



WILLIAM WOODS
UNIVERSITY

History Program Review 2024

HISTORY PROGRAM REVIEW 2024.....1

PROGRAM REVIEW 2023-20243

HISTORY3

PROGRAM PROFILE3

INTERNSHIP & PLACEMENT8

FACULTY & RESOURCES.....18

ASSESSMENT PLANNING.....24

ASSESSMENT DATA.....25

CONCLUSIONS AND RECOMMENDATIONS.....28

ACADEMIC COUNCIL REVIEW30

APPENDIX: SUPPORTING DOCUMENTS36

Program Review 2023-2024

History

Program Profile

History

Provide a brief history of the program at WWU. Discuss relevant trends and issues with the program and its connection to the institution. If a program has one or more concentrations, each concentration should be discussed separately. (300 words or less)

As one might expect, history instruction has been a part of William Woods University since its inception. Starting with instruction provided by the indefatigable Miss Fannie Booth as early as 1890, students at The Woods have enjoyed an opportunity to learn about the past in ways that benefit their futures.

The University maintained a robust history major throughout much of that time. Cultural deemphasis on liberal arts and humanities education that took place nationally after the 2008 recession affected all history departments, with WWU's suffering as well. By 2016, the department had just hired a full-time faculty member in an attempt to resuscitate the program. That effort failed, with that faculty member leaving abruptly in the fall of 2019. The history major was discontinued and the current faculty in history was hired in fall 2020 to service general education and maintain the history minor with an eye on rebuilding the program.

Program Mission

Provide the mission of the program and describe how the program aligns to the university mission. Discuss the philosophy or purpose of the program, how the program relates to the mission, vision and goals of the University.

The William Woods University Minor in History program will introduce you to thinking critically about the cultural, political, economic and social sides of history. You will gain concrete skills in analytical reasoning, public speaking, making compelling arguments, summarizing information, solving complex problems, and so much more. Let your love for exploring the richness of the past act as the tool that shapes your future.

Courses offered by the history department align nicely with the University Objectives. As students work their way from introductory courses to those that are more advanced, they will earn Major Field Competence through the scaffolding of assignments that ultimately lead, in the upper-level courses, to communicating their original, independently produced research, which is the fundamental goal of historical study.

At its most basic level, historical inquiry requires the sharing of ideas. An inclusive environment is required to allow all students the ability to share their ideas about the past in a safe and productive way.

There are few things that are more satisfying to a sense of creativity within an academic setting than identifying a topic of personal interest within the parameters of a course and pursuing research that allows students to develop their own ideas and understandings about those issues.

Along similar lines, engaging in research and reading about diverse historical topics that use various lenses of analysis to understand the world can inculcate a sort of curiosity that leads to a lifetime of intellectual inquiry.

Student Demographics

Student Demographic Reflection

Include any additional demographic information used by the program here. Provide a longitudinal review of program demographic data. Discuss any relevant enrollment trends within the program. Explain any strategies implemented by the program within the past 5 years to increase enrollment numbers or assist in attracting students to the field.

The history minor is in a period of rebuilding. With a gap between the previous full-time faculty member's tenure and the current along with loss of the major in 2020, the history department has been working on developing courses and high-impact learning experiences with limited resources to better engage with students. Despite these significant challenges, the history minor has seen nice growth over the last few years, with the most recent census (Fall 2024) showing eleven declared minors.

The goal for the history minor is simply to draw more students into the program. The department has been working to provide new course offerings that will hopefully draw more students into the minor through interesting topics anchored to popular issues and events. History has developed a poster promoting the minor and will continue to try to find funding to create a new history minor flyer that will provide incoming students information about the benefits of earning a minor in history. History has been represented at new student orientations and other opportunities for interactions with students to help grow the program.

In the classroom, the department has been modifying its pedagogical approach to transition from passive learning for students in the form of lecture-heavy classes toward more interactive and student-centered learning.

LEAD events sponsored by the history department help students see that the study of history goes far beyond the memorization of dates and names, which seems to be a common understanding of students who make the transition from high school to college.

To recognize the achievements of those who have declared as history minors and maintained good grade point averages, the local chapter of Phi Alpha Theta has been reinstated and inducted two history minors this spring. This organization recognizes the hard work of students interested in history and provides opportunities for undergraduate students to present their original research in a friendly, open setting.

Program Demographic Data

Minor Activity Report

Minor History		School Humanities				
Undergraduate and Graduate Enrollment		Fall 2023	Fall 2022	Fall 2021	Fall 2020	Fall 2019
Total Enrollment	Total	8	4	5	-	-
	Fulton Campus	8	4	5	-	-
	Online	0	0	0	-	-
Undergraduate Enrollment		Fall 2023	Fall 2022	Fall 2021	Fall 2020	Fall 2019
Total Enrollment	Total	8	4	5	-	-
	Fulton Campus	8	4	5	-	-
	Online	0	0	0	-	-
Full-Time Total	Total	8	4	5	-	-
	Fulton Campus	8	4	5	-	-
	Online	0	0	0	-	-
Part-Time Total	Total	0	0	0	-	-
	Fulton Campus	0	0	0	-	-
	Online	0	0	0	-	-
Enrollment By Gender		Fall 2023	Fall 2022	Fall 2021	Fall 2020	Fall 2019
Male		5	1	1	-	-
Female		3	3	4	-	-
Other		0	0	0	-	-
Male %		62.50%	25.00%	20.00%	-	-
Female %		37.50%	75.00%	80.00%	-	-
Other %		0.00%	0.00%	0.00%	-	-

Enrollment By Status		Fall 2023	Fall 2022	Fall 2021	Fall 2020	Fall 2019
Full-Time		8	4	5	-	-
Part-Time		0	0	0	-	-
Full-Time %		100.00%	100.00%	100.00%	-	-
Part-Time %		0.00%	0.00%	0.00%	-	-
Enrollment By Race/Ethnicity		Fall 2023	Fall 2022	Fall 2021	Fall 2020	Fall 2019
U.S. Nonresident		0	0	0	-	-
Hispanic/Latino		0	0	0	-	-
American Indian or Alaska Native		0	0	0	-	-
Asian		0	0	0	-	-
Black or African American		0	0	0	-	-
Native Hawaiian or Pacific Islander		0	0	0	-	-
White		7	3	4	-	-
Two or More Races		0	0	0	-	-
Race and Ethnicity Unknown		1	1	1	-	-
U.S. Nonresident %		0.00%	0.00%	0.00%	-	-
Hispanic/Latino %		0.00%	0.00%	0.00%	-	-
American Indian or Alaska Native %		0.00%	0.00%	0.00%	-	-
Asian %		0.00%	0.00%	0.00%	-	-
Black or African American %		0.00%	0.00%	0.00%	-	-
Native Hawaiian or Pacific Islander %		0.00%	0.00%	0.00%	-	-
White %		87.50%	75.00%	80.00%	-	-
Two or More Races %		0.00%	0.00%	0.00%	-	-
Race and Ethnicity Unknown %		12.50%	25.00%	20.00%	-	-
Undergraduate Enrollment By Type		Fall 2023	Fall 2022	Fall 2021	Fall 2020	Fall 2019
Degree Seeking	First-Time	1	0	1	-	-
	Transfer-In	0	0	0	-	-
	Continuing / Returning	7	4	4	-	-
	Non-Degree Seeking	0	0	0	-	-

Concentrations

Create a chart that provides the student enrollment in program concentrations. Make a column for each year and a row for each concentration for the identified academic years.

not applicable

Concentrations Attachment

If it is easier to attach a current program document detailing the enrollment in each program concentration for the time frame requested, please attach it here. Just note in the Text Box above that the document is uploaded.

Reflection on Program Enrollment Data

Clearly describe the approach of the program to maintain or improve student retention and graduation rates. Does the program have an active plan on retention of current students? If so, specify the details of the plan.

no data available

Additional Program Resources

If your program has any additional syllabi, handbooks, or policies that would be beneficial to an external reviewer and the academic council, please upload here.

Labor Market Statistics

Attach a summary from the Bureau of Labor Statistics (or like source) Lab on future projections for employment within the profession. Discuss the data provided an any additional insights into the projections noted. Provide a summary statement on the implications of this information on the future of the program and any potential updates or changes to the program curriculum that need to be investigated by the faculty.

While an analysis of employment opportunities is more appropriate for a major, the data below show that undergraduates who earn degrees in history find employment in a wide variety of fields far beyond those traditionally associated with “history.” That is because study after study shows that the skill learned while earning a degree in history, much like the rest of the liberal arts, are highly desirable for employers and transfer well into a most industries where analytical thinking, project management, and effective communication skills are valued.

Table 1. Employment distribution of workers with a history degree, by occupational group, 2021

Occupational group	Occupational group share
Educational instruction and library occupations	18%
Management occupations	18%
Legal occupations	11%
Business and financial operations occupations	10%
Sales and related occupations	8%
Other	35%
Source: U.S. Census Bureau, American Community Survey.	

Table 2. Top-employing occupations for workers with a history degree

Occupational Outlook Handbook profile	Percent growth, projected 2022–32	Typical entry-level education	Percent degree holders in this field, this occupation, 2021	Percent of this occupation with an advanced degree, 2021
Financial managers	16%	Bachelor's degree	1%	21%
Management analysts	10%	Bachelor's degree	1	35
Lawyers	8%	Doctoral or professional degree	10	91
Postsecondary teachers, all other	4%	Doctoral or professional degree	4	72
Managers, all other	3%	Bachelor's degree	4	21
Education administrators, kindergarten through secondary	1%	Master's degree	2	57
Elementary school teachers, except special education	1%	Bachelor's degree	5	49

Advising

Please describe the advising process for the program. Include the average number of advisees for each adviser within the program. What strategies does the program use to achieve successful degree completion and graduation success?

not applicable for a minor

Labor Market upload

Upload any documentation provided representing Labor Market Data.

Full Report in Appendix

Internship & Placement**Student Internship Demographics**

Use the attached chart or fill in program data on students completing an internship during the 5-year timeframe.

not applicable

Internship Data Upload

Please upload your data here if not provided in the above text box.

Internship Placements

What placements outside of the university are used for internship/practicum/student teaching/clinical experience?

not applicable

Graduate Placement Data**Employment in Field**

What types of positions are considered relevant to the “Field” of study with this program? Please define what it means for students to be employed ‘within the field’ of the professional discipline

not applicable

Graduate Placement Data

Please upload your data in the chart provided, either as an attachment or in the text box as a screenshot.

not applicable

Graduate Placement Data

Please upload demographic data on program graduates.

Program Curriculum**Curriculum: Rotation**

Review enrollment trends by course. Are there particular courses that are not meeting enrollment goals? Does the program need to review rotation of courses, or look at curriculum revisions?

The history minor courses are closely tied with the general education program of the university. As such, all courses at the 100 and 200 levels, which fulfil general education requirements, have consistently had high enrollment. The 300 level classes unfortunately have not enjoyed that sort of success. These four classes—two focus on US history, two on World history—are required for the history minor and for the Secondary Education with Social Studies focus. The department has had to teach many, but not all of these upper-division classes as tutorials. With the increasing number of history minors in the last two years, it is likely that this trend will start to be reversed.

Curriculum: Delivery Mode

Does online enrollment impact campus enrollment? Is there a notable difference in enrolment between online and campus classes, where one is regularly fuller than the other?

The history department only offers two courses, HIS 103 and HIS 104, in both modalities. Both modalities see high enrollment since the classes carry a general education designation.

Curriculum: Revision

Explain any curricular revisions made since the last Program Review. What prompted the changes to curriculum? Were the changes prompted by student learning and assessment data or personnel changes? Did the curriculum changes produce the desired outcomes?

History lost its only full-time faculty in Fall 2019. That one faculty line was filled in Fall 2020 by the current history faculty. Since then, the current faculty member has reshaped the course offerings a bit to better fit with their training and expertise. The following classes were removed from the rotation:

HIS 223 Royal America (honors)

HIS 224 History of War

HIS 316 Built Environment in American History

HIS 332 Civil War to Civil Rights: The African American Experience

HIS 338 The Atlantic World

Of these four classes, the History of War and Built Environment in American History were outside current faculty's expertise so were removed from the rotation to make room for classes that could more effectively be taught. The African American history class was duplicated at the 200 level, so it seemed unnecessary to have a second offering in at the 300 level. The Atlantic World course was replaced to have a more interesting emphasis for potential students.

The following classes were added to replace those removed from the rotation:

HIS 212 Race in America (honors)

HIS 224 Slaveholder's Rebellion: The American Civil War

HIS 236 The Old South: Planters, Yeomen, and the Enslaved

HIS 328 The Young Republic

HIS 358 Atlantic Revolutions

With the current focus on rebuilding and the recent changes to the general education framework implemented by the university, it is too early to determine what outcomes will result from these changes.

Curriculum: Shared Curriculum

List program courses that are required by other academic programs or that are cross listed with other academic programs. How do these courses impact the program (ie: increased class size/need for faculty overloads to teach additional sections, ect? How often is the shared course offered? Has the rotation changed for shared classes?

none

Curriculum Enrollment

Attach the Curriculum enrollment for all program courses.

History_Course_Enrollment_18_23.pdf – Full chart Appendix

[illegible]

Program Checklist

Attach the Program checklist from the most recent Academic Catalog

Checklist

History - 18 Credits (must complete at least 6 Upper Level Credits)	2223 Catalog
ID#:	
Name:	
Advisor:	

****Students are required to have 122 distinct credits for graduation****

Required Courses: credits

Course	Course Title	Credit	Semester Completed	Grade Earned	Substitutions
--------	--------------	--------	--------------------	--------------	---------------

Required Electives: 0.00 - 6.00 credits

Required Electives: Lower Level Electives

Credits:0.00

Notes:Lower Level Electives

Certification Course		Credit	Semester Completed	Grade Earned	Substitutions
HIS 101 1500	Dawn and Rebirth: A History of the World to	3.00			
HIS 102 World since 1500	Industry, Ideology, and War: A History of the	3.00			
HIS 103	Early America and the United States:	3.00			
HIS 104 Superpower	Colonization, Revolution, and Civil War	3.00			
HIS 200	Modern US History: From Reconstruction to	3.00			
HIS 215	Introductory Projects	3.00			
HIS 216	Native America -U	3.00			
HIS 223	From Slavery to Freedom to Civil Rights: The	3.00			
	African American Experience				
	Royal America	3.00			

Required Electives: Upper Level Electives - Must complete at least 6 Credits

Credits:6.00

Certification Course		Credit	Semester Completed	Grade Earned	Substitutions
HIS 300	Independent Study	3.00			
HIS 310	Daughters of Liberty, Suffragists, and Feminists:	3.00			
HIS 328	The Story of Women in America	3.00			
HIS 328	The Young Republic	3.00			
HIS 353	World War II	3.00			
HIS 358	Atlantic Revolutions	3.00			
HIS 366	Interdisciplinary Honors Studies	3.00			
HIS 390	HIS Internship I	3.00			
HIS 400	Advanced Projects	3.00			
HIS 451	HIS Internship II	3.00			
HIS 452	HIS Internship III	6.00			

Course Description

Upload program course descriptions from the most current Academic Catalog.

History:

HIS 101 - Dawn and Rebirth: A History of the World to 1500

History is not imposed on the world. It is the result of the consequences of an individual's decisions, and the study of history involves analyzing the reasons behind these choices. People are influenced by not only their own beliefs, but also by their society. Despite the vast differences of time and space, common themes continue to emerge throughout the world. This course will trace recurrent historical themes of culture, religion, war, economics, and government. Students will follow the development of the world from the dawn of man into the Renaissance. Topics in this course will include ancient Egypt, classical Greece and Rome, the dynasties of China, the Crusades and the Middle Ages. By using a global focus to examine diverse cultures and societies, students will learn that though history may not repeat itself, it certainly rhymes.

Credit Hours: 3.00

HIS 102 - Industry, Ideology, and War: A History of the World since 1500

From the Protestant Reformation to space exploration, the modern world offered changing glimpses and understandings of heaven and earth. Sparked by the Renaissance, this course will trace global advancement from Martin Luther and the Age of Exploration through the World Wars and into the modern day. Framed around the concept of globalization, students will inquire into the changing nature of the world from its new ideas to new nations to new technologies. Topics in this course will include the French Revolution, the Cold War, the Meiji Restoration, the rise of Arab nationalism, and imperialism.

Credit Hours: 3.00

HIS 103 - Early America and the United States: Colonization, Revolution, and Civil War

This survey inquiries into the development of American history from the pre-Columbian era through the Civil War and its aftermath. It will explore the major social, cultural, political, and economic themes that dominated early American society. The class will illustrate how America was forged by a combination of cultures and beliefs. The goal of the class is to show the progression of America from a collection of European colonies to an independent nation to two countries divided by war and finally its restoration. Students will be introduced to topics such as: exploration, colonization, Native Americans, slavery, the American Revolution, Manifest Destiny, the Civil War, African American rights, and Reconstruction. Continuing themes will include individual rights, government control, ethics, leadership, nationalism, state's rights, frontier expansion, race, and gender.

Credit Hours: 3.00

HIS 104 - Modern US History: From Reconstruction to Superpower

This survey inquiries into the development of American history from the post-Civil War Reconstruction era through the modern day. It will explore the major social, cultural, political, and economic themes that dominated American society. The class will illustrate how America was forged by a combination of cultures and beliefs. The goal of the class is to show the progression of America from two countries divided by war through its emergence as a world superpower. Students will be introduced to topics such as: immigration, industrialization, technology, the Civil Rights Movement, World Wars, the Cold War, foreign relations, peacekeeping and the war on terror. Continuing themes will include individual rights, government control, ethics, leadership, nationalism, international status, race, and gender.

Credit Hours: 3.00

HIS 200 - Introductory Projects

Special one-semester classes and seminars with varying subject matter. The subject will be announced with the schedule of classes. May be taken three times for credit with change of topic.

Credit Hours: 3.00

HIS 212 - The History of Race in America -H

This honors course is an intensive survey of the history of race in the United States and its intersections with class and gender. After exploring several diverse theoretical perspectives on the concept of race, the course will follow the creation and recreation of racial categories in the United States from its colonial period through the twentieth century. The goal of the course is to demonstrate that race is a fluid and contested concept that has changed to meet the needs of its time. To achieve this goal, students will read the work of prominent historians along with primary documents from the periods under study. Over the semester students will learn about the relationship of race with American Slavery, immigration, western expansion, and capitalism.

Credit Hours: 3.00

HIS 215 - Native America -H

At least 11,000 years before the first European reached the “New World,” the Americas had already been settled. Originally traveling from Siberia, numerous groups of Native Americans established diverse cultures and civilizations across two continents. This course will trace the history of Native America from the migration of Paleoindians across Beringia to the modern day, dealing with issues ranging from pre-Columbian society, European encounters, disease, government removal policies, and the creation of reservations. Students will study religion, culture, warfare, etc. from the perspective of the Natives of North and South America. Special attention will be placed on the indigenous people of the Great Plains.

Credit Hours: 3.00

HIS 216 - From Slavery to Freedom to Civil Rights: The African American Experience

Until the passage of the thirteenth amendment, the inherent hypocrisy of the Declaration of Independence’s phrase “all men are created equal” and the sin of slavery haunted the nation. But freedom did not end the struggle. This course will trace the history of African Americans from their ancestral origins in Africa into the colonial era and through the modern day—exploring issues of race, culture, enslavement, freedom, rights, and discrimination. It will examine the condition of African American slaves and anti-slavery/pro-slavery politics and economics, and ultimately follow the experience of enslaved and free African Americans into the Civil War and Reconstruction, before transitioning to the quest for equal citizenship in the Civil Rights Movement and the modern day. Students will focus on figures including: Olaudah Equiano, Frederick Douglass, Harriet Tubman, Sojourner Truth, Jackie Robinson, Rosa Parks, Martin Luther King Jr., Malcolm X, Jesse Jackson, and the Obamas.

Credit Hours: 3.00

HIS 223 - Royal America -H

Before there was a US President, America was ruled by Queens and Kings. Starting with eastern Native American life, the mystery of Roanoke, and the legend of Pocahontas and John Smith this course follows the development of colonial America from the pre-Columbian era through exploration and settlement to the end of the French and Indian War. The class will illustrate how the British North American colonies functioned under a monarchy and were forged by a combination of cultures, beliefs, and interactions. Students will be introduced to specific topics and figures such as: King Philip's War, the Salem Witchcraft Trials, the Mayflower Compact, Bacon's Rebellion, religion (including Puritanism, the Mathers, and Jonathan Edwards), trade, slavery, etc.

Credit Hours: 3.00

HIS 228 - A Slaveholders' Rebellion: The American Civil War

More ink has been spilled in writing about the American Civil War than any other event in the history of our nation. From the perspective of Southern rebels, the war was one to preserve the lucrative system of enslaving human beings for the use of their labor. Most northerners entered the war hoping to preserve the Union. By the end of the conflict, four million formerly enslaved men, women, and children enjoyed a hard-won liberation. This course will examine the causes of the Civil War, its prosecution, and the process of Reconstruction that followed.

Credit Hours: 3.00

HIS 236 - The Old South: Planters, Yeoman, and the Enslaved

This course will be a sophomore-level general education course that provides a survey of the history of the southern colonies/states up through the Civil War. Crucial to understanding this region and its development is the race-based chattel slavery and the plantations that they supported. A major component of recent scholarship regarding American slavery has been examining its relationship with capitalism, both as it took root in the north in the form of increased industrialization and in the extractive form of staple crop agriculture that helped the southern states produce the largest accumulation of wealth in the nation by middle of the nineteenth century. Contained within the system of slave labor was a significant contradiction, wherein the very liberty so cherished by the extravagantly wealthy planter as well as the lowly yeoman farmers was predicated on the enslavement of a quarter of the total population. This contradiction would be laid bare by internal class divisions that became magnified by war, the constant threat of slave uprisings, and the competition with the free labor system of the northern states.

HIS 300 - Independent Study

Individually directed study on a topic not covered by regular course offerings. Requires permission of the instructor and division chair.

Credit Hours: 3.00

HIS 310 - Daughters of Liberty, Suffragists, and Feminists: The Story of Women in America

"Remember the ladies," Abigail Adams wrote her husband John, reminding him to include the rights of women among the goals of the American Revolution. Although often viewed in a more modern context, the quest for women's rights in America has existed since the nation's founding. This course will follow the lives of American women from pre-contact Native society through the modern day. It will explore a variety of themes connected to gender, race, and status by observing the lives of women within diverse societies. In doing so, students will learn to view the women's liberation movement of the 1960s and 70s against the foundations of the nineteenth and early twentieth century suffragists and the Revolutionary-era Daughters of Liberty and Republican Womanhood. From the witches of Salem to Susan B. Anthony to Gloria Steinem, this course overall aims to tell the story of women in America.

Credit Hours: 3.00

HIS 314 - Teaching History -H

Depending on the semester, this course covers either American (including Missouri) or World History and is especially designed for education/social studies education majors/minors. Students will receive content and assignments specific to their future career as educators. Furthermore, each student will be required to prepare their own lesson and teach a class.

Credit Hours: 3.00

HIS 328 - The Young Republic

This course will be a junior-level course that provides a survey of the history of the United States through an examination of primary documents and secondary literature. This course will help students engage with the tumultuous and uncertain period of the Early Republic when the United States was in its infancy. We will explore the fledgling democratic republic from its founding until the War with Mexico in 1848, chronologically and thematically, to gain a better understanding of the early years of the nation. The key themes of the course include: the on-going struggle over citizenship, the meaning and implications of national manifest destiny, discourses of slavery (and race) and freedom, the emergence of a middle-class language of national virtue, and the evolution of a democratic political economy. The goal is to develop an informed critical perspective on the founding era of the nation.

Credit Hours: 3.00

HIS 353 - World War II

The Great War had been fought as “the war to end all wars,” and twenty years later British Prime Minister Neville Chamberlain still promised “peace in our time.” But just six years later, nearly 80 million people were dead. Sparked by the rise of dictatorships, World War II was a clash of nations that represented a global conflict on a scale never before imagined. Exploring the perspectives of both the Allied and Axis powers, students will learn how the clash of ideologies and beliefs resulted in conquest, genocide, and, ultimately, liberation. Although traditionally understood as occurring from 1939–1945, this course will start from the war’s origins—beginning with the end of World War I through the rise of the Nazi Party to the Japanese invasion of China in 1937. Far from just a military history of war in Europe and the Pacific, this course will examine topics including: the Holocaust, ideologies (democracy, communism, fascism, anti-Semitism, racism, etc.), the A-bomb, world leaders (FDR, Truman, Churchill, Stalin, Hitler, Mussolini, Tojo, etc.), politics, propaganda, crime, the home front, and many more. Concluding with the Nuremberg and Tokyo War Crimes Trials and the start of the Cold War, the class will also examine the war’s legacy and aftermath.

Credit Hours: 3.00

HIS 358 - Atlantic Revolutions

This class will be a junior-level history course that will examine the development of Enlightenment era revolutions along the Atlantic Ocean. The class will consist of a balanced mixture of lectures and discussions based on the students’ reading of primary and secondary sources. We will begin with a discussion of the Enlightenment ideology that undergirded the age of revolutions. In this introductory module, students will read excerpts from some key thinkers that provided some of the ideological justifications for disrupting monarchical rule. After delving into social contract theory a bit, we will turn our attention to three Atlantic revolutions: American, French, and Haitian. While we will examine each of these revolutions along with the specific context in which each developed, the goal of the class will be to determine what factors did these revolutions share and what separated them. We will also look at how these revolutions affected class, race, and gender dynamics within their respective countries to help bring about the understanding of the various ways that revolutions played out in this period.

Credit Hours: 3.00

HIS 366 - Interdisciplinary Honors Studies

The course allows students to focus on a narrow topic, examining it from two diverse academic disciplines. Topics will vary. (The course is open to honors program participants)

Credit Hours: 3.00

HIS 390 - HIS Internship I

Requires a minimum of 120 clock hours in an approved work situation. The student must submit a log documenting the work dates and times and describing the work activities according to at least 3 preapproved objectives. In addition, the student will submit 3 essays describing and evaluating each of the following: the role of the on-site supervisor, the quality of the work environment, the usefulness of extended internships. The student will also prepare a resume. Requires permission of division chair.

