

**History
Annual Assessment 2016-2017**

Created on the Assessment Insight System

Annual Assessment

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

Students Majors 2015-2016

4

Student Minors 2015-2016

10

Student Majors 2016-2017

4

Student Minors 2016-2017

6

Concentrations 2015-2016

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

N/A

Concentrations 2016-2017

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

N/A

Student Demographics

Program goals for student retention, persistence and degree completion are? 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?

The graduation and retention rates for the History program are favorably comparable to the overall averages for William Woods University as a whole.

The number of majors/minors are currently very low, so it is difficult to draw any major conclusions due to insufficient data. While these numbers are low, they seem 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.

Now that a new faculty hire has been made, with discussions for another, the program has the opportunity for success. Additional, plans for recruitment/retention/improvement are also underway. An ideal number at this moment would be to have 10 history majors, with the possible expansion to 15+ based on a second faculty hire. 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 will allow for more continuity, structure, expanded course offerings, and student advising. This in and of itself, will likely boost the major/minor numbers. Furthermore, his research focuses on early America and ethics which again supports WWU's mission and commitment "to values of ethics." However, an additional full time hire (or two) in non-US history would go a long way to helping this major thrive.

2. Course Updates: Based on meetings with administration, faculty, history majors, and general education students, the entire catalog of history course offerings is undergoing revisions in style and content. For starters, course titles and descriptions are being improved to garner more student interest. For example, HIS 321 Nineteenth Century Europe is being renamed The Rise and Fall of Empires: Europe from the French Revolution to World War I, in order to more accurately reflect the course material and also to make it more appealing to undergraduates. All course descriptions are being expanded and/or revised to present more topics to broaden interest.

3. A New Global Focus: Based on faculty discussions, internal reporting, and outside assessment (conducted in Nov. 2015), Western Civilization I and II are being retired in favor of World History to 1500 and World History since 1500. This change is being 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 are being proposed for as early as Spring 2017. 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. By next year, the following new courses will be added: the American Revolution (providing the central roots of American democracy), the Civil War (essential for WWU given MO position as a border state), the Horse in American History (to attract the numerous Equestrian majors and enthusiasts), Biography as History (illustrating the role of personal choice and decision making), and Public History (to train students to work in museums, historical societies, government agencies, etc.)

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. So far 17 students have signed up to take part in the organization, with others expressing interest (the numbers varied throughout the year with a solid 7 members). The club plans to host a history trivia night (open to the entire WWU community), a film series, and trips to historical sites. 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: The History program will offer a public history class, with the long-term intention of growing this into a certificate program. 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 will open all of its events (from guest speakers to historical films to trips) to the entire community. This is designed to not only increase awareness, but to foster interest. One of the year's events is, "The Woods and Fulton in the 60s," which will feature 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.

8. Internships: Opportunities for student internships at the following will be cultivated: Kingdom of Callaway Historical Society, National Churchill Museum, State Historical Society of Missouri, the State Capitol and the Missouri History Museum, etc.

9. Test Prep: As the new faculty member also has experience as a high school history teacher, it will allow for increased test-prep for MEGA and MO certification requirements. Plans are already in place to regular study sessions, review courses, and also in-house designed practice exams (as no formal practice exams are readily available). These measures are designed specifically to increase the success rate on these state exams.

10. Interdisciplinary Collaboration: Collaboration with additional departments, especially the Equestrian (for the Horse in American History) and Communications programs (Public History) will allow students to create new projects ranging from historical documentary films 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.

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.

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.

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

- A. Critical Thinking – Every class involves students reading evidence and making their own interpretations based on the sources.
- B. Ethical Reasoning – Students are asked to question the morality of choices, such as President Truman's decision to drop the atomic bomb in WWII.
- C. 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 HIS 220's public history event.

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 program's 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."

Last year's assessment report correctly concluded the following:

page53image6616	page53image8336
Communication	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.
page53image7864	page53image10456
Mathematics	Statistics are part of the tool-kit of historians. We analyze statistics to help illuminate historical trends.
page53image13704	page53image15424
Value	We provide historical examples of ethical dilemmas and conflicts.
page53image14952	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	page53image21536

Historical Perspective page53image21064	Th 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. page53image40032

