

History and History Education Program Review
Fall 2015

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History and History Education

5-Year Program Review

October 5, 2015

History, Mission, and Vision of the Program

The history program is as old as William Woods University itself. Miss Fannie Booth came to Fulton 1890 to teach history and natural science as part of the original faculty of what was then called the Female Orphan School. Not only was she an important part of the life of campus – her birthday was an important day in the institution’s calendar – but her subject was an integral part of the curriculum. Today, the history program is at the core of both the General Education program and the University’s purpose of self-liberation.

History asks students to consider the ways in which a fundamental part of what it means to be human is the ways in which we are all products of our individual and family histories, as well as broader social, political, economic, and cultural histories. The heavy hand of the past is always with us and affects all of us and structures life opportunities in ways that are often seemingly invisible. What we think we “know” about a political or social issue is usually much more complicated and rooted in complex and tangled histories.

History asks students to think critically; to not just settle for easy answers, but to dig deep into those complexities. In doing so, it not only provides concrete skills like analytical reasoning and communication, but, by asking students to see those layers of complexities and how peoples’ historical actions have had consequences for others, history can also provide a framework for making well-informed and ethical choices in an increasingly complex and interdependent world.

Section 1: Student Data

Program: History/History Education						
		Academic Year				
		09/10	10/11	11/12	12/13	13/14
History Majors (as of Oct. 15)	Incoming Freshman	2	1	1	2	0
	Transfers	0	1	1	0	0
	Total	12	11	7	8	2
History Education Majors (as of Oct. 15)	Incoming Freshman	2	2	2	1	1
	Transfers	0	0	0	0	0
	Total	7	6	5	5	4
	Undergraduate Enrollment	1,170	1,179	1,079	1,009	1,006

Declared Minors (History)		12	9	10	11	11
Graduated Majors (History)		2	3	2	3	1
Graduated Majors (History Education)		2	0	0	0	0
Retention Rate: IPEDS definition¹						
University		74.1%	66.8%	76.2%	70.5%	
Program (History)		2/2	1/1	NA	1/1	
Program (History Education)		2/2	0/1	NA	1/1	
		Cohort Year				
Graduation Rate: IPEDS definition²		03/04	04/05	05/06	06/07	07/08
University		43.8	52.4	50.2	50.5	56.3
Program (History)		1/1	5/5	1/4	1/1	1/1
Program: (History Education)		NA	NA	NA	1/2	NA
Graduation Rate: Transfer Students³						
University		67.7%	71.2%	68.8%	63.2%	66.7%
Program (History)		2/2	1/1	NA	1/1	NA
Program (History Education)		NA	NA	NA	3/3	1/1

Freshmen, Transfers, and Graduating Seniors (History/History Education)

	2010-11	2011-12	2012-13	2013-14	2014-15
Entering Freshman	1/2	1/2	2/1	0/1	0/1
Incoming Transfers	1/0	1/0	0/0	0/0	0/0
Graduating Seniors (retention # so those who began in your program)	3/0	2/0	3/0	1/0	NA

Reflection on the Demographic Data:

Nationwide, 2.32% of all majors were history majors in 2005. That number has declined to 2.02% of all majors in 2012. So, what we have seen at WWU is part of a larger national trend. At the same time, the declining overall percentage of history majors comes as racial and ethnic minorities are comprising a larger proportion of history majors, almost doubling to 8% of total history majors in 2012. Given WWU's lack of racial and ethnic diversity, it is perhaps not surprising that the total overall decline has

probably been larger here.

Given the larger movement in higher education toward the professional-oriented disciplines, particularly in the aftermath of the Great Recession of 2008, it is not surprising that the number of history majors has declined. The challenge for history programs nationwide – and one shared by the other humanities – is to show that the history major is a path to viable career.

Sources:

<http://www.npr.org/blogs/money/2014/05/09/310114739/whats-your-major-four-decades-of-college-degrees-in-1-graph>

<https://historians.org/publications-and-directories/perspectives-on-history/april-2013/data-show-a-decline-in-history-majors>

Placement Numbers

	2009-10	2010-11	2011-12	2012-13	2013-14
Number of Graduates History	2	4	1	3	1
Number of Graduates History Ed	2	0	0	0	0
Employed Within Field	1	1	0	0	0
Employed Outside of Field	2	2	1	2	0
Graduate School	1	1	0	1	1
Not known					

History graduates are considered to be working “within the field” if they are teaching history or are working as public historians.

Course Totals and Registration

Section 2. Faculty and Resources

Physical Facilities

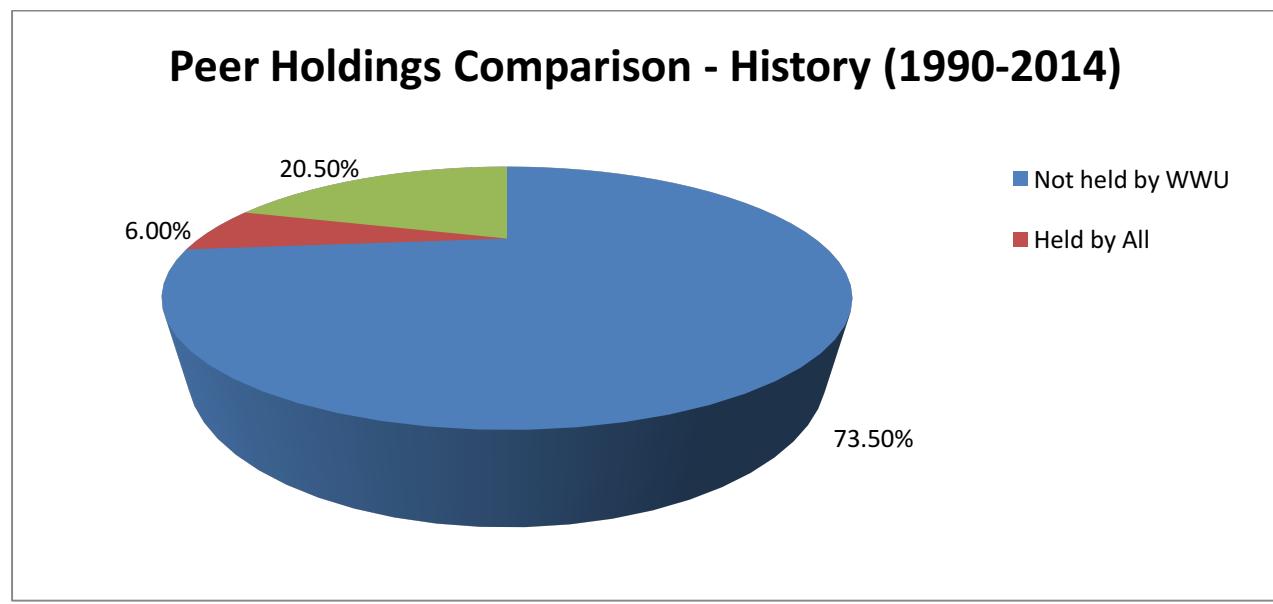
1. None.

Library Holdings

(Appendix A for a full listing)

III. Comparison with Peer Institutions (4 to 1 comparison)

Libraries Used For Comparison: Westminster College, Columbia College, Central Methodist University, Stephens College



IV. Analysis

History as a discipline taught at the undergraduate level generally requires both up-to-date research and basic library materials. In addition to the monograph collection in history, basic information is available in several print resources in the Library's Reference collection:

Research in history is typically published in journal, rather than monograph form. In order to meet this need, the Library has acquired a significantly greater number of history journals in electronic full-text form since 2006 as is indicated by the table in section II above. These have been acquired through their incorporation in general-purpose aggregations. The Library has been unsuccessful at acquiring a separate full-text history database at a reasonable price; *J-Stor*, *American History and Life*, *Historical*

Abstracts, and *The American Antiquarian Society* have all been evaluated and deemed too expensive for the amount of use they would receive.