Credit Hours: 3.00

HIS 400 - Advanced Projects

Special one-semester classes and seminars with varying subject matter designed for majors at the junior and senior level. The topic will be announced with the schedule of classes. May be taken three times for credit with change of topic. Requires the permission of the instructor and the division chair.

Credit Hours: 3.00

HIS 418 - HIS Methods of Teaching

This course examines theoretical and practical study of the teaching of social studies at the secondary level. This course requires five (5) hours of clinical experience.

Credit Hours: 3.00

HIS 451 - HIS Internship II

Requires a minimum of 120 clock hours in an approved work situation. In addition to submitting a log of work activities with dates and times, the student will develop a complete portfolio illustrating internship activities and outcomes, with brief explanatory texts. The student will also prepare a resume. Requires the permission of the division chair.

Credit Hours: 3.00

HIS 452 - HIS Internship III

This course requires a minimum of 240 clock hours in an approved work situation.* In addition to submitting a log of work activities with dates and times, the student will submit a substantial essay according to a pre-approved outline that will describe the relationship or integration of theory (curriculum) and practice (internship). The discussion of theory and practice should cover knowledge, methodology, and value development. *The approved situation would require direct supervision by an individual holding a degree in history. Requires permission of the division chair.

Credit Hours: 6.00

Summary of Teaching Effectiveness

This data is compiled by the Office of Institutional Research and is comprised of End of Course evaluation responses of students. The data consists of the responses from "creates an atmosphere for student learning", "sets high expectations for learning, and "instructor challenges me intellectually".

History_EOC_data.pdf - appendix

Faculty Response to Teaching Effectiveness

How does this information impact faculty perceptions of classroom management and academic rigor? Will any changes be made resulting from this data? Are there other data available from Student Performance Review or alternative measures pertaining to academic success that can be used to discuss teaching effectiveness?

The data on teaching effectiveness is difficult to parse considering the instability of the full-time faculty during the time considered by this report and the reliance on adjunct instructors by the program. The current full-time faculty member is committed to improving the classroom experience and has won awards based on their teaching.

Faculty & Resources

Physical Facilities

Physical Space/Resources

Describe the physical facilities that are unique to the program, including specialized buildings, classroom space, labs, and built in equipment and how they impact student learning. (Online programs need to consider the LMS as the physical facility of the academic program).

For classes that are listed as 100 and 200 level, regular classrooms with the typical technology is appropriate. Upper level and honors history classes are structured like seminars, so seating arrangements where students and the instructor all face each other works best. There are not many seminar style rooms available on campus, so adding one or two to the infrastructure would be beneficial. All classes need reasonable audio-visual setups to integrate multimedia in the classroom.

Upgrades to Physical Space/Resources

Note any changes or upgrades to the physical space used by the program over the past 5 years. What implications do these upgrades have towards student learning and engagement.

In the last two years, the transition away from server-based units toward minicomputers and laptops has been quite helpful in the classroom. Using actual computers allows for quicker setup of the day's materials and much more consistent and smoother running of streaming videos and audio.

Recommendations to Improve Resources

Describe any desired changes/upgrades to facilities/resources and how the proposed changes would impact student learning.

Some of the rooms could use better speaker setups for playing multimedia in the classroom. A frequently used classroom by the history department, Burton 100, only projects sound from the ceiling mounted projector, which is not adequate for the room.

Technology Resources

List current technology specific for the program. What technology is used on a regular basis? Are there any technology needs for the program, issues with technology that impact the classroom? Is there technology that would benefit the teaching in the classroom that the program would like to investigate?

Library Resources:

Insert the narrative from library staff pertaining to changes and recommendations to program specific library holdings.

History taught at the undergraduate level requires both retrospective and up-to-date library materials. A continued effort is made to acquire materials in both electronic and print formats. All books, journal articles and non-print materials are available through *Woods OneSearch*. While we do not subscribe to a History-specific database, the following can be used:

- AAS Historical Periodicals Collection – The AAS Historical Periodicals Collection contains more than 6,500 historical periodical titles documenting the life of America's people from the Colonial Era through the Civil War and Reconstruction, and into the early 20th century. The collection is grouped into 5 series which are chronological in nature.
- Academic Search Ultimate – A general database; includes history-related sources.
- Humanities International Complete – Includes 280 History-related journals.
- JSTOR – JSTOR recently made changes to their subscription model, and we are now able to have access to ALL JSTOR collections at a reasonable price. This is a very valuable resource, containing over 300 full-text History journals.
- Kanopy – 2,461 films/documentaries related to History: including Ancient History, Modern History, Military History, US History, European History, Asian History, African History, Latin American History, and Middle Eastern History.

The library staff acquires any resources that are not available in existing print and digital collections through Interlibrary Loan.

WWU faculty and students have access to the resources available in MOBIUS member libraries, which includes the collections at large research institutions in the state of Missouri, i.e., the four campuses of the University of Missouri, Washington University, Missouri State University and St. Louis University. Beginning in 2014, access to the resources of the academic, public, and special libraries in Colorado and Wyoming became possible through Prospector, a resource sharing partner of MOBIUS. Prospector provides access to an additional 30 million books, journals, DVDs, CDs, videos, and other materials, and includes the collections of the libraries at

the campuses of the University of Colorado, Colorado State University, University of Denver, and the University of Wyoming. Resources selected from both MOBIUS and Prospector are delivered by courier, thereby reducing the delivery time.

Library Resources:

Faculty response to the adequacy of library resources provided to the program?

The library staff have been helpful in providing access to materials that are beneficial to students of history at WWU. Most significantly, the continued subscription to the academic journal database, JSTOR, has been invaluable for students taking all levels of history courses. One thing that would be of great value for the department is access to a paid subscription to a newspaper archive database. As it stands, history students rely on the Library of Congress's *Chronicling America*, which is a nice start, but has some severe limitations.

Library Report

Attach the complete library report that is provided from the director of the Library that details the available resources to students in the program of study.

Library_Collection_Analysis___History_2024.docx

Faculty and Staff Resources

Faculty

List all full-time faculty in the program with highest degree, degree granting institution, years of full-time teaching experience WWU, and contractual course load. Include adjuncts who have taught within the last 5-years with the same qualifying information, and which courses they have taught.

Zachary Dowdle, PHD in History, University of Missouri-Columbia, 4 years experience, 4/4.

Faculty Demographic Spreadsheet

Attach a spreadsheet from listing all current (within 5 years) full time and adjunct faculty including highest degree, degree granting institution, years of teaching at WWU, and the courses approved to teach.

How many staff are designated to support the program?

Staff

Do you feel the program is adequately staffed in order to meet the goals of the program?

Yes

No (selected)

Staff

Are issues with staffing impacting student learning?

Yes (selected)
No

Faculty Percentage of Courses Taught by Full-time vs. Part-time

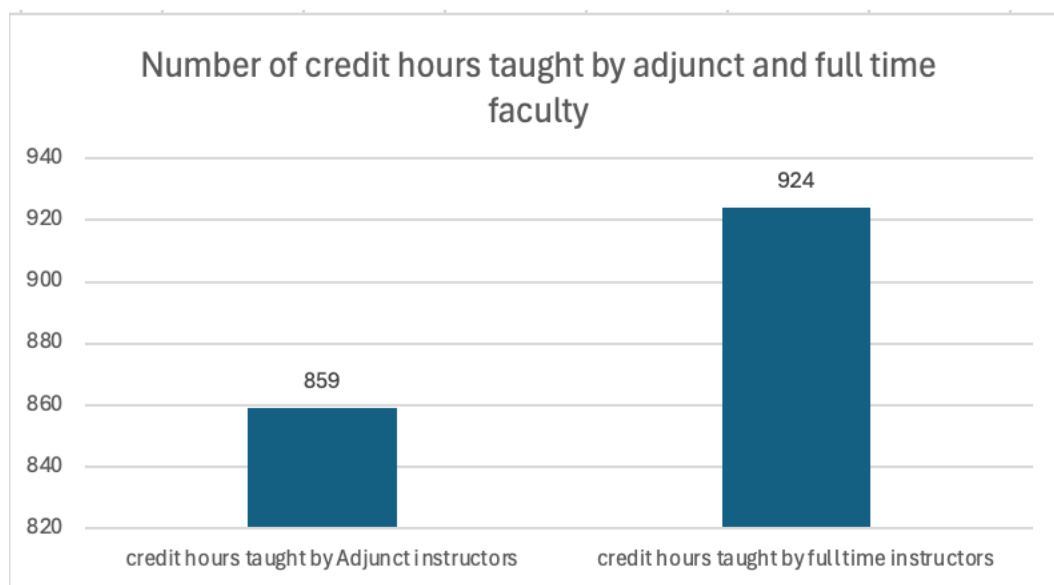
Please include a chart of the courses taught over the past 5 years – noting the number of classes taught by full time and adjunct faculty. Note the total classes taught and include the percentage of classes taught by full time faculty for the program each term.

	2018-2019			2019-2020			2020-2021			2021-2022			2022-2023		
	Fall	SP	SU	Fall	SP	SU	Fall	SP	SU	Fall	SP	SU	Fall	SP	SU
Adjunct	4	2	1	4	9	2	4	2	0	2	1	0	2	1	1
Full Time	5	5	1	5	0	0	4	4	2	6	5	2	5	5	1

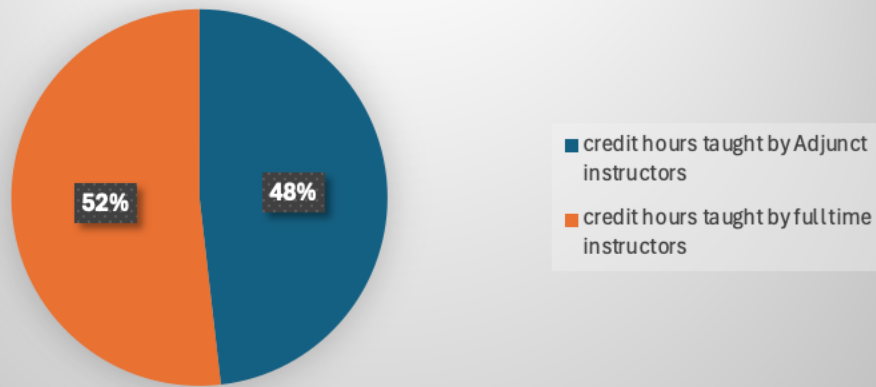
Faculty Reflection on Teaching Load Distribution

Please discuss the distribution of courses between full time and adjunct faculty. What impact if any does this have on students and/or the curriculum?

The current distribution between full-time and adjunct faculty over the last five years has been roughly 60/40 with the majority of classes taught by full-time faculty. Much of this has taken place at a time when university-wide student enrollment numbers were experiencing a significant dip from COVID. As the number of students entering the university continues to increase, so will the percentage of students who are forced to take history classes with adjunct faculty. While this is not always detrimental, adjunct faculty do not have the same commitment to the long-term success with students, nor do they have the opportunity to develop the necessary relationships to provide adequate mentorship as students navigate their college careers.



Percentages of Credit Hours taught by full time and adjunct faculty



Recommendation on Personnel

What recommendations to personnel (Faculty/Staff) do the program faculty recommend? What is the rationale for the recommendation?

As mentioned above, the current full-time faculty consistently takes on overloads to meet the needs of the program and the general education offerings that are housed within the history department. The soon to be implemented 20-person cap and increased numbers of students enrolling in the university each year will create additional stress on that dynamic.

Adding an additional history faculty with an expertise in European history would significantly strengthen the department and provide a much-improved experience for students. This new faculty member would provide an additional perspective on the discipline of history and would provide much-needed expertise in the global offerings of the department for the minor. The department would prioritize a faculty member with strength on developing online coursework, with the intention of creating an online major to coexist with the future reinstatement of the on-ground history major.

Financial Analysis of the Program

Financial Analysis by Program

Discuss the program budget and how the program distributes the allocated funds.

The history department's budget has been set at \$500 since the current full-time faculty has been at the institution. This amount typically covers the cost of printing and purchasing teaching materials (bluebooks, course books) and an end of year celebration dinner for Phi Alpha Theta inductees.

Financial Contributions

Discuss any significant donations that the program received over the past 5 years or since the last program review.

none

Financial Needs

Discuss any program goals or strategies that could be enhanced with increased budget or resources, including how the increased funding would be used and how the increased funding directly supports college goals and strategic directions.

Currently, the history department operates on a quite small budget, which severely limits the ability of the history minor to include high-impact learning experiences for students. Short trips to regional museums and historical sites would greatly contribute to the learning experience of students in the program.

Non-Instructional Expenses

Discuss any expenses that are included in the needs of the program, but not part of the instructional aspect of the program, not all programs have this.

none

Assessment Planning

University Objectives

Use the attached copy of the University Student Learning Outcomes and discuss the alignment of your program to these objectives. How do the courses in your program support and contribute to expanding students' knowledge.

1. Knowledge and Scholarship: Demonstrate current knowledge and educational expertise in an academic or professional discipline engaging students in the process of academic discovery.
2. Inclusion: Provide and maintain a welcoming campus community to all stakeholders. Representing the university by exhibiting values and behaviors that address self-respect and respect for others and enable success and participation in the larger society.
3. Creativity: Foster open-mindedness, a rigorous exchange of ideas, and experimentation by providing a supportive and engaging campus community.
4. Intellectual Inquiry: Cultivate a desire for continued learning and curiosity both within and beyond formal education.

Courses offered by the history department align nicely with the University Objectives. As students work their way from introductory courses to those that are more advanced, they will earn Major Field Competence through the scaffolding of assignments that ultimately lead, in the upper-level courses, to communicating their original, independently produced research, which is the fundamental goal of historical study.

At its most basic level, historical inquiry requires the sharing of ideas. An inclusive environment is required to allow all students the ability to share their ideas about the past in a safe and productive way.

There are few things that are more satisfying to a sense of creativity within an academic setting than identifying a topic of personal interest within the parameters of a course and pursuing research that allows students to develop their own ideas and understandings about those issues.

Along similar lines, engaging in research and reading about diverse historical topics that use various lenses of analysis to understand the world can inculcate a sort of curiosity that leads to a lifetime of intellectual inquiry.

Program Assessment Matrix

Please insert a chart that shows the matrix for your program assessment plan/report.

	HIS 102	HIS 103	HIS 104	HIS 212	HIS 215	HIS 216	HIS 353	HIS 310
HIS.1 Possess an in-depth knowledge of diverse periods and regions in US and World history.	I	I, A	I, A	I, R	I, R	R, I	R, M	R, M
HIS.2 Be able to conduct analysis that addresses the key historical questions of causation, comparison, and interpretation.	I	I, A	I, A	I, R	I, R	R, I	R, M	R, M
HIS.3 Demonstrate a familiarity with the methodology of the historian, by engaging in writing and research based on primary and secondary sources.	I	I, A	I, A	I, R	I, R	R, I	R, M	R, M
HIS.4 Clearly communicate their conclusions, opinions, or findings in written and verbal form.	I	I, A	I, A	I, R	I, R	R, I	R, M	R, M

Assessment Data

Annual Assessment Report 2018-2019

History_Annual_Assessment_2018_2019.pdf

Annual Assessment Report 2019-2020

~change in personnel – no report completed.

Annual Assessment Report 2020-2021

History_Annual_Assessment_2020_2021.pdf

Annual Assessment Report 2021-2022

History__Annual_Assessment_2021_2022.pdf

Annual Assessment Report 2022-2023

History_Annual_Assesment_2022_2023.pdf

Snapshot on Assessment (5-year)

Please refer back to the program Annual Assessment reports and create graphs showing 5-year trends on assessment data for the program objectives. This should show a quick view of how programs are meeting or not meeting set benchmarks from student assessment. Each objective should have its own graph in order to keep it organized and easy to track. Each graph should have a short narrative explaining what is happening with the

data and what implications that has on the program and student learning.

*due to lack of a full-time faculty in was no completed report for academic year 2019-2020

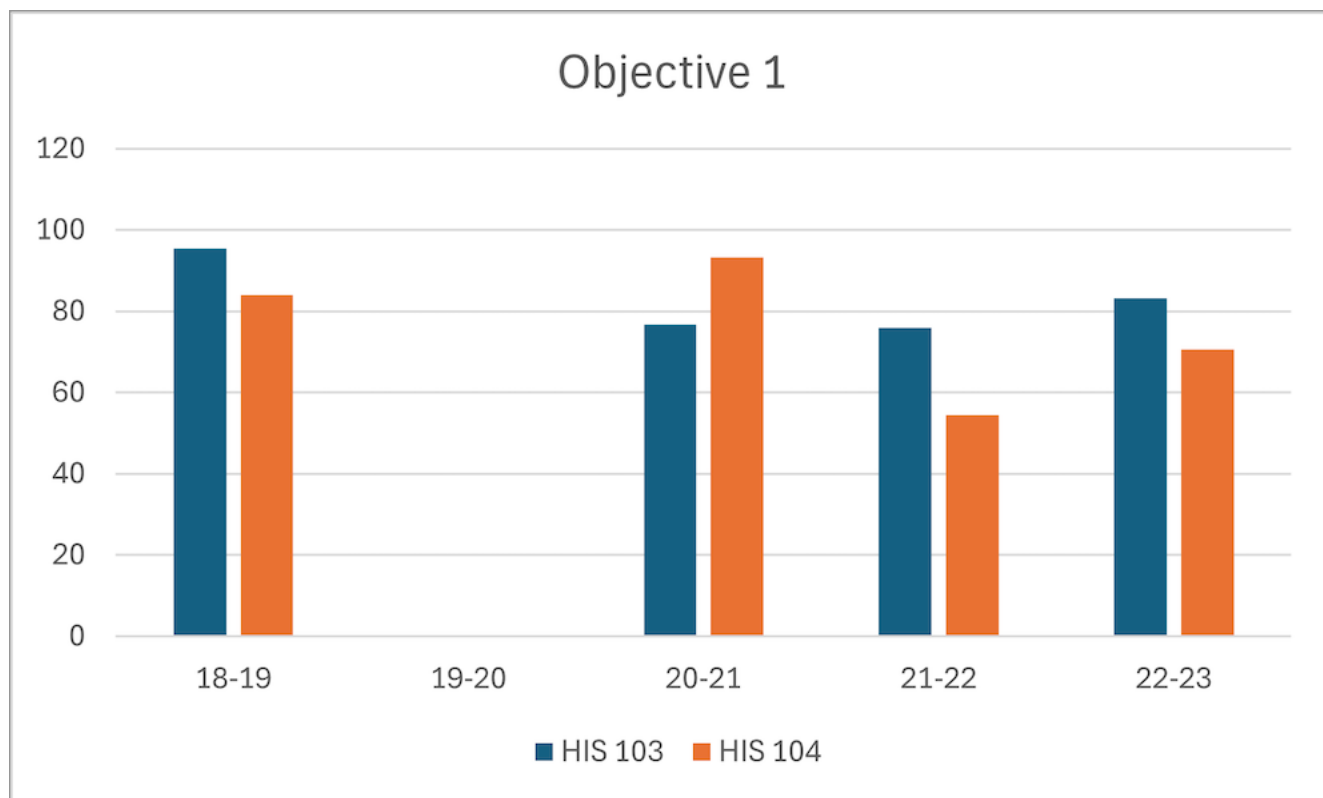
The program objectives are outlined below. Assessment data for history has been based on gen ed rubrics and has generally not been well done by the department for the last several years-based turnover in the department and on a lack of understanding of the process. The department plans on moving the initial assessment away from HIS 103 and HIS 104 because of the sheer number of students going through those two classes and shifting toward other low-level classes. The history program will rework its assessment map after this five-year review to produce more effective data to understand how the program is doing.

HIS.1 Possess an in-depth knowledge of diverse periods and regions in US and World history.

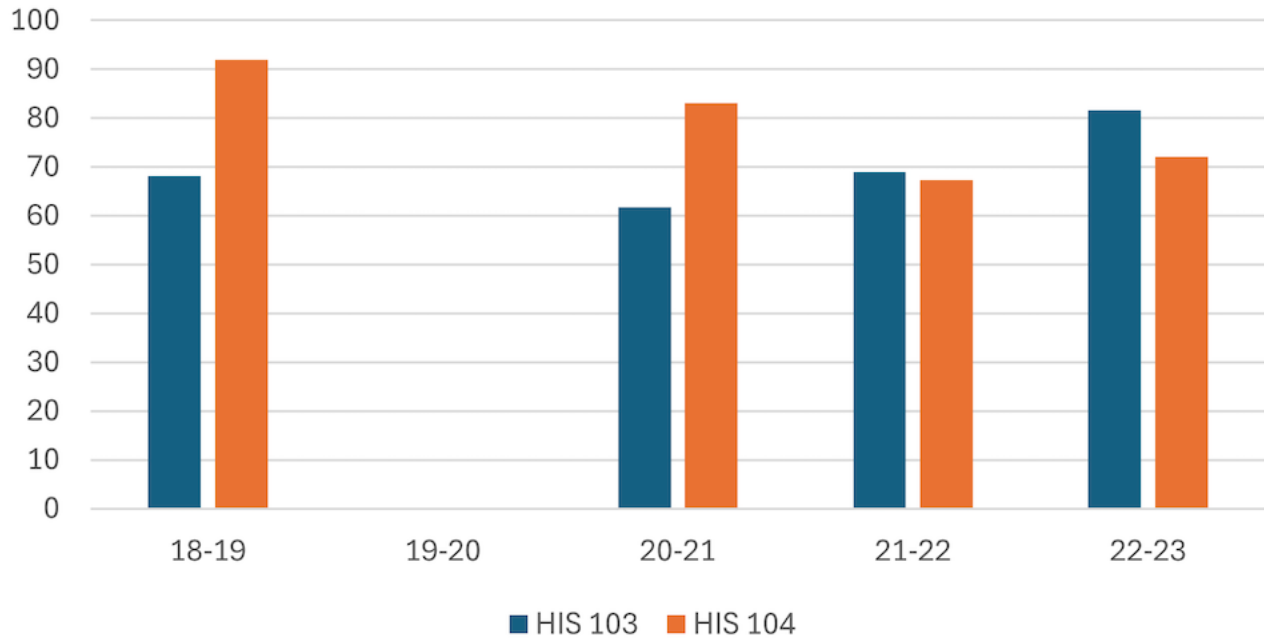
HIS.2 Be able to conduct analysis that addresses the key historical questions of causation, comparison, and interpretation.

HIS.3 Demonstrate a familiarity with the methodology of the historian, by engaging in writing and research based on primary and secondary sources.

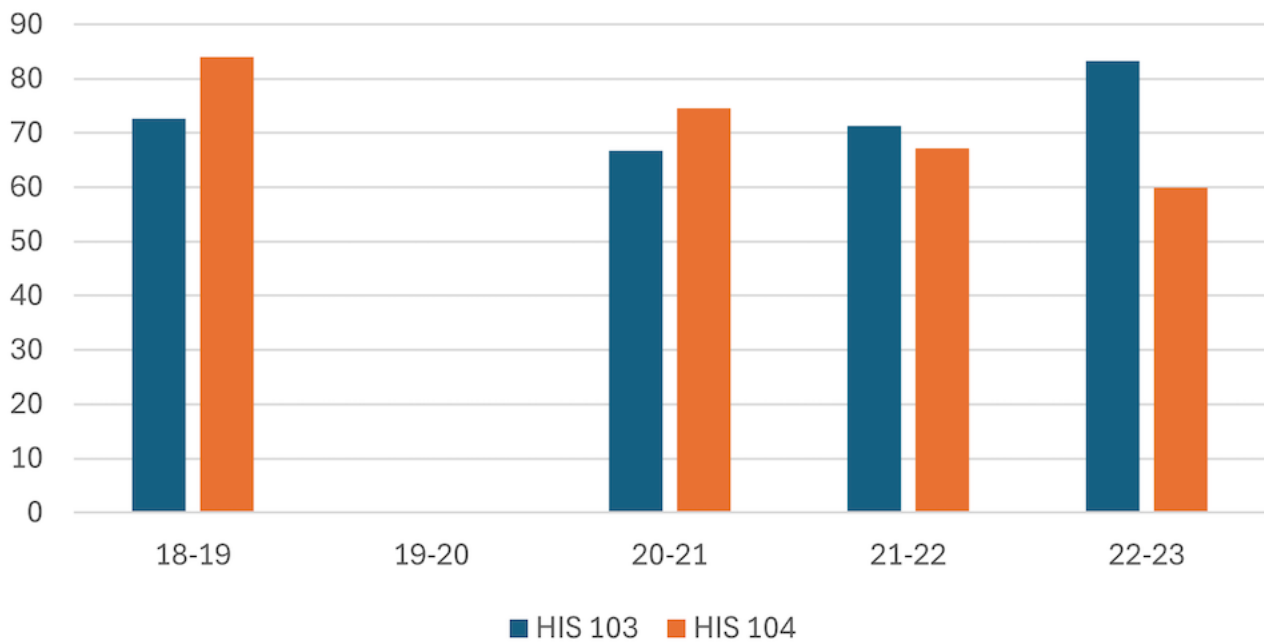
HIS.4 Clearly communicate their conclusions, opinions, or findings in written and verbal form.

