluation Results:**

To be determined.
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<th>Degree</th>
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<td>Major</td>
<td>History</td>
<td>History Education</td>
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A. **Student Outcome #2**

Students currently graduating from the degree program will be satisfied with the education that they received from the department and with the extent to which the department helped prepare them for further educational training and/or employment.

B. **Expected Results:**

At least 75% of graduates will rate their instruction from the History Department as “Excellent” or “Good.” Additionally, graduates will also favorably evaluate the department on its helpfulness, congeniality, accessibility, and other such factors.

C. **Evaluation Procedures:**

Questionnaire distributed by Office of Institutional Research to 2000 graduates.

D. **Actual Results of Evaluation:**

To be determined.

E. **Use of Evaluation Results:**

To be determined.
Degree  | B.A.
Major  | History

A. Student Outcome #3:

Students will be encouraged to analyze and interpret the past critically, and to communicate effectively their findings. Additionally, at least 75% of majors will receive credit on the Writing Proficiency Examination.

B. Expected Results:

Students will be able to respond properly to essay questions which require thought, originality, and assimilation.

Students will learn the proper techniques of writing history and the technical aspects of research and documentation.

C. Evaluation procedures:

Predominantly essay examinations in upper-level classes.

Research papers, book reviews, bibliographical compilations, etc.

HIS 400 (Historiography and Philosophy of History)

Majors’ performance on WPE.

D. Actual Results of Evaluation:

To be determined.

E. Use of Evaluation Results:

To be determined.
Degree: M.Ed.
Major: History Education

A. Student Outcome #4

Students enrolled in the M.Ed. program in History Education will score favorably on recognized graduate-level standardized tests. Students will meet or exceed the minimum standards set by Delta State University in its graduate program.

B. Expected Results:

Text scores recorded by M.Ed. History Education students will meet or exceed the standards stated above.

C. Evaluation Procedures:

Assessment of students’ performance on one or more of the standardized tests listed under “Admission Requirements” in the DSU Graduate Catalogue.

D. Actual Results of Evaluation:

To be determined.

E. Use of Evaluation Results:

To be determined.
Degree: M.Ed.
Major: History Education

A. Student Outcome #5:

Students in the M.Ed. program will develop acceptable writing and research skills common to the historical profession.

B. Expected Results:

Students will produce research papers, book reviews, test essays, bibliographies, etc., which demonstrate developing professionalism.

C. Evaluation Procedures:

Essay examinations, book reviews, compilation of bibliographies, research papers, etc.

D. Actual Results of Evaluation:

To be determined.

E. Use of Evaluation Results:

To be determined.
### Delta State University

Unit Budget Plan
FY 2001 Budget
AS OF 07-MAR-2000

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**ORGANIZATION:** 0353  
**FUND:** 10  
Unrestricted General Fund

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**SEE ATTACHED SHEET**
Justification:

1. The cost of this service is based on the actual number of copies made on the machine. The number of copies made has risen slightly each year since the current estimates of annual use (96,000) were computed four years ago.

2. This budget item covers the cost of the annual Cranford Lecture, which has become an increasingly popular and successful event each year since its inception three years ago. This year’s (2000) Lecture, held in conjunction with President’s Potter’s inauguration, earned the department and the University a great deal of positive visibility not only locally but throughout Mississippi. Consequently, in addition to the purposes for which it was originally established, the Lecture series has gained significant potential as a recruiting tool. To secure speakers of such stature necessary to maintain those advantages will, however, cost more in the future.

Respectfully submitted,

[Signature]

Chester M. Morgan
April 6, 2000