Department of History & Social Sciences

Detailed Assessment Report
2011-2012

Mission / Purpose
The History and Social Sciences faculty are dedicated to teaching our students how to understand, appreciate, and practice the conventions and methodologies of History, Political Science, and Anthropology, and use those practices to effectively communicate historical and social-scientific knowledge.

I. Goals and Student Learning Outcomes/Objectives, with Related Measures, Targets, Findings, and Action Plans

A. Goal: Address the major educational issues of the region
Address the major educational, social, cultural, and economic issues of the region and in doing so promote a positive image of the institution and the area

1. Outcome: Demonstrated facility in, and respect for, historical methodology.
History majors will develop strong critical thinking skills and will demonstrate their facility in, and respect for, the discipline's conventions and methodologies.

a. Measure: Portfolios for History Majors
Portfolios of majors' written work maintained in order to track progress over time.

1. Achievement Target:
The history faculty will maintain portfolios of at least two sample papers (chosen by the students themselves) from each declared history major's major-field courses. Faculty advisers and the department chair will evaluate these portfolios annually and, when necessary, students will be steered toward the university's writing proficiency program and/or into additional history courses.

2. Findings (2011-2012) - Target: Met
History faculty have begun the processing of collecting student work into portfolio. Initially, freshmen and sophomores were targeted. In 2012-2013, there will be an expansion to include juniors and so on.

3. Action Plan:
Launch the portfolios
Begin collecting sample papers from history majors.
Established in Cycle: 2010-2011
Implementation Status: In-Progress
Priority: High

b. Measure: Department will offer specialized instruction in historical methods.
The History Department will continue to offer HY300-Historical Methodologies and will require it of all history major. Majors will complete HY300 in either the second semester of their sophomore year or the first semester of their junior year. HY300 achieves two basic ends, both of which are mechanical: (1) To give students the basics in historiography and historical methodology. (2) To teach formal term paper construction by requiring each student to research, organize, and write a formal term paper. The "mechanical" skills that this class covers work in concert with content courses required of history majors, preparing them for the capstone projects they will design and complete in HY400.

1. **Achievement Target:**
   Completion of HY300 with a grade of C or better will indicate that students have satisfied this requirement. Students with grades of D will be advised to re-take the course.

2. **Findings (2011-2012) - Target: Met**
   History and Social Sciences have maintained this standard, and will explore making the "C" a fixed prerequisite.

c. **Measure: History Majors produce capstone assignments**
   Students will successfully complete the required capstone course, HY 400, in which completion is contingent upon satisfactory performance on a capstone assignment. Satisfactory performance is defined as a score of at least 70% on the capstone assignment.

1. **Achievement Target:**
   At least 75% will complete HY 400 in their first attempt.

2. **Findings (2011-2012) - Target: Met**
   All students participating in HY400 this year completed the course successfully. However, one student was advised to withdraw rather than suffer inevitable failure.

3. **Action Plan:**
   **Stricter rubric for HY400**
   HY400 Supplemental Grading Rubric--2011-2012; In every element of HY400, regardless of its relative weight, the following standards will apply. These are described as A, B, C, D, F, and each represents a 10-point range. While the assigned letter grade will correspond directly to the standard prescribed here, the actual point total within the range is left to the instructor's discretion and judgement. "F"---the student has shown disrespect for their classmates and the instructor; they've performed indifferently if at all. "D"---while the student has not been disruptive, they've only ever offered the pretense of satisfying the requirement in question; though they may claim to be satisfying the measure, they've offered little evidence to suggest that this is the case or that they've taken the exercise seriously. "C"---the student has satisfied minimal requirements for the exercise in question. "B"---the student has attempted to exceed minimal requirements for the exercise in question. "A"---the student has displayed exceptional ambition in executing
the exercise in question.

**Established in Cycle:** 2010-2011  
**Implementation Status:** In-Progress  
**Priority:** High  
**Responsible Person/Group:** Instructor or record

2. **Outcome:** Value judgements and comparative assessments about empirical data.

History majors will demonstrate their ability to make value judgements and comparative assessments about empirical data used in historical investigation.

a. **Measure:** Department will offer specialized instruction in historical methods.

The history department will continue to offer HY300-Historical Methodologies and will require it of all history major. Majors will complete HY300 in either the second semester of their sophomore year or the first semester of their junior year. HY300 achieves two basic ends, both of which are mechanical: (1) To give students the basics in historiography and historical methodology. (2) To teach formal term paper construction by requiring each student to research, organize, and write a formal term paper. The "mechanical" skills that this class covers work in concert with content courses required of history majors, preparing them for the capstone projects they will design and complete in HY400.