The library receives infrequent requests for social work materials from faculty or students. As a result, the acquisition of print and visual materials is conducted by the library staff from reviews in library journals.

As in all other disciplines, WWU faculty and students have access to the resources available in MOBIUS member libraries, which includes the superb collections at the 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.

Faculty

Full-time Faculty	Highest Degree Earned (Concentration)	Degree Granting Institution	Years Full-time Teaching in Higher Ed	Contracted Course Load per semester
Shawn Hull	Ph.D.	University of Missouri	17	3
Steve Hageman	M.A. (ABD)	Ohio State University	8	3

Adjunct Faculty	Highest Degree Earned (Concentration)	Degree Granting Institution
Aleta Vestal	M.A. History	University of Missouri
Brett Rogers	M.A. (ABD) History	University of Missouri
Sean Rost	M.A. History	Lincoln University
Andrea Weingartner	M.A. History	University of Missouri
Lucas Volkman	M.A. History	University of Missouri
William Mountz	M.A. History	University of Missouri
William Snodgrass	M.A. History	University of Missouri

The program is currently at a crossroads. Both full-time faculty have left, leaving the courses to be covered by adjuncts. Plans are underway to initiate a search for a full-time historian this fall, with the search to be completed this spring. The position will likely be for an U.S. historian. It remains to be seen if the second full-time position will be filled.

Internship Experiences

1. The history program is fortunate in having a number of public history institutions in the vicinity that offer internships. We have placed students with:
 - The State History Museum (Jefferson City)
 - The Missouri State Archive (Jefferson City)
 - The State Historical Society (Columbia)
 - The Western Historical Manuscripts Collection (Columbia)
 - The National Churchill Memorial & Museum (Fulton)

Section 3: Financial Analysis of Program

Program	Total Cost (Personnel, budget and special expenses)	Budget Spent on Program	Total Income (Course Fees, tickets, sales)	Number of majors (2013)	Cost per Major
History & History Education	\$94,896	\$2,596	\$0	10	\$9,490

Another way to look at the program is to examine the cost per credit hour. We generated 1227 credit hours, which gives us cost per credit hour of \$77. That compares very favorably with other academic programs and is well below the tuition (\$325 for part-time students) charged to students.

Section 4: Objectives and Assessment

(Appendix B for full report)

This is a snapshot of program objectives and data available. As we continue to collect data this will eventually be 5 years worth of assessment in one picture. The full report is attached as Appendix B. Add charts to meet the needs of the program student learning objectives.

Objective 1: Possess an in-depth knowledge of well-defined periods in US. And non U.S. history.				
	2012-2013	2013-2014	2014-2015	Assessment Changes?
Assessment Method (course) & Benchmark	1) Historical knowledge test	1) Historical knowledge test	1) Historical knowledge test (given in survey courses)	
Data/Benchmark met	Freshman – 25/40 Junior – 32/40 Results: Freshman (1) - 24/40 Junior (1) – 31/40	1) Freshman – 70% Juniors – 80% Results: 24/40-60% total	Freshman - 70% Juniors - 80	
Assessment Day Activity			Historical knowledge test (for freshman and junior majors) %	
Data/Benchmark Met			Freshman (1) 23/40 (58%) Junior (1) 26/40 (65%)	

Objective 2: Be able to provide an analysis that addresses the key historical questions of causation, comparison, and interpretation.				
	2012-2013	2013-2014	2014-2015	Assessment Changes?
Assessment Method (course) & Benchmark		1) HIS300/400 papers	1) HIS300/400 papers	
Data/Benchmark met		1) Level 3 or above	1) Level 3 or above Average score was 2.97, just a bit below the benchmark. 24/33 were level 3 or 4.	
Assessment Day Activity	Senior Thesis	2) Senior Thesis	2) Senior Thesis	
Data/Benchmark Met	Level 3 (Proficient) Results: 3.5 average N=2	2) Level 3 or above/met	2) Level 3 or above 2 theses, each scored at level 3.	Gradually restructuring of courses to de-emphasize lectures in favor of analysis of historical methods in class. All history faculty will work toward this goal.

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.				
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	2012-2013	2013-2014	2014-2015	Assessment Changes?
Assessment Method (course) & Benchmark	1) Document-based exam	1) Document-based exam		
Data/Benchmark met	1) 35/44 Results: no sophomores	1) 35/44—score: 38/44	No sophomore took test	
Assessment Day Activity	2) Senior Thesis	2) Senior Thesis		
Data/Benchmark Met	2) Level 3 or higher Results: 3.5 average N=2	2) Level 3 or higher/3 average	2) Level 3 or above Average score was 2.97, just a bit below the benchmark. 26/35 were level 3 or 4	Gradually restructuring of courses to de-emphasize lectures in favor of analysis of historical methods in class. All history faculty will work toward this goal.

Objective 4: Cleary communicate their conclusions or findings in written form.				
	2012-2013	2013-2014	2014-2015	Assessment Changes?
Assessment Method (course) & Benchmark	Seminar paper/Portfolio	1) HIS300/400 papers	1) HIS300/400 papers	
Data/Benchmark met	Level 3 (proficient) Results N=2; 4.0 average	1) Level 3 or higher/	1) Level 3 or above Average score was 3.02. 27/33 were Level 3 or 4	
Assessment Day Activity		2) Senior Thesis	2) Senior Thesis	
Data/Benchmark Met		2) Level 3 or above/met	2) Level 3 or above 2/2 were Level 3 or 4	

Section 5: External Review

Guide for External Reviewers of Major Programs

Name of Reviewer(s) Mark Boulton (Assistant Professor of History, Westminster College, Fulton, MO)

Program Reviewed William Woods History Department

Date of Review & Campus Visit November 20, 2015

Introduction

Your role as an outside reviewer is to verify the information provided by the on-campus program review team. Your evaluation helps identify the program's strengths and recommend ways to address areas of concern.

The following guide is intended to facilitate your work as a reviewer. The questions provide a quality rating of 5 to 1 (high to poor or not evident). Please provide a justification for your rating immediately following the question. Use as much space as necessary for your response. At the conclusion of the questionnaire please provide a summary that addresses overall aspects of the program.

Submit your completed evaluation to the Academic Dean, copied to the division chair and program review team.

1. At what level is the program's curriculum framework aligned with the mission and vision of William Woods University?

1 Not Evident	2	3 Somewhat Aligned	4	5 Completely Aligned
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Response:

In its course offerings and off-campus internship programming, department is strong in promoting the university mission of "ethics, self-liberation, and lifelong education." The "world community" component of the mission could be developed in the department by having a slightly more global focus. A World History course, for example, instead of a Western Civilization course would be beneficial.

2. At what level has the program clearly articulated its educational goals and objectives for majors/minors in its self-study document?

1 not-evident	2	3 somewhat	4	5 completely
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Response:

The goals are clearly laid out in the department's self-report and in the sample syllabi to which I had access.

3. At what level has the program articulated its assessment plan for student learning?

1 not-evident	2	3 somewhat	4	5 completely
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Response:

The program does have a strong assessment program in place; however, until more history majors are added, the information gathered might be too limited to make any significant program changes. Until there is more usable data, tweaking the current methods might provide a more useful model: As the self-report indicates, assessing a wider range of students' upper-level papers might be helpful. The self-report also indicated that there is difficulty in getting students to participate in assessment day activities. The department could consider making participation a mandatory benchmark for graduation.

4. To what degree are the student learning objectives sufficient for the discipline?

1 Inadequate	2	3 Adequate	4	5 Superior
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Response:

The learning objectives mirror closely the Gen Ed curriculum goals, which make sense as History is an excellent discipline to cover the areas identified. One area which could be broadened is the communication objective which, at present, identifies only writing as a goal. Oral communication and digital literacy are areas of student development that should be considered as the department moves forward.