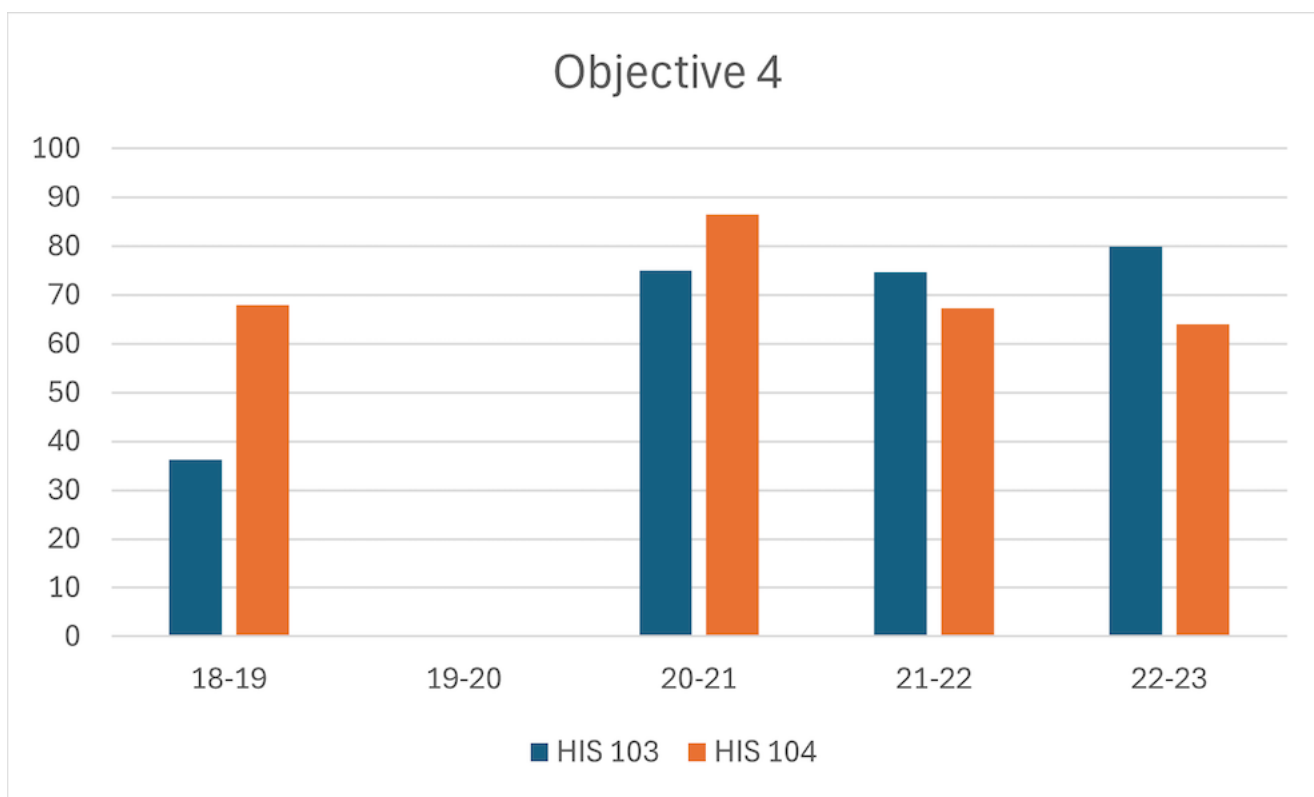


Objective 2



Objective 3





Analysis on Assessment

What is the assessment process for the program overall? What general activities are used to collect assessment information? Are all faculty involved in the assessment process?

As mentioned above, assessment for the program has been too closely tied to the general education program. The program uses appropriate writing assignments that work to integrate the four objectives. Unfortunately, the focus on HIS 103 and HIS 104 as lead to data that is less than useful since there is no indication of how these students improve during their time in the program. The department will remap its assessment to draw on lower-level courses with fewer sections and upper-level classes that will hopefully show the sort of growth that is expected.

Conclusions and Recommendations

Program Response to the External Review Report – Minor Program so there is no External Report

Program Identified Strengths

Discuss strengths of the program as they impact student learning.

The program has done a nice job of rebuilding since losing its full-time faculty member in 2019. Although the major was dropped in 2020, the minor has seen a steady increase in interest over the last three years. The

current faculty has reconfigured the course offerings to better align with their expertise. Additionally, the program has seen a lot of innovation in its approach to teaching the subject, moving away as much as feasible from a passive lecture model and toward student-centered, high impact pedagogy.

Program Identified Challenges

Discuss any challenges of the program as they impact student learning. What is the program doing to combat these challenges?

The growth of the university and the increased interest in history class offerings has created significant pressure on the one full-time faculty member. This is seen in two places. First, the understaffing of the department means that the offerings provided to students are limited in both breadth and depth. With the current faculty specializing in 19th century US history, the offerings related to the United States are as robust as can be offered by a single faculty member. The non-US offerings are more limited and, in some cases, necessarily relegated to adjunct faculty. The second issue is that the discipline of history is rich and has a wide variety of perspectives and approaches. Having a single faculty member throttles the learning experience of students who have an interest in delving into the complexity of the discipline.

Separately, as mentioned above, the program assessment has not been done in an effective manner. Having a program that was closely tied to general education, the current faculty struggled to devise a plan to assess the minor separately from the general education assessment process. This deficiency is recognized and will be addressed on the other side of this five-year program review.

Finally, the program has functioned on a budget that effectively covers printing and material costs only. With a more substantial budget, the program can better engage in high impact learning experiences by taking students to important places to connect tangible items and locations with the material learned in the classroom.

Action Plan

What is the plan for the program moving forward. What anticipated changes will be implemented as a result of this report?

The program will continue to implement innovative pedagogy in the classroom to draw interest in the program. A new assessment map will be devised that appropriately assesses learning objectives early and late in the program to see student growth over time. The program will begin the process of advocating for a second faculty member whose expertise lay outside of the United States to build a curriculum that better serves the students of WWU.

Academic Council Review

Program Profile

1.1	History of the program is succinct, but detailed. (-300 words)	2
Comments:		
1.2	Program's purpose/mission is clear, including relationship to the university's mission statement.	2
Comments: Program mission touches on the major University mission points specifically hitting creativity and intellectual inquiry.		
1.3	Clearly describes the approach to maintain or improve student retention and graduation rates.	2
Comments: Retention and graduation rates seem dependent on overall university numbers increasing, Modifying the pedagogical approach seems to be working!		
1.4	Program has clearly defined strategies for retention and graduation rates of students.	2
Comments: states a combination of pedagogical reorienting and LEAD events to support the active student learning		
1.5	Program advising loads are appropriately delegated throughout the program	NA
Comments: not applicable for the minor		
1.6	Program has clearly articulated advising processes followed by all advisers within the program.	NA
Comments:		
1.7	Comprehensive accounting of graduates in internship placements	NA
Comments:		
1.8	Provides detailed description of possible employment positions for graduated students.	2
Comments: under employment statistics- a listing of potential jobs was provided		
1.9	Post-graduation data is complete and provides a picture of where students go after graduation.	2

Comments: report lacked information in this section – a minor program should be able to track graduates.		
Curriculum		
2.1	Course rotation is followed in the way courses are offered with minimal tutorial/independent study courses.	2
Comments: - History as a major has dealt with a number of curriculum changes 4 to 5 years back that toppled the major and made the major unsustainable. It could be redone as a major as long as it were in conjunction with Education and Prelaw - Rotation meets the needs of students. Tutorials are given due to enrollment numbers and not an effect of the curriculum rotation - Rotation is alright, but low numbers mean more tutorials at the moment		
2.2	Reflection on course offerings and enrollment of courses, rotation, and demand.	2
Comments: Course edits since the current faculty arrived appear productive and meaningful as apparent in the increased enrollment numbers I was unhappy to see the major go. Every university should value a history major.		
2.3	Course offerings appear appropriate for the needs of the program.	3
Comments:		
2.4	Discussion on curriculum changes based on assessment are clearly explained and complete	2
Comments: this was explained but not aligned to assessment data.		
2.5	Course descriptions are detailed and specific. They reflect the levels of rigor identified by Curriculum Committee in their descriptions.	2
Comments: Course Descriptions appear thoughtful and complete		
2.6	Teaching effectiveness summary within the program is detailed and faculty respond to successes and deficiencies within the evaluation.	2
Comments: Would like to see a plan for improving scores moving forward		
Physical, Human, and Financial Resources		
3.1	Summarizes all physical equipment needs and supplies noting any deficiencies and the impact on student learning.	3

Comments:		
3.2	Summarizes the physical space available to the program	2
Comments: Program does not have its own designated space, but an improvement to facilities on campus would benefit the program		
3.3	Summarizes the Technology equipment needs and supplies noting any deficiencies and the impact on student learning.	2
Comments: Program does not have its own designated space, but an improvement to facilities on campus would benefit the program		
3.4	Provides summary analysis of library holdings, noting specifically how deficiencies, if any, affect student learning	3
Comments: The library director will look into the cost of newspaper archive databases.		
3.5	Faculty qualifications and specific competencies are fully and accurately described	2
Comments: not specifically listed beyond current faculty		
3.6	Provides a sound rationale for current staffing and/or future recommendations related to student learning.	3
Comments: states insufficient and gives strong examples why the current faculty staffing is insufficient for student needs		
3.7	Provides rationale and recommendations to improve resources that would address such deficiencies and link student learning.	3
Comments: addition of European History faculty		
3.8	Provides sound rationale on the financial aspects of the program. Reflects on the cost per major and fiscal needs of the program.	2
Comments:		
Assessment		
4.1	Includes University learning outcomes and assessment measures, which are clearly explained.	2
Comments: missing a year due to faculty turnover		

4.2	Includes Program learning outcomes and assessment, which are clearly explained.	3
Comments:		
4.3	Standards for performance and gaps in student learning are clearly identified with action plans for improvement if needed.	2
Comments: Reflection on current assessment map was helpful and revealing.		
4.4	The student learning objectives are appropriate for the specific discipline.	3
Comments:		
4.5	Includes a longitudinal view of assessment for each program learning outcome	2
Comments:		
4.6	Discussion on the assessment process over the 5-year span.	2
Comments: as much depth as was allowed given the change of faculty		
External Review		
5.1	Program response to all criteria marked as a 2 or lower on the External Review report is complete with specific strategies for improvement.	NA
Comments:		
5.2	Response to the external review is complete and detailed	NA
Comments:		
Conclusion		
6.1	Strengths of the program are discussed	3
Comments:		
6.2	Challenges of the program are discussed.	3
Comments:		
6.3	Action plan for the program is visionary, showing evidence that the program is	3

	aiming for a higher level of student learning.	
Comments:		

Noted strengths of the program:

- The program has successfully rebuilt since the loss of its full-time faculty member in 2019, with a steady increase in interest in the minor over the past three years despite the major being dropped in 2020.
- Current faculty have reconfigured course offerings to align with their expertise and have innovated teaching methods.
- Faculty who is committed to best practices in the classroom
- Teaching , faculty , the need for other majors to have history courses.
- Diverse and current course offerings
- Strongly committed faculty who seems to have a real connection with students. Good ideas for high-impact off-campus experiences.
- Current faculty expertise and ability to reconstruct the curriculum
- History courses used in more than one area of GE

Noted challenges of the program:

- Assessment of the program linked to gen-ed
- The size of the program is a challenge as the upper-level courses will struggle to make load but if it matures to being restored as a major is worth watching.
- Having a single faculty member constrains the diversity of perspectives and approaches available to students.
- The program operates on a minimal budget, covering only basic costs, limiting the ability to provide high-impact learning experiences.

Recommendations moving forward:

- Increased support for the current full-time faculty with staffing and budget
- There is an enthusiastic faculty member who seems committed to growing the program. I recommend he be given resources appropriate to that task-- funding but also teaching support.
- Give the program more resources if faculty can ensure the program's viability and overall financial efficiency.
- Investigate the opportunities for a second full time faculty line
- Recommend that the program faculty track the demand for the potential for future growth into a major.

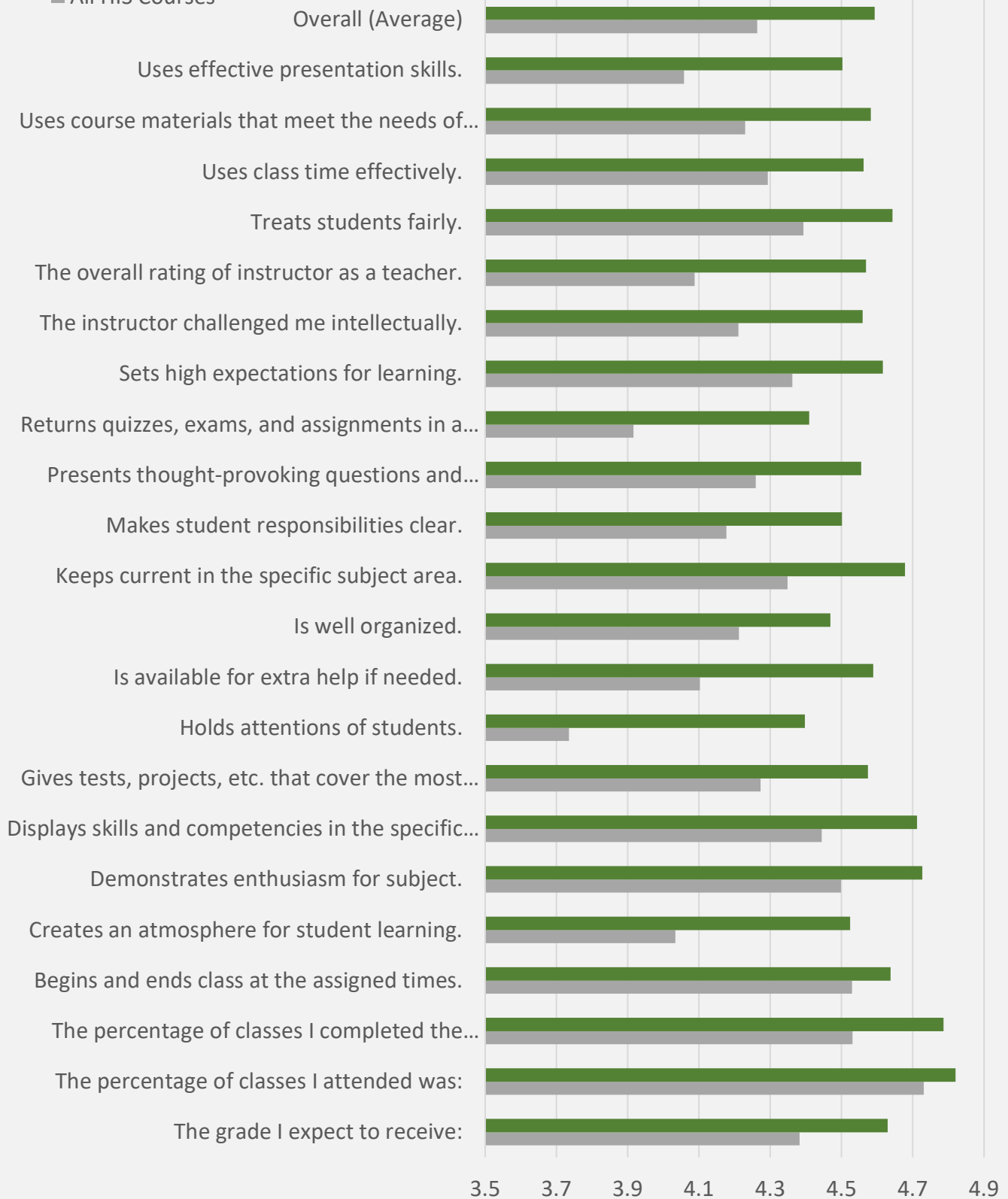
Appendix: Supporting Documents

Course	Title	2018-2019		2019	2019-2020		2020	2020-2021		2021	2021/2022		2022	2022-2023	
		Fall	Spring	Summer	Fall	Spring	Summer	Fall	Spring	Summer	Fall	Spring	Summer	Fall	Spring
HIS 101	Dawn and Rebirth: A History of the World to 1500	27/27	/	/	28/27	18/27	/	27/27	/	/	21/27	/	/	28/30	/
HIS 102	Industry, Ideology, and War: A History of the World since 1500	/	26/27	/	/	27/27	/	/	26/27	/	/	15/27	/	/	23/27
HIS 102 MMA	Industry, Ideology, and War: A History of the World since 1500	/	/	/	4/27	/	/	/	/	/	/	/	/	/	/
HIS 103	Early America and the United States: Colonization, Revolution, and Civil War	27/27	27/27	/	24/27	24/27	/	25/27	17/18	/	27/27	24/27	/	28/30	27/27
HIS 103 OLC	Early America and the United States: Colonization, Revolution, and Civil War	23/25	23/25	14/25	19/27	24/25	18/25	25/27	25/25	20/25	21/27	25/25	23/25	26/27	29/60
HIS 104	Modern US History: From Reconstruction to Superpower	27/27	28/27	/	25/27	26/27	/	26/25	26/27	/	26/27	25/27	/	30/30	25/27
HIS 104 OLC	Modern US History: From Reconstruction to Superpower	25/25	24/26	25/25	25/27	23/25	20/25	25/25	24/25	24/25	23/25	20/25	21/25	22/27	47/60
HIS 423	Senior Seminar	2/15	/	/	1/15	1/15	/	/	/	/	/	/	/	/	/
HIS 212	History of Race in America		/	/		/		15/16	/	/	5/16	/	/	4/16	/
HIS 214	The Horse in History	/	/	/	/	/	/	/	/	/	/	/	/	/	/
HIS 215	Native America	/	/	/	22/25	/	/	/	/	/	24/25	/	/	/	/
HIS 216	From Slavery to Freedom to Civil Rights	25/25	/	/	/	/	/	18/22	/	/	/	/	/	23/25	/
HIS 223	Royal America	/	/	/	/	/	/	/	/	/	/	/	/	/	/
HIS 223 H	Royal American	26/50	/	/	13/25	/	/	/	/	/	/	/	/	/	/
HIS 224	History of War	/	27/27	/	/	/	/	/	26/27	/	/	/	/	/	/
HIS 228	A Slaveholders' Rebellion: The American Civil War	/	/	/	/	/	/	/	/	/	/	/	/	/	18/19
HIS 236	The Old South: Planters, Yeoman, and the Enslaved	/	/	/	/	/	/	/	/	/	/	16/20	/	/	/
HIS 300	Special Topics	/	1/1	/	/	1/2		/	/	/	1/1	/	/	/	1/1
HIS 310	Daughters of Liberty, Suffragists, and Feminists: The Story of Women in America	/	/	/	5/25	/	/	/	/	/	6/15	/	/	/	/
HIS 310 H	Daughters of Liberty, Suffragists, and Feminists: The Story of Women in America	/	/	/	/	/	/	/	/	/	/	/	/	/	/
HIS 314	Teaching History	/	/	/	/	/	/	/	/	/	/	/	/	/	/
HIS 328	The Young Republic	/	/	/	/	/	/	/	/	/	/	3/20	/	/	/
HIS 353	World War II	/	/	/	/	/	/	3/4	/	/	/	/	/	4/25	/
HIS 358	Atlantic Revolutions	/	/	/	/	/	/	/	/	/	/	/	/	/	/
HIS 366	Interdiscipli/ry Honors Studies	/	/	/	/	/	/	/	/	/	/	/	/	/	/
HIS 390	History Internship I	/	/	/	/	/	/	/	/	/	/	/	/	/	/
HIS 400	Advanced Projects	/	/	/	/	/	/	/	/	/	/	/	/	/	/
HIS 418	Methods of Teaching	/	1/10	/	/	1/10	/	/	1/1	/	/	/	/	/	/
HIS 451	Internship II	/	1/1	/	/	/	/	/	/	/	/	/	/	/	/
HIS 452	Internship III	/	/	/	/	/	/	/	/	/	/	/	/	/	/
HIS 324	American Revolution	/	/	/	8/25	/	/	/							
HIS 332	Civil War	/	/	/	/	8/25	/	/							
HIS 342	Public Hisotry	/	/	/	/	/	/	/							
HIS 338	The Atlantic World: Exploration, Colonization, and Globalization	/	/	/	/	2/3	/	/							
HIS 341	Cold War	/	/	/	/	3/25	/	/							
HIS 353	World War II	24/25	/	/	/	/	/	3/4							

History:

Average Score For Each Question Over 5 Years - All Fulton Courses

- All University Courses
- All HIS Courses



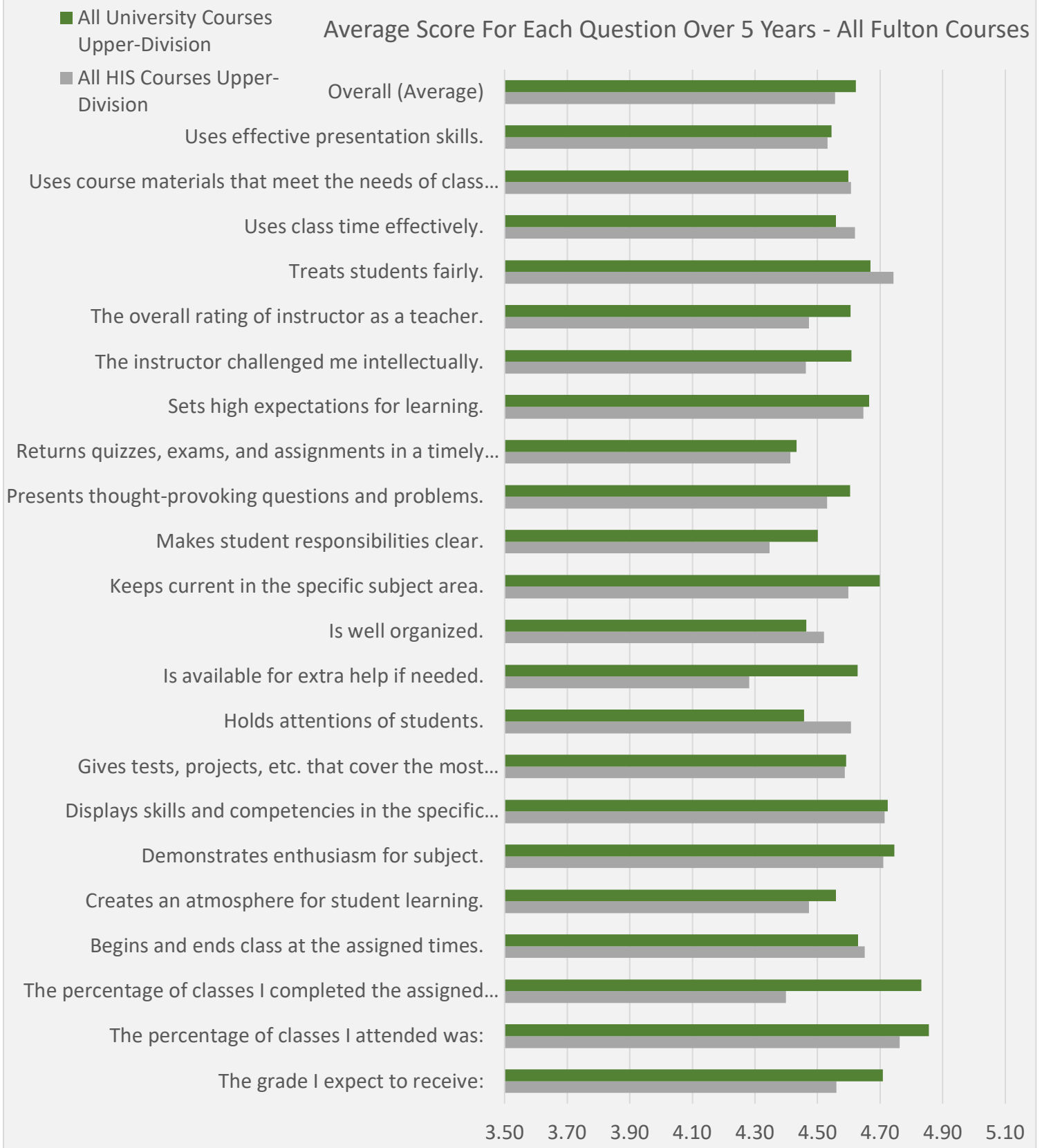
■ All University Courses
Lower-Division

■ All HIS Courses Lower-
Division

Average Score For Each Question Over 5 Years - All Fulton Courses



Average Score For Each Question Over 5 Years - All Fulton Courses



Average Score For Each Question Over 4* Years - All Online Courses



End of Course Survey Data
Implications to the data:

Response Rates:

	Received Responses	Expected Responses	Response Rate
All HIS Courses	374	890	40%
HIS Lower Division	347	882	39%
HIS Upper Division	27	48	56%
All University	12823	28674	45%
History OLC	292	556	53%
WWU OLC	4923	8506	58%

- Spring 2022 and Fall 2022 experienced incomplete pulls due to an error that occurred during the survey collection process. This impacts the completeness of answered survey questions during AY 2122 and 2223. Please keep in mind AY 2122 and 2223 reflect one of two semesters for some questions in the dashboards.
- An effort was made to keep the axis of each graph consistent throughout each dashboard, though it was not always possible from dashboard to dashboard.
- Online data for HIS, SWK, and PLS goes back 4 years, with ART only having 3 years of data.

Checklist

History - 18 Credits (must complete at least 6 Upper Level Credits)	2223 Catalog
ID#:	
Name:	
Advisor:	

****Students are required to have 122 distinct credits for graduation****

Required Courses: credits

Course	Course Title	Credit	Semester Completed	Grade Earned	Substitutions
--------	--------------	--------	--------------------	--------------	---------------

Required Electives: 0.00 - 6.00 credits

Required Electives: Lower Level Electives

Credits:0.00

Notes:Lower Level Electives

Certification Course		Credit	Semester Completed	Grade Earned	Substitutions
HIS 101	Dawn and Rebirth: A History of the World to 1500	3.00			
HIS 102	Industry, Ideology, and War: A History of the World since 1500	3.00			
HIS 103	Early America and the United States: Colonization, Revolution, and Civil War	3.00			
HIS 104	Modern US History: From Reconstruction to Superpower	3.00			
HIS 200	Introductory Projects	3.00			
HIS 215	Native America -U	3.00			
HIS 216	From Slavery to Freedom to Civil Rights: The African American Experience	3.00			
HIS 223	Royal America	3.00			

Required Electives: Upper Level Electives - Must complete at least 6 Credits

Credits:6.00

Certification Course		Credit	Semester Completed	Grade Earned	Substitutions
HIS 300	Independent Study	3.00			
HIS 310	Daughters of Liberty, Suffragists, and Feminists: The Story of Women in America	3.00			
HIS 328	The Young Republic	3.00			
HIS 353	World War II	3.00			
HIS 358	Atlantic Revolutions	3.00			
HIS 366	Interdisciplinary Honors Studies	3.00			
HIS 390	HIS Internship I	3.00			
HIS 400	Advanced Projects	3.00			
HIS 451	HIS Internship II	3.00			
HIS 452	HIS Internship III	6.00			

Signatures:

Student:	Date:
Advisor:	Date:
Division Chair:	Date:

William Woods University – Dulany Library

Collection Analysis for History

2024

I. William Woods Holdings

Books:

The print collection of books in the following subjects totals **5,941**.