1. **Achievement Target:**

Completion of HY300 with a grade of C or better will indicate that students have satisfied this requirement. Students with grades of D will be advised to re-take the course.

2. **Findings (2011-2012) - Target: Met**

The Department has maintained this standard, and will explore making the "C" a fixed prerequisite.

b. **Measure:** History Majors produce capstone assignments

Students will successfully complete the required capstone course, HY 400, in which completion is contingent upon satisfactory performance on a capstone assignment. Satisfactory performance is defined as a score of at least 70% on the capstone assignment.

1. **Achievement Target:**

All senior history majors should score "C" or better in this element of their capstone project.

2. **Findings (2011-2012) - Target: Met**

All students in HY400 this year (who completed the course) satisfied this element of the grading guideline.

3. **Action Plans:**

a. stricter rubric for HY400
HY400 Supplemental Grading Rubric--2011-2012; In every element of HY400, regardless of its relative weight, the following standards will apply. These are described as A, B, C, D, F, and each represents a 10-point range. While the assigned letter grade will correspond directly to the standard prescribed here, the actual point total within the range is left to the instructor's discretion and judgement. "F"---the student has shown disrespect for their classmates and the instructor; they've performed indifferently if at all. "D"---while the student has not been disruptive, they've only ever offered the pretense of satisfying the requirement in question; though they may claim to be satisfying the measure, they've offered little evidence to suggest that this is the case or that they've taken the exercise seriously. "C"-the student has satisfied minimal requirements for the exercise in question. "B"-the student has attempted to exceed minimal requirements for the exercise in question. "A"-the student has displayed exceptional ambition in executing the exercise in question.

**Established in Cycle:** 2010-2011  
**Implementation Status:** In-Progress  
**Priority:** High  
**Responsible Person/Group:** Instructor or record

b. **Students' understanding of assignments' purpose**  
By building SLO statements into the existing "Course Objectives" section of our syllabuses, the department will better demonstrate the broader purpose of the assignments made. An SLO statement for a 100-level course will be far simpler than one for a 300-level course, but the point is the same: to explain to students that course-levels are not arbitrary, but rather are intended to prepare for the assignments that they'll complete at successive levels of the curriculum. SLO syllabuses will be used first in fall 2011 and then continued.

**Established in Cycle:** 2010-2011  
**Implementation Status:** In-Progress  
**Priority:** High  
**Implementation Description:** SLO statements should be included on all syllabuses in Fall 2011; they will be mandatory beginning in Spring 2012.  
**Responsible Person/Group:** All history faculty.

3. **Outcome: Value judgements and comparative assessments of secondary source materials.**  
History majors will demonstrate their ability to make value judgements and comparative assessments of secondary source materials which include, but are not limited to, journals, monographs, and electronic media.

a. **Measure: Portfolios for History Major**  
Portfolios of majors' written work maintained in order to track progress over time.

1. **Achievement Target:**  
HY101 is the first course where we instituted these enhanced writing
requirements. Previously in HY101, we would simply require that students write analytical reviews of THE EPIC OF GILGAMESH. The enhanced assignment required that students compare and contrast Gilgamesh's story with the Book of Genesis.

2. Findings (2011-2012) - Target: Met
   Survey courses incorporated this type of analytical work.

b. Measure: Department will offer specialized instruction in historical methods.
The history department will continue to offer HY300-Historical Methodologies and will require it of all history major. Majors will complete HY300 in either the second semester of their sophomore year or the first semester of their junior year. HY300 achieves two basic ends, both of which are mechanical: (1) To give students the basics in historiography and historical methodology. (2) To teach formal term paper construction by requiring each student to research, organize, and write a formal term paper. The "mechanical" skills that this class covers work in concert with content courses required of history majors, preparing them for the capstone projects they will design and complete in HY400.

1. Achievement Target:
   Completion of HY300 with a grade of C or better will indicate that students have satisfied this requirement. Students with grades of D will be advised to re-take the course.

2. Findings (2011-2012) - Target: Met
   The History and Social Sciences Department has maintained this standard, and will explore making the "C" a fixed prerequisite.

c. Measure: History Majors produce capstone assignments
   Students will successfully complete the required capstone course, HY 400, in which completion is contingent upon satisfactory performance on a capstone assignment. Satisfactory performance is defined as a score of at least 70% on the capstone assignment.