5. At what level are the students performing in regards to benchmarks established for each objective?

1 Below	2	3 Average	4	5 Exceeding
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Response:

Based on the limited assessment data available, students seem to be performing well.

6. How do the students compare to the performance at comparable institutions?

1 Well Below	2	3 Comparable	4	5 Well Above
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Response:

Unable to judge – no data available.

7. How quickly does the program make changes to address student needs, i.e., when students do not perform at expected levels?

1 Not Reactive	2	3 Somewhat Reactive	4	5 Highly Reactive
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Response:

The department did not identify the need for any substantive changes based on their assessment data – which makes sense given the sparsity of data – but the level of reflection in the self-report indicates a willingness to change when necessary. The movement to de-emphasize lecture based teaching is the one welcome example where the program has acknowledged the need for change and acted accordingly.

8. How reasonable is the program's projected growth in light of the current student population in the major?

1 Unreasonable	2	3 Somewhat	4	5 Reasonable
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Response:

Unable to judge – no data available.

9. Is the retention of students within the program comparable to other programs in the discipline?

1 Below	2	3 Standard	4	5 Exceeding
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Response:

Unable to judge – no data available.

10. At what level have courses been offered regularly and in a manner that students are able to take all courses in a two-year period?

1 Inadequate	2	3 Adequate	4	5 Excellent
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Response:

Given the staffing shortages, the program is doing as well as can be expected in this area, but it will be difficult to maintain a viable program without addressing these shortages as soon as possible.

11. To what degree is the nature and quality of program offerings adequate for the number of majors in the program?

1 Inadequate	2	3 Adequate	4	5 Excellent
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Response:

The department is very strong in its course offerings for U.S. History, and does an excellent job of placing interns in local state museums and historical societies. A more global focus might be useful but difficult to implement given the resources and staff available.

12. To what degree are there adequate offerings of internships, practicums, student teaching, or other workplace experiences to prepare the student for a profession?

1 Inadequate	2	3 Adequate	4	5 Superior
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Response:

As noted above, the department is doing an excellent job in this area. The addition of departmental internships in such things as digital/online/media history might be a welcome addition.

13. To what degree does the program provide employment resources to the student? [or How important to the discipline is it that the program provide employment resources to the student?]

1 Not Evident	2	3 Somewhat	4	5 Substantial
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Response:

Every history department seems to struggle in this area, and it is one that might need attention. Even though I didn't get to talk to many students, they did indicate that career advice in 'what to do with a history degree' could have been better. Having someone dedicated to this role in the department might be useful, but this is dependent on increased staffing.

14. To what degree does the faculty appear to have expertise in the subject areas they teach?

1 Inadequate	2	3 Adequate	4	5 Superior
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Response:

I will only say adequate at this point simply because there is a clear need for tenured faculty. Even though the adjunct faculty is doing excellent work, there is no substitute for experience in teaching. While adjuncts are moving toward a level of expertise, relatively few have mastered either teaching or their own fields of research.

15. To what degree are the teaching loads equitably and reasonably determined?

1 Inadequate	2	3 Adequate	4	5 Superior
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Response:

A 4/4 teaching load is always going to be onerous, but this is quite normal for a liberal arts institution. The necessary additional work—such as serving on committees and extra-curricular programing—cannot be placed on adjuncts, so the department might be suffering in this area.

16. Please rate the faculty to student ratio?

1 Too High	2	3 Satisfactory	4	5 Too Low
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Response:

With relatively few majors at the present, there is no concern here.

17. To what degree are the library holdings appropriate for the size of the program?

1 Inadequate	2	3 Adequate	4	5 Superior
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Response:

Very good for an institution of this size. Students and faculty both expressed satisfaction.

18. How does the faculty's use of current technology, practices, or trends to facilitate instruction compare with other programs in the discipline?

1 Insufficient	2	3 Average	4	5 Superior
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Response:

I'm not sure how they compare to other institutions, but the faculty indicated that they used PowerPoint and not much else. This is fairly standard, and at some point faculty might want to investigate more creative uses of technology in History—particularly with the recent rise in interest for digital humanities.

19. At what level are the physical resources, such as facilities and equipment appropriate for the program?

1 Inadequate	2	3 Adequate	4	5 Superior
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Response:

Students and faculty both expressed satisfaction.

20. Is the support staff adequate for the program?

1 Inadequate	2	3 Adequate	4	5 Superior
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Response:

Students and faculty both expressed satisfaction.

Summary

Please provide your conclusions on the following and any other areas that were not addressed in the above questionnaire that you believe need to be reviewed.

❑ What is the program's strength?

❑ Does the program have components that distinguish it from other programs?

❑ What areas need to be addressed and are the steps outlined in the program review adequate

- to address any areas of concern?
- Should the program be expanded, maintained at its current size, reduced, or eliminated?

External Review of the William Woods Department of History

Submitted by Mark Boulton, Associate Professor of History at Westminster College, Fulton, Missouri

Overview

Woods History Department for their efforts in maintaining the high quality of the program through a difficult transitional time. While the recent departures of tenure-track faculty Shawn Hull and Steve Hageman have created significant disruption, the program is primed to become invigorated when new permanent faculty are in place. It is worth noting that the recent departures of the two full-time faculty members were situation-specific and there is no indication that there are any systemic flaws in the program that will affect its future stability.

The department has the resources necessary to support a vibrant program. Neither faculty nor students raised concerns over the resources available to them. The faculty reported no issues with classroom facilities or support. For a small institution, the library's holdings are commendable and should suffice to support student undergraduate research. While the addition of a History-based database such as JSTOR would certainly be an asset to students and faculty alike, the availability of the MOBIUS system offsets, in part, that deficiency.

The department has a solid program of assessment which should be encouraged and developed. Clearly much effort has been put into creating a systematic way of measuring the department's ability to meet its learning outcomes. As the department members are well aware, however, it is difficult to glean meaningful data given the small sample size of students assessed. The department's self-report indicated that there was a possibility of using an external ACAT test to evaluate historical knowledge; but given that the department is too small to fully cover all of the content likely to be asked in such a test, a continuation of an internal exam might be more useful. Such a test might then include primary source analysis and a way of evaluating students' abilities to write and produce a defendable perspective on a historical issue. The department should continue its assessment efforts, but until there are more History majors there may be insufficient data to drive any substantial program changes.

The department is doing a laudable job of giving its majors a firm grounding in both historical knowledge and in the methods and skills of the discipline. The course offerings in U.S. History are excellent. The coverage of themes such as race, gender, social movements, and the environment are appropriate for equipping students with an understanding of many 21st century issues. The requirement that students write a thesis is also necessary to help them hone their written and analytical skills. Particularly impressive is the department's commitment to finding internships for its students. Giving students the experience of working in local museums and historical societies should be a major selling point for the department. In sum, the department is doing a lot with relatively little at this transitional time. While there are no major areas for concern, there are areas that need to be sustained and/or could be developed in order to make the major grow.

Suggestions for Departmental Growth and Heightened Relevance

As most faculty recognized during my campus visit, the department is not where it should be aiming to retain somewhere in the range of 12 to 18 majors. As the department's own self-report notes, part of its current decline is related to the nationwide trend of students choosing majors with a more direct path to employment. Most majors are having to redefine and—in some ways—repackage what they offer students in order to remain attractive. And while History might have some inherent difficulties in accomplishing this task, the following are some suggestions of things that could be done to attract more students and to ensure that History is seen as a vital part of the liberal education offered at William Woods.