Subject	Totals
>> History & Auxiliary Sciences Totals	5941
i Archaeology, General	14
i Biography	112
i Central Asian & Far Eastern Republics	3
i Eastern Europe, Northern Area	3
i Genealogy	23
i Gypsies	6
i Heraldry	15
i History - Africa	164
i History - Americas, General, Indian, N. America	536
i History - Asia, General	22
i History - Balkan Peninsula	45
i History - British/French/Dutch America, Canada	13
i History - Central America	18
i History - Central Europe, General	1
i History - Eastern Asia, S.E. Asia, Far East	216
i History - Eastern Europe, General	7
i History - France, Andorra, Monaco	116
i History - Germany	86
i History - Great Britain	286
i History - Greece	45
i History - Hungary, Czechoslovakia	4
i History - Italy	76
i History - Latin America, Spanish America, General	23
i History - Mediterranean Region, Greco-Roman World	6
i History - Mexico	44
i History - Netherlands, Low Countries & Belgium	2
i History - Northern Europe, Scandinavia	22
i History - Oceania, South Seas	23

i History - Poland	2
i History - Portugal	5
i History - Russia, Soviet Union	128
i History - S.W. Asia, Middle East	192
i History - South America	41
i History - Southern Asia, Indian Ocean	55
i History - Spain	37
i History - Switzerland	5
i History - United States, 1790-1861	214
i History - United States, Colonial, Special Topics	851
i History - United States, Revolutionary Period	181
i History - United States, Since the Civil War	488
i History - United States, Slavery & Civil War	418
i History - West Indies, Caribbean Area	31
i History of Civilization & Culture	129
i History of Europe, General	8
i History, General	393
i History: Austria, Austro-Hungar Empire, Liechtenst	13
i Prehistoric Archaeology	37
i State & Local History - Midwest, Old Northwest	148
i State & Local History - N. England, Atlantic Coast	191
i State & Local History - Pacific States, Territories	35
i State & Local History - South, Gulf States	377
i State & Local History - The West	31

eBooks: (Subject Search in ARTHUR Catalog)

- History – 32,000
- History, Ancient – 583
- History, Modern – 1,650
- United States – History – 3,176
- Historiography – 106

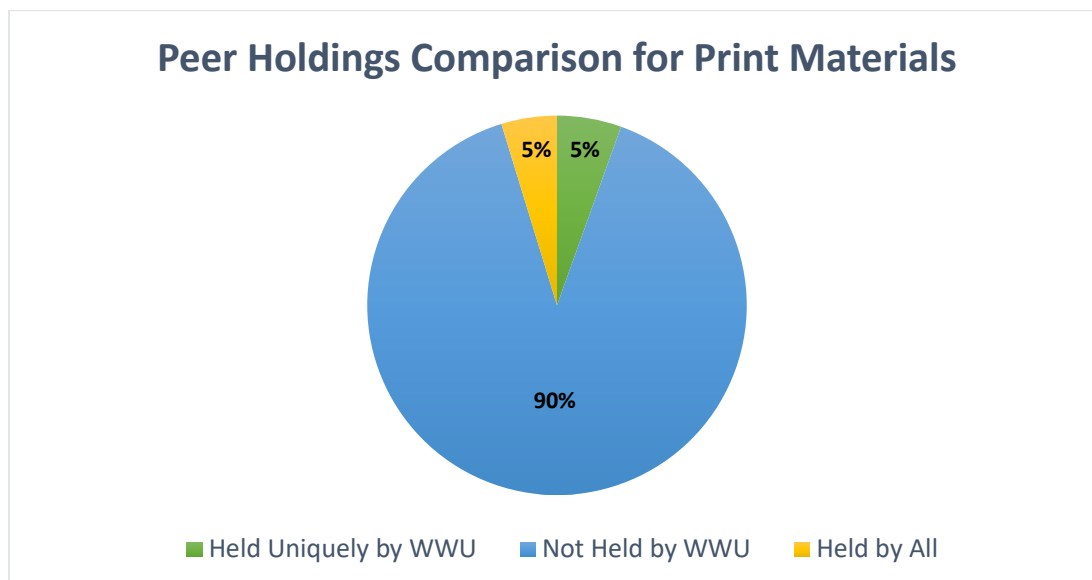
Journal Titles: (Print & Electronic Full-Text)

- History – 1,617
- United States- History – 17
- History of the Americas – 120
- European History – 96
- Asian History – 64
- African History – 18
- Australia & Oceania History – 9

II. MOBIUS Holdings (Subject Search for Print Materials)

- History – 838,175
- History, Ancient – 5,506
- History, Modern – 19,379
- United States-History – 126,564
- Historiography – 11,118

III. Peer Comparison



Peer institutions include Central Methodist University, Columbia College, Drury University, Fontbonne University, Missouri Valley College, Stephens College, and Westminster College.

IV. Analysis

History taught at the undergraduate level requires both retrospective and up-to-date library materials. A continued effort is made to acquire materials in both electronic and print formats. All books, journal articles and non-print materials are available through *Woods OneSearch*. While we do not subscribe to a History-specific database, the following can be used:

- **AAS Historical Periodicals Collection** – The AAS Historical Periodicals Collection contains more than 6,500 historical periodical titles documenting the life of America's people from the Colonial Era through the Civil War and Reconstruction, and into the early 20th century. The collection is grouped into 5 series which are chronological in nature.
- **Academic Search Ultimate** – A general database; includes history-related sources.
- **Humanities International Complete** – Includes 280 History-related journals.
- **JSTOR** – JSTOR recently made changes to their subscription model, and we are now able to have access to ALL JSTOR collections at a reasonable price. This is a very valuable resource, containing over 300 full-text History journals.
- **Kanopy** – 2,461 films/documentaries related to History: including Ancient History, Modern History, Military History, US History, European History, Asian History, African History, Latin American History, and Middle Eastern History.

The library staff acquires any resources that are not available in existing print and digital collections through Interlibrary Loan.

WWU faculty and students have access to the resources available in MOBIUS member libraries, which includes the collections at large research institutions in the state of Missouri, i.e., the four campuses of the University of Missouri, Washington University, Missouri State University and St. Louis University. Beginning in 2014, access to the resources of the academic, public, and special libraries in Colorado and Wyoming became possible through Prospector, a resource sharing partner of MOBIUS. Prospector provides access to an additional 30 million books, journals, DVDs, CDs, videos, and other materials, and includes the collections of the libraries at the campuses of the University of Colorado, Colorado State University, University of Denver, and the University of Wyoming. Resources selected from both MOBIUS and Prospector are delivered by courier, thereby reducing the delivery time.

Instructions from 5-Year Program Review Template

Labor Market Statistics

Attach a summary from the Bureau of Labor Statistics (or like source) on future projections for employment within the profession. Discuss the data provided and any additional insights into the projections noted. Provide a summary statement on the implications of this information on the future of the program and any potential updates or changes to the program curriculum that need to be investigated by the faculty.

Information on workers with a history degree

Table 1. History degree, 2021

Data	History	All fields
Employment	1,268,400	59,687,450
Median wage	\$63,000	\$63,000
Percent employed part time	15%	14%
Percent employed in occupations requiring at least a bachelor's degree	62%	62%
Percent with an advanced degree	51%	38%
Source: U.S. Census Bureau, American Community Survey.		

Table 2. Employment distribution of workers with a history degree, by occupational group, 2021

Occupational group	Occupational group share
Educational instruction and library occupations	18%
Management occupations	18%
Legal occupations	11%
Business and financial operations occupations	10%
Sales and related occupations	8%
Other	35%
Source: U.S. Census Bureau, American Community Survey.	

Table 3. Top-employing occupations for workers with a history degree

Occupational Outlook Handbook profile	Percent growth, projected 2022–32	Typical entry-level education	Percent degree holders in this field, this occupation, 2021	Percent of this occupation with an advanced degree, 2021
Financial managers	16%	Bachelor's degree	1%	21%
Management analysts	10%	Bachelor's degree	1	35
Lawyers	8%	Doctoral or professional degree	10	91
Postsecondary teachers, all other	4%	Doctoral or professional degree	4	72
Managers, all other	3%	Bachelor's degree	4	21
Education administrators, kindergarten through secondary	1%	Master's degree	2	57
Elementary school teachers, except special education	1%	Bachelor's degree	5	49
Secondary school teachers, except special and career/technical education	1%	Bachelor's degree	5	55
First-line supervisors of retail sales workers	-7%	High school diploma or equivalent	2	5
Chief executives	-8%	Bachelor's degree	2	32

Note: Occupational profiles may comprise multiple SOC occupations, which may have differing education categories.

Source: U.S. Bureau of Labor Statistics, Employment Projections program (projected growth, entry-level education) and U.S. Census Bureau, American Community Survey (degree holders, advanced degrees).

Information on Historians

Job Outlook

Employment of historians is projected to grow 3 percent from 2022 to 2032, about as fast as the average for all occupations. About 300 openings for historians are projected each year, on average, over the decade. Many of those openings are expected to result from the need to replace workers who transfer to different occupations or exit the labor force, such as to retire.

Employment

Organizations that employ historians, such as historical societies and government agencies, often depend on donations or public funding. Thus, employment growth will depend largely on the amount of funding available.

Table 4: Employment projections data for historians, 2022-32

Occupational Title	SOC Code	Employment, 2022	Projected Employment, 2032	Change, 2022-32	
				Percent	Numeric
Historians	19-3093	3,500	3,600	3%	100
SOURCE: U.S. Bureau of Labor Statistics, Employment Projections program					

Industry profile for Historians:

Industries with the highest published employment and wages for Historians are provided.

Table 5: Industries with the highest levels of employment in Historians:

Industry	Employment (1)	Percent of industry employment	Hourly mean wage	Annual mean wage (2)
Federal Executive Branch (OEWS Designation)	710	0.03	\$ 51.36	\$ 106,830
Local Government, excluding schools and hospitals (OEWS Designation)	600	0.01	\$ 24.11	\$ 50,150
State Government, excluding schools and hospitals (OEWS Designation)	480	0.02	\$ 27.94	\$ 58,100
Scientific Research and Development Services	430	0.05	\$ 32.44	\$ 67,470
Museums, Historical Sites, and Similar Institutions	130	0.09	\$ 26.95	\$ 56,060

Table 6: Industries with the highest concentration of employment in Historians:

Industry	Employment (1)	Percent of industry employment	Hourly mean wage	Annual mean wage (2)
Museums, Historical Sites, and Similar Institutions	130	0.09	\$ 26.95	\$ 56,060
Scientific Research and Development Services	430	0.05	\$ 32.44	\$ 67,470
Other Personal Services	100	0.03	\$ 25.91	\$ 53,890
Social Advocacy Organizations	80	0.03	\$ 55.34	\$ 115,110
Civic and Social Organizations	90	0.03	\$ 22.02	\$ 45,790

Table 7: Top paying industries for Historians:

Industry	Employment (1)	Percent of industry employment	Hourly mean wage	Annual mean wage (2)
Social Advocacy Organizations	80	0.03	\$ 55.34	\$ 115,110
Federal Executive Branch (OEWS Designation)	710	0.03	\$ 51.36	\$ 106,830
Architectural, Engineering, and Related Services	80	(3)	\$ 43.34	\$ 90,150
Management, Scientific, and Technical Consulting Services	120	0.01	\$ 35.91	\$ 74,680
Scientific Research and Development Services	430	0.05	\$ 32.44	\$ 67,470

(1) Estimates for detailed occupations do not sum to the totals because the totals include occupations not shown separately. Estimates do not include self-employed workers.

(2) Annual wages have been calculated by multiplying the hourly mean wage by a "year-round, full-time" hours figure of 2,080 hours; for those occupations where there is not an hourly wage published, the annual wage has been directly calculated from the reported survey data.

(3) The value is less than .005 percent of industry employment.

Table 8: Employment of historians in Missouri, May 2022

Employment	50
Location Quotient (1)	0.78
Employment per 1000	0.02
Annual Mean Wage	\$67,400
Source: Bureau of Labor Statistics: https://www.bls.gov/oes/current/oes193093.htm#st	
(1) The location quotient is the ratio of the area concentration of occupational employment to the national average concentration. A location quotient greater than one indicates the occupation has a higher share of employment than average, and a location quotient less than one indicates the occupation is less prevalent in the area than average.	



History Annual Assessment 2018-2019

Annual Assessment 18-19

History

Program Profile

Program Mission Statement

Please insert your program mission statement here

The William Woods University Bachelors of Arts in History program will introduce you to thinking critically about the cultural, political, economic and social sides of history. You will gain concrete skills in analytical reasoning, public speaking, making compelling arguments, summarizing information, solving complex problems, and so much more. Let your love for exploring the richness of the past act as the tool that shapes your future.

Program Data

Delivery Method

Traditional On Campus (selected)

Online

Hybrid

	Majors	Minors	Concentrations
2017-18	4	6	N/A
2018-19	7	9	N/A

Student Demographics

What are the program goals for student retention, persistence and degree completion? What do the persistence numbers mean to the faculty in the program? Are your persistence numbers what you expected? If not, how could the numbers be improved? What is the optimal enrollment for the program?

It's difficult to provide a firm retention/graduation rate for this year, as the overall number of majors is relatively small, but overall the number of majors/minors has increased. Two History majors (and two history minors) graduated this year. One History majors (to my knowledge) is in the process of leaving the university and another is taking a leave of absence. Aside from these the majors have remained relatively the same since the start of the year with one major added and additional minors added. The forms in share drive list 0 for retention rate and 100 for graduation rate.

The number of majors/minors have increased since last year, but will likely dip at the start of 19-20 due to graduations and students leaving th school. The program has been completely revised and is still growing, so time is till needed to build enough for a full and proper assessment, but as of last years review the program was performing at or above expectations. As stated last year, the low numbers for 2016-17, seemed to be the product of the recent lack of a full-time history faculty member (due to an internal promotion and a spousal hire/relocation), rather than any inherent flaws in the program itself. The department is still feeling the effects of this. With a new full-time faculty member added for Fall '16, the program has undergone a revision, and illustrates signs of growth, as the Social Science ED major (formerly HIS ED) has students who are firmly identifying themselves as future history teachers. Thus the number of Soc. Sci. majors also should also be reflected in the HIS major numbers (but currently they are counted only for the ED dept. as per Carrie McCray). In addition, history courses are a component of the new military studies minor. These assertion has been proven

correct as nearly all Fall 18 history courses operated at or close to full capacity, Spring '19 saw a shortage of history courses that could not meet the demand of the student body.

As noted by the growth of students taking history course, an additional faculty hire in a non-US history is needed more now than ever for simply meeting demand and also improving the quality and size of the program. The program can not expand much beyond its current numbers without an additional tenure track/tenure hire. Ideally, there would be two additional hires, but one is a necessity.

Additional, plans for recruitment/retention/improvement are also underway. The program is 3 majors short of its ideal number of 10 history (but graduation will effect this), an expansion to 10+ would be possible only with a second faculty hire to give each student the proper individual attention and offer the necessary US and World courses. The following are actions currently under way to increase program's numbers:

1. New Faculty: A new tenure track faculty member began work in Fall 2016, which has allowed for a redesign of the program, which has already result in an increase in majors/minors. However, an additional full-time hire (or two) in history (at least one non-US) is necessary for this major to thrive. By comparison, English which has similar GE requirements and lower or comparable numbers has 4 full-time faculty.

2. Course Updates: Based on meetings with administration, faculty, history majors, and general education students, the entire catalog of history course offerings was revised in style and content. For starters, course titles and descriptions were improved to garner more student interest. All course descriptions were expanded and/or revised to present more topics to broaden interest. These new courses are being implemented and adjusted.

3. A New Global Focus: Based on faculty discussions, internal reporting, and outside assessment, Western Civilization I and II were retired in favor of World History to 1500 and World History since 1500. This change was made, in part, in order to move away from a more old fashioned Euro-centric approach to history. It also will better prepare students for interacting in a global world and more closely reflect WWU's mission to educate for a "world community." By focusing on a vast array of regions and cultures, it will also accommodate more widespread interests, compliment WWU's growing international student body, and promote ethnic, racial, cultural, economic, and religious diversity. Finally, it will more accurately reflect the requirements of the State of Missouri testing and certification process which emphasis US, Missouri, and World history.

4. New Courses: New upper-division courses have been created. These courses have been specifically selected and designed to grow the history program, relate the past to the modern world, provide necessary foundational knowledge to promote active citizenship, and also to allow for transition into professional life in a variety of fields. For example, *Hamilton: An American Story* is a course that builds upon the popularity of the Tony award winning musical, *Hamilton*, to enhance enrollment numbers. These courses include: the American Revolution (providing the central roots of American democracy), the Civil War (essential for WWU given MO position as a border state), Biography as History (illustrating the role of personal choice and decision making), and a new honors course Royal America (looking at the British colonies under royal rule).

5. The Society of Historians: The relatively dormant History Club has also been revived with a new name, and has already gained a fair amount of interest from undergraduates. Membership hovers around 15 students. The club hosted a historic Tea Party (open to the entire WWU community). In the future a film series, a trivia night, and trips to historical sites are planned. The SOH currently hosts the annual Ghost Tour around Halloween and a spring tea party with a historical theme. The introduction to history outside the classroom is specifically designed to attract students who may be hesitant to sign up for a course due to a less than favorable experience with the subject at lower levels. The SOH also presents an annual award, The Order of the Historic Owl, for best student history paper, which is open to all students.

6. Public History/Internships: Opportunities for student internships at the following have/or will be cultivated: MO State Penitentiary Museum, Kingdom of Callaway Historical Society, National Churchill Museum, State Historical Society of Missouri, the State Capitol and the Missouri History Museum, Missouri Museum of Military History, Boone County Historical Society, etc. Public history is a growing field with diverse and ample career opportunities. Such a program will offer hands on training in historical document management, museum studies, community relations, etc. It will also be dependent upon students performing their own original research and presenting it publically to an audience. In addition, all students will have internship opportunities (and eventually possibly even requirements) at local historical sites, archives, museums, libraries, etc

7. **LEAD Events:** The history program opens all of its events to the entire community. This is designed to not only increase awareness, but to foster interest. One event was, "The Woods and Fulton in the 60s," featured student displays, presentations, and more based on original research on the local area during the 1960s. As part of a course (the Social Movements of the 1960s), it introduces students to new approaches to learning and presenting history. It provides a basic introduction to public history, while allowing for interaction beyond the campus. The History Dept. also sponsored the Hail to the Chief lecture series on presidential character and history. In Fall 2017, the department will host two-time Pulitzer Prize winning historian Alan Taylor. The department tries to bring in 1-2 outside speakers per year. Fall '18 featured Kelly Watson on her book *Insatiable Appetites: Imperial Encounters with Cannibals in the North Atlantic World*.

8. **Test Prep:** As full-time faculty member also has experience as a high school history teacher, has held regular study sessions and independent study-esque informal test prep meetings. A new course "Teaching History" was created to focus on the content necessary for future educators.

9. **Interdisciplinary Collaboration:** Collaboration with additional departments, especially the Equestrian (for the future Horse in History) and Art (upcoming exhibit on MO statehood) will allow students to create new projects ranging from historical exhibits to learning historical horse riding techniques. It will also increase the likelihood of drawing in new history minors by exposing more students to history courses.

10. **Student Research:** in addition to sponsoring a mentor-mentee project and a student paper award, plans are underway to create a student research conference on campus.

11. **Ronald Reagan Commemoration Event:** The Hist. Dept. in coordination with the VP of Strategic Communications, a university-wide event commemorating Reagan's visit to WWU is being developed with a plan to host the event in Feb. '20.

12. **Military Studies:** History courses also make up a significant portion of the new military studies minor, and military history is a traditional component for officer training.

13. **Struggle for Statehood:** traveling exhibit with MO Humanities that will be in residence at WWU from Nov. 11-Dec. 10, 2019 and feature a museum gallery set up and public programs. It will also feature student internships, student research panels, guest speakers, etc.

14. **Phi Alpha Theta:** The WWU chapter of the National History Honors Society was revived with 5 new members inducted.

Is the Program Externally Accredited

Yes
No (selected)

External Accreditation

Name the Accrediting Agency or entity including the last review/approval. Is there an accrediting body for the field of study? If yes, what is the name of the group. Is the program seeking accreditation? If no, why?

History Departments do not typically seek outside accreditation.

Marketing Materials

Please reflect on the current marketing materials used for the program. Detail what documents you are reviewing and attach a screenshot of any webpages or materials that you cannot include as a document. What changes, if any should be made to the material? Are there recommendations for how or where to market the program?

A new major flyer was just created focusing the highlights of the program.

In Fall 2019, the History Dept. will host an exhibit on MO statehood with public programs and advertisements.

Spring '20 will feature a Ronald Reagan event/conference with press releases and advertisements.

Marketing Material

Program Assessment

Standard/Outcome

Identifier	Description
WWU2016.1	Major Field Competence: Students will demonstrate excellence in an academic or professional discipline, and engage in the process of academic discovery.
WWU2016.2	Ethics: Students will exhibit values and behaviors that address self- respect and respect for others that will enable success and participation in the larger society.
WWU2016.3	Self-Liberation: Students will develop an honest understanding and appreciation of themselves and others resulting in an ability to make individual decisions.
WWU2016.4	Lifelong Education: Students will possess an intellectual curiosity and desire for continual learning both within and beyond formal education in preparation for participation in a global society.

Additional Standards/Outcomes

Identifier	Description
HIS.1	Possess an in-depth knowledge of diverse periods and regions in US and World history.
HIS.2	Be able to conduct analysis that addresses the key historical questions of causation, comparison, and interpretation.
HIS.3	Demonstrate a familiarity with the methodology of the historian, by engaging in writing and research based on primary and secondary sources.
HIS.4	Clearly communicate their conclusions, opinions, or findings in written and verbal form.

General Education Alignment to Program

How do the General Education criteria align with the Program Objectives? What courses within your program build upon skills learned in general education courses (please list the program course and the general education criteria). The General Education clusters are: Critical Analysis, Creative Expression, Quantitative Inquiry, and Society & the Individual. See attached for more detailed breakdown.

As of Fall '19 there will be new History GE Objectives.

Every history course conforms to the general education requirements, and stresses key skills in speaking, writing, research, analysis, and independent thinking. These skills can all be adapted to virtually any major/minor or career.

1. Critical Analysis

1. Critical Thinking – Every class involves students reading evidence and making their own interpretations based on the sources.
2. Ethical Reasoning – Students are asked to question the morality of choices, such as President Truman's decision to drop the atomic bomb in WWII.

3. Meaning – History is necessary to understand the roots of a variety of cultures, and primary sources can vary thus illustrating different aspects of life.

2. Creative Expression

A. Communication – All courses involve daily verbal discussions and various written assignments.

B. Fine & Performing Arts – Students are required to be able to articulate their points to a diverse audience, such as in public events.

3. Quantitative Inquiry

A. Natural Sciences – History is shaped by and in turn influences scientific developments.

B. Mathematics – Statistical analysis is essential to understanding broad historical trends.

4. Society and the Individual

A. Social Science – Historical inquiry can be translated to virtually all of the social sciences.

B. Diversity – History is the study of different cultures, and the programs expansion into world history will further expand the analysis of a variety of ethnicities, races, and cultures.

C. Historical Perspective – This is the basis of all historical study.

General Education Objectives

Objective 1. Possess an in-depth knowledge of well-defined periods in U.S. and non U.S. history.

Objective 2. Be able to provide an analysis that addresses the key historical questions of causation, comparison, and interpretation.

Objective 3. Demonstrate a familiarity with the methodology of the historian, namely the ability to gather and interpret primary documents, statistical data, and secondary sources.

Objective 4. Clearly communicate their conclusions or findings in written form.

As per the program website a history major/minor can also lead to:

"Pursue an exciting career as a/an:

- Lawyer or paralegal
- Researcher at a museum or think tank
- Museum curator
- Archivist
- Historic interpreter
- Educator
- Preservationist
- Writer/editor
- Documentary editor/producer
- Librarian
- Journalist

- Records Manager
- Historian in a corporation
- Or, attend law school or graduate school for a Master of Business Administration or advanced study in history, English, public history, and more."

A recent article in the Harvard Business Review also pointed to humanities majors as the future of the tech industry. A person can literally transition into virtually any career with the skills learned from a history BA.

Previous assessment reports correctly concluded the following:

page53image6616 Communication page53image7864	page53image8336 All of our courses require our students to communicate effectively in written form. Class discussions further develop students' oral communication. Finally, our program culminates in a presentation of the student's research findings. page53image10456
Mathematics	Statistics are part of the tool-kit of historians. We analyze statistics to help illuminate historical trends.
page53image13704 Value page53image14952	page53image15424 We provide historical examples of ethical dilemmas and conflicts. page53image16552
Meaning	The understanding of culture is a central part of historical study. We use cultural artifacts (texts, movies, etc.) to understand historical periods.
page53image19776 Historical Perspective page53image21064	page53image21536 Self-explanatory page53image22704
Critical Thinking page53image24144	History addresses the questions of causation and comparison, both of which can only be answered through the application of logic and analytical reasoning. page53image26192
Diversity page53image27592	History addresses the question of diversity by providing minority perspectives (on the basis of race, gender, nationality, ethnicity, and class). page53image29520
Creative and Aesthetic Sensibility	Cultural artifacts are studied to illuminate the values of particular cultures and periods.
page53image32488 Natural Science page53image33776	page53image34248 History students are engaged in a mode of inquiry (collection and analysis of data that leads to a conclusion) that shares an affinity with the sciences. page53image36280
Social Science page53image37984	All of the social sciences grew out of the field of history. Social science methods are employed in every facet of historical inquiry.