1. Achievement Target:
   All senior history majors will satisfy this target through their performance in HY400.

2. Findings (2011-2012) - Target: Met
   All students in HY400 this year (who completed the course) satisfied this element of the grading guideline.

3. Action Plans:
   a. Stricter rubric for HY400
      HY400 Supplemental Grading Rubric--2011-2012; In every element of HY400, regardless of its relative weight, the following standards will apply. These are described as A, B, C, D, F, and each represents a 10-point range. While the assigned letter grade will correspond directly to the
standard prescribed here, the actual point total within the range is left to the instructor's discretion and judgement. "F"---the student has shown disrespect for their classmates and the instructor; they've performed indifferently if at all. "D"---while the student has not been disruptive, they've only ever offered the pretense of satisfying the requirement in question; though they may claim to be satisfying the measure, they've offered little evidence to suggest that this is the case or that they've taken the exercise seriously. "C"---the student has satisfied minimal requirements for the exercise in question. "B"---the student has attempted to exceed minimal requirements for the exercise in question. "A"---the student has displayed exceptional ambition in executing the exercise in question.

Established in Cycle: 2010-2011
Implementation Status: In-Progress
Priority: High
Responsible Person/Group: Instructor or record

b. Students' understanding of assignments' purpose
By building SLO statements into the existing "Course Objectives" section of our syllabuses, we will better demonstrate the broader purpose of the assignments we make. An SLO statement for a 100-level course will be far simpler than one for a 300-level course, but the point is the same: to explain to students that course-levels are not arbitrary, but rather are intended to prepare for the assignments that they'll complete at successive levels of the curriculum. SLO syllabuses will be used first in fall 2011.

Established in Cycle: 2010-2011
Implementation Status: In-Progress
Priority: High
Implementation Description: SLO statements should be included on all syllabuses in Fall 2011; they will be mandatory beginning in Spring 2012.
Responsible Person/Group: All history faculty.

4. Outcome: Organize and conduct original historical research.
History majors will demonstrate the ability to organize and conduct original historical research outlining an array of primary and secondary source materials.

a. Measure: Portfolios for History Majors
Portfolios of majors' written work maintained in order to track progress over time.

1. Achievement Target:
Rigorous, small-scale writing assignments across the curriculum will prepare students to undertake longer-form work by the time they participate in the capstone seminar. Each course will include multiple writing assignments as well as essay exams.

2. Findings (2011-2012) - Target: Met
Courses have been checked to ensure that they all require significant (and level-appropriate) written work.
3. Action Plan:
   Students' understanding of assignments' purpose
   By building SLO statements into the existing "Course Objectives" section of our syllabuses, we will better demonstrate the broader purpose of the assignments we make. An SLO statement for a 100-level course will be far simpler than one for a 300-level course, but the point is the same: to explain to students that course-levels are not arbitrary, but rather are intended to prepare for the assignments that they'll complete at successive levels of the curriculum. SLO syllabuses will be used first in fall 2011.
   Established in Cycle: 2010-2011
   Implementation Status: In-Progress
   Priority: High
   Implementation Description: SLO statements should be included on all syllabuses in Fall 2011; they will be mandatory beginning in Spring 2012.
   Responsible Person/Group: All history faculty.

b. Measure: Department will offer specialized instruction in historical methods.
The History Department will continue to offer HY300-Historical Methodologies and will require it of all history major. Majors will complete HY300 in either the second semester of their sophomore year or the first semester of their junior year. HY300 achieves two basic ends, both of which are mechanical: (1) To give students the basics in historiography and historical methodology. (2) To teach formal term paper construction by requiring each student to research, organize, and write a formal term paper. The "mechanical" skills that this class covers work in concert with content courses required of history majors, preparing them for the capstone projects they will design and complete in HY400.

1. Achievement Target:
   Completion of HY300 with a grade of C or better will indicate that students have satisfied this requirement. Students with grades of D will be advised to re-take the course.

2. Findings (2011-2012) - Target: Met
   The Department has maintained this standard, and will explore making the "C" a fixed prerequisite.

c. Measure: History Majors produce capstone assignments
   Students will successfully complete the required capstone course, HY 400, in which completion is contingent upon satisfactory performance on a capstone assignment. Satisfactory performance is defined as a score of at least 70% on the capstone assignment.

1. Achievement Target:
   All senior history majors will satisfy this target through their performance in HY400.
2. Findings (2011-2012) - Target: Met
All students in HY400 this year (who completed the course) satisfied this element of the grading guideline.