1. Gaining Stability: The first, and possibly most important, thing that is needed is the kind of stability that comes only from having permanent faculty in place. Both current adjuncts seem to be doing excellent work for the college, but students need permanent faculty members so that they can make connections with them and develop the kinds of interpersonal relations that are essential for nurturing their skills and career aspirations. At present, there are immediate plans to hire one tenure-track historian, but that is not sufficient for the long-term growth of the department. At absolute minimum, two tenure-track positions are needed if the department is going to continue to offer the kinds of courses and programming necessary for a dynamic program. It is too much to expect even one full-time person to reenergize the program; therefore, the addition of a second tenure-track hire should be a priority for the college. A third person—bringing a more global focus—would be optimum.
2. Highlighting Relevance: In line with the need to sell the importance of the discipline, the department needs to make sure that what it is offering is as relevant to its students as possible. One way to achieve this might be to increase the global focus of the course offerings. As noted, the department is strong in its US History offerings, but to equip students to be global citizens, knowledge of non-western societies has rarely been more essential. To that end, the department might consider transitioning away from Western Civilization courses to World History. Many similar departments have already made this change. When a second tenure-track hire is made (or even a third), a global focus to their research and teaching interests would be beneficial.
3. Skill Development: The department should also continue its commitment to developing skills which can help students in whatever vocation they choose. History is a superbly placed discipline to work on students' communication and analytical skills. The instructors I talked to indicated that they are working to move away from content/lecture based classroom environment, and this development should be encouraged. If the department can create a dynamic classroom environment involving discussion, simulations, document analysis, creative assignments, etc., they will be serving their students better and will be more likely to attract and retain majors. In addition, the department might want to consider making its thesis program a little more robust. It is difficult to both learn the necessary historiography and to produce high-quality written work in the thesis a two-semester process. That way, students might be better equipped for graduate school and will have a piece of original work they could possibly present at a local conference. Further, the department might want to consider making oral communication and digital literacy a key learning goal. Writing will always be preeminent, but adding these skills will equip students better for the 21st century.

4. Student Experiences: The department could consider developing more high- impact learning and social experiences for its students. For example, an active Phi Alpha Theta History honors society chapter and a History Club will give students a stronger attachment to the major and will provide vital professional opportunities. Phi Alpha Theta regularly accepts students to its local conferences, while a History Club could sponsor trips and high-profile events on campus. This will give the students good learning opportunities and will increase the visibility of the major—a key factor in attracting more students.
5. Learning Outcomes: The department has been sensible in aligning its learning outcomes with the General Education learning goals of the college. However, it might want to consider adding one or two more outcomes which would differentiate it. To be relevant, the department should strive to offer something distinct rather than appearing to serve mostly Gen Ed needs. The department should consider what it is that they do differently and add a couple of learning goals that will tell students that they are getting a unique and important educational experience in the department.
6. Campus Visibility Self-Promotion: Faculty should also be aggressive in promoting their and their students' achievements. This is an inherently obnoxious undertaking—and one to which historians' natures are generally not best suited—but it helps elevate the profile of the department if any events or activities are covered in the school newspaper and/or local press outlets. If there is not one already, the department should consider having its own Facebook page. Potentially, a student could be given some sort of historical media internship to take command of department promotion. As they have done in the past, faculty members should continue to put on talks and panels about contemporary issues that History can help illuminate. The seven LEAD events that the department conducted (including the event about the recent social protests in Ferguson, Missouri) are the kinds of initiative that will help promote the relevance and dynamism of the major. Finally, the department should emphasize the relevance and importance of History as both a major and a minor in all of its promotional literature. It should also be aggressive in discussing career options for it majors and to attract new students. The following link is a fantastic resource for letting students know what they can do with a History degree: <http://whatcanidowiththismajor.com/major/history/>

After conversations with History department faculty, it is clear that they seem fully aware of the challenges and opportunities they face in the near future. I suspect that everything I have noted above are things that they have already considered. But they need institutional support. Adjunct faculty cannot be expected to undertake any broad changes, and it would be extremely difficult for even just one tenure-track person to revitalize the program. That is why the first thing that should be addressed is the shortage of permanent faculty. The department should be seeking dynamic and energetic faculty who will attract students and who will allow the major to fulfil its considerable potential.

Submitted respectfully, 11/25/2015

Section 6: Conclusions and Recommendations

History Program's Response to Outside Review Prepared by Shawn Hull

“The most effective way to destroy people is to deny and obliterate their own understanding of their history.” – George Orwell

Dr. Boulton's report is a fair assessment of the current state of the history program. He properly noted both our strengths and weaknesses as well as provided some solid recommendations for its future.

As Dr. Boulton noted, the most important thing for the program is to restore some stability by hiring two full-time faculty. While the initiation of a search for one full-time person for AY 2016-17 is a laudable first step, a functioning history program will need the energy and expertise that requires two (at a minimum) full-time professors. Everything else in the report is secondary to that.

A strong history program benefits the institution in two primary ways. First, history helps provide the perspectives – spelled out in the University Mission Statement – that we seek for all our students. As Michael Crichton put it, “If you don’t know history, then you don’t know anything. You are a leaf that doesn’t know it is part of a tree.” In other words, an understanding of the past is crucial to an understanding of the present and the key to preparing for the future. This education, while embedded in the General Education program, is also accomplished through LEAD events and other extracurricular programs.

Second, history provides skills that transcend the study of history. Writing, critical thinking, research – these are all skills that are enhanced by history. This makes history a nice adjunct to any field of study, particularly as a minor or secondary major.

In short, a university or college without a solid history program is one not worth attending.

Of the two full-time faculty, one should obviously be an Americanist. The expertise of the second person is a little more open. As Dr. Boulton suggests, it should be someone who can handle a more global focus. I recognized that belatedly and attempted to “globalize” the Western Civilization courses through the careful selection of reading materials. For example, HIS 102 this semester read Charles Mann's *1493: Uncovering the New World Christopher Columbus Created*. I was also going to make use of the *Big History Project*, which is a multi-disciplinary, multi-media approach to history. While a start, this is not a substitute, though, for a curriculum that reflects a more global outlook. Who we hire is crucial. Most Europeanists have an outside field in some other part of the world -- mine was East Asian, for example. Conversely, historians of other parts of the world have coursework in European history. The point is that history is too broad for one person to properly oversee the curriculum. Two people are needed.

The remainder of the issues raised by Dr. Boulton are all relatively moot until the personnel issue is resolved. That said, his advice will be helpful in guiding the direction of a resurgent program. The following are particularly important:

- Actively promoting history as a stepping stone to careers outside of the tradition history routes (teaching and public history). The skills developed by the study of history translate well to any number of career paths.
- Actively demonstrating to students through LEAD events the power of history to explain the world in which we live.
- Providing extracurricular opportunities for students. As we discussed with Dr. Boulton, these things were done in the past, but became difficult to sustain when the number of history majors dropped

precipitously after the recession. The inclusion of upper-level history courses in the General Education program may make it easier in the future to attract students to the history minor and thus, build the critical mass for student organizations.

- The assessment plan is solid, but needs some tweaking, particularly to address the concerns of low numbers.
- Major curricular decisions – such as adding unique learning objectives for the history program to distinguish it from the General Education objectives or adding a required historiography course to the thesis requirement – should be postponed until full-time faculty have been hired and they have taken ownership of the program.

The work of Dr. Boulton in providing a thorough assessment of the history program is very much appreciated. His report will be very useful to the new faculty.