Curriculum Map

A - Assessed
 R - Reinforced
 I - Introduced
 M - Master

History 2017-18(Imported)

	HIS 101	HIS 102	HIS 103	HIS 104	HIS 200	HIS 214
HIS.1 Possess an in-depth knowledge of diverse periods and regions in US and World history.	I	I	I, A	I, A	R	I, R
HIS.2 Be able to conduct analysis that addresses the key historical questions of causation, comparison, and interpretation.	I	I	I, A	I, A	R	I, R
HIS.3 Demonstrate a familiarity with the methodology of the historian, by engaging in writing and research based on primary and secondary sources.	I	I	I, A	I, A	R	I, R
HIS.4 Clearly communicate their conclusions, opinions, or findings in written and verbal form.	I	I	I, A	I, A	R	I, R

	HIS 215	HIS 216	HIS 226	HIS 300	HIS 224	HIS 310
HIS.1 Possess an in-depth knowledge of diverse periods and regions in US and World history.	I, R	I, R	I, R	R	R, A, I	R
HIS.2 Be able to conduct analysis that addresses the key historical questions of causation, comparison, and interpretation.	I, R	I, R	I, R	R	R, A, I	R
HIS.3 Demonstrate a familiarity with the methodology of the historian, by engaging in writing and research based on primary and secondary sources.	I, R	I, R	I, R	R	R, A, I	R
HIS.4 Clearly communicate their conclusions, opinions, or findings in written and verbal form.	I, R	I, R	I, R	R	R, A, I	R

	HIS 311	HIS 314	HIS 321	HIS 322	HIS 332	HIS 340
HIS.1 Possess an in-depth knowledge of diverse periods and regions in US and World history.	R	R, I	R	R	R	R
HIS.2 Be able to conduct analysis that addresses the key historical questions of causation, comparison, and interpretation.	R	R, I	R	R	R	R
HIS.3 Demonstrate a familiarity with the methodology of the historian, by engaging in writing and research based on primary and secondary sources.	R	R, I	R	R	R	R
HIS.4 Clearly communicate their conclusions, opinions, or findings in written and verbal form.	R	R, I	R	R	R	R

	HIS 341	HIS 342	HIS 353	HIS 366	HIS 370	HIS 390
HIS.1 Possess an in-depth knowledge of diverse periods and regions in US and World history.	R	R	R	R	R	R
HIS.2 Be able to conduct analysis that addresses the key historical questions of causation, comparison, and interpretation.	R	R	R	R	R	R
HIS.3 Demonstrate a familiarity with the methodology of the historian, by engaging in writing and research based on primary and secondary sources.	R	R	R	R	R	R
HIS.4 Clearly communicate their conclusions, opinions, or findings in written and verbal form.	R	R	R	R	R	R

	HIS 400	HIS 418	HIS 423	HIS 451	HIS 452
HIS.1 Possess an in-depth knowledge of diverse periods and regions in US and World history.	R, M	M, R	A, M	R, M	M, R
HIS.2 Be able to conduct analysis that addresses the key historical questions of causation, comparison, and interpretation.	R, M	R, M	A, M	R, M	R, M
HIS.3 Demonstrate a familiarity with the methodology of the historian, by engaging in writing and research based on primary and secondary sources.	R, M	M, R	M, A	M, R	M, R
HIS.4 Clearly communicate their conclusions, opinions, or findings in written and verbal form.	R, M	R, M	A, M	R, M	R, M

Changes to Curriculum

Are there any changes made to the curriculum map for this academic year? If so, please describe the program changes made along with the rationale for why and the impact the change should have on student learning?

HIS 224 was offered for the first time.

GE objectives were revised.

Assessment Findings

Assessment Findings for the Assessment Measure level for History 2017-18(Imported)

HIS.1 Possess an in-depth knowledge of diverse periods and regions in US and World history.				
HIS 103				
Assessment Measure	Criterion	Summary	Attachments of the Assessments	Improvement Narratives
Direct - Essay	Has the criterion 65% of students will receive at least a 3 been met yet?		Screen_Shot_2019_05_08_at_12.20.03_PM.png	

	Met			
HIS 104				
Assessment Measure	Criterion	Summary	Attachments of the Assessments	Improvement Narratives
Direct - Essay	Has the criterion 65% of students will receive at least a 3 been met yet? Met		Screen_Shot_2019_05_08_at_12.23.13_PM.png	
HIS 224				
Assessment Measure	Criterion	Summary	Attachments of the Assessments	Improvement Narratives
Direct - Research Paper	No data has been entered.	Met	Screen_Shot_2019_05_08_at_12.33.06_PM.png Screen_Shot_2019_05_08_at_12.33.06_PM.png	

HIS.2 Be able to conduct analysis that addresses the key historical questions of causation, comparison, and interpretation.

HIS 103				
Assessment Measure	Criterion	Summary	Attachments of the Assessments	Improvement Narratives
Direct - Essay	Has the criterion 50% of students will receive at least a 3 been met yet? Met			
HIS 104				
Assessment Measure	Criterion	Summary	Attachments of the Assessments	Improvement Narratives
Direct - Essay	Has the criterion 50% of students will receive at least a 3 been met yet? Met			
HIS 224				
Assessment Measure	Criterion	Summary	Attachments of the Assessments	Improvement Narratives

Direct - Research Paper	No data has been entered.	Met		
-------------------------	---------------------------	-----	--	--

HIS.3 Demonstrate a familiarity with the methodology of the historian, by engaging in writing and research based on primary and secondary sources.

HIS 103				
Assessment Measure	Criterion	Summary	Attachments of the Assessments	Improvement Narratives
Direct - Essay	Has the criterion 50% of students will receive at least a 3 been met yet? Met			

HIS 104				
Assessment Measure	Criterion	Summary	Attachments of the Assessments	Improvement Narratives
Direct - Essay	Has the criterion 50% of students will receive at least a 3 been met yet? Met			

HIS 224				
Assessment Measure	Criterion	Summary	Attachments of the Assessments	Improvement Narratives
Direct - Research Paper	No data has been entered.	Met		

HIS.4 Clearly communicate their conclusions, opinions, or findings in written and verbal form.

HIS 103				
Assessment Measure	Criterion	Summary	Attachments of the Assessments	Improvement Narratives
Direct - Essay	Has the criterion 35% of students will receive at least a 3 been met yet? Met			

HIS 104				
Assessment Measure	Criterion	Summary	Attachments of the Assessments	Improvement Narratives
Direct - Essay	Has the criterion 35% of students will receive at least a 3 been met yet? Met			

HIS 224				
Assessment Measure	Criterion	Summary	Attachments of the Assessments	Improvement Narratives
Direct - Research Paper	No data has been entered.	Met		

Analysis of the Assessment Process

Describe your assessment process; clearly articulate how the program is using course work and or assessment day activities for program assessment. Note any changes that occurred to that process since the previous year. Discuss what activities were successful at assessment and which ones were not as helpful and why. Please include who met to discuss the changes (unless you are a program of one person) and when you met. – Include a discussion on the process for collection and analysis of program data.

All goals were met, but the numbers (in many cases) were higher than expected. This is not surprising as elements of the 4+ years old rubric needs revision. The History Dept. is aware of this and has changed the objectives and rubric to the following:

New History GE Objectives

1. Demonstrate **historical knowledge** by understanding a key event(s)/issue(s), presenting differences between time periods, evaluating change/continuity over time, and being able to place events within their broader significance.
2. Illustrate **historical thinking** by assessing individuals/events/decisions and their causes/consequences based on the standards of their time. Present history as based on contingency, or being the result of individuals' choices, which leads to a specific result.
3. Exhibit **historical skills** by developing a thesis and support a claim by researching and analyzing primary and secondary sources with proper citations.

New History GE Objectives

1. Demonstrate **historical knowledge** by understanding a key event(s)/issue(s), presenting differences between time periods, evaluating change/continuity over time, and being able to place events within their broader significance.
2. Illustrate **historical thinking** by assessing individuals/events/decisions and their causes/consequences based on the standards of their time. Present history as based on contingency, or being the result of individuals' choices, which leads to a specific result.
3. Exhibit **historical skills** by developing a thesis and support a claim by researching and analyzing primary and secondary sources with proper citations.

Improvement Narrative List

Assessment Findings for the Assessment Measure level

No improvement narratives have been added.

Program Activities

Student Performance Review

Describe the department assessment day activities if not already described previously. Please articulate the nature of the assessments are conducted, explain the process for assessment that happens on these two days. Include the schedule of assessment day for your program. What does the data and outcomes tell you? What changes will you make as a result of the data? What areas are successful for the program?

Students were asked to write an essay with a thesis that analyzed three primary sources. For each they had to place it within its historical context and interpret the document. In addition, the verbal component featured one US and one World history question that was answered with a 10 minute conversation on the topic.

Like previous years, on the whole the students performed at the exemplary level (or better) for the written and verbal portions. In general, the students tend to focus on American history in their responses rather than World History. Two students didn't perform as well, and didn't answer the questions - both of them are in the process of leaving the university. Also, freshmen/sophmores didn't perform as well as juniors/seniors, which is to be expected.

Also like previous years, the data alludes to information that has been gathered throughout the year that illustrates that on the whole students are less versed in World history. This is not surprising as there hasn't been a faculty member who has focused on world history in some time. For years Western Civilization has been taught instead of World History, this was recently changed but it is too soon to expect immediate results--but we already see the gap getting closer.

But more generally, as previously stated, this data speaks to the fact that WWU needs to hire at least one additional full-time faculty member that has a non-US focus. As the world becomes more global, it is imperative that the students also expand in this way. It is encouraging that the students knowledge of US history seems to correspond with the specialization by the new faculty member, which means that similar results will likely be presented if a new hire is made in a World history field.

Student Performance Review Schedule

Upload the program schedule for students during Performance Reviews.

Performance_Day_2019.docx

Screen_Shot_2019_05_08_at_2.29.19_PM.png

Senior Showcase

Describe program Senior Showcase activities if not detailed previously in the report? What benefit does the program gain from the activities? What if any assessment of students happens during this event? What changes if any will occur due to what is learned by faculty on Senior Showcase?

Two students presented on their Sr. Seminar research papers.

Maddie Knight -Patton and Rommel: Hero, Villain, or Both?

Casandra Ramsey - The Suffragette Movement: How Women Used Men's Words Against Them

The showcase allowed for a verbal presentation of their work and the ability to engage with the wider WWU community.

Assessment Rubrics

Upload rubrics used for Senior Showcase or Student Performance Reviews for student assessment.

Service Learning

Does the Program include projects/ course content that uses the philosophy of service learning?

Yes

No (selected)

Service Learning Component

If so, how is service learning infused in the coursework within your department? Is service or community engagement in the program mission? Describe the Service Learning Activities that your students and department engaged in this past year. How did the activities improve student learning? How did the activities benefit the community?

Students engage in internships not service learning.

LEAD Events

Highlight lead events sponsored by program faculty that are connected to program or general education objectives for the past academic year. Include a total number of lead events program faculty sponsored.

Friday, October 19, 2018

12:00:00 PM - The Spector of Cannibalism: Mechanisms of Imperialism and Power in English Captivity Narratives - Where there cannibals in America? Drawing from her book, Insatiable Appetites: Imperial Encounters with Cannibals in the North Atlantic World Dr. Kelly L. Watson (Associate Professor of History at Avila University) will explore the interactions between English colonists and Native Americans against the backdrop of imperialism and captivity.

Dulany Auditorium

Smith, Craig - 1 point(s)

Saturday, October 27, 2018

7:00:00 PM - Saturday Night Live! Ghost Tour - Join the Society of Historians for a guided tour of campus where you will hear haunting tales and learn about the historical background of different locations on campus! Afterwards, join CAB for a bonfire by Junior Lake! Tours leave every 30 minutes between 7 pm and 10 pm; first come, first served.

Thurmond Chapel

Smith, Craig - 1 point(s)

Friday, February 1, 2019

2:00:00 PM - Dunkirk: Film Viewing - Come join the Reel Fanatics Film Club to watch the film Dunkirk (1hr 46 min) and participate in a short discussion afterwards. This movie had eight Academy Award nominations and won three. To discuss its historical merits, we are bringing in Professor Dr. Craig Smith to facilitate the discussion.

Library Auditorium

Smith, Craig - 1 point(s)

Thursday, March 28, 2019

4:00:00 PM - Spilling the Tea - Join the Society of Historians as we share the details about women's suffrage as we celebrate Women's History Month and the 100-year anniversary of women having the right to vote! Tea and refreshments will be served.

Aldridge

Smith, Craig - 1 point(s)

Additional Events

1. 25 students from WWII class visited the Kingdom of Callaway Historical Society to examine WWII artifacts and original period documents.
2. Hosted two WWII vets from a local Veterans Home to speak with WWII class students about their wartime experiences, also invited Liz Wilson's social work class.
3. 25 students from WWII class went to the Chruchill Museum for a guided tour and visit to the museum at no cost to the students or WWU.
4. 24 students from my History of War class went to the Chruchill Museum for a guided tour and visit to the museum at no cost to the students or WWU.
5. 24 students from my History of War class went to the Museum of MO Miltiary History for a guided tour and visit to the museum at no cost to the students or WWU. Students will examine artifacts and items from the collection.
6. Organized and escorted students invited from across all of my classes to A Fire Bell in the Past: The Missouri Crisis at 200 a hsitory conference at the Kinder Institute at Mizzou.
7. Students in my History of War course participated in a live taping of an episode of "Lectures in History" for C-Span.

Student Accomplishments

Highlight special examples of student successes in the field (academic: mentor-mentee, conference presentations, competitive internship, journal acceptance; extra-curricular: horse show championship, art exhibit). This is for any accomplishments that a student achieved outside of course work or the normal expectations of student success.

Four history students at the Boone County Historical Society, Historic City of Jefferson, Museum of MO Military History, and the MO State Penitentiary Museum.

Student essays will be published as part of the Digital Encyclopedia of George Washington through Mount Vernon.

Alumni Accomplishments

Please highlight special examples of any successes of recent graduated alumni (acceptance or graduation graduate school, employment or professional milestones. Include recent graduates.

Sean Rost - Oral Historian, State Historical Society of MO

Faculty Accomplishments

Highlight special examples of faculty success in the profession/field/content area. This is for any accomplishment of a faculty activity/research/professional nature.

Grant

2018

Research Grant, PNC Charitable Trusts. November.

Publications

Magazine Article

2019

"Virginian Honor," Trend & Tradition: The Magazine of Colonial Williamsburg. Summer.

Web-Based Article

2019

"American Revolution and Expanding the States," Constituting America. Feb.

Book Reviews

Forthcoming

"Bob Drury and Tom Clavin's Valley Forge," The Journal of American History.

Forthcoming

"Christian Di Spigna's Founding Martyr: The Life and Death of Joseph Warren, the American Revolution's Lost Hero," The Journal of American History.

Forthcoming

"American Revolution Reborn. Edited by Patrick Spero and Michael Zuckerman," National Political Science Review.

Forthcoming

"Warring for America: Cultural Contests in the Era of 1812. Edited by Nicole Eustace and Fredrika J. Teute," The Register of the Kentucky Historical Society.

2019

"A Conflicted Idea of America: Jill Lepore's These Truths: A History of the United States – Part One," the University Bookman. February 24.

2018

"Eric Hinderaker's Boston's Massacre," The William and Mary Quarterly. Vol. 75, No. 2, April.

INVITED TALKS

2019

Keynote, Society of the Cincinnati Triennial Meetings, Philadelphia, PA May 10.

2019

"American Honor," The Seminary Co-op Bookstore, Chicago, IL. June 1.

2018

"Washington's Honor," Missouri River Regional Library, Jefferson City, MO. December 17.

2018

"George Washington's Honor," Boone County History and Culture Center, November 17.

2018

"The American Revolution and the Democratization of Honor," St. John's University, November 9.

2018

" 'The Interests of Our Dearest Country': George Washington, Honor, and the Continental Army," Fraunces Tavern Museum, November 8.

2018

" 'Union and National Honor': The Society of the Cincinnati and the Ethics of the New Republic," Anderson House, Museum and Library of the Society of the Cincinnati, October 16.

2018

" 'Open Violation of Honor': Concord, Lexington, and the Ethics of the Revolutionary War," Concord Museum (part of Concord Festival of Authors), October 5.

2018

"Honor and Ethics: The Foundation of George Washington's Leadership," Osher Lifelong Learning Institute, Brandeis University, October 4.

2018

"American Honor," Massachusetts Historical Society, October 3.

2018

"American Honor," Daniel Boone Regional Library, September 19.

2018

"Daughters of Liberty, Women of Honor: The Female Ethics of the American Revolution," Daughters of the American Revolution (Columbia, MO chapter), September 8.

2018

"Virginian Honor: The Ethics of George Washington and Thomas Jefferson," Virginia Historical Society, September 6.

2018

"George Washington's Honor: Ethics, Leadership, and the American Revolution," Fred W. Smith National Library for the Study of George Washington, August 9.

2018

"The Democratization of American Honor," Left Bank Books, St. Louis, MO, August 8.

2018

" 'A Knightly Personage': The Honor and Ambition of Andrew Jackson," The Hermitage, July 1.

CONFERENCES

Papers Presented

2018

Roundtable Discussant and Co-organizer, "Between Emotion and Ideology in the Age of Revolution," Omohundro Institute of Early American History & Culture Annual Meeting, June 14–17.

Panel Chair/Comment

2018

Comment, "In Relation to Washington: Soldiers and the Aftermath of the Revolution, 1783-1800," Society for Historians of the Early American Republic, July 19–22.

2018

"Jonathan Edwards on the Fringes of the American Enlightenment," Omohundro Institute of Early American History & Culture Annual Meeting, June 14–17.

2018

Chair, "Beyond the Continent," the Cambridge History of America and the World Book Conference, May 17-19.

MEDIA

Television

2019

"The Continental Army," Lectures in History Series, American History TV, C-SPAN 3, Filmed March 19.
2019

Consultant, "George Washington & His First Love, Mary Philipse," CBS Sunday Morning, February 17.
2019

"George Washington's New York," CBS 2 New York, January 10.
2018

America Trends, You Too America, November 21.
2018

America Trends, You Too America, October 26.
2018

America Trends, You Too America, July 19.

Podcasts

2018

In the Past Lane, October 31.

2018

Conversations at the Washington Library, August.

2018

"American Honor," The Age of Jackson Podcast, August 10.

2018

"History of History: Bertram Wyatt-Brown's Southern Honor," The Age of Jackson Podcast, August 6.

2018

"American Honor," The Art of Manliness Podcast, July 3.

Radio

2019

Tom Kearney Show, News Radio 680 WPTF, January 15.

2018

Mike Slater Show, AM 760-KFMB, July 9.

2018

Doc Kirby's "Book Bit," WTBF-AM/FM, July 8.

Op-Eds

2018

"You Can't Celebrate America's Independence While Vilifying the Founders," The Federalist, July 4.

2018

"What Color was George Washington's Hippopotamus?" Washington Examiner, May 31.

2018

"Claims of a 'Very Honorable' Kim Jung Un are Trump-ed Up," University of North Carolina Press Blog, May 4.

2018

"At Hofstra, they're coming for Thomas Jefferson," New York Daily News, April 9.

	3.000 Exceeds	2.000 Meets	1.000 Falls Below Expectations	N/A
Mission Statement Clearly Articulated weight: 1.000	✓ The mission statement for the program is insightful and forward thinking. It aligns with the University Mission and learning objectives showing a clear alignment between the University and the program.	✓ The mission statement for the program clearly articulated and aligned with the University mission.	✓ The mission statement is minimal at best.	✓ N/A
Comment:				
Reflection on Retention weight: 1.000	✓ The program provides a detailed description on the retention numbers. The program provides new ideas on how to improve retention of their program students or articulates what they are currently doing to keep students in their program.	✓ The program provides a basic reflection on the retention data provided.	✓ The program does not reflect on retention data in a detailed way.	✓ N/A
Comment:				
Defines External Accreditation Standards weight: 1.000	✓ The program provides a detailed explanation of the accreditation organizations within the field along with all the timeline and supplemental information required for accreditation.	✓ The program provides a basic explanation of the accreditation organizations in the field.	✓ The program fails to provide any accreditation information.	✓ N/A
Comment:	Currently no accreditation is available for History.			
General Education alignment clearly explained weight: 1.000	✓ The program provides a detailed explanation of the General Education criteria and how the basic skills learned are expanded upon in the program. Details include but are not limited to: specific courses, or activities that stretch the knowledge of the specific areas.	✓ The program provides a basic explanation of the General Education curriculum and how the skills learned are expanded in program courses.	✓ The program provides a minimal explanation of the General Education curriculum and how the skills learned are expanded in program courses.	✓ N/A
Comment:				
Curriculum Map alignment weight: 1.000	✓ The curriculum map is detailed and complete.	✓ The curriculum map is complete	✓ The curriculum map is not complete	✓ N/A
Comment:				
Assessment of Objectives weight: 1.000	✓ Assessment of objectives are spread out across the curriculum with a variety of assessment measures and each program objective is assessed a minimum of twice a year.	✓ Each objective is assessed a minimum of 2 times a year or an assessment rotation is explained so that all objectives are assessed. The assessments are not concentrated in one class.	✓ The assessment map is not complete or much of the assessment happens in only one course. Not all objectives are assessed annually, nor is a plan provided on assessment.	✓ N/A
Comment:	Assessment only occurred in HIS 103 and 104. HIS 224 had information listed , but no data was present. HIS 423 is marked but has not information.			
Data Driven Decision-making is explained weight: 1.000	✓ Curricular and assessment changes are articulated and validated through data based decisions. Faculty discuss the data that lead to curricular decisions being made.	✓ Curricular and assessment decisions are made based on data provided in assessment, but detailed alignment is not provided as justification for the change.	✓ Changes are proposed and brought forth with little explanation on the data included in the decision, if data was included in the decision.	✓ N/A
Comment:	No evidence of data were provided.			

Documentation provided on assessment findings weight: 1.000	✓ The program uploads all rubric and support information to support the claims in the assessment findings along with detailed instructions on the assessment process and data analysis.	✓ The program uploads all rubric and support information to support the claims in assessment findings.	✗ The program did not upload the data to support assessment claims in the assessment findings.	✓ N/A
Comment:	No data was uploaded.			
Analysis of Assessment is complete weight: 1.000	✓ The program completed assessment findings for each component identified, and provided a comprehensive summary of each assessment measure identified in the report.	✓ The program completed the assessment findings for each component and provided a summary for each assessment measure.	✗ The program did not provide a completed assessment findings for each component, nor did they complete the summary for each measure.	✓ N/A
Comment:	No explanation for "met" was made or supporting documents.			
Improvement narratives are selected with intentionality weight: 1.000	✓ The program identified Improvement Narratives that appear to move the program forward and see the bigger picture than only the specific program curriculum options	✓ The program used the provided Improvement Narratives and selected options that made sense to the objectives and issues within the assessment.	✗ The program did not use any improvement narratives, or the ones chosen are not aligned with assessment results.	✓ N/A
Comment:	None are listed			
Student Performance Review weight: 1.000	✓ The program described and provided a detailed account of Student performance Review activities. Data evidence provided and detailed.	✓ The program provided the schedule and a brief description of Student Performance Review with data of the results.	✗ The program did not provide complete explanation on Student Performance Review nor did they provide data results.	✓ N/A
Comment:	Brief explanation and description were given for activities but no data was presented.			
Senior Showcase weight: 1.000	✓ The program had all senior students participate in Senior Showcase and provided a detailed explanation of their expectation and the presentations presented.	✗ The program described the Senior showcase activities and provided some evidence of what was presented.	✓ Little to no content of Senior showcase was provided.	✓ N/A
Comment:				
Co Curricular activities weight: 1.000	✓ The program detailed the activities of LEAD and other co-curricular programming that was provided throughout the year. They provided numerous events for students.	✗ The program provided a listing of LEAD events and activities provided.	✓ The program provided little to no description of the Co-curricular activities provided throughout the year.	✓ N/A
Comment:				
Faculty, alumni, and Student accomplishments weight: 1.000	✓ The program provided detail updates on successes on Students, Alumni and Faculty with added information explaining the kinds of success that were experienced.	✗ The program provided a listing of information on Students, Alumni, and faculty accomplishments.	✓ The program provided little to no data on students, alumni, faculty accomplishments.	✓ N/A
Comment:				



WILLIAM WOODS
UNIVERSITY

History Annual Assessment 2020-2021

Contents

Annual Assessment 2020-2021	3
History	3
Program Profile	3
Program Assessment.....	5
Curriculum Map.....	7
Assessment Findings	8
Program Activities	11
Assessment Rubric	12

Annual Assessment 2020-2021

History

Program Profile

Program Mission Statement

Please insert your program mission statement here

The William Woods University Minor in History program will introduce you to thinking critically about the cultural, political, economic and social sides of history. You will gain concrete skills in analytical reasoning, public speaking, making compelling arguments, summarizing information, solving complex problems, and so much more. Let your love for exploring the richness of the past act as the tool that shapes your future.

Program Data

Delivery Method

Traditional On Campus (selected)

Online

Hybrid

Students Majors 2019-2020

6

Student Majors 2020-2021

3

Student Minors 2019-20

4

Student Minors 2020-2021

4

Concentrations 2019-2020

If your program contains concentrations, please list the concentrations and the number of students identified within each concentration.

N/A

Concentrations 2020-2021

If your program contains concentrations, please list the concentrations and the number of students identified with each concentration.

