

UNIT REPORT

History - Final Annual Report

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Departmental Mission Statement**Start:** 07/01/2017**End:** 06/30/2018**Reporting Year:** 2018-2018**Providing Department:** History**Department/Unit Contact:** Jeff Roberts**Mission/Vision/Goal Statement:**

The Department of History offers a wide array of courses to diverse student populations. The department provides General Education instruction to a large number of students in the state-required American history sequence, while Western and World Civilization sequences satisfy TBR humanities requirements. In addition, department faculty offer numerous specialized courses that attract majors and non-majors alike.

The department has developed and maintains a comprehensive and successful curriculum for history majors. The programs are designed to provide future historians with the tools and knowledge for successful graduate study in the discipline, and to prepare graduates for careers in education, law, public service or business. Majors are expected to think analytically, ascertain facts and make objective judgments, and write clearly, communicating the results of reasoned analysis.

The department shares with the University both its broader commitment to cross-cultural understanding and its special obligation to serve the Upper Cumberland region of Tennessee.

Program Goal - Commitment to Flight Plan**Progress:** Completed**Define Goal:**

The Department of History will help Tennessee Tech progress via its commitment to Flight Plan. This involves at least one initiative in all four target areas: Improved undergraduate experience, transform technology, create distinctive programs and expand financial resources.

Intended Outcomes / Objectives:

Under improved undergraduate experience:

1. The Department will provide opportunities to highlight undergraduate research via an annual Lyceum and participation in Phi Alpha Theta conferences.
2. The Department will increase access and retention via survey sections designed specifically for international students and experimental "Maymester" sections.

Under transform technology:

3. The Department will increase its involvement with the I-Cube initiative
4. The Department will increase its presence on social media

Under create distinctive programs:

5. The Department will work with other programs to establish a Religious Studies minor.
6. The Department will expand its Public History and Internship opportunities

Under expand financial resources:

7. The Department will establish a new endowment designed to provide fall semester speakers (complimenting an existing endowment which allows for such every spring)

Note: The Maymester sections noted in #2 above are also applicable here

Student Learning Goal 1: Research Paper Proficiency**Progress:** Ongoing

Define Goal:

All students completing a degree in History at Tennessee Technological University will demonstrate the ability to research and write a scholarly paper of professional quality.

Intended Outcomes / Objectives:

The Department faculty have defined successful student performance in History 4990 according to the following rubric, as one who is able to:

- a. Formulate an original thesis and defend it in a sustained argument - OR - Compile and historiographic essay demonstrating mastery of relevant literature
- b. Make effective use of primary sources (if possible) - AND/OR - Demonstrate and ability to professionally evaluate and employ secondary sources.
- c. Make proper use of citation conventions, thereby avoiding plagiarism.
- d. Use standard written English effectively and appropriately.
- e. Present a well-organized paper.
- f. Place the research topic and/or literature survey in broader historical context.
- g. Demonstrate critical thinking, reasoned analysis, and/or problem solving.
- h. Follow any additional directions as assigned by the professor.

Student Learning Goal 2: Participation in Co-curricular Activities

Progress: Ongoing

Define Goal:

The department desires to instill in students an appreciation of the past, to include a desire to explore history beyond the classroom.

Intended Outcomes / Objectives:

We expect at least 50% of all history majors to participate in extracurricular activities related to the discipline. Activities may include membership in the History Club or Phi Alpha Theta honor society, presentation of research, participation in field trips, or attendance at special lectures, cultural events, and historical conferences.

Student Learning Goal 3: Factual Knowledge/Standardized Testing

Progress: Ongoing

Define Goal:

History majors will demonstrate a reasonable command of general factual knowledge by achieving at least a mean score relative to national averages on discipline related exams.

Intended Outcomes / Objectives:

History majors will demonstrate their factual knowledge competence by scoring at or above the national average on the ACAT achievement tests.

Assessment: ACAT Standardized testing

Goal/ Outcome/ Objective: #3

Type of Tool: Exit Exam

Frequency of Assessment: Once per semester (in Methods course)

Rationale:

Required by state authorities.