3. Action Plan:
   Stricter rubric for HY400
   HY400 Supplemental Grading Rubric--2011-2012; In every element of HY400, regardless of its relative weight, the following standards will apply. These are described as A, B, C, D, F, and each represents a 10-point range. While the assigned letter grade will correspond directly to the standard prescribed here, the actual point total within the range is left to the instructor's discretion and judgement. "F"---the student has shown disrespect for their classmates and the instructor; they've performed indifferently if at all. "D"---while the student has not been disruptive, they've only ever offered the pretense of satisfying the requirement in question; though they may claim to be satisfying the measure, they've offered little evidence to suggest that this is the case or that they've taken the exercise seriously. "C"-the student has satisfied minimal requirements for the exercise in question. "B"-the student has attempted to exceed minimal requirements for the exercise in question. "A"-the student has displayed exceptional ambition in executing the exercise in question.
   Established in Cycle: 2010-2011
   Implementation Status: In-Progress
   Priority: High
   Responsible Person/Group: Instructor or record

5. Outcome: Produce written work that critically interprets historical data.
   History majors will demonstrate the ability to produce written work that critically interprets and clearly explains historical data obtained in their own research.

   a. Measure: Portfolios for History Majors
   Portfolios of majors' written work maintained in order to track progress over time.

   1. Achievement Target:
      Rigorous, small-scale writing assignments across the curriculum will prepare students to undertake longer-form work by the time they participate in the capstone seminar. Each course will include multiple writing assignments as well as essay exams.

   2. Findings (2011-2012) - Target: Met
      Courses have been checked to ensure that they all require significant (and level-appropriate) written work.

   3. Action Plan:
      Students' understanding of assignments' purpose
      By building SLO statements into the existing "Course Objectives" section of our syllabuses, we will better demonstrate the broader purpose of the assignments we make. An SLO statement for a 100-level course will be far simpler than one for a 300-level course, but the point is the same: to explain
to students that course-levels are not arbitrary, but rather are intended to prepare for the assignments that they'll complete at successive levels of the curriculum. SLO syllabuses will be used first in fall 2011.

Established in Cycle: 2010-2011
Implementation Status: In-Progress
Priority: High
Implementation Description: SLO statements should be included on all syllabuses in Fall 2011; they will be mandatory beginning in Spring 2012.
Responsible Person/Group: All history faculty.

b. Measure: History Majors produce capstone assignments
Students will successfully complete the required capstone course, HY 400, in which completion is contingent upon satisfactory performance on a capstone assignment. Satisfactory performance is defined as a score of at least 70% on the capstone assignment.

1. Achievement Target:
   All senior history majors will satisfy this target through their performance in HY400.

2. Findings (2011-2012) - Target: Met
   All students in HY400 this year (who completed the course) satisfied this element of the grading guideline.

3. Action Plans:
   a. Stricter rubric for HY400
      HY400 Supplemental Grading Rubric--2011-2012 In every element of HY400, regardless of its relative weight, the following standards will apply. These are described as A, B, C, D, F, and each represents a 10-point range. While the assigned letter grade will correspond directly to the standard prescribed here, the actual point total within the range is left to the instructor's discretion and judgement. "F"---the student has shown disrespect for their classmates and the instructor; they've performed indifferently if at all. "D"---while the student has not been disruptive, they've only ever offered the pretense of satisfying the requirement in question; though they may claim to be satisfying the measure, they've offered little evidence to suggest that this is the case or that they've taken the exercise seriously. "C"-the student has satisfied minimal requirements for the exercise in question. "B"-the student has attempted to exceed minimal requirements for the exercise in question. "A"-the student has displayed exceptional ambition in executing the exercise in question.

   Established in Cycle: 2010-2011
   Implementation Status: In-Progress
   Priority: High
   Responsible Person/Group: Instructor or record

b. Students' understanding of assignments' purpose
   By building SLO statements into the existing "Course Objectives" section of our syllabuses, we will better demonstrate the broader purpose of the assignments we make. An SLO statement for a 100-level course will be
far simpler than one for a 300-level course, but the point is the same: to explain to students that course-levels are not arbitrary, but rather are intended to prepare for the assignments that they'll complete at successive levels of the curriculum. SLO syllabuses will be used first in fall 2011.

Established in Cycle: 2010-2011
Implementation Status: In-Progress
Priority: High
Implementation Description: SLO statements should be included on all syllabuses in Fall 2011; they will be mandatory beginning in Spring 2012.
Responsible Person/Group: All history faculty.