N/A

Student Demographics

What are the program goals for student retention, persistence and degree completion? What do the persistence numbers mean to the faculty in the program? Are your persistence numbers what you expected? If not, how could the numbers be improved?

Prior to this year, the History BA program was eliminated and there was a full academic year where there was no full time history faculty on campus. The number of majors will continue through graduation and attrition until that number reaches zero. The number of declared minors remained constant over the last two years despite the uncertainty in the department.

The goals for the history minor is simply to draw more students into the program. To do this history will work with admissions and marketing to produce a new history minor flyer that will provide incoming students information about the benefits of earning a minor in history. History will be represented at new student orientations and other opportunities for interactions with students to help grow the program.

LEAD events sponsored by the history department (and hopefully in person) help students see that the study of history goes far beyond the memorization of dates and names, which seems to be a common understanding of students who make the transition from high school to college.

To recognize the achievements of those who have declared as history minors and maintained good grade point averages, the local chapter of Phi Alpha Theta will be reinstated. This organization recognizes the hard work of students interested in history and provides opportunities for undergraduate students to present their original research in a friendly, open setting.

Optimal Enrollment

Considering current human and physical resources, what is the optimal enrollment for the program?

15

Is the Program Externally Accredited

Yes

No (selected)

External Accreditation

Name the Accrediting Agency or entity including the last review/approval. Is there an accrediting body for the field of study? If yes, what is the name of the group? Is the program seeking accreditation? If no, why?

History departments do not seek accreditation.

Marketing Materials

Please reflect on the current marketing materials used for the program. Detail what documents you are reviewing and attach a screenshot of any webpages or materials that you cannot include as a document. What changes, if any should be made to the material? Are there recommendations for how or where to market the program?

As of now there is a flyer for the defunct History BA program. The department intends to produce a new flyer that stresses the value of a history minor and discusses the skills and strengths that can come from historical study.

Marketing Material

Program Assessment

Standard/Outcome

Identifier	Description
WWU2016.1	Major Field Competence: Students will demonstrate excellence in an academic or professional discipline, and engage in the process of academic discovery.
WWU2016.2	Ethics: Students will exhibit values and behaviors that address self- respect and respect for others that will enable success and participation in the larger society.
WWU2016.3	Self-Liberation: Students will develop an honest understanding and appreciation of themselves and others resulting in an ability to make individual decisions.
WWU2016.4	Lifelong Education: Students will possess an intellectual curiosity and desire for continual learning both within and beyond formal education in preparation for participation in a global society.

Additional Standards/Outcomes

Identifier	Description
HIS.1	Possess an in-depth knowledge of diverse periods and regions in US and World history.
HIS.2	Be able to conduct analysis that addresses the key historical questions of causation, comparison, and interpretation.
HIS.3	Demonstrate a familiarity with the methodology of the historian, by engaging in writing and research based on primary and secondary sources.
HIS.4	Clearly communicate their conclusions, opinions, or findings in written and verbal form.

Alignment to the University Objectives

Please discuss the program alignment to the University Objectives. We do not need an artifact for each objective, but a discussion on how the program uses the Institutional Objectives as an anchor for their program curriculum.

Courses offered by the history department align nicely with the University Objectives. As students work their way from introductory courses to those that are more advanced, they will earn Major Field Competence through the scaffolding of assignments that ultimately lead, in the upper-level courses, to communicating their original, independently produced research, which is the fundamental goal of historical study.

Historical inquiry necessarily deals with issues regarding ethics as students grapple with the decisions made by historical leaders and societies and the implications of those decisions.

There are few things that are more satisfying to a sense of self-liberation within an academic setting than identifying a topic of personal interest within the parameters of a course and pursuing research that allows students to develop their own ideas and understandings about those issues.

Along similar lines, engaging in research and reading about diverse historical topics that use various lenses of analysis to understand the world can inculcate a sort of curiosity that leads to a lifetime of curiosity.

General Education Alignment to Program

How do the General Education criteria align with the Program Objectives? What courses within your program build upon skills learned in general education courses (please list the program course and the general education criteria). The General Education clusters are: Critical Analysis, Creative Expression, Quantitative Inquiry, and Society & the Individual. See attached for more detailed breakdown.

Every history course conforms to the general education requirements, and stresses key skills in speaking, writing, research, analysis, and independent thinking. These skills can all be adapted to virtually any major/minor or career.

1. Critical Analysis

- Critical Thinking – Every class involves students reading evidence and making their own interpretations based on the sources.
- Ethical Reasoning – Students are asked to question the morality of choices, such as President Truman's decision to drop the atomic bomb in WWII.
- Meaning – History is necessary to understand the roots of a variety of cultures, and primary sources can vary thus illustrating different aspects of life.

2. Creative Expression

- Communication – All courses involve daily verbal discussions and various written assignments.
- Fine & Performing Arts – Students are required to be able to articulate their points to a diverse audience, such as in public events.

3. Quantitative Inquiry

- Natural Sciences – History is shaped by and in turn influences scientific developments.
- Mathematics – Statistical analysis is essential to understanding broad historical trends.

4. Society and the Individual

- Social Science – Historical inquiry can be translated to virtually all of the social sciences.
- Diversity – History is the study of different cultures, and the programs expansion into world history will further expand the analysis of a variety of ethnicities, races, and cultures.
- Historical Perspective – This is the basis of all historical study.

General Education Objectives

- Objective 1. Possess an in-depth knowledge of well-defined periods in U.S. and non U.S. history.
- Objective 2. Be able to provide an analysis that addresses the key historical questions of causation, comparison, and interpretation.
- Objective 3. Demonstrate a familiarity with the methodology of the historian, namely the ability to gather and interpret primary documents, statistical data, and secondary sources.
- Objective 4. Clearly communicate their conclusions or findings in written form.

A history minor can prepare students for careers as a/an:

- Lawyer or paralegal
- Researcher at a museum or think tank
- Museum curator
- Archivist
- Historic interpreter
- Educator
- Preservationist
- Writer/editor
- Documentary editor/producer
- Librarian
- Journalist
- Records Manager
- Historian in a corporation
- Or, attend law school or graduate school for a Master of Business Administration or advanced study in history, English, public history, and more.

NSSE Objectives Discussed Fall 2019

Program Alignment to NSSE Objectives

How did your program integrate the three NSSE objectives determined by the faculty this fall. The objectives were to 1) integrate more interdisciplinary work within the curriculum, 2) to connect learning to societal problems or issues, and 3) to examine the strengths and weaknesses of their (students) own views on a topic or issue. Please articulate which courses, and what assignments were assigned and how the work was assessed. Were the assignments successful? What could have made them more successful?

The history department designed a new honors history class called The History of Race in America, HIS 212 that addressed these objectives quite nicely, despite not being aware of this charge. HIS 212 analyzed the history of the concept of race from the 16th century through the present day through the use of monographs, journal articles, and book chapters that addressed various aspects of the creation and recreation of race over that vast period of time. These works were written by scholars from many disciplines including law, history, political science, and sociology. As the course was a discussion-based seminar, students had to grapple with difficult topics and were exposed to multiple viewpoints.

There were two major assignments in the class, one asked students to synthesis the readings into a coherent narrative that they believed constituted the story of race in America. This assignment forced students to make choices on what they thought was necessary for inclusion, which helped them understand how historical narratives are products of people and are based on conscious decisions. The other assignment was an open-ended research paper where students were free to explore any aspect of race relations in the United States from the colonial period to present.

Both of these projects were assessed according to rubrics designed to draw students to form strong theses and to support their arguments with well-chosen evidence. The research papers were quite successful, and the synthesis papers went well, but going forward students need to more clearly understand that the project seeks their unique perspective based on the readings, not for them to repeat the arguments of one or two readings.

Other classes taught by the history department also touch on the second objective, connecting learning to societal problems or issues, generally. All classes include time each week where students are asked to analyze and discuss primary documents from periods in the past. As these documents relate to the history of the United States in most cases and global history in one case, students are often able to make connections between decisions from the past and the implications of those in the present.

Curriculum Map

A - Assessed
R - Reinforced
I - Introduced
M - Master

History

	HIS 102	HIS 103	HIS 104	HIS 212	HIS 216	HIS 224	HIS 310	HIS 353
HIS.1 Possess an in-depth knowledge of diverse periods and regions in US and World history.	I	I, A	I, A	I, R	R, I	R, I	R, M	R, M
HIS.2 Be able to conduct analysis that addresses the key historical questions of causation, comparison, and interpretation.	I	I, A	I, A	I, R	R, I	R, I	R, M	R, M
HIS.3 Demonstrate a familiarity with the methodology of the historian, by engaging in writing and research based on primary and secondary sources.	I	I, A	I, A	I, R	R, I	R, I	R, M	R, M
HIS.4 Clearly communicate their conclusions, opinions, or findings in written and verbal form.	I	I, A	I, A	I, R	R, I	R, I	R, M	R, M

Changes to Curriculum

Are there any changes made to the curriculum map for this academic year? If so, please describe the program changes made along with the rationale for why and the impact the change should have on student learning?

The only change to the History Department's curriculum map for this year was the addition of HIS 212, the honors general education course that replaced the previous honors offering by the department. This change was made to better align with the faculty's interests and expertise and to introduce students to a vigorous, historically rooted discussion on race in the United States.

Assessment Findings

Assessment Findings for the Assessment Measure level for History

HIS.1 Possess an in-depth knowledge of diverse periods and regions in US and World history.

Assessment Measures

HIS 103				
Assessment Measure	Criterion	Summary	Attachments of the Assessments	Improvement Narratives
Direct - Essay	Has the criterion 65% of students will achieve a 3 or better. been met yet? Met	76.67% of students achieved goal.	Via__HIS_103_Rubric_Report_05_13_2021_192627.pdf	

HIS 104				
Assessment Measure	Criterion	Summary	Attachments of the Assessments	Improvement Narratives
Direct - Essay	Has the criterion 65% of students will achieve a 3 or better. been met yet? Met	93.22% of students achieved goal.	Via__HIS_104_Rubric_Report_05_13_2021_192848.pdf	

HIS.2 Be able to conduct analysis that addresses the key historical questions of causation, comparison, and interpretation.

Assessment Measures

HIS 103				
Assessment Measure	Criterion	Summary	Attachments of the Assessments	Improvement Narratives
Direct - Essay	Has the criterion 65% of students will achieve a 3 or better. been met yet? Not met	61.66% of students achieved goal.	Via__HIS_103_Rubric_Report_05_13_2021_192627.pdf	

HIS 104				
Assessment Measure	Criterion	Summary	Attachments of the Assessments	Improvement Narratives
Direct - Essay	Has the criterion 65% of students will achieve a 3 or better. been met yet? Met	83.05% of students achieved goal.	Via__HIS_104_Rubric_Report_05_13_2021_192848.pdf	

HIS.3 Demonstrate a familiarity with the methodology of the historian, by engaging in writing and research based on primary and secondary sources.				
Assessment Measures				
HIS 103				
Assessment Measure	Criterion	Summary	Attachments of the Assessments	Improvement Narratives
Direct - Essay	Has the criterion 65% of students will achieve a 3 or better. been met yet? Met	66.67% of students achieved goal.	Via__HIS_103_Rubric_Report_05_13_2021_192627.pdf	
HIS 104				
Assessment Measure	Criterion	Summary	Attachments of the Assessments	Improvement Narratives
	Has the criterion 65% of students will achieve a 3 or better. been met yet? Met	74.57% of students achieved goal.	Via__HIS_104_Rubric_Report_05_13_2021_192848.pdf	

HIS.4 Clearly communicate their conclusions, opinions, or findings in written and verbal form.				
Assessment Measures				
HIS 103				
Assessment Measure	Criterion	Summary	Attachments of the Assessments	Improvement Narratives
Direct - Essay	Has the criterion 65% of students will achieve a 3 or better. been met yet? Met	75% of students achieved goal.	Via__HIS_103_Rubric_Report_05_13_2021_192627.pdf	

HIS 104				
Assessment Measure	Criterion	Summary	Attachments of the Assessments	Improvement Narratives
	Has the criterion 65% of students will achieve a 3 or better. been met yet? Met	86.44% of students met goal.	Via__HIS_104_Rubric_Report_05_13_2021_192848.pdf	

Analysis of the Assessment Process

Describe your assessment process; clearly articulate how the program is using course work and or assessment day activities for program assessment. Note any changes that occurred to that process since the previous year. Discuss what activities were successful at assessment and which ones were not as helpful and why. Please include who met to discuss the changes (unless you are a program of one person) and when you met. – Include a discussion on the process for collection and analysis of program data.

Each of the two courses chosen had different assessment assignments and both courses were taught by multiple people as HIS 103 and HIS 104 had several sections that taught online with adjunct faculty. This narrative will only focus on the in-person courses that were taught by full time faculty. Going forward information on the online sections will be better integrated into the analysis.

The philosophy behind each of the assessments giving in these history classes is to have students delve into a particular topic within the temporal and/or thematic framework of the course. With a topic selected, students perform some form of outside research that helps acquaint them to the methodology of historical inquiry. Once they have chosen a topic and performed the necessary research, they write their findings in an essay that takes different forms for both classes.

For HIS 103 students write what a Newspaper Inquest Paper. This asks them to perform research into primary documents, using the Library of Congress's digitized newspaper archive. Students select two newspapers from within their chosen era and analyze ten articles from those two papers using a set of four guiding questions. In the essay they are asked to compare and contrast the papers to each other and to contextualize the articles that they find using the course textbook and any relevant information from lectures and discussion.

For HIS 104 students write a Primary Source Analysis Paper. Students select a single primary source that relates to the material that is covered in the class to analyze using ten guiding questions. To assist their analysis, students must find a minimum of two scholarly secondary sources to contextualize the document. As such, this assignment calls on them to do research into secondary sources. A key component of this assignment is discerning appropriate academic sources from university presses and peer-reviewed journals using the library resources that are available to them.

The assessment data collected this year serves as a sort of foundation for improvement for the years to come. Last year there was no full-time history faculty so there is no data to compare. As mentioned above, the rubric in use this academic year was the general education rubric rather than the history program. While there is significant overlap between the two, the history department was not aware that this assessment would be done at the program level, so the data is incomplete.

Going forward the history department will integrate its rubric into VIA to allow for the collection of assessment data at the program level. With the understanding that benchmarks have been set and having a much better grasp of the whole assessment process will facilitate much more meaningful data next year that is based on the program's rubric. The department will learn about the assessment done through the online modality to provide a clearer picture of the assessment process across modalities.

Improvement Narrative List

Assessment Findings for the Assessment Measure level

No improvement narratives have been added

Program Activities

Student Performance Review

Describe the department assessment day activities if not already described previously. Please articulate the nature of the assessments are conducted, explain the process for assessment that happens on these two days. Include the schedule of assessment day for your program. What does the data and outcomes tell you? What changes will you make as a result of the data? What areas are successful for the program?

N/A

Student Performance Review Schedule

Upload the program schedule for students during Performance Reviews.

Senior Showcase

Describe program Senior Showcase activities if not detailed previously in the report? What benefit does the program gain from the activities? What if any assessment of students happens during this event? What changes if any will occur due to what is learned by faculty on Senior Showcase?

N/A

Assessment Rubrics

Upload rubrics used for Senior Showcase or Student Performance Reviews for student assessment.

Service Learning

Does the Program include projects/ course content that uses the philosophy of service learning?

Yes

No (selected)

Service Learning Component

If so, how is service learning infused in the coursework within your department? Is service or community engagement in the program mission? Describe the Service Learning Activities that your students and department engaged in this past year. How did the activities improve student learning? How did the activities benefit the community?

LEAD Events

Highlight lead events sponsored by program faculty that are connected to program or general education objectives for the past academic year. Include a total number of lead events program faculty sponsored.

October 2020: Black Radicalism during the American Revolution

February 2021: The Black Panthers: Vanguard of the Revolution

Student Accomplishments

Highlight special examples of student successes in the field (academic: mentor-mentee, conference presentations, competitive internship, journal acceptance; extra-curricular: horse show championship, art exhibit). This is for any accomplishments that a student achieved outside of course work or the normal expectations of student success.

Alumni Accomplishments

Please highlight special examples of any successes of recent graduated alumni (acceptance or graduation graduate school, employment or professional milestones. Include recent graduates.

Faculty Accomplishments

Highlight special examples of faculty success in the profession/field/content area. This is for any accomplishment of a faculty activity/research/professional nature.

2021 Lawrence O. Christensen Article Award for my article: "Preventing a 'School of Nullification': Politics, Slavery, and the Presidency of the University of Missouri, 1839-1856"

Assessment Rubric

	3.000 Exceeds	2.000 Meets	1.000 Falls Below Expectations	N/A
Mission Statement Clearly Articulated weight: 1.000	✓ The mission statement for the program is insightful and forward thinking. It aligns with the University Mission and learning objectives showing a clear alignment between the University and the program.	✓ The mission statement for the program clearly articulated and aligned with the University mission.	✓ The mission statement is minimal at best.	✓ N/A
Comment:				
Reflection on Retention weight: 1.000	✓ The program provides a detailed description on the retention numbers. The program provides new ideas on how to improve retention of their program students or articulates what they are currently doing to keep students in their program.	✓ The program provides a basic reflection on the retention data provided.	✓ The program does not reflect on retention data in a detailed way.	✓ N/A
Comment:				
Defines External Accreditation Standards weight: 1.000	✓ The program provides a detailed explanation of the accreditation organizations within the field along with all the timeline and supplemental information required for accreditation.	✓ The program provides a basic explanation of the accreditation organizations in the field.	✓ The program fails to provide any accreditation information.	✓ N/A
Comment:	No accreditation			
General Education alignment clearly explained weight: 1.000	✓ The program provides a detailed explanation of the General Education criterion and how the basic skills learned are expanded upon in the program. Details include but are not limited to: specific courses, or activities that stretch the knowledge of the specific areas.	✓ The program provides a basic explanation of the General Education curriculum and how the skills learned are expanded in program courses.	✓ The program provides a minimal explanation of the General Education curriculum and how the skills learned are expanded in program courses.	✓ N/A
Comment:	Excellent job!			
Curriculum Map alignment weight: 1.000	✓ The curriculum map is detailed and complete.	✓ The curriculum map is complete	✓ The curriculum map is not complete	✓ N/A
Comment:				
Assessment of Objectives weight: 1.000	✓ Assessment of objectives are spread out across the curriculum with a variety of assessment measures and each program objective is assessed a minimum of twice a year.	✓ Each objective is assessed a minimum of 2 times a year or an assessment rotation is explained so that all objectives are assessed. The assessments are not concentrated in one class.	✓ The assessment map is not complete or much of the assessment happens in only one course. Not all objectives are assessed annually, nor is a plan provided on assessment.	✓ N/A
Comment:				
Data Driven Decision-making is explained weight: 1.000	✓ Curricular and assessment changes are articulated and validated through data based decisions. Faculty discuss the data that lead to curricular decisions being made.	✓ Curricular and assessment decisions are made based on data provided in assessment, but detailed alignment is not provided as justification for the change.	✓ Changes are proposed and brought forth with little explanation on the data included in the decision, if data was included in the decision.	✓ N/A
Comment:				

Documentation provided on assessment findings weight: 1.000	✓ The program uploads all rubric and support information to support the claims in the assessment findings along with detailed instructions on the assessment process and data analysis.	✓ The program uploads all rubric and support information to support the claims in assessment findings.	✓ The program did not upload the data to support assessment claims in the assessment findings.	✓ N/A
Comment:				
Analysis of Assessment is complete weight: 1.000	✓ The program completed assessment findings for each component identified, and provided a comprehensive summary of each assessment measure identified in the report.	✓ The program completed the assessment findings for each component and provided a summary for each assessment measure.	✓ The program did not provide a completed assessment findings for each component, nor did they complete the summary for each measure.	✓ N/A
Comment:				
Improvement narratives are selected with intentionality weight: 1.000	✓ The program identified Improvement Narratives that appear to move the program forward and see the bigger picture than only the specific program curriculum options	✓ The program used the provided Improvement Narratives and selected options that made sense to the objectives and issues within the assessment.	✓ The program did not use any improvement narratives, or the ones chosen are not aligned with assessment results.	✓ N/A
Comment:				
Student Performance Review weight: 1.000	✓ The program described and provided a detailed account of Student performance Review activities. Data evidence provided and detailed.	✓ The program provided the schedule and a brief description of Student Performance Review with data of the results.	✓ The program did not provide complete explanation on Student Performance Review nor did they provide data results.	✓ N/A
Comment:				
Senior Showcase weight: 1.000	✓ The program had all senior students participate in Senior Showcase and provided a detailed explanation of their expectation and the presentations presented.	✓ The program described the Senior showcase activities and provided some evidence of what was presented.	✓ Little to no content of Senior showcase was provided.	✓ N/A
Comment:				
Co Curricular activities weight: 1.000	✓ The program detailed the activities of LEAD and other co-curricular programming that was provided throughout the year. They provided numerous events for students.	✓ The program provided a listing of LEAD events and activities provided.	✓ The program provided little to no description of the Co-curricular activities provided throughout the year.	✓ N/A
Comment:				
Faculty, alumni, and Student accomplishments weight: 1.000	✓ The program provided detail updates on successes on Students, Alumni and Faculty with added information explaining the kinds of success that were experienced.	✓ The program provided a listing of information on Students, Alumni, and faculty accomplishments.	✓ The program provided little to no data on students, alumni, faculty accomplishments.	✓ N/A
Comment:				



WILLIAM WOODS
UNIVERSITY

History Annual Assessment 2021-2022

Table of Contents

History Annual Assessment 2021-2022	1
Annual Assessment 2021-2022.....	3
History.....	3
Program Profile	3
Program Assessment.....	4
Curriculum Map	7
Assessment Findings	7
Program Activities	10
Appendix	12

Annual Assessment 2021-2022

History

Program Profile

Program Mission Statement

Please insert your program mission statement here

The William Woods University Minor in History program will introduce you to thinking critically about the cultural, political, economic and social sides of history. You will gain concrete skills in analytical reasoning, public speaking, making compelling arguments, summarizing information, solving complex problems, and so much more. Let your love for exploring the richness of the past act as the tool that shapes your future.

Program Data

Delivery Method

Traditional On Campus (selected)

Online

Hybrid

	Student Majors	Student Minors
2020-2021	3	4
2021-2022	-	5

Concentrations 2020-2021

If your program contains concentrations, please list the concentrations and the number of students identified within each concentration.

N/A

Concentrations 2021-2022

If your program contains concentrations, please list the concentrations and the number of students identified with each concentration.

N/A

Student Demographics

What are the program goals for student retention, persistence and degree completion? What do the persistence numbers mean to the faculty in the program? Are the persistence numbers what the program expected? If not, how could the numbers improve?

The goals for the history minor are simply to draw more students into the program. The department has been working to provide new course offerings that will hopefully draw more students into the minor through interesting topics anchored to popular issues and events. History will work with admissions and marketing to produce a new history minor flyer that will provide incoming students information about the benefits of earning a minor in history. History has been represented at new student orientations and other opportunities for interactions with students to help grow the program.

LEAD events sponsored by the history department help students see that the study of history goes far beyond the memorization of dates and names, which seems to be a common understanding of students who make the transition from high school to college.

To recognize the achievements of those who have declared as history minors and maintained good grade point averages, the local chapter of Phi Alpha Theta has been reinstated and inducted two history minors this spring. This organization recognizes the hard work of students interested in history and provides opportunities for undergraduate students to present their original research in a friendly, open setting.

Optimal Enrollment

Considering current human and physical resources, what is the optimal enrollment for the program?

15

Is the Program Externally Accredited

Yes

No (selected)

External Accreditation

Name the Accrediting Agency or entity including the last review/approval. Is there an accrediting body for the field of study? If yes, what is the name of the group. Is the program seeking accreditation? If no, why?

History departments do not seek accreditation.

Admissions and Marketing Materials

Reflect on the current marketing materials used for the program. Please attach screen shots of the website or any material you are referencing in this section. What changes, if any, should be made to the material? Are there recommendations on how to modify the current material?

As of now there is a flyer for the defunct History BA program. The department intends to produce a new flyer that stresses the value of a history minor and discusses the skills and strengths that can come from historical study.

Marketing Material

Program Assessment

Standard/Outcome

Identifier	Description
WWU2021.1	Knowledge and Scholarship: Demonstrate current knowledge and educational expertise in an academic or professional discipline engaging students in the process of academic discovery.

Additional Standards/Outcomes

Identifier	Description
HIS.1	Possess an in-depth knowledge of diverse periods and regions in US and World history.
HIS.2	Be able to conduct analysis that addresses the key historical questions of causation, comparison, and interpretation.
HIS.3	Demonstrate a familiarity with the methodology of the historian, by engaging in writing and research based on primary and secondary sources.
HIS.4	Clearly communicate their conclusions, opinions, or findings in written and verbal form.

Alignment to the University Objectives

Please discuss the Program alignment to the University Objectives. Specific evidence is not to be uploaded, but discussion is expected of the assignment, and intentionality of how the objective is met with program curriculum.

Courses offered by the history department align nicely with the University Objectives. As students work their way from introductory courses to those that are more advanced, they will earn Major Field Competence through the scaffolding of assignments that ultimately lead, in the upper-level courses, to communicating their original, independently produced research, which is the fundamental goal of historical study.

Historical inquiry necessarily deals with issues regarding ethics as students grapple with the decisions made by historical leaders and societies and the implications of those decisions.

There are few things that are more satisfying to a sense of self-liberation within an academic setting than identifying a topic of personal interest within the parameters of a course and pursuing research that allows students to develop their own ideas and understandings about those issues.

Along similar lines, engaging in research and reading about diverse historical topics that use various lenses of analysis to understand the world can inculcate a sort of curiosity that leads to a lifetime of curiosity.

General Education Alignment to Program

How do the General Education criteria align with Program Objectives? What courses within the program build upon skills learned from general education courses (please list the program course and the general education criteria)? The General Education clusters are attached to the document below.