GE_Cluster_Descriptions_FINAL_Version_Approved.docx

Curriculum Map

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

History

	HIS 101	HIS 102	HIS 103	HIS 104	HIS 200	HIS 210	HIS 215	HIS 216	HIS 220	HIS 300	HIS 310	HIS 312
HIS.1 Possess an in-depth knowledge of diverse periods and regions in US and World history.	I	I	I, A	I	I, R, A	I, R	R, I	I, R	R, I	R	R	R
HIS.2 Be able to conduct analysis that addresses the key historical questions of causation, comparison, and interpretation.	I	I	I, A	I	I, R, A	I, R	I, R	R, I	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.	I	I	I, A	I	I, R, A	I, R	R, I	I, R	R, I	R	R	R
HIS.4 Clearly communicate their	I	I	I, A	I	I, R, A	I, R	I, R	I, R	I, R	R	R	R

conclusions, opinions, or findings in written and verbal form.											
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	HIS 316	HIS 318	HIS 321	HIS 340	HIS 341	HIS 353	HIS 366	HIS 370	HIS 390	HIS 400
HIS.1 Possess an in-depth knowledge of diverse periods and regions in US and World history.	R	R	R	R	R	R	R	R	R	R, M
HIS.2 Be able to conduct analysis that addresses the key historical questions of causation, comparison, and interpretation.	R	R	R	R	R	R	R	R	R	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	R	R	R	R	R	R	R	R	R, M
HIS.4 Clearly communicate their conclusions, opinions, or findings in written and verbal form.	R	R	R	R	R	R	R	R	R	R, M

	HIS 416	HIS 418	HIS 423	HIS 435	HIS 451	HIS 452
HIS.1 Possess an in-depth knowledge of diverse periods and regions in US and World history.	R, M	R, M	M, A	R, M	R, M	R, M
HIS.2 Be able to conduct analysis that addresses the key historical questions of causation, comparison, and interpretation.	R, M	R, M	M, A	R, 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	R, M	M, A	R, M	R, M	R, M
HIS.4 Clearly communicate their conclusions, opinions, or findings in written and verbal form.	R, M	R, M	M, A	R, M	R, M	R, M

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.				
His 103				
Assessment Measure	Criterion	Summary	Attachments of the Assessments	Improvement Narratives
Direct - Research Paper	No data has been entered.	Met	Via____General_Education____History_Rubric_Report_All_History_05_10_2017_172518.pdf	
His 200				
Assessment Measure	Criterion	Summary	Attachments of the Assessments	Improvement Narratives
Direct - Research Paper	Has the criterion Research Paper: (20%) Students will write a 6-8 page interpretive essay on an aspect of Hamilton's life. It could be anything from an ideological question influencing his thinking to an aspect of his personal life to his modern influence. The paper must make an original argument or an inquiry based upon primary source material. Please make an appointment to discuss the topic with me before beginning. Papers must be submitted via Owlnet/Turnitin and in hardcopy. Students must meet with me a minimum of three times to discuss drafts of the paper. Apr. 27 been met yet? Met		Via____Hamilton_American_Story_01_FUL_3_Spring_1617_Activity_Assessments_Agregated_Result_05_10_2017_171718.pdf	
His 423				
Assessment Measure	Criterion	Summary	Attachments of the Assessments	Improvement Narratives
Direct - Research Paper	Has the criterion The student will write a 20-25-page research paper on a pre-approved topic. The essay may focus on an individual, idea, question, problem, or theme. It must make an original argument or an inquiry and be			

	<p>based on primary sources research and an understanding of the relevant secondary literature. The paper must include Chicago Style citations. The papers must be submitted via OwlNet/Turnitin. The student is also responsible for presenting their research to the WWU community.</p> <p>Ibid been met yet?</p> <p>Met</p>			
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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 - Research Paper	<p>Has the criterion Ibid been met yet?</p> <p>Met</p>			<p>- Curriculum Revision: More focus on analysis to bring more students to the exemplary level. This is the second largest area for improvement as it speaks to students being less familiar with analysis. While these changes were being implemented this year, as much of the teaching has been assigned to adjuncts it has proved difficult to maintain consistency across all the courses.</p>

His 200

Assessment Measure	Criterion	Summary	Attachments of the Assessments	Improvement Narratives
Direct - Research Paper	<p>Has the criterion Ibid been met yet?</p> <p>Met</p>	<p>See attached file for this course.</p>		

His 423

Assessment Measure	Criterion	Summary	Attachments of the Assessments	Improvement Narratives
Direct - Research Paper	<p>Has the criterion Ibid been met yet?</p>	<p>Student was only L2 on this section. Perhaps this is the result of this student changing majors and not</p>		<p>- Enrollment Requirements: It's difficult to fully asses this as being Met/Not Met because its only based on</p>

