



History Annual Assessment 17-18

## Annual Assessment 17-18

### 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

	Minors	Majors
2017-2018	9	5
2016-2017	6	4

#### Concentrations 2016-17

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

N/A

#### Concentrations 2017-18

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?

It's difficult to provide a firm retention/graduation rate for this year, as the overall number of majors is relatively small. No History majors graduated this year. Two History majors (to my knowledge) left the university and another changed majors. Aside from these the majors have remained the same since the start of the year with additional minors added. The forms in share drive list 0 for retention rate and 100 for graduation rate.

The number of majors/minors has increased since last year despite a graduating senior and another major transferring to another school. The program has been completely revised and is still growing, so time is still needed to build enough for a full and proper assessment. 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. 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 could be reflected in the HIS major numbers.

An additional faculty hire in a non-US history area would go a long way to improving the quality and size of the program.

Additional, plans for recruitment/retention/improvement are also underway. The program is 5 majors short of its ideal number of 10 history (at the start of the year there were 8 majors), an expansion to 15+ would be possible only with a second faculty hire to give each student the proper individual attention. 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) 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 was revised in style and content. For starters, course titles and descriptions were improved to garner more student interest. For example, HIS 321 Nineteenth Century Europe was 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 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, complement 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. 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 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. 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 publicly 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 of the year's events is, "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. Fall 2017 the department will host two-time Pulitzer Prize winning historian Alan Taylor.

8. Test Prep: As full-time faculty member also has experience as a high school history teacher, has held regular study sessions and intendent study-eques 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 Communications programs (possibly in 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.

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 WW is being developed.

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

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	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.

Value	We provide historical examples of ethical dilemmas and conflicts.
Meaning	The understanding of culture is a central part of historical study. We use cultural artifacts (texts, movies, etc.) to understand historical periods.
Historical Perspective	Self-explanatory
Critical Thinking	History addresses the questions of causation and comparison, both of which can only be answered through the application of logic and analytical reasoning.
Diversity	History addresses the question of diversity by providing minority perspectives (on the basis of race, gender, nationality, ethnicity, and class).
Creative and Aesthetic Sensibility	Cultural artifacts are studied to illuminate the values of particular cultures and periods.
Natural Science	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.
Social Science	All of the social sciences grew out of the field of history. Social science methods are employed in every facet of historical inquiry.

GE\_Cluster\_Descriptions\_FINAL\_Version\_Approved.docx

## Curriculum Map

A - Assessed

R - Reinforced

I - Introduced

M - Master

### History 2017-18

	HIS 101	HIS 102	HIS 103	HIS 104	HIS 200	HIS 214	HIS 215	HIS 216	HIS 226
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	I, R	I, 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	I, R	I, 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	I, R	I, 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	I, R	I, R	I, R

	HIS 300	HIS 310	HIS 311	HIS 314	HIS 321	HIS 322	HIS 332	HIS 340	HIS 341
HIS.1 Possess an in-depth knowledge of diverse periods and regions in US and	R	R	R	R, I	R	R	R, A	R	R
HIS.2 Be able to conduct analysis that addresses the key historical questions	R	R	R	R, I	R	R	R, A	R	R
HIS.3 Demonstrate a familiarity with the methodology of the historian, by engaging	R	R	R	R, I	R	R	R, A	R	R
HIS.4 Clearly communicate their conclusions, opinions, or findings in	R	R	R	R, I	R	R	R, A	R	R

	HIS 342	HIS 353	HIS 366	HIS 370	HIS 390	HIS 400	HIS 418	HIS 423	HIS 451	HIS 452
HIS.1 Possess an in-depth knowledge of diverse periods	R	R	R	R	R	R, M	M, R	A, M	R, M	M, R
HIS.2 Be able to conduct analysis that addresses the	R	R	R	R	R	R, M	R, M	A, M	R, M	R, M
HIS.3 Demonstrate a familiarity with the methodology of the	R	R	R	R	R	R, M	M, R	M, A	M, R	M, R
HIS.4 Clearly communicate their conclusions, opinions, or	R	R	R	R	R	R, M	R, M	A, M	R, M	R, M

## Assessment Findings

### Assessment Findings for the Assessment Measure level for History 2017-18

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 receive at least a 3 been met yet? Met	83.34% of students scored a 3 or above.		