6. Outcome: Demonstrated ability verbally to explain the significance of their own historical research.
History majors will demonstrate the ability to verbally explain the significance of their own historical research.

a. Measure: History Majors produce capstone assignments
Students will successfully complete the required capstone course, HY 400, in which completion is contingent upon satisfactory performance on a capstone assignment. Satisfactory performance is defined as a score of at least 70% on the capstone assignment.

1. Achievement Target:
All senior history majors will satisfy this target through their performance in HY400.

2. Findings (2011-2012) - Target: Met
All students in HY400 this year (who completed the course) satisfied this element of the grading guideline.

3. Action Plan:
Stricter rubric for HY400
HY400 Supplemental Grading Rubric--2011-2012 In every element of HY400, regardless of its relative weight, the following standards will apply. These are described as A, B, C, D, F, and each represents a 10-point range. While the assigned letter grade will correspond directly to the standard prescribed here, the actual point total within the range is left to the instructor's discretion and judgement. "F"---the student has shown disrespect for their classmates and the instructor; they've performed indifferently if at all. "D"---while the student has not been disruptive, they've only ever offered the pretense of satisfying the requirement in question; though they may claim to be satisfying the measure, they've offered little evidence to suggest that this is the case or that they've taken the exercise seriously. "C"--the student has satisfied minimal requirements for the exercise in question. "B"--the student has attempted to exceed minimal requirements for the exercise in question. "A"--the student has displayed exceptional ambition in executing the exercise in question.
Established in Cycle: 2010-2011
Implementation Status: In-Progress
7. Outcome: Assess historical events and developments through time.
   History majors will demonstrate the ability to assess historical events and developments through time and across sub-field boundaries.

a. Measure: Portfolios for History Majors
   Portfolios of majors' written work maintained in order to track progress over time.

   1. Achievement Target:
      Rigorous, small-scale writing assignments across the curriculum will prepare students to undertake longer-form work by the time they participate in the capstone seminar. Each course will include multiple writing assignments, as well as essay exams.

   2. Findings (2011-2012) - Target: Met
      Courses have been checked to ensure that they all require significant (and level-appropriate) written work.

   3. Action Plan:
      Students' understanding of assignments' purpose
      By building SLO statements into the existing "Course Objectives" section of our syllabuses, the department as a whole will better demonstrate the broader purpose of the assignments made. An SLO statement for a 100-level course will be far simpler than one for a 300-level course, but the point is the same: to explain to students that course-levels are not arbitrary, but rather are intended to prepare for the assignments that they'll complete at successive levels of the curriculum. SLO syllabuses will be used first in fall 2011.
      Established in Cycle: 2010-2011
      Implementation Status: In-Progress
      Priority: High
      Implementation Description: SLO statements should be included on all syllabuses in Fall 2011; they will be mandatory beginning in Spring 2012.
      Responsible Person/Group: All history faculty.

b. Measure: History Majors produce capstone assignments
   Students will successfully complete the required capstone course, HY 400, in which completion is contingent upon satisfactory performance on a capstone assignment. Satisfactory performance is defined as a score of at least 70% on the capstone assignment.

   1. Achievement Target:
      All senior history majors will satisfy this target through their performance in HY400.

   2. Findings (2011-2012) - Target: Met
      All students in HY400 this year (who completed the course) satisfied this
element of the grading guideline. Please note that "satisfied" does not satisfy us necessarily, and adherence to the new program should help us reach a point where we can raise expectation across the board.

3. Action Plans:
   a. Students' understanding of assignments' purpose
   By building SLO statements into the existing "Course Objectives" section of our syllabuses, faculty will better demonstrate the broader purpose of the assignments we make. An SLO statement for a 100-level course will be far simpler than one for a 300-level course, but the point is the same: to explain to students that course-levels are not arbitrary, but rather are intended to prepare for the assignments that they'll complete at successive levels of the curriculum. SLO syllabuses will be used first in fall 2011.
   
   Established in Cycle: 2010-2011
   Implementation Status: In-Progress
   Priority: High
   Implementation Description: SLO statements should be included on all syllabuses in Fall 2011; they will be mandatory beginning in Spring 2012.
   Responsible Person/Group: All history faculty.

   b. To better explain historical events through time.
   Students must be encouraged to do a better job of explaining historical change "through time." The enhanced HY400 rubric will be applied, and instructors will develop new exercises that are designed to build students' confidence in this area. It really is more a matter of confidence than of competence, and students should be encouraged to move beyond their comfort zone.
   