Assessment: Academic Audit (peer review)

Goal/ Outcome/ Objective: #1, #2, #3

Type of Tool: Peer Assessment

Frequency of Assessment: Once every four years

Rationale:

Required by the Tennessee Board of Regents

Assessment: Alumni Survey

Goal/ Outcome/ Objective: #1, #2, #3

Type of Tool: Other

Frequency of Assessment: Once every ten-twelve years

Rationale:

Alumni surveys, we believe, are the ultimate litmus test of a successful program.

Assessment: Annual department reports

Goal/ Outcome/ Objective: #2

Type of Tool: Checklist

Tracking Spreadsheet

Frequency of Assessment: Once per year

Rationale:

Required by the college.

Assessment: Historical Methods and Senior Seminar Courses

Goal/ Outcome/ Objective: #1

Type of Tool: Capstone Project

Frequency of Assessment: Every semester

Rationale:

History graduates should have the ability to research and write a scholarly paper of publishable quality. These courses give them the tools and opportunity to demonstrate such.

Assessment: IDEA teaching evaluations

Goal/ Outcome/ Objective: #3

Type of Tool: Other

Frequency of Assessment: Every semester

Rationale:

Required by the university.

Assessment: Value added testing

Goal/ Outcome/ Objective: #3

Type of Tool: Gap Analysis

Frequency of Assessment: Varied use among professors, at least once per year

Rationale:

Demonstrates student learning in numeric fashion.

Results: ACAT Standardized Test Results

Goal/Objective/Outcome Number: Student Outcome Goal #3

Results:

Only two students took the fall 2017 ACAT. One scored in the 91st percentile, the other in the 20th. Thus the overall average was above 50 for this admittedly small class. Spring's scores were more uneven. One student, who we would never have predicted to do so well, scored in the 97th percentile. Another scored in the 3rd percentile, failing to even enter her name correctly. We suspect senioritis. Owing to a variety of factors discussed in our recent peer review, we don't put much stock in these standardized tests. Still, we can claim that our overall average for both semesters was slightly above the national average.

Results: Senior Seminar Results

Goal/Objective/Outcome Number: Student Learning Outcome #1**Results:**

Dr. Susan Laningham taught the fall, 2017 seminar. Dr. Michael Birdwell taught the spring, 2018 seminar. Dr. Laningham had only two students, while Dr. Birdwell had thirteen. Only three out of fifteen students met all requirements of the rubric and thus received A grades. While each paper had enough merit for passing grades (there were some students who withdrew from each course) that not everyone received the same grade is indicative that students were held accountable for failing to meet all the standards of the rubric. Those falling short generally lacked in rubric items a, b, d, e, and g. Some of those who received "D" grades typically lacked in more than one area. The department did review and confirm the standards during our peer review, choosing to eliminate the historiographic option (the second half of item 'a') in future classes following confirmation from our reviewer.

Results: Student Participation in Co-Curricular Activities**Goal/Objective/Outcome Number:** Student Outcome Goal #2**Results:**

We may have set a record for student activities in 2017-2018. We certainly surpassed the goal of 50% participation. After a year off we once again held a History Lyceum in April, 2018. Six students gave papers, fifteen took a test for a scholarship. The majority of our faculty offered field trips. Dr. Susan Laningham took an entire seminar class of six to conferences at Sewanee and Nashville. Dr. Jeff Roberts took our entire freshman class (History 1066) to Chickamauga, and three of his Military History students to the Frist Museum and the Hermitage. Dr. Michael Birdwell drove his Tennessee History students to the State Archives, and Drs. Troy Smith and Allen Driggers took their Methods students to the University of Tennessee Library. Most notably, Dr. Elizabeth Propes was the lead chaperone for a group of ten who spent a week in Paris, France (Dr. Propes also accompanied a foreign language group to Morocco). The department hosted its annual Winchester Lecture featuring Dr. Elizabeth Catte in the spring of 2018. She addressed an estimated crowd of 200 in Derryberry Hall. Dr. Jeanette Keith spoke to slightly larger crowd at the second annual Pauline Womack lecture the previous fall. Two of our majors, Allison Wittmer and Emily Thomas, became the first recipients of a Yreka Grant which enabled them to conduct research in England in the summer of 2017. Overall, we are confident that at least 75% of our majors participated in extracurricular activities during 2017-2018, again, far surpassing this goal.