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	95% of students scored a 3 or better		

HIS 332				
Assessment Measure	Criterion	Summary	Attachments of the Assessments	Improvement Narratives
Direct - Research Paper	Has the criterion 50% of students will receive at least a B been met yet? Met			

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 50% of students will receive at least a 3 been met yet? Met	62.5% of students scored at least a 3.		

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	72.72% scored a 3 or higher. (See attachment for HIS.1)		
HIS 332				
Assessment Measure	Criterion	Summary	Attachments of the Assessments	Improvement Narratives
Direct - Research Paper	Has the criterion 50% of students will receive at least a B been met yet? Met	See attachment in section 1	Screen_Shot_2018_05_11_at_5.25.35_PM.png	

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 50% of students will receive at least a 3 been met yet? Met	66.66% of students scored at least a 3		
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	77.27% scored a 3 or higher. (See attachment for HIS.1)		

HIS 332				
Assessment Measure	Criterion	Summary	Attachments of the Assessments	Improvement Narratives
Direct - Research Paper	Has the criterion 50% of students will receive at least a B been met yet? Met	See attachment in section 1		

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 35% of students will receive at least a 3 been met yet? Met	50% of students scored at least a 3			

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	35.82% scored a 3 or higher. (See attachment for HIS.1)		- Curriculum Revision: This goal was met, but it was close. I as a university as whole we can focus more on developing thesis statements across all departments. I will be spending more time on this in my course. Overall, I think that this is the most challenging aspect of research paper writing for students, making it have a claim not just act as a report.	

HIS 332					
Assessment Measure	Criterion	Summary	Attachments of the Assessments	Improvement Narratives	
Direct - Research Paper	Has the criterion 50% of students will receive at least a B been met yet? Met	See attachment in section 1			

### 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.

Last year and this year were largely about acquiring data on a variety of issues, as there had not been a full-time faculty member in history prior to last 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 last and this year, changes to course offerings have been made in part due to student input. In only the second year, we are still gaining information to make an informed decision in the coming years.

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.4 Clearly communicate their conclusions, opinions, or findings in written and verbal form.					
Legend	A					
Course/Event	HIS 104					
Assessment Measure	Direct - Essay					
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>This goal was met, but it was close. I as a university as whole we can focus more on developing thesis statements across all departments. I will be spending more time on this in my course. Overall, I think that this is the most challenging aspect of research paper writing for students, making it have a claim not just act as a report.</td> </tr> </tbody> </table>		Improvement Type	Summary	Curriculum Revision	This goal was met, but it was close. I as a university as whole we can focus more on developing thesis statements across all departments. I will be spending more time on this in my course. Overall, I think that this is the most challenging aspect of research paper writing for students, making it have a claim not just act as a report.
Improvement Type	Summary					
Curriculum Revision	This goal was met, but it was close. I as a university as whole we can focus more on developing thesis statements across all departments. I will be spending more time on this in my course. Overall, I think that this is the most challenging aspect of research paper writing for students, making it have a claim not just act as a report.					

## 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 and write an essay. 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 last year, the students performed at the proficient levels for the written work and proficient/exemplary for the verbal portion. In general, the students tend to focus on American history in their responses rather than World History.

Also, like last year, 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 between the two during the performance day review.

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\_2018.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?