Academic Council Response:

	Excellent	Adequate	Needs Improvement	Comments
History, Mission and Vision	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Overview is succinct (-300 words) <input checked="" type="checkbox"/> Program's purpose/mission is clear, including relationship to the university's mission statement. <input checked="" type="checkbox"/> Clearly describes the approach to maintain or improve student retention and graduation rates. <input checked="" type="checkbox"/> Provides detailed description of possible employment positions for graduated students. 	<ul style="list-style-type: none"> <input type="checkbox"/> Introduction describes the program with more detail than necessary (+300 words) <input type="checkbox"/> Introduction includes the program mission but it is unclear about its purpose within the university. <input type="checkbox"/> Summarizes the data on student retention and graduation rates. <input type="checkbox"/> Provides a short summary of employment placements for graduated students. 	<ul style="list-style-type: none"> <input type="checkbox"/> Introduction omits either program mission or the program purpose within the university. <input type="checkbox"/> Program description is absent, weak or lacked reflection of program data. <input type="checkbox"/> Description of student data lacks reflection. <input type="checkbox"/> Lists a few locations where graduated students are employed. 	
Course rotation-offerings	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Course rotation is followed in the way courses are offered. <input checked="" type="checkbox"/> All cross-listed courses are identified. <input checked="" type="checkbox"/> Course offerings appear appropriate for the needs of the program. 	<ul style="list-style-type: none"> <input type="checkbox"/> Course rotation is followed with few exceptions of independent study/tutorial courses when needed. 	<ul style="list-style-type: none"> <input type="checkbox"/> Course rotation is not followed. Many instances of tutorial and/or independent study. 	It would be nice to see more variation in the offerings for general education, but it will be up to the new History faculty to determine the course offerings and an update to the program.
Faculty and Resources	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Faculty qualifications and specific competencies are fully and accurately described <input checked="" type="checkbox"/> Provides a sound rationale for current staffing and/or future recommendations related to student learning. <input checked="" type="checkbox"/> Summarizes all physical equipment needs and supplies noting any deficiencies and the impact on student learning. <input checked="" type="checkbox"/> Provides summary analysis of library holdings, noting specifically how deficiencies, if any, affect student learning <input checked="" type="checkbox"/> Provides rationale and recommendations to improve resources that would address such deficiencies and link student learning. 	<ul style="list-style-type: none"> <input type="checkbox"/> Faculty qualifications and competencies are described. <input type="checkbox"/> Notes the adequacy or inadequacy of current staffing with little discussion on the impact to student learning. <input type="checkbox"/> Provides summary of current equipment, etc., but does not connect to student learning. <input type="checkbox"/> Provides a summary of library holdings. <input type="checkbox"/> Provides recommendations to improve resources but does not connect to student learning. 	<ul style="list-style-type: none"> <input type="checkbox"/> Faculty qualifications and competencies are poorly described or absent. <input type="checkbox"/> Merely lists the faculty/staff positions in the department with no explanation how current staffing impacts student learning. <input type="checkbox"/> Lists only perceived equipment deficiencies (no list of actual resources) <input type="checkbox"/> Omits library information. <input type="checkbox"/> Does not recommend any changes to resources for the program. 	Emphasized the need for 2 full time faculty and the potential for a third. Made the comparison of History to English and the number of hours provided to the institution while English has 4 faculty.

	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Annual Assessment includes learning outcomes and assessment measures, which are clearly explained. <input checked="" type="checkbox"/> Problems involving curriculum clearly explained. <input checked="" type="checkbox"/> Standards for performance and gaps in student learning are clearly identified with action plans for improvement if needed. <input checked="" type="checkbox"/> Report includes collaboration from all program faculty, including adjunct, external constituents in the assessment of student learning. <input checked="" type="checkbox"/> Program's involvement in service, LEAD, and other university activities are clearly explained. 	<ul style="list-style-type: none"> <input type="checkbox"/> Annual Assessment includes learning outcome and/or assessment measures. <input type="checkbox"/> Problems involving curriculum are addressed. <input type="checkbox"/> Standards for performance and gaps in student learning are recognized. <input type="checkbox"/> Program report includes feedback from all on campus faculty in assessing student learning. <input type="checkbox"/> Program involvement in service, LEAD, and other university activities are listed. 	<ul style="list-style-type: none"> <input type="checkbox"/> Annual Assessment does not address learning outcomes and/or assessment measures. <input type="checkbox"/> Problems involving curriculum are omitted. <input type="checkbox"/> Standards for student performance and gaps in student learning are not identified. <input type="checkbox"/> Program report does not include feedback/input from all program faculty when assessing student learning. <input type="checkbox"/> Program involvement in service, LEAD, and other university activities are omitted. 	<p>It is difficult to produce a robust analysis when the numbers are so small. The sample size is minimal making the impact questionable. The program needs to identify avenues for assessment in order to identify student achievement.</p>
External Review	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Program response to all criteria marked as "somewhat – not evident" on the External Review report is complete with specific strategies for improvement. 	<ul style="list-style-type: none"> <input type="checkbox"/> Program responded to some of the criteria marked as "somewhat-not evident" on the External Review report with ideas on how to improve. 	<ul style="list-style-type: none"> <input type="checkbox"/> Program did not respond to the areas of weakness marked on the report as "somewhat –not evident". 	<p>The review by Dr. Boulton was very helpful in identifying the strengths and weaknesses of the program. He provided several suggestions for future improvement.</p>
Conclusion	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Strengths and challenges include references to student learning. <input checked="" type="checkbox"/> Challenges exhibit more depth than resource shortages and include challenges for the program faculty. <input checked="" type="checkbox"/> Program response to external review and Academic Council is complete and thorough. <input checked="" type="checkbox"/> Action plan for the program is visionary, showing evidence that the program is aiming for a higher level of student learning. 	<ul style="list-style-type: none"> <input type="checkbox"/> Strengths and challenges are identified, but don't relate to student learning. <input type="checkbox"/> Challenges are little more than resource driven. <input type="checkbox"/> Action plan accommodates the program challenges but does not move it to a higher level. <input type="checkbox"/> Program responds to external review and Academic Council with little discussion. 	<ul style="list-style-type: none"> <input type="checkbox"/> Strengths and challenges are identified. <input type="checkbox"/> Challenges are all resource driven. <input type="checkbox"/> There is no action plan that addresses the challenges that face the program. <input type="checkbox"/> Program acknowledges the recommendations of external review and Academic Council with no discussion on changes. 	<p>The response was strong and articulated the needs of the program. It is difficult to as for too much as there is currently not a full time faculty responsible for the administration of the curriculum.</p>

No additional feedback requested by Academic Council.

Appendix A: Library Report

William Woods University - Dulany Library
COLLECTION ANALYSIS

November 2014

In Support of the Following Academic Program: History

I. MOBIUS Holdings (Subject Search):

United States – History-Colonial Period, ca. 1600-1775 – 2,514 catalog entries

United States-History-Revolution, 1775-1783 – 20,812 catalog entries

United States-History-Civil War, 1861-1865– 25,655 catalog entries

United States-History-1783-1865 – 450 catalog entries

United States-History-19th century – 182 entries

United States-History-20th century – 711 catalog entries

United States-History-21st century – 109 catalog entries

World history – 2,783 catalog entries

History, Ancient – 2,554 catalog entries

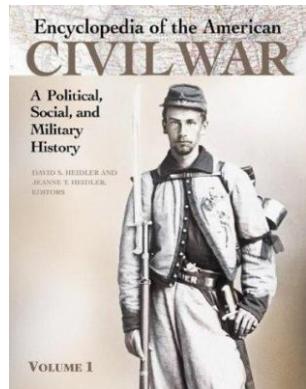
History, Modern – 4,437 catalog entries

Renaissance – 4,974 catalog entries

Reformation – 8,061 catalog entries

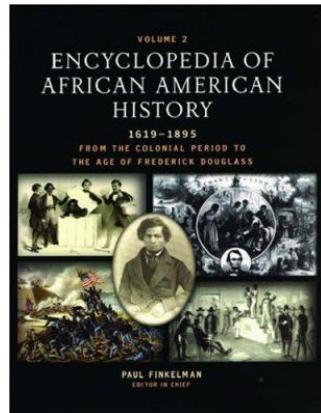
Europe-History 8,504 catalog entries

Asia-History – 395 catalog entries



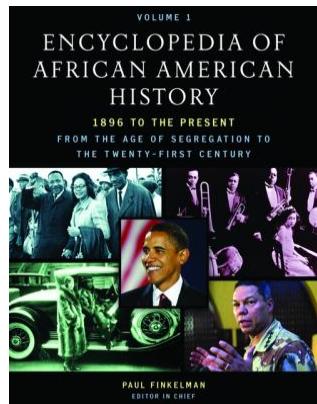
Encyclopedia of the American Civil War : a political, social, and military history - David S. Heidler and Jeanne T. Heidler, editors.