   Established in Cycle: 2010-2011
   Implementation Status: In-Progress
   Priority: High
   Responsible Person/Group: HY400 instructors.

   c. Measure: Departmental Exit Exam
   Graduating seniors will attain an acceptable score on a revised departmental exit exam.
   
   1. Achievement Target:
   A four-year average pass rate of 90% will be seen as a success.
   
   2. Findings (2011-2012) - Target: Met
   All students taking the exam this year passed the exam.

   8. Outcome: Provide a generalist education in History
   History graduates will demonstrate a broad-based, generalized knowledge of American and western history.

   a. Measure: Departmental Exit Exam
Graduating seniors will attain an acceptable score on a revised departmental exit exam.

1. **Achievement Target:**
   Ninety percent of graduate seniors will attain an acceptable score on the departmental exit exam.

2. **Findings (2011-2012) - Target: Met**
   All students taking the exam this year passed the exam.

### II. Goals and Other Outcomes/Objectives, with Related Measures, Targets, Findings, and Action Plans

#### A. Goal: Serve as a hub for the state's historical and archaeological communities.
Serve as a hub for the state's historical and archaeological communities by assuming editorial responsibility for the *Alabama Review* and the *Journal of Alabama Archaeology*, the official organs of the Alabama Historical Association and the Alabama Archaeological Society, respectively.

1. **Objective: Assume editorial responsibility for the *Alabama Review*.**
   Assume editorial responsibility for the *Alabama Review*, effective with the January 2012 issue.

   a. **Measure: Begin publishing *Alabama Review*.**
   Begin publishing the *Alabama Review*, effective January 2012.

   1. **Achievement Target:**
   Deliver January 2012 issue of the *Alabama Review* to Sheridan House for printing and distribution. Issue should be transmitted by December 1, 2011.

   2. **Findings (2011-2012) - Target: Met**
   (1) We were not awarded the new Assistant Professor/Editor line in this year's budgetary process, and so that pressing need remains unfilled. (2) Auburn University agreed to produce the January 2012 and April 2012 issues of the *Alabama Review*, so the official turnover happened in May 2012.

   3. **Action Plans**
   Continue efforts to secure new editor for *Alabama Review*
   The Department of History and Social Sciences will continue efforts to win approval for a new faculty member who will serve as editor of the *Alabama Review*.
   
   - **Established in Cycle:** 2011-2012
   - **Implementation Status:** In-Progress
   - **Priority:** High
   - **Budget Amount Requested:** $70,000.00 (recurring)

2. **Objective: Provide adequate attention to students**
   History survey courses will be capped in order to ensure that students receive the proper amount of attention. Likewise, this will afford instructors greater...
opportunities for one-on-one interaction and for fostering the type of teacher-student relationships that are part of the university's stated mission.

a. **Measure: Cap survey courses**
   The number of students allowed in individual survey courses will be limited.

1. **Achievement Target:**
   Cap survey courses at 25 students per instructor.

2. **Findings (2011-2012) - Target: Not Met**
   No new positions were allocated to the department. Thus we have failed to meet the goal.

3. **Action Plans:**
   a. **Reduce class sizes**
      The Department of History and Social Sciences not only failed to meet this goal, but the survey classes have grown larger over the past year, even with an overall increase in the number of sections offered.
      
      **Established in Cycle:** 2009-2010
      **Implementation Status:** On-Hold
      **Priority:** High
      **Implementation Description:** Double the number of survey courses offered, thus allowing us to reduce class sizes down to more appropriate (and productive) levels. Until our teaching ranks are increased, we will repeatedly fail to meet this goal.
      **Responsible Person/Group:** Administration
      **Additional Resources Requested:** Two full-time Lecturers.
      **Budget Amount Requested:** $80,000.00 (recurring)

   b. **Hire a new Assistant Professor of Early Modern European History**
      Hire a new Assistant Professor of Early Modern European History (i.e. European history before 1700)
      
      **Established in Cycle:** 2010-2011
      **Implementation Status:** On-Hold
      **Priority:** Medium
      **Implementation Description:** Submit faculty staffing plan
      **Additional Resources Requested:** Salary = $61,870 (includes benefits)
      **Budget Amount Requested:** $61,870.00 (recurring)

   c. **Hire two new Ph.D.-holding Lecturers in History**
      Hire two new Ph.D.-holding Lecturers in History who will divide their time between UWA campus and Demopolis Higher Education Center.
      