N/A - no seniors this year

#### 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?

N/A

#### 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.

Total: 12

#### 1. Thursday, October 5, 2017

12:00:00 PM - Alan S. Taylor, Thomas Jefferson's Electoral Revolution - Two-time Pulitzer Prize winning historian Alan S. Taylor will give a talk entitled, Thomas Jefferson's Electoral Revolution. This talk will focus on the controversial Presidential Election of 1800 and its key figures including: Jefferson, John Adams, Aaron Burr, and Alexander Hamilton. Dr. Taylor is the Thomas Jefferson Foundation Chair at the University of Virginia. This event is hosted by the History Department.

- I was able to bring in a 2-time Pulitzer Prize winner for the low price of \$500 (far below his traditional fee, as he did this as a personal favor). (I also transported him to and from his hotel in Columbia and hosted him for lunch at my own personal expense).

- 104 students scanned in for a LEAD point

- approx. 150+ people in total attended, including faculty, staff, press, academics from other universities, students from other colleges, and local community members. The audience had to use the upper balcony of Dulaney Aud. because of a lack of space in the lower section.

- event was featured on the front page of the Fulton Sun and notices appeared prior to the event to engage the wider community.

## 2. Tuesday, October 24, 2017

6:00:00 PM - NSLS Speaker Broadcast - NSLS will broadcast live Wendy Williams and the audience will have an opportunity to tweet her questions. Williams will discuss her inspirational journey towards success, latest ventures into technology and fashion, and the importance of following a passion. She is a well-known actress and TV host that has an honest style and likes to touch on difficult subjects.

Kemper Arts Center Rm 112

## 3. Wednesday, November 1, 2017

11:30:00 AM - Catching Hell from All Quarter: Anti-Klan Activists and the Un-Masking of the Invisible Empire. A lecture by Sean Rost. - William Woods History Education alum, Mizzou PHD candidate, and current adjunct instructor Sean Rost will present on the strategies used by anti-Ku Klux Klan activists throughout the United States, with a particular focus on Missouri. Rost contends that while Klansmen/women utilized patriotic rhetoric, philanthropy, and Christianity to cloak themselves in robes of respectability, anti-Klan activists (including Jews, Catholics, and African Americans) relied upon allies in politics, the press, and the pulpit to rally their fellow citizens to oppose, and ultimately un-mask, the Invisible Empire.

- hosted the lecture given by a WWU alum and current adjunct instructor.

## 4. Friday, November 3, 2017

11:00:00 AM - NSLS Speaker Broadcast - NSLS will broadcast Sir Richard Branson, who is an activist, adventurer, and the founder of Virgin Group. Branson will share candid details of triumphs and failures, an intimate look into his quest to push boundaries, and ways to make the world better for future generations. Short Q&A/discussion to follow.

Kemper Arts Center Rm 112

- led a post-event discussion section on the ideas expressed in the broadcast and their implications to student life.

## 5. Tuesday, November 14, 2017

6:00:00 PM - NSLS Speaker Broadcast - Come join the National Society of Leadership and Success as we learn about the story behind best-seller & movie. The Blind Side. The broadcast of Leigh Anna Tuohy will change the way we conquer big and little challenges in life.

Burton 006

## 6. Wednesday, March 28, 2018

4:00:00 PM - Tea Party - Join the Society of Historians at traditional tea time, as we chronicle the events of several historic tea parties in colonial America. For Women's History Month, this event will especially focus on the contributions of Patriot ladies. Tea and refreshments will be served.

Nielsen Room

About 50+ students and staff members attended

## 7. Thursday, April 19, 2018

4:00:00 PM - Professor Craig Bruce Smith's American Honor: The Creation of the Nation's Ideals during the Revolutionary Era, Book Release Party and Lecture - The School of Humanities cordially invites you to a book release party, lecture, and signing for Professor Craig Bruce Smith's American Honor: The Creation of the Nation's Ideals during the Revolutionary Era. The American Revolution was not only a revolution for liberty and freedom, it was also a revolution of ethics, reshaping what colonial Americans understood as honor and virtue. American Honor sheds new light on a forgotten cause of the Revolution and on the ideological foundation of the United States.