Call Number: Reference Room E468 .H47 2000



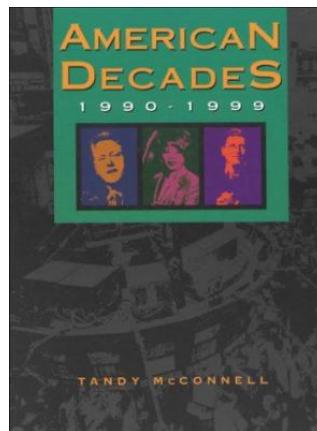
Encyclopedia of African American history, 1619-1895 : from the colonial period to the age of Frederick Douglass - editor in chief, Paul Finkelman.

Call Number: Reference Room E185 .E545 2006



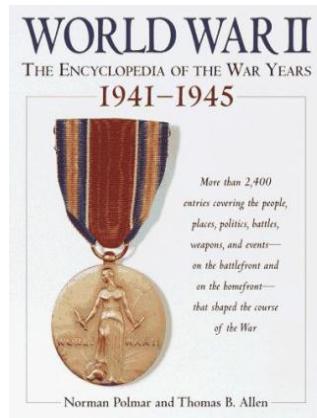
Encyclopedia of African American history, 1896 to the present : from the age of segregation to the twenty-first century - editor in chief, Paul Finkelman.

Call Number: Reference Room E185 .E5453 2009



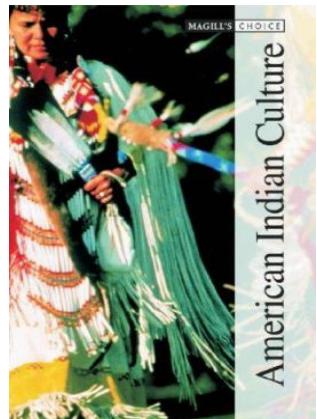
American decades - edited by Vincent Tompkins.

Call Number: Reference Room E169.12 .A419



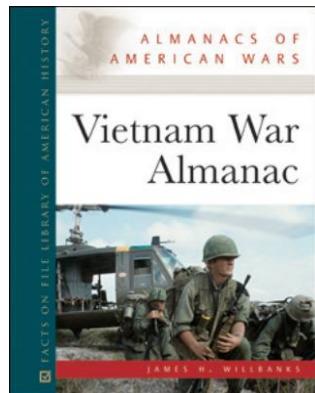
World War II : the encyclopedia of the war years, 1941-1945 - Norman Polmar, Thomas B. Allen.

Call Number: Reference Room D743.5 .P57 1996



American Indian Culture - edited by Carole A. Barrett, Harvey J. Markowitz.

Call Number: Reference Room E98.S7 A44 2004



Vietnam War almanac - James H. Willbanks.

Call Number: Reference Room DS557.7 .W552 2009

II. William Woods University Holdings:

Journals

	2006	2014
Print	12	5
Electronic Full-text	66	655
Electronic Index Only	4,902	2,891

Books, Journals, Visual Materials, Electronic Books:

Subject	Totals	1800-1849	1850-1899	1900-1909	1910-1919	1920-1929	1930-1939	1940-1949	1950-1959	1960-1969	1970-1979	1980-1989	1990-1999	2000-2004	2005-2009	2010	2011	2012	2013	2014	Other
<u>History & Auxiliary Sciences Totals</u>	12315		140	127	94	190	331	548	987	3408	2306	952	1601	711	583	63	67	70	69	22	42

Subject	Totals	1800-1849	1850-1899	1900-1909	1910-1919	1920-1929	1930-1939	1940-1949	1950-1959	1960-1969	1970-1979	1980-1989	1990-1999	2000-2004	2005-2009	2010	2011	2012	2013	2014	Other
<u>History of Civilization & Culture</u>	286	0	0	1	0	4	6	17	33	114	46	12	25	20	3	1	1	1	0	1	
<u>Archaeology, General</u>	38	0	0	0	0	1	1	0	5	9	2	1	8	4	7	0	0	0	0	0	0
<u>Prehistoric Archaeology</u>	61	0	0	1	1	0	2	2	3	21	16	5	5	1	3	0	0	0	1	0	0
<u>Heraldry</u>	25	0	1	0	0	1	0	1	0	7	2	2	6	3	2	0	0	0	0	0	0
<u>Genealogy</u>	65	0	0	0	0	0	0	2	4	16	15	4	10	6	8	0	0	0	0	0	0
<u>Biography</u>	189	0	2	1	2	4	3	12	13	36	23	18	47	15	9	1	1	0	1	1	0
<u>History, General</u>	1096	0	6	1	14	15	38	105	80	319	181	63	129	59	54	8	6	5	6	2	5
<u>History of Europe, General</u>	50	0	0	0	0	1	1	0	3	15	10	1	4	5	9	0	0	0	0	0	1
<u>History - Great Britain</u>	976	1	14	19	4	16	35	29	104	374	243	30	46	15	16	3	3	9	10	1	4
<u>History - Central Europe, General</u>	1	0	0	0	0	0	0	0	0	0	0	0	1	0	0	0	0	0	0	0	0
<u>History: Austria,Austro-Hungarian Empire, Liechtenst</u>	54	0	1	0	0	0	1	2	5	27	18	0	0	0	0	0	0	0	0	0	0
<u>History - France, Andorra, Monaco</u>	323	0	4	10	4	14	16	8	48	116	43	23	16	9	5	2	0	3	0	0	2
<u>History - Germany</u>	257	0	2	3	2	2	15	21	19	78	72	7	16	10	7	0	0	1	2	0	0
<u>History - Mediterranean Region, Greco-Roman World</u>	26	1	1	2	1	0	2	2	2	2	4	3	2	3	1	0	0	0	0	0	0
<u>History - Greece</u>	120	0	3	2	0	2	6	4	15	47	17	7	5	1	2	2	0	3	4	0	0
<u>History - Italy</u>	247	0	10	6	6	8	12	7	26	111	34	7	7	5	6	0	1	0	0	1	0
<u>History - Netherlands,</u>	13	0	2	0	0	0	0	1	1	3	4	2	0	0	0	0	0	0	0	0	0

Subject	Totals	1800-1849	1850-1899	1900-1909	1910-1919	1920-1929	1930-1939	1940-1949	1950-1959	1960-1969	1970-1979	1980-1989	1990-1999	2000-2004	2005-2009	2010	2011	2012	2013	2014	Other
<u>Low Countries & Belgium</u>																					
<u>History - Eastern Europe, General</u>	12	0	0	0	0	0	0	0	0	0	3	0	5	1	0	0	1	1	0	0	1
<u>History - Russia, Soviet Union</u>	420	0	1	1	4	3	11	24	38	159	110	17	34	9	5	1	1	0	0	1	1
<u>Eastern Europe, Northern Area</u>	6	0	0	0	0	0	0	0	0	0	1	1	4	0	0	0	0	0	0	0	0
<u>Central Asian & Far Eastern Republics</u>	7	0	0	0	0	0	0	2	0	3	2	0	0	0	0	0	0	0	0	0	0
<u>History - Northern Europe, Scandinavia</u>	45	0	1	1	0	1	1	1	3	14	13	0	7	0	1	1	0	0	1	0	0
<u>History - Spain</u>	116	0	1	2	1	2	9	5	9	28	20	14	16	1	6	1	0	0	1	0	0
<u>History - Portugal</u>	16	0	0	0	0	0	0	0	2	7	4	1	0	2	0	0	0	0	0	0	0
<u>History - Switzerland</u>	8	0	2	0	0	0	0	0	1	2	1	0	0	0	2	0	0	0	0	0	0
<u>History - Balkan Peninsula</u>	104	0	1	0	0	0	3	3	11	47	14	0	11	6	4	0	0	1	1	1	1
<u>History - Hungary, Czechoslovakia</u>	10	0	0	0	0	0	0	0	3	3	0	0	3	0	1	0	0	0	0	0	0
<u>History - Poland</u>	5	0	0	0	0	0	0	0	1	1	0	2	0	0	1	0	0	0	0	0	0
<u>History - Asia, General</u>	74	0	0	0	2	0	2	5	6	20	14	5	8	7	3	0	0	2	0	0	0
<u>History - S.W. Asia, Middle East</u>	404	0	4	2	2	5	9	20	19	86	71	30	68	42	36	2	0	3	3	1	1
<u>History - Southern Asia, Indian Ocean</u>	135	0	2	0	1	0	1	10	15	35	21	10	16	11	6	1	1	2	1	1	1
<u>History - Eastern Asia,</u>	508	1	5	5	0	3	15	19	42	119	76	59	86	43	29	1	0	0	2	0	3