      **Established in Cycle:** 2010-2011
      **Implementation Status:** On-Hold
      **Priority:** Medium
      **Implementation Description:** Submit faculty staffing plan
      **Additional Resources Requested:** Salary (non-US History lecturer) = $40,439 (includes benefits) Salary (US History lecturer) = $40,439
d. **Hire new history faculty**  
Hire new TT faculty or lecturers to allow us to reduce class sizes in introductory courses.  
**Established in Cycle:** 2011-2012  
**Implementation Status:** In-Progress  
**Priority:** High  
**Projected Completion Date:** 04/30/2013  
**Budget Amount Requested:** $80,878.00 (recurring)

3. **Objective:** Provide students with new services and program offerings.  
The Department of History and Social Sciences will provide students with new programs and services to meet their needs by increasing departmental offerings as needs are determined.

a. **Measure:** Investigate the addition of new programs  
Through the use of surveys, focus groups, departmental discussions, and conversations with students, the Department of History and Social Sciences will investigate the addition of new programs to include new majors and/or minors.

1. **Achievement Target:**  
The addition of an Anthropology minor and a Political Science major are currently being investigated. If 51% of survey respondents are in favor of one or both of the additions, plans will begin to implement the additions.

2. **Findings (2011-2012) - Target: Partially Met**  
The Department of History and Social Sciences added the Anthropology minor this year. The Department failed to add the Political Science major, however. Political Science cannot "happen" without the addition of a new TT line in political science.

3. **Action Plan:**  
**Hire new political scientist.**  
The Department of History and Social Sciences must have a new political scientist on faculty in order to move forward with this initiative. We will continue efforts to secure funding per our 2013-2014 staffing requests.  
**Established in Cycle:** 2011-2012  
**Implementation Status:** Planned  
**Priority:** High  
**Budget Amount Requested:** $70,000.00 (recurring)
III. Details of Action Plans for This Cycle (by Established cycle, then alpha)

A. Launch a certification program in Public History
   Launch a certification program in Public History
   Established in Cycle: 2010-2011
   Implementation Status: Finished
   Priority: High
   Additional Resources Requested: Printing and postage = $1000 faculty
   Budget Amount Requested: $1,000.00 (recurring)

B. Restructure MAT Social Science track
   Restructure MAT Social Science track
   Established in Cycle: 2010-2011
   Implementation Status: In-Progress
   Priority: High
   Budget Amount Requested: $0.00 (no request)

C. Introduce Proposed Design for New Political Science Major
   Introduce a proposed design for new political science major before the university's academic councils.
   Established in Cycle: 2011-2012
   Implementation Status: In-Progress
   Priority: High
   Projected Completion Date: 04/30/2012

IV. Analysis Questions and Analysis Answers

A. What specific strengths did your assessments show? (Strengths)
   The Department of History and Social Sciences’ ability to smoothly implement the SLO’s created as a department. In all candor this has less to do with any particular talent on any of our parts, but rather that we're emphasizing things we'd been emphasizing all along. What's different, then, is more a matter of form than anything else. We have always emphasized writing; we have always sought a staged progression through our major program. We are stating that in a new way, one we hope will be more legible and accessible for our students.

B. What specific weaknesses or challenges did your assessments show? (Weaknesses)
   Funding is our enemy, as is the case with most academic units and most institutions. In our case, however, the funding shortfall, which manifests in chronic under staffing, predates the current budgetary shortfalls by at least a decade. We simply have to have the resources (personnel) to reduce our history survey courses down to an appropriate size, and then to properly serve the students in them. On the same front, we are constrained in our program offerings due to funding restraints, namely, in our efforts to launch a political science major. All that said, we are maximizing the resources we do have, and we are very proud of that.
C. What plans were implemented?
The Department of History and Social Sciences was able to assume editorship of the *Alabama Review* this year, and that is definitely a feather in our cap.

D. What plans were not implemented?
The Department of History and Social Sciences was not able to implement the political science major. This is due entirely to funding constraints which were discussed above.