	Met	<p>having a full-time history faculty member prior to this year. It's difficult to make any conclusions on Met/Not Met because its only based on one student. The score would indicate an area of concern (but on the major, not the Gen Ed scale), it would be proficient at least on the Gen. Ed scale (of which history courses were evaluated this year). The data at this point is insufficient.</p>		<p>one student. While the data is only based on one student, it speaks to some of the elements revealed in HIS 103 that analysis of sources needs to be emphasized in greater detail. We will need to make sure that all students have reached certain benchmarks before starting the senior seminar. This will require stricter enforcement of the quality of assignments of history majors before their senior year. The student certainly met the expectation on the Gen. Ed. scale, but more needs to be expected of history majors. This needs to be conveyed at the start of their freshman year.</p>
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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 - Research Paper	Has the criterion Ibid been met yet? Met			- Curriculum Revision: Focus more on primary source work in class to allow more students to be exemplary.

His 200

Assessment Measure	Criterion	Summary	Attachments of the Assessments	Improvement Narratives
Direct - Research Paper	Has the criterion Ibid been met yet? Met	See attached file for this course.		

His 423

Assessment Measure	Criterion	Summary	Attachments of the Assessments	Improvement Narratives
Direct - Research Paper	Has the criterion Ibid been met yet? Met	Effectively used a wide variety of valid and appropriate sources.		

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 - Research Paper	Has the criterion Ibid been met yet? Met			- Curriculum Revision: Focus more on thesis development. Could also be implemented in other courses. This is the area that needs the most attention from a statistical assessment and interactions with the students.

His 200				
Assessment Measure	Criterion	Summary	Attachments of the Assessments	Improvement Narratives
Direct - Research Paper	Has the criterion Ibid been met yet? Met	See attached file for this course.		
His 423				
Assessment Measure	Criterion	Summary	Attachments of the Assessments	Improvement Narratives
Direct - Research Paper	Has the criterion Ibid been met yet? Met	Thesis was innovative and effective.		- Enrollment Requirements: Make sure students are better prepared to support their thesis before taking the senior seminar.

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.

This year was largely about acquiring data on a variety of issues, as there had not been a full time faculty member in history in over a year. This year will serve as a baseline for future years to track improvement and any additional areas of concern. Based on the findings of this year, changes to course offerings have been made in part due to student input.

Course work is the most effective measure of student ability, with primary source/research papers serving as the best measure for history students. Overall, the students have been performing at the proficient and above levels, which indicates that overall the style of teaching and instruction is achieving the desired effect.

The Assessment Day activities evaluated both written and verbal presentations of ideas by students and offers a good chance to look at student growth from year to year. The Assessment day program was adapted to better reflect the requirements of a historian, mainly the ability to make interpretations and support them using evidence.

Improvement Narrative List

Assessment Findings for the Assessment Measure level

Standard/Outcome	HIS.2 Be able to conduct analysis that addresses the key historical questions of causation, comparison, and interpretation.					
Legend	A					
Course/Event	HIS 103					
Assessment Measure	Direct - Research Paper					
Assessment Findings	Met					
Improvement Narrative	<table border="1"> <thead> <tr> <th>Improvement Type</th> <th>Summary</th> </tr> </thead> <tbody> <tr> <td>Curriculum Revision</td> <td>More focus on analysis to bring more students to the exemplary level. This is the second largest area for improvement as it speaks to students being less familiar with analysis. While these changes were being implemented this year, as much of the teaching has been assigned to adjuncts it has proved difficult to maintain consistency across all the courses.</td> </tr> </tbody> </table>		Improvement Type	Summary	Curriculum Revision	More focus on analysis to bring more students to the exemplary level. This is the second largest area for improvement as it speaks to students being less familiar with analysis. While these changes were being implemented this year, as much of the teaching has been assigned to adjuncts it has proved difficult to maintain consistency across all the courses.
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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 103					
Assessment Measure	Direct - Research Paper					
Assessment Findings	Met					
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Standard/Outcome	HIS.4 Clearly communicate their conclusions, opinions, or findings in written and verbal form.	
Legend	A	
Course/Event	HIS 103	
Assessment Measure	Direct - Research Paper	
Assessment	Met	