Subject	Totals	1800-1849	1850-1899	1900-1909	1910-1919	1920-1929	1930-1939	1940-1949	1950-1959	1960-1969	1970-1979	1980-1989	1990-1999	2000-2004	2005-2009	2010	2011	2012	2013	2014	Other
<u>S.E. Asia, Far East</u>																					
<u>History - Africa</u>	369	0	1	3	2	2	7	8	26	144	40	43	48	16	17	4	3	1	3	1	0
<u>History - Oceania, South Seas</u>	69	0	0	0	0	1	0	9	3	24	6	9	10	1	3	0	0	1	0	1	1
<u>Gypsies</u>	7	0	0	0	0	1	0	0	0	0	3	0	2	1	0	0	0	0	0	0	0
<u>History - Americas, General, Indian, N. America</u>	758	0	5	13	3	2	9	19	32	114	143	69	201	75	56	1	3	3	3	4	3
<u>History - United States, Colonial, Special Topics</u>	1661	0	18	13	19	52	28	67	96	349	298	144	332	128	79	10	14	4	5	0	5
<u>History - United States, Revolutionary Period</u>	280	0	2	5	0	2	2	4	21	82	84	8	9	19	27	3	5	4	3	0	0
<u>History - United States, 1790-1861</u>	409	0	14	7	3	5	18	16	43	120	112	19	15	13	14	2	2	4	2	0	0
<u>History - United States, Slavery & Civil War</u>	506	0	10	3	1	5	7	11	45	103	73	52	79	25	45	9	15	11	7	5	0
<u>History - United States, Since the Civil War</u>	844	0	0	1	4	16	28	31	88	222	171	75	91	48	48	5	4	3	6	2	1
<u>State & Local History - N. England, Atlantic Coast</u>	328	0	7	7	1	4	3	10	22	97	83	28	27	14	15	1	1	2	0	0	6
<u>State & Local History - South, Gulf States</u>	524	1	11	11	4	8	16	29	40	103	81	69	81	39	18	2	4	2	5	0	0
<u>State & Local History - Midwest, Old Northwest</u>	248	0	3	2	2	0	7	7	18	58	53	26	43	15	11	0	0	2	1	0	0
<u>State & Local History -</u>	56	0	1	0	0	3	0	0	1	13	11	10	8	6	3	0	0	0	0	0	0

Subject	Totals	1800-1849	1850-1899	1900-1909	1910-1919	1920-1929	1930-1939	1940-1949	1950-1959	1960-1969	1970-1979	1980-1989	1990-1999	2000-2004	2005-2009	2010	2011	2012	2013	2014	Other
The West																					
State & Local History - Pacific States, Territories	86	0	1	0	2	1	3	5	9	21	15	9	10	6	3	0	0	0	0	0	1
History - British/French/Dutch America, Canada	81	0	1	2	0	2	3	6	4	26	9	14	7	3	4	0	0	0	0	0	0
History - Mexico	95	0	1	0	2	0	1	7	8	29	7	14	13	7	2	0	1	1	0	0	2
History - Latin America, Spanish America, General	99	0	0	1	3	1	4	10	5	30	14	13	12	5	0	1	0	0	0	0	0
History - Central America	33	0	1	0	1	1	0	0	1	2	1	9	12	3	2	0	0	0	0	0	0
History - West Indies, Caribbean Area	57	0	1	0	0	1	1	1	3	18	11	6	5	6	3	0	0	0	0	0	1
History - South America	108	0	0	2	3	1	5	6	11	34	11	11	11	3	7	1	0	1	0	0	1

Subject	Totals	Books	Computer Files	Journals/Magazines	Kits	Videos
History & Auxiliary Sciences Totals	12268	11210	4	709	3	342
History of Civilization & Culture	286	258	1	21	0	6
Archaeology, General	38	22	0	15	0	1
Prehistoric Archaeology	61	55	0	5	0	1
Heraldry	24	24	0	0	0	0

Subject	Totals	Books	Computer Files	Journals/Magazines	Kits	Videos
<u>Genealogy</u>	65	59	0	2	0	4
<u>Biography</u>	187	178	0	4	0	5
<u>History, General</u>	1094	951	1	99	1	42
<u>History of Europe, General</u>	49	34	0	11	0	4
<u>History - Great Britain</u>	975	934	0	23	0	18
<u>History - Central Europe, General</u>	1	0	0	1	0	0
<u>History: Austria,Austro-Hungar Empire, Liechtenst</u>	54	51	0	3	0	0
<u>History - France, Andorra, Monaco</u>	322	303	1	11	0	7
<u>History - Germany</u>	257	247	0	5	0	5
<u>History - Mediterranean Region, Greco-Roman World</u>	26	19	0	7	0	0
<u>History - Greece</u>	120	112	0	3	0	5
<u>History - Italy</u>	247	238	0	4	1	4
<u>History - Netherlands, Low Countries & Belgium</u>	13	12	0	1	0	0
<u>History - Eastern Europe, General</u>	11	10	0	1	0	0
<u>History - Russia. Soviet Union</u>	419	403	0	12	0	4
<u>Eastern Europe, Northern Area</u>	6	1	0	4	0	1
<u>Central Asian & Far Eastern Republics</u>	7	7	0	0	0	0
<u>History - Northern Europe, Scandinavia</u>	45	41	0	3	0	1
<u>History - Spain</u>	116	99	0	13	0	4
<u>History - Portugal</u>	16	12	0	4	0	0
<u>History - Switzerland</u>	8	8	0	0	0	0
<u>History - Balkan Peninsula</u>	104	92	0	11	0	1
<u>History - Hungary, Czechoslovakia</u>	10	7	0	3	0	0

Subject	Totals	Books	Computer Files	Journals/Magazines	Kits	Videos
History - Poland	5	4	0	1	0	0
History - Asia, General	74	53	0	17	0	4
History - S.W. Asia, Middle East	403	352	0	37	0	14
History - Southern Asia, Indian Ocean	135	123	0	5	0	7
History - Eastern Asia, S.E. Asia, Far East	506	434	0	52	0	20
History - Africa	368	324	0	20	0	24
History - Oceania, South Seas	69	43	0	26	0	0
Gypsies	7	7	0	0	0	0
History - Americas, General, Indian, N. America	751	705	0	21	0	25
History - United States, Colonial, Special Topics	1656	1527	0	73	1	55
History - United States, Revolutionary Period	276	267	0	2	0	7
History - United States, 1790-1861	407	400	0	1	0	6
History - United States, Slavery & Civil War	505	486	0	3	0	16
History - United States, Since the Civil War	841	813	0	10	0	18
State & Local History - N. England, Atlantic Coast	324	296	0	21	0	7
State & Local History - South, Gulf States	523	486	0	30	0	7
State & Local History - Midwest, Old Northwest	246	232	0	7	0	7
State & Local History - The West	55	48	0	5	0	2
State & Local History - Pacific States. Territories	86	73	0	13	0	0
History - British/French/Dutch America. Canada	79	51	0	28	0	0
History - Mexico	95	84	0	10	0	1
History - Latin America, Spanish America, General	99	76	0	22	0	1
History - Central America	32	26	0	4	0	2
History - West Indies. Caribbean Area	57	45	0	11	0	1