E. How will assessment results be used for continuous improvement?
These annual assessments of our SLO benchmarks will make it easy to track their success or failure long-term.
HY400 Updated Grading Rubric—2011-2012

This document supplements the broader HY400 rubric, which is comprised of the department’s seven central student learning outcomes, or SLO’s. Those seven SLO’s are as follows:

**SLO1:** Demonstrated skill in historical methodologies.

**SLO2:** Value judgements and comparative assessments concerning empirical data.

**SLO3:** Value judgements and comparative assessments of secondary source materials.

**SLO4:** Organize and conduct original historical research.

**SLO5:** Produce written work that critically interprets historical data.

**SLO6:** Demonstrated ability verbally to explain the significance of their historical research.

**SLO7:** Demonstrated ability to assess historical events through time.

In every element of HY400, regardless of its relative weight, the following standards will apply. These are described as A, B, C, D, F, and each represents a 10-point range. While the assigned letter grade will correspond directly to the standard prescribed here, the actual point total within the range is left to the instructor’s discretion and judgement.

**“F”:** Through their poor performance (or non-performance) the student has shown disrespect for their classmates and the instructor; they’ve performed indifferently if at all. (numerical score 0-55)

**“D”:** While the student has not been disruptive, they’ve only ever offered the pretense of satisfying the requirement in question and apparently regard assignments and deadlines as pro formas; though they may claim to be satisfying the measure, they’ve offered little evidence to suggest that this is the case or that they’ve taken the exercise seriously. (numerical score 60-65)

**“C”:** The student has satisfied minimal requirements for the exercise in question. (numerical score 70-75)

**“B”:** The student has attempted to exceed minimal requirements for the exercise in question. (numerical score 80-85)

**“A”:** The student has displayed exceptional ambition in executing the exercise in question. (numerical score 90-100)
### ANNUAL PLAN

<table>
<thead>
<tr>
<th>Item</th>
<th>Approved</th>
<th>Remarks</th>
</tr>
</thead>
<tbody>
<tr>
<td>Goals</td>
<td>YES</td>
<td><strong>Editing needed throughout document.</strong></td>
</tr>
<tr>
<td>Outcomes/Objectives</td>
<td>YES</td>
<td><strong>Portfolio system is a fine idea. An outside evaluation system might be the next step.</strong></td>
</tr>
<tr>
<td>Measures</td>
<td>YES</td>
<td></td>
</tr>
<tr>
<td>Achievement Targets</td>
<td>YES</td>
<td></td>
</tr>
</tbody>
</table>

**History and Social Sciences**

**Chair or Director:**

**Dean or Vice President:**

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**Goals**

Goals are broad statements describing what the unit wants to accomplish. Goals relate to both the unit's mission and the University's mission. The goal(s) is stated as the University goal(s) a unit is attempting to meet.

**Outcomes/Objectives**

Outcomes and objectives are statements that describe in some detail what the unit plans to accomplish. Outcomes/objectives are associated with all applicable goals, strategic plans, standards, and institutional priorities.

Objectives are active-verb descriptions of specific points or tasks the unit will accomplish or reach. Outcomes are active-verb descriptions of a desired end result related to student learning and the unit's mission.

**Measures**

Measures are statements to judge success in achieving the stated outcome or objective. Measures contain information on the type of evidence and assessment tool that a unit will use to verify if stated outcome/objective has been met.

**Achievement Targets**

Achievement targets are the thresholds that the measures must meet for the unit to determine that it has been successful in meeting its specified outcomes/objectives. Achievement targets are measurable statements.
### Findings
Findings are indications whether an outcome/objective was met or not. Findings are put into the system under each achievement target. Findings include an interpretation of results, possible uses of results, reflection on problems encountered, indicated improvements/changes and strengths or weaknesses.

**Approved**: YES ✔

**Remarks**: 

### Action Plans
Action plans are detailed plans created by the unit to meet an outcome/objective that was only partially met or not met or to make improvement to those outcomes/objectives that were met but still need some strengthening. The plan includes a projected completion date, implementation description, responsible person(s)/group, resources required, and budget amount (if applicable).

Action plans created in previous cycles have been updated with implementation notes.

**Approved**: YES ✔

**Remarks**: 

### Annual Report
The Annual Report section contains information on key achievements, faculty and/or staff achievements, and community/public.

**Approved**: YES ✔

**Remarks**: Impressive achievements.

### Analysis Report
The unit has reflected on and created narratives for each of the following areas: specific strengths and progress made on outcomes/objectives, specific weaknesses or challenges, plans that were and were not implemented, and how assessment results will be used for continuous improvement.

**Approved**: YES ✔

**Remarks**: 

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**Approved by**: [Signature of Dean/Vice President]

**Date**: July 30, 2012

**Received by OIE**: [Signature of Coordinator of Planning and Assessment]

**Date**: 8-9-12