Findings					
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Standard/Outcome	HIS.2 Be able to conduct analysis that addresses the key historical questions of causation, comparison, and interpretation.					
Legend	A					
Course/Event	HIS 423					
Assessment Measure	Direct - Research Paper					
Assessment Findings	Met					
Improvement Narrative	<table border="1"> <thead> <tr> <th>Improvement Type</th> <th>Summary</th> </tr> </thead> <tbody> <tr> <td>Enrollment Requirements</td> <td>It's difficult to fully assess this as being Met/Not Met because it's only based on one student. While the data is only based on one student, it speaks to some of the elements revealed in HIS 103 that analysis of sources needs to be emphasized in greater detail. We will need to make sure that all students have reached certain benchmarks before starting the senior seminar. This will require stricter enforcement of the quality of assignments of history majors before their senior year. The student certainly met the expectation on the Gen. Ed. scale, but more needs to be expected of history majors. This needs to be conveyed at the start of their freshman year.</td> </tr> </tbody> </table>		Improvement Type	Summary	Enrollment Requirements	It's difficult to fully assess this as being Met/Not Met because it's only based on one student. While the data is only based on one student, it speaks to some of the elements revealed in HIS 103 that analysis of sources needs to be emphasized in greater detail. We will need to make sure that all students have reached certain benchmarks before starting the senior seminar. This will require stricter enforcement of the quality of assignments of history majors before their senior year. The student certainly met the expectation on the Gen. Ed. scale, but more needs to be expected of history majors. This needs to be conveyed at the start of their freshman year.
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Standard/Outcome	HIS.4 Clearly communicate their conclusions, opinions, or findings in written and verbal form.					
Legend	A					
Course/Event	HIS 423					
Assessment Measure	Direct - Research Paper					
Assessment Findings	Met					
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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 analyze two primary sources one US/one non-US. 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.

Overall the students performed at the proficient levels for the written work and proficient/exemplary for the verbal portion. In general, the students performed better in US history than in World history.

This data alludes to information that has been gathered throughout the year that illustrates that one 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. In addition, Western Civilization has been taught instead of World History. This later part is being corrected as the Hist. Dept. will not offer World History classes instead of Western Civ.

But more generally, 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.docx

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?

The Senior Showcase is an extremely important as it allows for students to present their work in an academic setting. It models the framework of an academic conference, and provides tangible presentation and public speaking experience. It also allows other students to see the research being conducted by their peers. It is an excellent chance to display the work conducted by history majors, and potentially attract new majors.

The main assessment has already taken place by this point of the research and paper produced by the student. This event is more about sharing the findings and providing the student with public speaking experience.

Assessment Rubrics

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

History_Paper_Checklist.docx

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?

This question depends on the definition of service learning. The History Dept. does embrace community engagement. While there isn't a traditional service learning component, there are plenty of opportunities to interact with the wider community. This fall students presented an exhibit on the History of William Woods and Fulton during the 1960s that was open to the public and received attention from the local media. In addition, the "Hail to the Chief": The Presidency and American Character lecture series was similarly open to the public and part of which was featured by a local tv station. Both of these events allowed for tangible connections between the past and present, situated against the backdrop of the local community and wider national politics.

Students also have the opportunity for internships at local historical sites and institutions.

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.

Nov. 2016

The Woods and Fulton in the 60s - The History Department and the members of HIS 220 Social Movements of the 1960s present: The Woods and Fulton in the 60s. From the sororities of the sixties to the Beatles era Brick District, this event will feature student displays, exhibits, and presentations on William Woods University and Fulton in the 1960s.

Let's Talk About Communism - You have probably heard of Marxism and Communism, but how well do you understand it? We will explore the ideas behind it and what communists believe. We will also discuss how it has been perceived and taught (or not taught) in America.

Jan-Feb. 2017: Hail to the Chief, a Presidential Lecture Series

Jan. 20 *My Country's Honor* - George Washington and Ethical Leadership - Part 1 of the *Hail to the Chief: The Presidency and American Character Lecture Series*. Drawn from his forthcoming book, *Rightly to Be Great: Honor, Virtue, Ethics and the American Revolution*, Craig Bruce Smith explores the ethics and leadership style of the nation's first president.

Monday, January 30 : Jay Sexton, University of Missouri, "Abraham Lincoln in the World"- Based on his co-edited book, *The Global Lincoln*, Professor Jay Sexton (University of Missouri) examines Abraham Lincoln as a figure not only for Americans, but also for the world.

Monday, February 13 ; Steven Watts, University of Missouri, "JFK and the Masculine Mystique: The Case of James Bond" - Fresh from the pages of his recently released book, *JFK and the Masculine Mystique: Sex and Power on the New Frontier*, Professor Steven Watts (University of Missouri) investigates the relationship between John F. Kennedy, manhood, and James Bond. This talk is jointly listed with the *Hail to the Chief: The Presidency and American Character* Lecture Series and Equality Matters: Conversations on Gender and Race, A Symposium.