Every history course conforms to the general education requirements, and stresses key skills in speaking, writing, research, analysis, and independent thinking. These skills can all be adapted to virtually any major/minor or career.

1. Critical Analysis

- Critical Thinking – Every class involves students reading evidence and making their own interpretations based on the sources.
- Ethical Reasoning – Students are asked to question the morality of choices, such as President Truman's decision to drop the atomic bomb in WWII.
- Meaning – History is necessary to understand the roots of a variety of cultures, and primary sources can vary thus illustrating different aspects of life.

2. Creative Expression

- Communication – All courses involve daily verbal discussions and various written assignments.
- Fine & Performing Arts – Students are required to be able to articulate their points to a diverse audience, such as in public events.

3. Quantitative Inquiry

- Natural Sciences – History is shaped by and in turn influences scientific developments.
- Mathematics – Statistical analysis is essential to understanding broad historical trends.

4. Society and the Individual

- Social Science – Historical inquiry can be translated to virtually all of the social sciences.
- Diversity – History is the study of different cultures, and the programs expansion into world history will further expand the analysis of a variety of ethnicities, races, and cultures.
- Historical Perspective – This is the basis of all historical study.

General Education Objectives

- Objective 1. Possess an in-depth knowledge of well-defined periods in U.S. and non-U.S. history.
- Objective 2. Be able to provide an analysis that addresses the key historical questions of causation, comparison, and interpretation.
- Objective 3. Demonstrate a familiarity with the methodology of the historian, namely the ability to gather and interpret primary documents, statistical data, and secondary sources.
- Objective 4. Clearly communicate their conclusions or findings in written form.

A history minor can prepare students for careers as a/an:

- Lawyer or paralegal
- Researcher at a museum or think tank
- Museum curator
- Archivist
- Historic interpreter

- Educator
- Preservationist
- Writer/editor
- Documentary editor/producer
- Librarian
- Journalist
- Records Manager
- Historian in a corporation
- Or attend law school or graduate school for a Master of Business Administration or advanced study in history, English, public history, and more.

NSSE Objectives Discussed Fall 2019

Program Alignment to NSSE Objectives

How did the program integrate the three NSSE objectives determined by the faculty in the fall of 2019? The objectives were to 1) integrate more interdisciplinary work within the curriculum, 2) to connect learning to societal problems or issues, and 3) to examine the strengths and weaknesses of their (students) own views on a topic or issue. Please articulate which courses, and what assignments were assigned and how the work was assessed. Were the assignments successful? What could have made them more successful?

The history department designed a new honors history class called The History of Race in America, HIS 212, which addressed these objectives quite nicely, despite not being aware of this charge. HIS 212 analyzed the history of the concept of race from the 16th century through the present day through the use of monographs, journal articles, and book chapters that addressed various aspects of the creation and recreation of race over that vast period of time. These works were written by scholars from many disciplines including law, history, political science, and sociology. As the course was a discussion-based seminar, students had to grapple with difficult topics and were exposed to multiple viewpoints.

There were two major assignments in the class, one asked students to synthesis the readings into a coherent narrative that they believed constituted the story of race in America. This assignment forced students to make choices on what they thought was necessary for inclusion, which helped them understand how historical narratives are products of people and are based on conscious decisions. The other assignment was an open-ended research paper where students were free to explore any aspect of race relations in the United States from the colonial period to present.

Both of these projects were assessed according to rubrics designed to draw students to form strong theses and to support their arguments with well-chosen evidence.

The department offered HIS 215 Native America during the fall semester. This class is a survey of the history of Indigenous people throughout American history which included several discussions that connected to societal issues from the past that persist today. Some of these discussions involved the resuscitation and reclamation of traditional Indigenous culture and language, the politics and arguments for the Land Back Movement, and issues regarding cultural appropriation.

I have students read some books that connect to other disciplines and work to make those connection explicit. In HIS 104 students read *The Conquest of Cool* by Thomas Frank. This book discusses changes in business and advertising culture during the middle of the 20th century and relates those changes to the emergence of the counterculture. I encourage students in business and graphic design to select the book for their response paper as they learn much about the history of their respective fields.

Other classes taught by the history department also touch on the second objective, connecting learning to societal problems or issues, generally. All classes include time each week where students are asked to analyze and discuss primary documents from periods in the past. As these documents relate to the history of the United States in most cases and global history in one case, students are often able to make connections between decisions from the past and the implications of those in the present.

Curriculum Map

A - Assessed
R - Reinforced
I - Introduced
M - Master

History

	HIS 102	HIS 103	HIS 104	HIS 212	HIS 215	HIS 216	HIS 353	HIS 310
HIS.1 Possess an in-depth knowledge of diverse periods and regions in US and World history.	I	I, A	I, A	I, R	I, R	R, I	R, M	R, M
HIS.2 Be able to conduct analysis that addresses the key historical questions of causation, comparison, and interpretation.	I	I, A	I, A	I, R	I, R	R, I	R, M	R, M
HIS.3 Demonstrate a familiarity with the methodology of the historian, by engaging in writing and research based on primary and secondary sources.	I	I, A	I, A	I, R	I, R	R, I	R, M	R, M
HIS.4 Clearly communicate their conclusions, opinions, or findings in written and verbal form.	I	I, A	I, A	I, R	I, R	R, I	R, M	R, M

Changes to Curriculum

Are there any changes made to the curriculum map for this academic year? If so, please describe the program changes made along with the rationale for why and the impact the change should have on student learning?

Assessment Findings

Assessment Findings for the Assessment Measure level for History

Standard/Outcome HIS.1 Possess an in-depth knowledge of diverse periods and regions in US and World history.				
Assessment Measures				
HIS 103				
Assessment Measure	Criterion	Summary	Attachments of the Assessments	Improvement Narratives
Direct - Essay	Has the criterion 65% of students will achieve a 3 or better. been met yet? Met	83.3% of students achieved 3 or better.	2122_his103_report.pdf	
HIS 104				
Assessment Measure	Criterion	Summary	Attachments of the Assessments	Improvement Narratives
Direct - Essay	Has the criterion 65% of students will achieve a 3 or better. Been met yet? Met	70.67% of students achieved a 3 or better.	2122_HIS_104_report.pdf	

Standard/Outcome HIS.2 Be able to conduct analysis that addresses the key historical questions of causation, comparison, and interpretation.				
Assessment Measures				

HIS 103				
Assessment Measure	Criterion	Summary	Attachments of the Assessments	Improvement Narratives
Direct - Essay	Has the criterion 65% of students will achieve a 3 or better. been met yet? Met	81.66% of students achieved a 3 or better.	2122_his103_report.pdf	

HIS 104				
Assessment Measure	Criterion	Summary	Attachments of the Assessments	Improvement Narratives
Direct - Essay	Has the criterion 65% of students will achieve a 3 or better. Been met yet? Met	72% of students achieved a 3 or better.	2122_HIS_104_report.pdf	

Standard/Outcome

HIS.3 Demonstrate a familiarity with the methodology of the historian, by engaging in writing and research based on primary and secondary sources.

Assessment Measures

HIS 103				
Assessment Measure	Criterion	Summary	Attachments of the Assessments	Improvement Narratives
Direct - Essay	Has the criterion 65% of students will achieve a 3 or better. been met yet? Met	83.33% of students achieved a 3 or better.	2122_his103_report.pdf	

HIS 104				
Assessment Measure	Criterion	Summary	Attachments of the Assessments	Improvement Narratives
	Has the criterion 65% of students will achieve a 3 or better. Been met yet? Not met	60% of students achieved 3 or better.	2122_HIS_104_report.pdf	- Curriculum Revision: More time needs to be spent in the classroom ensuring that students understand how to find secondary sources that qualify for the assignment. As it stands, students are required to submit a bibliography one week in advance so that the instructor can examine the source material that had been found. More time needs to be devoted to this.

Standard/Outcome

HIS.4 Clearly communicate their conclusions, opinions, or findings in written and verbal form.

Assessment Measures

HIS 103				
Assessment Measure	Criterion	Summary	Attachments of the Assessments	Improvement Narratives
Direct - Essay	Has the criterion 65% of students will achieve a 3 or better. been met yet? Met	80% of students achieved a 3 or better.	2122_his103_report.pdf	

HIS 104				
Assessment Measure	Criterion	Summary	Attachments of the Assessments	Improvement Narratives
	Has the criterion 65% of students will achieve a 3 or better. Been met yet? Not met	64% of students achieved a 3 or better.		

Analysis of the Assessment Process

Describe your assessment process; clearly articulate how the program uses coursework and or Student Performance Review for program wide assessment. Note any changes that occurred to the process since the previous year. Discuss what activities were successful and which ones were not as helpful and why. Please include who met to discuss the changes (unless you are a program of one person) and when you met. – Include a discussion on the process for collection and analysis of program data.

Each of the two courses chosen had different assessment assignments and both courses were taught by multiple people as HIS 103 and HIS 104 had several sections that taught online with adjunct faculty. This narrative will only focus on the in-person courses that were taught by full time faculty. Going forward information on the online sections will be better integrated into the analysis.

The philosophy behind each of the assessments giving in these history classes is to have students delve into a particular topic within the temporal and/or thematic framework of the course. With a topic selected, students perform some form of outside research that helps acquaint them to the methodology of historical inquiry. Once they have chosen a topic and performed the necessary research, they write their findings in an essay that takes different forms for both classes.

For HIS 103 students write what a Newspaper Inquest Paper. This asks them to perform research into primary documents, using the Library of Congress's digitized newspaper archive. Students select two newspapers from within their chosen era and analyze ten articles from those two papers using a set of four guiding questions. In the essay they are asked to compare and contrast the papers to each other and to contextualize the articles that they find using the course textbook and any relevant information from lectures and discussion.

For HIS 104 students write a Primary Source Analysis Paper. Students select a single primary source that relates to the material that is covered in the class to analyze using ten guiding questions. To assist their analysis, students must find a minimum of two scholarly secondary sources to contextualize the document. As such, this assignment calls on them to do research into secondary sources. A key component of this assignment is discerning appropriate academic sources from university presses and peer-reviewed journals using the library resources that are available to them.

The online sections of each of these two classes write a research paper that builds off of a shorter primary analysis from early in the term. These classes have been taught by adjuncts, but the full-time faculty will begin to teach some sections going forward.

It is clear that the HIS 104 class struggled a bit with two aspects of the rubric. Some of that is a result of the classroom dynamic from the spring semester section and some of it came from a change in the due date for the assignment. An appropriate amount of time was not devoted to distinguishing quality secondary sources and the methods for finding them using the WWU library resources. This can be easily resolved by intentionally building in more instruction time leading up to the paper.

Improvement Narrative List

Assessment Findings for the Assessment Measure level

Standard/Outcome	HIS.3 Demonstrate a familiarity with the methodology of the historian, by engaging in writing and research based on primary and secondary sources.	
Legend	A	
Course/Event	HIS 104	
Assessment Measure		
Assessment Findings	Not met	
Improvement Narrative		
	Improvement Type	Summary
	Curriculum Revision	More time needs to be spent in the classroom ensuring that students understand how to find secondary sources that qualify for the assignment. As it stands, students are required to submit a bibliography one week in advance so that the instructor can examine the source material that had been found. More time needs to be devoted to this.

Program Activities

Student Performance Review

Describe the department Student Performance Review activities if not already articulated. Please describe the nature of the assessments conducted as well as the process of assessment happening on these two days. Include the schedule of assessment day for your program. What does the data and outcomes tell you? What changes will you make as a result of the data? What areas are successful for the program?

N/A

Student Performance Review Schedule

Upload the program schedule for students during Performance Reviews.

Senior Showcase/Symposium

Describe program activities used to highlight Senior achievement. What benefit does the program gain from the activities? What if any assessment of students happens during this event?

N/A

Tools used for Assessment

Upload rubrics or other Assessment based tools used by the program that are important to the assessment process.

Service Learning

Does the Program include projects/ course content that uses the philosophy of service learning?

Yes

No (selected)

Service-Learning Component

If so, how is service learning infused in the coursework within your department? Is service or community engagement in the program mission? Describe the Service-Learning Activities that your students and department engaged in this past year. How did the activities improve student learning? How did the activities benefit the community?

N/A

Co-Curricular and LEAD Events

Describe Co-Curricular and LEAD events sponsored by program faculty. This includes LEAD and other events meant to engage students and foster learning outside of the classroom.

The history department offered three LEAD events this academic year, each offered an important historical and multicultural element with the hopes to enrich students' experiences with history. During Indigenous Peoples Month (November) the department screened a documentary called *Awake* that discussed the Water Protectors' struggles against the DAPL then facilitated a discussion after the film. In conjunction and at the invitation of the Panhellenic Council, the department offered a discussion of the Celia court case from 1855 in Fulton for Black History Month. In a follow up LEAD event, the department offered a "History Hike" where several students came out to tour the site where the events from Celia's self-defense took place. I was asked to participate in the WWU Haunted History in October 2021 where department faculty presented the history of WWU and some local horrors from Fulton four times for the spooky LEAD event.

Student Accomplishments

Highlight special examples of student successes in the field (academic: mentor-mentee, conference presentations, competitive internship, journal acceptance; extra-curricular: horse show championship, art exhibit). This is for any accomplishment a student achieved outside of course work or the normal expectation of student success.

Two students were inducted into the History Honor Society, Phi Alpha Theta, this academic year.

Alumni Accomplishments

Please highlight special examples of any successes of recently graduated alumni (acceptance or graduation graduate school, employment or professional milestones).

Faculty Accomplishments

Highlight special examples of faculty success in the profession/field/content area. This is for any accomplishment of a faculty member that is research or professional in nature.

In December 2021 I published a chapter, "A Geography of Free-soil: The Legacy of the 1820 Compromise, Political Conflict, and the Decline of Slavery in Missouri," in a book called *A Fire-Bell in the Past: The Missouri Crisis at 200 Volume 2: The Missouri Question and its Answers* (see Document 6). I presented my scholarship at the Missouri Conference on History in March 2022 in a talk called "Invisible Labor and Indirect Connections: Slavery and the Founding of the University of Missouri" and over the summer gave an invited lecture to the Kinder Institute on Constitutional Democracy's Society of Fellows Summer Institute called "Two Tales of Emancipation."

Appendix

<u>Clear</u>	<u>3.00 Exceeds</u>	<u>2.00 Meets</u>	<u>1.00 Falls Below Expectations</u>	<u>N/A</u>
Mission Statement Clearly Articulated weight: 1.000	✓ The mission statement for the program is insightful and forward thinking. It aligns with the University Mission and learning objectives showing a clear alignment between the University and the program.	✓ The mission statement for the program clearly articulated and aligned with the University mission.	✓ The mission statement is minimal at best.	✓ N/A
Comment:				
Reflection on Student Demographics, Retention, and Degree Completion Data weight: 1.000	✓ The program provides a detailed description on the enrollment, retention, persistence and degree completion numbers. The program provides new ideas on how to improve retention of their program students or articulates what they are currently doing to keep students in their program.	✓ The program provides a basic reflection on enrollment, retention, persistence, and degree completion data provided.	✓ The program does not reflect on enrollment, retention, persistence, and degree completion data in a detailed way.	✓ N/A
Comment:				
Marketing Materials weight: 1.000	✓ The program outlines the successes and needs in regards to marketing. Detailed suggestions on how to market the program and what niche areas that are program specific would benefit the marketing strategy.	✓ The program discussed the general marketing strategy for the program.	✓ The program provided little to no discussion on the marketing materials or approach to how to market the program.	✓ N/A
Comment:				
Alignment to University Objectives weight: 1.000	✓ The program provides a detailed explanation of how program courses align to the Institutional Objectives. This explanation details specific courses, or activities that coordinate with the intent of the Institutional Objectives.	✓ The program provides a basic explanation of how program courses align to the Institutional Objectives. This explanation provides a minimal understanding of how the program is aligned to the Institutional Objectives.	✓ The program provides little to no explanation of how program courses align to the Institutional Objectives.	✓ N/A
Comment:				
General Education alignment clearly explained weight: 1.000	✓ The program provides a detailed explanation of the General Education criteria and how the basic skills learned are expanded upon in the program. Details include but are not limited to: specific courses, or activities that stretch the knowledge of the specific areas.	✓ The program provides a basic explanation of the General Education curriculum and how the skills learned are expanded in program courses.	✓ The program provides a minimal explanation of the General Education curriculum and how the skills learned are expanded in program courses.	✓ N/A
Comment:				
NSSE Objectives weight: 1.000	✓ The program provided a detailed listing of activities and assessments used within the program that focused on the identified NSSE objectives. The activities and assessments were divided out within the curriculum and impacted different cohort groups.	✓ The program provided a basic explanation of the activities and assessments used within the program that focused on the identified NSSE objectives.	✓ The program provided minimal explanation of the activities and assessments used within the program that focused on the identified NSSE objectives.	✓ N/A
Comment:				
Curriculum Map alignment and changes weight: 1.000	✓ The curriculum map is detailed and complete. All changes made to the curriculum map are detailed with supporting rationale for the decision..	✓ The curriculum map is complete. Changes made to the curriculum map are explained with some explanation as to why the changes were implemented.	✓ The curriculum map is not complete and little to no explanation on curricular changes was provided.	✓ N/A
Comment:	there is no discussion on any curricular changes.			
Assessment Map weight: 1.000	✓ Assessment of objectives are spread out across the curriculum with a variety of assessment measures and each program objective is assessed a minimum of twice a year.	✓ Each objective is assessed a minimum of 2 times a year or an assessment rotation is explained so that all objectives are assessed. The assessments are not concentrated in one class.	✓ The assessment map is not complete or much of the assessment happens in only one course. Not all objectives are assessed annually, nor is a plan provided on assessment.	✓ N/A
Comment:	there is no discussion on any assessment changes.			

Data Driven Decision-making is explained weight: 1.000	✓ An overview of program assessment is provided with details on the specific successes and challenges from the year. A detailed review of how assessment was administered over the academic year is clearly outlined.	✓ A basic overview of program assessment is provided with some details on the successes and challenges from the year. A basic review of how assessment was administered over the academic year is outlined.	✓ A basic overview of program assessment is not provided with little to no discussion on the administration of assessment over the academic year.	✓ N/A
Comment:				
Documentation provided on assessment findings weight: 1.000	✓ The program uploads all rubric and support information to support the claims in the assessment findings along with detailed instructions on the assessment process and data analysis.	✓ The program uploads all rubric and support information to support the claims in assessment findings.	✓ The program did not upload the data to support assessment claims in the assessment findings.	✓ N/A
Comment:				
Analysis of Assessment weight: 1.000	✓ The program completed assessment findings for each component identified, and provided a comprehensive summary of each assessment measure identified in the report.	✓ The program completed the assessment findings for each component and provided a summary for each assessment measure.	✓ The program did not provide a completed assessment findings for each component, nor did they complete the summary for each measure.	✓ N/A
Comment:				
Improvement narratives are selected with intentionality weight: 1.000	✓ The program identified Improvement Narratives that appear to move the program forward and see the bigger picture than only the specific program curriculum options	✓ The program used the provided Improvement Narratives and selected options that made sense to the objectives and issues within the assessment.	✓ The program did not use any Improvement narratives, or the ones chosen are not aligned with assessment results.	✓ N/A
Comment:				
Student Performance Review weight: 1.000	✓ The program described and provided a detailed account of Student performance Review activities. Data evidence provided and detailed.	✓ The program provided the schedule and a brief description of Student Performance Review with data of the results.	✓ The program did not provide complete explanation on Student Performance Review nor did they provide data results.	✓ N/A
Comment:	this program is not expected to participate			
Senior Showcase weight: 1.000	✓ The program had all senior students participate in Senior Showcase and provided a detailed explanation of their expectation and the presentations presented.	✓ The program described the Senior showcase activities and provided some evidence of what was presented.	✓ Little to no content of Senior showcase was provided.	✓ N/A
Comment:	this program is not expected to participate			
Co Curricular and LEAD activities weight: 1.000	✓ The program detailed the activities of LEAD and other co-curricular programming that was provided throughout the year. They provided numerous events for students.	✓ The program provided a listing of LEAD events and activities provided.	✓ The program provided little to no description of the Co-curricular activities provided throughout the year.	✓ N/A
Comment:				
Faculty, alumni, and Student accomplishments weight: 1.000	✓ The program provided detail updates on successes on Students, Alumni and Faculty with added information explaining the kinds of success that were experienced.	✓ The program provided a listing of information on Students, Alumni, and faculty accomplishments.	✓ The program provided little to no data on students, alumni, faculty accomplishments.	✓ N/A
Comment:				



WILLIAM WOODS
UNIVERSITY

History Annual Assessment 2022-2023

HISTORY ANNUAL ASSESSMENT 2022-2023	1
--	----------

ANNUAL ASSESSMENT 2022-2023	3
------------------------------------	----------

HISTORY	3
PROGRAM PROFILE	3
PROGRAM ASSESSMENT	5
CURRICULUM MAP	8
ASSESSMENT MAP	8
ASSESSMENT FINDINGS	9
PROGRAM ACTIVITIES	11
ASSESSMENT RUBRIC	13
APPENDIX: SUPPORTING DOCUMENTATION	15

Annual Assessment 2022-2023

History

Program Profile

Program Mission Statement

Please insert your program mission statement here

The William Woods University Minor in History program will introduce you to thinking critically about the cultural, political, economic and social sides of history. You will gain concrete skills in analytical reasoning, public speaking, making compelling arguments, summarizing information, solving complex problems, and so much more. Let your love for exploring the richness of the past act as the tool that shapes your future.

Program Data

Delivery Method

Traditional On Campus (selected)

Online

Hybrid

Students Majors 2022-2023

Student Majors 2021-2022

Student Minors 2022-2023

Student Minors 2021-2022

4

5

Concentrations 2022-2023

If your program contains concentrations, please list the concentrations and the number of students identified within each concentration.

N/A

Concentrations 2021-2022

If your program contains concentrations, please list the concentrations and the number of students identified with each concentration.

N/A

Student Demographics

What are the program goals for student retention, persistence, and degree completion? What do the persistence numbers mean to the faculty in the program? Are the persistence numbers what the program expected? If not, how could the numbers improve?

The goals for the history minor is simply to draw more students into the program. The department has been working to provide new course offerings that will hopefully draw more students into the minor through interesting topics anchored to popular issues and events. History has developed a poster promoting the minor and will continue to try to find funding to create a new history minor flyer that will provide incoming students information about the benefits of earning a minor in history. History has been represented at new student orientations and other opportunities for interactions with students to help grow the program.

LEAD events sponsored by the history department help students see that the study of history goes far beyond the memorization of dates and names, which seems to be a common understanding of students who make the transition from high school to college.

To recognize the achievements of those who have declared as history minors and maintained good grade point averages, the local chapter of Phi Alpha Theta has been reinstated and inducted two history minors this spring. This organization recognizes the hard work of students interested in history and provides opportunities for undergraduate students to present their original research in a friendly, open setting.

Optimal Enrollment

Considering current human and physical resources, what is the optimal enrollment for the program?

15

Is the Program Externally Accredited

Yes

No (selected)

External Accreditation

Name the Accrediting Agency or entity including the last review/approval. Is there an accrediting body for the field of study? If yes, what is the name of the group. Is the program seeking accreditation? If no, why?

History departments do not seek accreditation.

Admissions and Marketing Materials

Reflect on the current marketing materials used for the program. Please attach screen shots of the website or any material you are referencing in this section. What changes, if any, should be made to the material? Are there recommendations on how to modify the current material?

As of now there is a flyer for the defunct History BA program. The department intends to produce a new flyer that stresses the value of a history minor and discusses the skills and strengths that can come from historical study.

Marketing Material

012501_History_bulletin_board_proof.pdf

Program Assessment

Standard/Outcome

Identifier	Description
WWU2021.1	Knowledge and Scholarship: Demonstrate current knowledge and educational expertise in an academic or professional discipline engaging students in the process of academic discovery.

Additional Standards/Outcomes

Identifier	Description
HIS.1	Possess an in-depth knowledge of diverse periods and regions in US and World history.
HIS.2	Be able to conduct analysis that addresses the key historical questions of causation, comparison, and interpretation.
HIS.3	Demonstrate a familiarity with the methodology of the historian, by engaging in writing and research based on primary and secondary sources.
HIS.4	Clearly communicate their conclusions, opinions, or findings in written and verbal form.

Alignment to the University Objectives

Please discuss the Program alignment to the University Objectives. Specific evidence is not to be uploaded, but discussion is expected of the assignment, and intentionality of how the objective is met with program curriculum.

Courses offered by the history department align nicely with the University Objectives. As students work their way from introductory courses to those that are more advanced, they will earn Major Field Competence through the scaffolding of assignments that ultimately lead, in the upper-level courses, to communicating their original, independently produced research, which is the fundamental goal of historical study.

Historical inquiry necessarily deals with issues regarding ethics as students grapple with the decisions made by historical leaders and societies and the implications of those decisions.

There are few things that are more satisfying to a sense of self-liberation within an academic setting than identifying a topic of personal interest within the parameters of a course and pursuing research that allows students to develop their own ideas and understandings about those issues.

Along similar lines, engaging in research and reading about diverse historical topics that use various lenses of analysis to understand the world can inculcate a sort of curiosity that leads to a lifetime of curiosity.

General Education Alignment to Program

How do the General Education criteria align with Program Objectives? What courses within the program build upon skills learned from general education courses (please list the program course and the general education criteria)? The General Education clusters are attached to the document below.

Every history course conforms to the general education requirements, and stresses key skills in speaking, writing, research, analysis, and independent thinking. These skills can all be adapted to virtually any major/minor or career.

1. Critical Analysis

- Critical Thinking – Every class involves students reading evidence and making their own interpretations based on the sources.
- Ethical Reasoning – Students are asked to question the morality of choices, such as President Truman's decision to drop the atomic bomb in WWII.
- Meaning – History is necessary to understand the roots of a variety of cultures, and primary sources can vary thus illustrating different aspects of life.