Cox Gallery

- this event has received front page news coverage from the Fulton Sun

- 70+ individuals from the community, other schools, local organizations, and the broader WWU community have been invited

- this event was held at the Cox Gallery to bring in more visitors to the student art show

- this event will also feature the unveiling of a new painting by Professor Jane Mudd

## 8. Mentor-Mentee LEAD presentation with Paige Bichsel

9. Hosted several National Society for Leadership and Success speaker broadcasts that were not for LEAD designation. Gave talks, led discussions, and helped plan events.

10. Hosted National Society for Leadership and Success induction ceremony and gave the keynote speech.

## 11. Sponsored Nina McKee's Retro Arcade Event

12. Sean Rost, "Race, Gender, and 100% Americanism: Understanding the Rise and Fall of the Ku Klux Klan, 1915-1930" for Bridging Difference 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.

1. Mentor-Mentee Research Project with undergraduate student on Spanish, German, and British portrayals of George Washington

2. Nine students attended the National Churchill Museum's Fellows Weekend events. Students attended a donors' lunch, panel discussion on Churchill, and talks by several figures, including the MO governor and the Israeli ambassador to the US.
3. 15 students from the Civil War class went to the Kingdom of Callaway Historical Society to examine Civil War artifacts and original period documents.
4. Student internships at the National Churchill Museum.

#### 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.

#### PUBLICATIONS

##### Book

April 23, 2018 American Honor: The Creation of the Nation's Ideals during the Revolutionary Era. Chapel Hill: University of North Carolina Press.

##### Book Reviews

Forthcoming "Eric Hinderaker's Boston's Massacre," The William and Mary Quarterly.

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

##### Op-Eds

2018 "At Hofstra, they're coming for Thomas Jefferson," New York Daily News, April 9.

<http://www.nydailynews.com/opinion/hofstra-coming-thomas-jefferson-article-1.3923635>

#### FELLOWSHIPS, GRANTS, AND AWARDS

2017 Residential Fellowship, David Library of the American Revolution

Pending \$50,000 Grant from PNC Charitable Trust

#### INVITED TALKS

2018 "Gentlemen Soldiers': Honor, George Washington, and the Continental Army," David Library of the American Revolution, April 21.

2017 "Early to Rise': Benjamin Franklin and the Creation of Ascending Honor," Kinder Institute on Constitutional Democracy, University of Missouri-Columbia, September 15. \* Filmed for C-SPAN