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.

Arielle Dooley, Winner, The Order of the Historic Owl from the WWU Society of Historians for the best history paper.

Approved for 2017-18, Paige Bichsel/Craig Smith, Mentor-Mentee Research Project on Spanish, German, and British portrayals of George Washington

Connor Pearson - article written for WWU website on William Woods and Fulton in the 1960s.

	3.000 Assessment Reflects Best Practices	2.000 Assessment Meets the Expectations of the University	1.000 Assessment Needs Development	0.000 Assessment is Inadequate	N/A
Learning Objectives weight: 1.000	<ul style="list-style-type: none"> • Detailed, measurable program learning objectives • Objectives are shared with students and faculty 	<ul style="list-style-type: none"> • Measurable program learning objectives. • Learning objectives are available to students. 	<ul style="list-style-type: none"> • Program learning objectives are identified and are generally measurable 	<ul style="list-style-type: none"> • Program learning objectives are not clear or measurable 	<input checked="" type="checkbox"/> N/A
Comment:					
Assessment Measures weight: 1.000	<ul style="list-style-type: none"> • Multiple measures are used to assess a student-learning objectives. • Rubrics or guides are used for the measures. • All measurements are clearly described. • External evaluation of student learning included. 	<ul style="list-style-type: none"> • Assessment measures relate to program learning objectives. • Various measures are used to assess student learning. • Measures chosen provide useful information about student learning. 	<ul style="list-style-type: none"> • Assessment focuses on class content only. • Minimal description of how the assessment relates to the objective. • Minimal assessment measures established. 	<ul style="list-style-type: none"> • Assessment measures not connected to objectives. • Assessment measures are not clear. • No assessment measures are established. 	<input checked="" type="checkbox"/> N/A
Comment:					
Assessment Results weight: 1.000	<ul style="list-style-type: none"> • All objectives are assessed annually, or a rotation schedule is provided. • Data are collected and analyzed to show learning over time. • Standards for performance and gaps in student learning are clearly identified. 	<ul style="list-style-type: none"> • Most objectives assessed annually. • Data collected and analyzed showing an annual snapshot of student learning. • Data are used to highlight gaps in student learning. • Some data from non-course based content. 	<ul style="list-style-type: none"> • Data collected for at least one program objective. • Data collection is incomplete. • Gaps in student learning not identified. • Lacking external data to support course data. 	<ul style="list-style-type: none"> • Learning objectives are not routinely assessed. • Routine data is not collected. • No discussion on gaps in student learning. • No use of external data to support student learning. • Assessment data not yet collected. 	<input checked="" type="checkbox"/> N/A
Comment:					
Faculty Analysis and Conclusions weight: 1.000	<ul style="list-style-type: none"> • Data is shared that incorporates multiple faculty from the program. • Discussions on data results incorporate multiple faculty. • Opportunities for adjunct faculty to participate. • Includes input from external sources when possible. 	<ul style="list-style-type: none"> • Multiple program faculty receive assessment results. • Assessment results are discussed. • Specific conclusions about student learning are made based on the available assessment results. 	<ul style="list-style-type: none"> • Minimal faculty input about results is sought. • Data not used to determine success or not to the objective. • Minimal conclusions made. 	<ul style="list-style-type: none"> • Faculty input is not sought. • Conclusions about student learning are not identified. • N/A Program recently started or too few graduates to suggest any changes. 	<input checked="" type="checkbox"/> N/A
Comment:					
Actions to Improve Learning and Assessment weight: 1.000	<ul style="list-style-type: none"> • All assessment methods, timetable for assessing, and evaluating the effectiveness modifications are included. • Changes to assessment are inclusive of multiple faculty. • Description of changes is detailed and linked to assessment results. 	<ul style="list-style-type: none"> • More than one change to assessment is proposed, timetable for assessment, and evaluating the change is provided. • Changes to assessment measures is highlighted. • Changes are realistic, with a good probability of improving learning or assessment. 	<ul style="list-style-type: none"> • At least one change to improve learning or assessment is identified. • The proposed action(s) relates to faculty conclusions about areas for improvement. • Adjustments to the assessment are proposed but not clearly connected to data 	<ul style="list-style-type: none"> • Lacking actions to improve student learning. • Actions discussed lack supportive data. • Lacking discussion of the effectiveness of the assessment plan 	<input checked="" type="checkbox"/> N/A
Comment:					