2. Creative Expression

- Communication – All courses involve daily verbal discussions and various written assignments.
- Fine & Performing Arts – Students are required to be able to articulate their points to a diverse audience, such as in public events.

3. Quantitative Inquiry

- Natural Sciences – History is shaped by and in turn influences scientific developments.
- Mathematics – Statistical analysis is essential to understanding broad historical trends.

4. Society and the Individual

- Social Science – Historical inquiry can be translated to virtually all of the social sciences.
- Diversity – History is the study of different cultures, and the programs expansion into world history will further expand the analysis of a variety of ethnicities, races, and cultures.
- Historical Perspective – This is the basis of all historical study.

General Education Objectives

- Objective 1. Possess an in-depth knowledge of well-defined periods in U.S. and non U.S. history.
- Objective 2. Be able to provide an analysis that addresses the key historical questions of causation, comparison, and interpretation.
- Objective 3. Demonstrate a familiarity with the methodology of the historian, namely the ability to gather and interpret primary documents, statistical data, and secondary sources.
- Objective 4. Clearly communicate their conclusions or findings in written form.

A history minor can prepare students for careers as a/an:

- Lawyer or paralegal
- Researcher at a museum or think tank
- Museum curator
- Archivist
- Historic interpreter
- Educator
- Preservationist
- Writer/editor
- Documentary editor/producer
- Librarian
- Journalist
- Records Manager
- Historian in a corporation
- Or, attend law school or graduate school for a Master of Business Administration or advanced study in history, English, public history, and more.

GE_Cluster_Descriptions_FINAL_Version_Approved.docx

NSSE Objectives Discussed Spring 2022

Program Alignment to NSSE Objectives

Faculty discussed the most recent NSSE results in spring of 2022 and identified universal objectives for all academic content. Please articulate what the program is doing to further students' knowledge and skills in the following areas: 1C- Explained course material to one or more students; 2E - Tried to better understand someone else's view by imagining how an issues looks from his/her perspective; 4C-Analyzing an idea, experience, or line of reasoning in depth by examining its parts; 4D- Evaluating a point of view, decision, or information source. Please describe the activities used and the impact on student learning.

1C - During this academic year, the history department worked to have students explain material both in lecture sand discussions. During difficult sections of lectures, students would be asked if they had a good understanding of the issue. Those who said they did would be asked to restate the issue in their own words to the rest of the class. Doing this in class helped the instructor to see how well topics were understood and led to better understanding overall. This dynamic is build into all class discussions, but the department intentionally worked on this during small group discussions. Each group

would be asked to focus on a particular question or aspect of a set of readings then during the final twenty minutes each group would explain their findings to the class. Small group discussion is great to bring students who are anxious about class wide discussions into the conversation.

2E - During Spring 23, HIS 228 included two sessions of historical role playing. Each of these two sessions included five class periods of role playing where each student had a unique character sheet that gave them guidance on how their character would view the issues that arise over the course of the game. The first game, *Kentucky, 1861*, had the students serving as members of the Kentucky legislature as they debated secession during the Civil War. All of the characters included world views and perspectives that are quite foreign to those of modern society. The second game, *Radical Reconstruction*, was set in New Orleans and had students taking on characters who argued about the best priorities for integrating newly freed slaves into society.

4C - All of the classes offered by the history department require students to engage in analysis, both in the written form and in course discussions. Lower level history gen ed classes include an assignment that addresses the Historical Thinking general education rubric, which includes a criterion that focuses on analysis. Upper level history courses all integrate in-depth discussions where we analyze primary and secondary sources. These courses all include large analytical writing projects.

4D - This category is the bread and butter of history courses. In all of the history courses offered on-ground include at least one class period per week that is devoted to primary source analysis. During these discussions, students have to take into consideration the author's social location in addition to the historical context to make a determination about the significance of a document. Two courses, HIS 102 and HIS 104 include a written assignment that asks students to provide an in-depth analysis of a single primary source. A component of those assignments is finding two peer-reviewed, scholarly sources from history or history-adjacent journals or books that help provide context. We spend a class period discussing what makes a source valid for the purposes of the paper and how standards of validity vary by style of writing and discipline.

Curriculum Map

A - Assessed
R - Reinforced
I - Introduced
M - Master

History

	HIS 102	HIS 103	HIS 104	HIS 212	HIS 215	HIS 216	HIS 353	HIS 310
HIS.1 Possess an in-depth knowledge of diverse periods and regions in US and World history.	I	I, A	I, A	I, R	I, R	R, I	R, M	R, M
HIS.2 Be able to conduct analysis that addresses the key historical questions of causation, comparison, and interpretation.	I	I, A	I, A	I, R	I, R	R, I	R, M	R, M
HIS.3 Demonstrate a familiarity with the methodology of the historian, by engaging in writing and research based on primary and secondary sources.	I	I, A	I, A	I, R	I, R	R, I	R, M	R, M
HIS.4 Clearly communicate their conclusions, opinions, or findings in written and verbal form.	I	I, A	I, A	I, R	I, R	R, I	R, M	R, M

Changes to Curriculum

Are there any changes made to the curriculum map for this academic year? If so, please describe the program changes made along with the rationale for why and the impact the change should have on student learning?

Assessment Map

Changes to the Assessment Map

Are there any changes made to the Assessment map for this academic year? If so, please describe the assessment changes made along with the rationale for why and include the impact the change should have on student learning?

Assessment Findings

Assessment Findings for the Assessment Measure level for History

Standard/Outcome HIS.1 Possess an in-depth knowledge of diverse periods and regions in US and World history.				
Assessment Measures				
HIS 103				
Assessment Measure	Criterion	Summary	Attachments of the Assessments	Improvement Narratives
Direct - Essay	Has the criterion 65% of students will achieve a 3 or better. been met yet? Met	75.87% of students achieved goal.	HIS_103_report.pdf	
HIS 104				
Assessment Measure	Criterion	Summary	Attachments of the Assessments	Improvement Narratives
Direct - Essay	Has the criterion 65% of students will achieve a 3 or better. been met yet? Not met	54.35% of students met the goal.	HIS_104_report.pdf	

Standard/Outcome HIS.2 Be able to conduct analysis that addresses the key historical questions of causation, comparison, and interpretation.				
Assessment Measures				
HIS 103				
Assessment Measure	Criterion	Summary	Attachments of the Assessments	Improvement Narratives
Direct - Essay	Has the criterion 65% of students will achieve a 3 or better. been met yet? Met	68.97% of students met the goal.	HIS_103_report.pdf	
HIS 104				
Assessment Measure	Criterion	Summary	Attachments of the Assessments	Improvement Narratives
Direct - Essay	Has the criterion 65% of students will achieve a 3 or better. been met yet? Met	67.25% of students met the goal.	HIS_104_report.pdf	

Standard/Outcome

HIS.3 Demonstrate a familiarity with the methodology of the historian, by engaging in writing and research based on primary and secondary sources.

Assessment Measures

HIS 103				
Assessment Measure	Criterion	Summary	Attachments of the Assessments	Improvement Narratives
Direct - Essay	Has the criterion 65% of students will achieve a 3 or better. been met yet? Met	71.26% of students met the goal.	HIS_103_report.pdf	

HIS 104				
Assessment Measure	Criterion	Summary	Attachments of the Assessments	Improvement Narratives
	Has the criterion 65% of students will achieve a 3 or better. been met yet? Met	67.24% of students met the goal.	HIS_104_report.pdf	

Standard/Outcome

HIS.4 Clearly communicate their conclusions, opinions, or findings in written and verbal form.

Assessment Measures

HIS 103				
Assessment Measure	Criterion	Summary	Attachments of the Assessments	Improvement Narratives
Direct - Essay	Has the criterion 65% of students will achieve a 3 or better. been met yet? Met	74.72% of students met the goal.	HIS_103_report.pdf	

HIS 104				
Assessment Measure	Criterion	Summary	Attachments of the Assessments	Improvement Narratives
	Has the criterion 65% of students will achieve a 3 or better. been met yet? Met	67.24% of students met the goal.	HIS_104_report.pdf	

Analysis of the Assessment Process

Describe your assessment process; clearly articulate how the program uses coursework and or Student Performance Review for program wide assessment. Note any changes that occurred to the process since the previous year. Discuss what activities were successful and which ones were not as helpful and why. Please include who met to discuss the changes (unless you are a program of one person) and when you met. – Include a discussion on the process for collection and analysis of program data.

Assessment data for history has been based on gen ed rubrics and has generally not been well done by the department for the last two years based on a lack of understanding of the process. Having served on curriculum committee for a couple of years has shown the deficiencies of the assessment program for the department. The department plans on moving the initial assessment away from HIS 103 and HIS 104 because of the sheer amount of students going through those two classes and shifting toward other low level classes. History will include assessment data on upper level courses next year to make this data mean something.

Improvement Narrative List

Assessment Findings for the Assessment Measure level

No improvement narratives have been added.

Program Activities

Student Performance Review

Describe the department Student Performance Review activities if not already articulated. Please describe the nature of the assessments conducted as well as the process of assessment happening on these two days. Include the schedule of assessment day for your program. What does the data and outcomes tell you? What changes will you make as a result of the data? What areas are successful for the program?

N/A

Student Performance Review Schedule

Upload the program schedule for students during Performance Reviews.

Senior Showcase/Symposium

Describe program activities used to highlight Senior achievement. What benefit does the program gain from the activities? What if any assessment of students happens during this event?

N/A

Tools used for Assessment

Upload rubrics or other Assessment based tools used by the program that are important to the assessment process.

Service Learning

Does the Program include projects/ course content that uses the philosophy of service learning?

Yes

No (selected)

Service Learning Component

If so, how is service learning infused in the coursework within your department? Is service or community engagement in the program mission? Describe the Service Learning Activities that your students and department engaged in this past year. How did the activities improve student learning? How did the activities benefit the community?

N/A

Co-Curricular and LEAD Events

Describe Co-Curricular and LEAD events sponsored by program faculty. This includes LEAD and other events meant to engage students and foster learning outside of the classroom.

The history department hosted a end of the year dinner with current minors and those who have interest in becoming a minor. The department participated the Sex Fair, offering a historical perspective on family planning.

Student Accomplishments

Highlight special examples of student successes in the field (academic: mentor-mentee, conference presentations, competitive internship, journal acceptance; extra-curricular: horse show championship, art exhibit). This is for any accomplishment a student achieved outside of course work or the normal expectation of student success.

Two students were inducted into the History Honor Society, Phi Alpha Theta, this academic year. Emily Hand presented a paper at the Missouri Conference on History. Emily Hand will attend the University of Arkansas to earn a MA in history.

Alumni Accomplishments

Please highlight special examples of any successes of recently graduated alumni (acceptance or graduation graduate school, employment or professional milestones).

Faculty Accomplishments

Highlight special examples of faculty success in the profession/field/content area. This is for any accomplishment of a faculty member that is research or professional in nature.

I signed a contract to publish my first book.

Assessment Rubric

	3.00 Exceeds	2.00 Meets	1.00 Falls Below Expectations	N/A
Mission Statement Clearly Articulated weight: 1.000	✓ The mission statement for the program is insightful and forward thinking. It aligns with the University Mission and learning objectives showing a clear alignment between the University and the program.	✓ The mission statement for the program clearly articulated and aligned with the University mission.	✓ The mission statement is minimal at best.	✓ N/A
Comment:				
Reflection on Student Demographics, Retention, and Degree Completion Data weight: 1.000	✓ The program provides a detailed description on the enrollment, retention, persistence and degree completion numbers. The program provides new ideas on how to improve retention of their program students or articulates what they are currently doing to keep students in their program.	✓ The program provides a basic reflection on enrollment, retention, persistence, and degree completion data provided.	✓ The program does not reflect on enrollment, retention, persistence, and degree completion data in a detailed way.	✓ N/A
Comment:				
Marketing Materials weight: 1.000	✓ The program outlines the successes and needs in regards to marketing. Detailed suggestions on how to market the program and what niche areas that are program specific would benefit the marketing strategy.	✓ The program discussed the general marketing strategy for the program.	✓ The program provided little to no discussion on the marketing materials or approach to how to market the program.	✓ N/A
Comment:	the lack of any marketing information was discussed and the desire of the faculty to produce a flyer to highlight the value of a history minor as a complimentary component to any major.			
Alignment to University Objectives weight: 1.000	✓ The program provides a detailed explanation of how program courses align to the Institutional Objectives. This explanation details specific courses, or activities that coordinate with the intent of the Institutional Objectives.	✓ The program provides a basic explanation of how program courses align to the Institutional Objectives. This explanation provides a minimal understanding of how the program is aligned to the Institutional Objectives.	✓ The program provides little to no explanation of how program courses align to the Institutional Objectives.	✓ N/A
Comment:				
General Education alignment clearly explained weight: 1.000	✓ The program provides a detailed explanation of the General Education criteria and how the basic skills learned are expanded upon in the program. Details include but are not limited to: specific courses, or activities that stretch the knowledge of the specific areas.	✓ The program provides a basic explanation of the General Education curriculum and how the skills learned are expanded in program courses.	✓ The program provides a minimal explanation of the General Education curriculum and how the skills learned are expanded in program courses.	✓ N/A
Comment:				
NSSE Objectives weight: 1.000	✓ The program provided a detailed listing of activities and assessments used within the program that focused on the identified NSSE objectives. The activities and assessments were divided out within the curriculum and impacted different cohort groups.	✓ The program provided a basic explanation of the activities and assessments used within the program that focused on the identified NSSE objectives.	✓ The program provided minimal explanation of the activities and assessments used within the program that focused on the identified NSSE objectives.	✓ N/A
Comment:				
Curriculum Map alignment and changes weight: 1.000	✓ The curriculum map is detailed and complete. All Changes made to the curriculum map are detailed with supporting rationale for the decision..	✓ The curriculum map is complete. Changes made to the curriculum map are explained with some explanation as to why the changes were implemented.	✓ The curriculum map is not complete and little to no explanation on curricular changes was provided.	✓ N/A
Comment:	It is assumed that no changes to the curriculum were made? This area of the report was left blank?			
Assessment Map weight: 1.000	✓ Assessment of objectives are spread out across the curriculum with a variety of assessment measures and each program objective is assessed a minimum of twice a year.	✓ Each objective is assessed a minimum of 2 times a year or an assessment rotation is explained so that all objectives are assessed. The assessments are not concentrated in one class.	✓ The assessment map is not complete or much of the assessment happens in only one course. Not all objectives are assessed annually, nor is a plan provided on assessment.	✓ N/A
Comment:	It is assumed that no changes to the assessment were made as this area of the report was left blank? It is hard to do assessment in upper level courses as it is always a risk that the class will make so assessment is all in 100 level courses.			

Data Driven Decision-making is explained weight: 1.000	✓ An overview of program assessment is provided with details on the specific successes and challenges from the year. A detailed review of how assessment was administered over the academic year is clearly outlined.	✓ A basic overview of program assessment is provided with some details on the successes and challenges from the year. A basic review of how assessment was administered over the academic year is outlined.	✓ A basic overview of program assessment is not provided with little to no discussion on the administration of assessment over the academic year.	✓ N/A
Comment:				
Documentation provided on assessment findings weight: 1.000	✓ The program uploads all rubric and support information to support the claims in the assessment findings along with detailed instructions on the assessment process and data analysis.	✓ The program uploads all rubric and support information to support the claims in assessment findings.	✓ The program did not upload the data to support assessment claims in the assessment findings.	✓ N/A
Comment:	- Need to show faculty how to pull data from all history courses and not only the full time faculty course.			
Analysis of Assessment weight: 1.000	✓ The program completed assessment findings for each component identified, and provided a comprehensive summary of each assessment measure identified in the report.	✓ The program completed the assessment findings for each component and provided a summary for each assessment measure.	✓ The program did not provide a completed assessment findings for each component, nor did they complete the summary for each measure.	✓ N/A
Comment:	Future changes to the assessment of the program are discussed and why past assessment did not really meet the needs of the program.			
Improvement narratives are selected with intentionality weight: 1.000	✓ The program identified Improvement Narratives that appear to move the program forward and see the bigger picture than only the specific program curriculum options	✓ The program used the provided Improvement Narratives and selected options that made sense to the objectives and issues within the assessment.	✓ The program did not use any improvement narratives, or the ones chosen are not aligned with assessment results.	✓ N/A
Comment:				
Student Performance Review weight: 1.000	✓ The program described and provided a detailed account of Student performance Review activities. Data evidence provided and detailed.	✓ The program provided the schedule and a brief description of Student Performance Review with data of the results.	✓ The program did not provide complete explanation on Student Performance Review nor did they provide data results.	✓ N/A
Comment:	Program is a minor and not required to participate in this activity			
Senior Showcase weight: 1.000	✓ The program had all senior students participate in Senior Showcase and provided a detailed explanation of their expectation and the presentations presented.	✓ The program described the Senior showcase activities and provided some evidence of what was presented.	✓ Little to no content of Senior showcase was provided.	✓ N/A
Comment:	Program is a minor and not required to participate in this activity			
Co Curricular and LEAD activities weight: 1.000	✓ The program detailed the activities of LEAD and other co-curricular programming that was provided throughout the year. They provided numerous events for students.	✓ The program provided a listing of LEAD events and activities provided.	✓ The program provided little to no description of the Co-curricular activities provided throughout the year.	✓ N/A
Comment:				
Faculty, alumni, and Student accomplishments weight: 1.000	✓ The program provided detail updates on successes on Students, Alumni and Faculty with added information explaining the kinds of success that were experienced.	✓ The program provided a listing of information on Students, Alumni, and faculty accomplishments.	✓ The program provided little to no data on students, alumni, faculty accomplishments.	✓ N/A
Comment:				

Appendix: Supporting Documentation

General Education --History / History major/minor rubric

Query Name: 2022-23

Parameters Applied: Term: Fall 2223 08/22/2022~12/09/2022, Spring 2223 01/09/2023~04/28/2023
Organization information:
Courses: History Of The US I -H

General Education --History

Group by: Element
Element: Student is able to identify well-defined historical periods and events. / Student is able to provide an analysis that addresses the key historical questions of causation, comparison, and interpretation. / Student will understand the basic methodology and sources of historians. / Student will communicate findings clearly.
Performance Level: Insufficient / Developing / Proficient / Exemplary / N/A
Standard: -

Rubric Results by Element



Student is able to identify well-defined historical periods and events. (Total Assessments: 87)



Student is able to provide an analysis that addresses the key historical questions of causation, comparison, and in...



Student will understand the basic methodology and sources of historians. (Total Assessments: 87)



Student will communicate findings clearly. (Total Assessments: 87)



Table with 9 columns: Element, Query, Insufficient, Developing, Proficient, Exemplary, N/A, Mean, Stdev

2022-23 Report

Generated by: Zachary Dowdle 05/11/2023

Student is able to identify well-defined historical periods and events.	2022-23	1.15% (1)	9.20% (8)	45.98% (40)	29.89% (26)	13.79% (12)	3.21	0.68
Student is able to provide an analysis that addresses the key historical questions of causation, comparison, and interpretation.	2022-23	1.15% (1)	16.09% (14)	43.68% (38)	25.29% (22)	13.79% (12)	3.08	0.73
Student will understand the basic methodology and sources of historians.	2022-23	1.15% (1)	13.79% (12)	39.08% (34)	32.18% (28)	13.79% (12)	3.19	0.75
Student will communicate findings clearly.	2022-23	1.15% (1)	10.34% (9)	47.13% (41)	27.59% (24)	13.79% (12)	3.17	0.69

Total Rubric Score

Rubric assessments with one or more elements marked with N/A are not included in the total rubric score calculations.

Query	Number of Assessments	Mean	Stdev
2022-23	75	12.65	2.63

History major/minor rubric

Group by:	Element
Element:	1. Thesis / 2. Research / 3. Supporting Evidence / 4. Analysis / 5. Historical Context / 6. Citations/Bibliography / 7. Style/Grammar/Editing
Performance Level:	F / D / C / B / A / N/A
Standard:	-

Rubric Results by Element



1. Thesis (Total Assessments: 0)

2022-23

2. Research (Total Assessments: 0)

2022-23

3. Supporting Evidence (Total Assessments: 0)

2022-23

4. Analysis (Total Assessments: 0)

2022-23

5. Historical Context (Total Assessments: 0)

2022-23

6. Citations/Bibliography (Total Assessments: 0)

2022-23

7. Style/Grammar/Editing (Total Assessments: 0)

2022-23

Element	Query	F	D	C	B	A	N/A	Mean	Stdev
1. Thesis	2022-23	NaN% (0)	NaN% (0)	NaN% (0)	NaN% (0)	NaN% (0)	NaN% (0)	0	NaN

2. Research	2022-23	NaN% (0)	NaN% (0)	NaN% (0)	NaN% (0)	NaN% (0)	NaN% (0)	0	NaN
3. Supporting Evidence	2022-23	NaN% (0)	NaN% (0)	NaN% (0)	NaN% (0)	NaN% (0)	NaN% (0)	0	NaN
4. Analysis	2022-23	NaN% (0)	NaN% (0)	NaN% (0)	NaN% (0)	NaN% (0)	NaN% (0)	0	NaN
5. Historical Context	2022-23	NaN% (0)	NaN% (0)	NaN% (0)	NaN% (0)	NaN% (0)	NaN% (0)	0	NaN
6. Citations/Bibliography	2022-23	NaN% (0)	NaN% (0)	NaN% (0)	NaN% (0)	NaN% (0)	NaN% (0)	0	NaN
7. Style/Grammar/Editing	2022-23	NaN% (0)	NaN% (0)	NaN% (0)	NaN% (0)	NaN% (0)	NaN% (0)	0	NaN

Total Rubric Score

Rubric assessments with one or more elements marked with N/A are not included in the total rubric score calculations.

Query	Number of Assessments	Mean	Stdev
2022-23	0	0	NaN

General Education --History / History major/minor rubric

Query Name:	HIS 104
Parameters Applied:	Term: Fall 2223 08/22/2022~12/09/2022, Spring 2223 01/09/2023~04/28/2023 Organization information: Courses: History Of The US II -H

General Education --History

Group by: Element
Element: Student is able to identify well-defined historical periods and events. / Student is able to provide an analysis that addresses the key historical questions of causation, comparison, and interpretation. / Student will understand the basic methodology and sources of historians. / Student will communicate findings clearly.
Performance Level: Insufficient / Developing / Proficient / Exemplary / N/A
Standard: -

Rubric Results by Element



Student is able to identify well-defined historical periods and events. (Total Assessments: 58)



Student is able to provide an analysis that addresses the key historical questions of causation, comparison, and in...



Student will understand the basic methodology and sources of historians. (Total Assessments: 58)



Student will communicate findings clearly. (Total Assessments: 58)



Table with 9 columns: Element, Query, Insufficient, Developing, Proficient, Exemplary, N/A, Mean, Stdev.

Student is able to identify well-defined historical periods and events.	HIS 104	0.00% (0)	18.97% (11)	39.66% (23)	20.69% (12)	20.69% (12)	3.02	0.71
Student is able to provide an analysis that addresses the key historical questions of causation, comparison, and interpretation.	HIS 104	0.00% (0)	12.07% (7)	48.28% (28)	18.97% (11)	20.69% (12)	3.09	0.63
Student will understand the basic methodology and sources of historians.	HIS 104	0.00% (0)	12.07% (7)	46.55% (27)	20.69% (12)	20.69% (12)	3.11	0.64
Student will communicate findings clearly.	HIS 104	0.00% (0)	12.07% (7)	50.00% (29)	17.24% (10)	20.69% (12)	3.07	0.61

Total Rubric Score

Rubric assessments with one or more elements marked with N/A are not included in the total rubric score calculations.

Query	Number of Assessments	Mean	Stdev
HIS 104	46	12.28	2.37

History major/minor rubric

Group by:	Element
Element:	1. Thesis / 2. Research / 3. Supporting Evidence / 4. Analysis / 5. Historical Context / 6. Citations/Bibliography / 7. Style/Grammar/Editing
Performance Level:	F / D / C / B / A / N/A
Standard:	-

Rubric Results by Element



1. Thesis (Total Assessments: 0)

HIS 104

2. Research (Total Assessments: 0)

HIS 104

3. Supporting Evidence (Total Assessments: 0)

HIS 104

4. Analysis (Total Assessments: 0)

HIS 104

5. Historical Context (Total Assessments: 0)

HIS 104

6. Citations/Bibliography (Total Assessments: 0)

HIS 104

7. Style/Grammar/Editing (Total Assessments: 0)

HIS 104

Element	Query	F	D	C	B	A	N/A	Mean	Stdev
1. Thesis	HIS 104	NaN% (0)	NaN% (0)	NaN% (0)	NaN% (0)	NaN% (0)	NaN% (0)	0	NaN

2. Research	HIS 104	NaN% (0)	NaN% (0)	NaN% (0)	NaN% (0)	NaN% (0)	NaN% (0)	0	NaN
3. Supporting Evidence	HIS 104	NaN% (0)	NaN% (0)	NaN% (0)	NaN% (0)	NaN% (0)	NaN% (0)	0	NaN
4. Analysis	HIS 104	NaN% (0)	NaN% (0)	NaN% (0)	NaN% (0)	NaN% (0)	NaN% (0)	0	NaN
5. Historical Context	HIS 104	NaN% (0)	NaN% (0)	NaN% (0)	NaN% (0)	NaN% (0)	NaN% (0)	0	NaN
6. Citations/Bibliography	HIS 104	NaN% (0)	NaN% (0)	NaN% (0)	NaN% (0)	NaN% (0)	NaN% (0)	0	NaN
7. Style/Grammar/Editing	HIS 104	NaN% (0)	NaN% (0)	NaN% (0)	NaN% (0)	NaN% (0)	NaN% (0)	0	NaN

Total Rubric Score

Rubric assessments with one or more elements marked with N/A are not included in the total rubric score calculations.

Query	Number of Assessments	Mean	Stdev
HIS 104	0	0	NaN