<https://www.c-span.org/video/?433537-1/benjamin-franklins-views-honor>

	<b>3.0 Assessment Reflects Best Practices</b>	<b>2.0 Assessment Meets the Expectations of the University</b>	<b>1.0 Assessment Needs Development</b>	<b>0.0 Assessment is Inadequate</b>	<b>N/A</b>
Learning Objectives weight: 1.000	<ul style="list-style-type: none"> <li>• Detailed, measurable program learning objectives</li> <li>• Objectives are shared with students and faculty</li> </ul>	<ul style="list-style-type: none"> <li>• Measurable program learning objectives.</li> <li>• Learning objectives are available to students.</li> </ul>	<ul style="list-style-type: none"> <li>• Program learning objectives are identified and are generally measurable</li> </ul>	<ul style="list-style-type: none"> <li>• Program learning objectives are not clear or measurable</li> </ul>	<ul style="list-style-type: none"> <li>• N/A</li> </ul>
Comment:					
Assessment Measures weight: 1.000	<ul style="list-style-type: none"> <li>• Multiple measures are used to assess a student-learning objectives.</li> <li>• Rubrics or guides are used for the measures.</li> <li>• All measurements are clearly described.</li> <li>• External evaluation of student learning included.</li> </ul>	<ul style="list-style-type: none"> <li>• Assessment measures relate to program learning objectives.</li> <li>• Various measures are used to assess student learning.</li> <li>• Measures chosen provide useful information about student learning.</li> </ul>	<ul style="list-style-type: none"> <li>• Assessment focuses on class content only.</li> <li>• Minimal description of how the assessment relates to the objective.</li> <li>• Minimal assessment measures established.</li> </ul>	<ul style="list-style-type: none"> <li>• Assessment measures not connected to objectives.</li> <li>• Assessment measures are not clear.</li> <li>• No assessment measures are established.</li> </ul>	<ul style="list-style-type: none"> <li>• N/A</li> </ul>
Comment:					
Assessment Results weight: 1.000	<ul style="list-style-type: none"> <li>• All objectives are assessed annually, or a rotation schedule is provided.</li> <li>• Data are collected and analyzed to show learning over time.</li> <li>• Standards for performance and gaps in student learning are clearly identified.</li> </ul>	<ul style="list-style-type: none"> <li>• Most objectives assessed annually.</li> <li>• Data collected and analyzed showing an annual snapshot of student learning.</li> <li>• Data are used to highlight gaps in student learning.</li> <li>• Some data from non-course based content.</li> </ul>	<ul style="list-style-type: none"> <li>• Data collected for at least one program objective.</li> <li>• Data collection is incomplete.</li> <li>• Gaps in student learning not identified.</li> <li>• Lacking external data to support course data.</li> </ul>	<ul style="list-style-type: none"> <li>• Learning objectives are not routinely assessed.</li> <li>• Routine data is not collected.</li> <li>• No discussion on gaps in student learning.</li> <li>• No use of external data to support student learning.</li> <li>• Assessment data not yet collected.</li> </ul>	<ul style="list-style-type: none"> <li>• N/A</li> </ul>
Comment:	<p>see comments in the report, there are comments at the bottom of the page.</p>				
Faculty Analysis and Conclusions weight: 1.000	<ul style="list-style-type: none"> <li>• Data is shared that incorporates multiple faculty from the program.</li> <li>• Discussions on data results incorporate multiple faculty.</li> <li>• Opportunities for adjunct faculty to participate.</li> <li>• Includes input from external sources when possible.</li> </ul>	<ul style="list-style-type: none"> <li>• Multiple program faculty receive assessment results.</li> <li>• Assessment results are discussed.</li> <li>• Specific conclusions about student learning are made based on the available assessment results.</li> </ul>	<ul style="list-style-type: none"> <li>• Minimal faculty input about results is sought.</li> <li>• Data not used to determine success or not to the objective.</li> <li>• Minimal conclusions made.</li> </ul>	<ul style="list-style-type: none"> <li>• Faculty input is not sought.</li> <li>• Conclusions about student learning are not identified.</li> <li>• N/A</li> <li>• Program recently started or too few graduates to suggest any changes.</li> </ul>	<ul style="list-style-type: none"> <li>• N/A</li> </ul>
Comment:	<p>There is only one full time faculty in the program but data from multiple faculty are included in the data.</p>				
Actions to Improve Learning and Assessment weight: 1.000	<ul style="list-style-type: none"> <li>• All assessment methods, timetable for assessing, and evaluating the effectiveness modifications are included.</li> <li>• Changes to assessment are inclusive of multiple faculty.</li> <li>• Description of changes is detailed and linked to assessment results.</li> </ul>	<ul style="list-style-type: none"> <li>• More than one change to assessment is proposed, timetable for assessment, and evaluating the change is provided.</li> <li>• Changes to assessment measures is highlighted.</li> <li>• Changes are realistic, with a good probability of improving learning or assessment.</li> </ul>	<ul style="list-style-type: none"> <li>• At least one change to improve learning or assessment is identified.</li> <li>• The proposed action(s) relates to faculty conclusions about areas for improvement.</li> <li>• Adjustments to the assessment are proposed but not clearly connected to data</li> </ul>	<ul style="list-style-type: none"> <li>• Lacking actions to improve student learning.</li> <li>• Actions discussed lack supportive data.</li> <li>• Lacking discussion of the effectiveness of the assessment plan</li> </ul>	<ul style="list-style-type: none"> <li>• N/A</li> </ul>
Comment:					