Subject		Totals		Books		Computer Files		Journals/Magazines		Kits		Videos								
<u>History - South America</u>		108		78		1		24		0		5								
Subject	Totals	1850-1899	1900-1909	1910-1919	1920-1929	1930-1939	1940-1949	1950-1959	1960-1969	1970-1979	1980-1989	1990-1999	2000-2004	2005-2009	2010	2011	2012	2013	2014	Other
<u>History, General Totals</u>	1096	6	1	14	15	38	105	80	319	181	63	129	59	54	8	6	5	6	2	5
History - Periodicals, Congresses, Dictionaries	60	0	0	1	1	3	1	6	15	3	3	16	7	2	1	0	0	0	0	1
Historiography/Methodology/Philosophy/Study & Teach	109	0	0	1	1	1	5	8	35	24	7	15	7	3	1	1	0	0	0	0
General Works, 1801-, Textbooks, General Popular	26	0	0	0	2	0	0	2	7	5	1	2	1	5	0	0	0	0	0	1
Historical Events, Including Disasters	2	0	0	0	0	0	0	0	0	1	0	1	0	0	0	0	0	0	0	0
Military & Naval History, inc. Europe	19	1	0	0	0	0	0	3	3	6	2	1	2	0	0	0	0	1	0	0
Political & Diplomatic History inc. Europe	1	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	1
History, Ancient, inc. Europe	28	0	0	1	0	1	1	6	6	5	1	4	1	1	0	0	0	1	0	0
History, Medieval, inc. Europe	118	1	0	1	2	7	2	14	53	13	2	8	5	8	2	0	0	0	0	0
History, Modern,	22	1	0	0	0	2	2	3	7	2	2	2	0	1	0	0	0	0	0	0

Subject	Totals	1850-1899	1900-1909	1910-1919	1920-1929	1930-1939	1940-1949	1950-1959	1960-1969	1970-1979	1980-1989	1990-1999	2000-2004	2005-2009	2010	2011	2012	2013	2014	Other
1453-, General Works																				
1453-1648, 16th Cent., Reformation, Counter-Reform	17	1	0	0	1	0	0	0	7	4	0	2	1	0	0	1	0	0	0	0
1601-1715, 17th Century	19	0	0	0	0	0	1	4	11	1	1	0	0	1	0	0	0	0	0	0
1715-1789, Enlightenment, Ancient Regime	12	0	0	0	1	0	4	1	4	0	1	1	0	0	0	0	0	0	0	0
1789-1815, French Revolution & Napoleonic Period	12	0	1	0	0	2	0	0	6	2	0	1	0	0	0	0	0	0	0	0
19th Century to 1871	27	2	0	1	0	3	1	2	11	4	3	0	0	0	0	0	0	0	0	0
1871-1914. 20th Century	84	0	0	2	2	11	17	3	25	11	3	7	0	3	0	0	0	0	0	0
World War I	105	0	0	7	5	8	3	3	27	20	8	9	9	2	1	0	2	1	0	0
Period Between the World Wars, 1919-1939	16	0	0	0	0	0	1	1	7	6	0	0	1	0	0	0	0	0	0	0
World War II	335	0	0	0	0	0	58	19	66	62	21	49	23	25	3	4	0	4	1	0

Subject	Totals	Books	Journals/Magazines	Videos
<u>History, General Totals</u>	1092	951	99	42
History - Periodicals, Congresses, Dictionaries	60	24	36	0

Subject	Totals	Books	Journals/Magazines	Videos
Historiography/Methodology/Philosophy/Study & Teach	108	97	11	0
General Works, 1801-, Textbooks, General Popular	26	23	1	2
Historical Events, Including Disasters	2	2	0	0
Military & Naval History, inc. Europe	19	16	3	0
Political & Diplomatic History inc. Europe	1	0	1	0
History, Ancient, inc. Europe	28	27	1	0
History, Medieval, inc. Europe	118	103	10	5
History, Modern, 1453-, General Works	22	22	0	0
1453-1648, 16th Cent., Reformation, Counter-Reform	17	17	0	0
1601-1715, 17th Century	19	19	0	0
1715-1789, Enlightenment, Ancient Regime	12	12	0	0
1789-1815, French Revolution & Napoleonic Period	12	12	0	0
19th Century to 1871	27	25	2	0
1871-1914. 20th Century	84	76	7	1
World War I	105	100	1	4
Period Between the World Wars, 1919-1939	16	16	0	0
World War II	334	303	2	29
Post-War History 1945- 21st Century	80	55	24	1
Developing countries. Eastern hemisphere	2	2	0	0

Subject	Totals	1800-1849	1850-1899	1900-1909	1910-1919	1920-1929	1930-1939	1940-1949	1950-1959	1960-1969	1970-1979	1980-1989	1990-1999	2000-2004	2005-2009	2010	2011	2012	2013	2014	Other
History - Great Britain Totals	976	1	14	19	4	16	35	29	104	374	243	30	46	15	16	3	3	9	10	1	4
History - Great Britain	10	0	1	0	0	0	0	1	0	3	3	0	1	1	0	0	0	0	0	0	0
British Empire. Commonwealth	30	0	0	0	0	0	1	2	1	12	8	2	1	2	0	1	0	0	0	0	0
England - Records, Collections, General History	119	1	2	5	0	1	4	3	12	46	33	5	4	2	0	1	0	0	0	0	0
England - Earliest to 1066	46	0	0	0	0	0	2	2	4	17	12	1	2	0	2	0	1	1	2	0	0
England - Medieval, 1066-1485	89	0	0	2	2	0	0	4	12	37	17	3	5	1	2	0	1	0	3	0	0
England - Modern, 1485-, General Works	4	0	0	0	0	0	0	0	1	2	0	0	1	0	0	0	0	0	0	0	0
England - Tudor & Stuart	232	0	3	6	0	2	5	3	39	105	52	5	6	3	1	0	1	1	0	0	0
England - Eighteenth & Nineteenth Centuries	189	0	6	4	2	8	9	7	14	73	50	3	8	3	0	0	0	0	1	0	1
England - Twentieth Century. Twenty-First Century	104	0	0	0	0	0	6	4	13	38	28	4	6	0	4	0	0	1	0	0	0

Subject	Totals	1800-1849	1850-1899	1900-1909	1910-1919	1920-1929	1930-1939	1940-1949	1950-1959	1960-1969	1970-1979	1980-1989	1990-1999	2000-2004	2005-2009	2010	2011	2012	2013	2014	Other
England - Local History & Description	59	0	0	0	0	4	4	2	5	15	8	3	5	0	3	0	0	3	3	1	3
Wales	2	0	0	0	0	0	0	0	0	1	0	0	0	0	1	0	0	0	0	0	0
Scotland	37	0	1	2	0	1	1	0	1	12	13	0	2	2	1	1	0	0	0	0	0
Scotland - Local History & Description	5	0	0	0	0	0	2	0	0	0	2	1	0	0	0	0	0	0	0	0	0
Ireland - General	13	0	1	0	0	0	0	0	0	3	3	2	2	0	1	0	0	0	1	0	0
Ireland - to 1800	7	0	0	0	0	0	0	0	1	3	2	0	1	0	0	0	0	0	0	0	0
Ireland - Nineteenth & Twentieth Centuries	20	0	0	0	0	0	0	0	1	6	7	0	1	1	1	0	0	3	0	0	0
Ireland - Local History & Description	10	0	0	0	0	0	1	1	0	1	5	1	1	0	0	0	0	0	0	0	0

Subject	Totals	Books	Journals/Magazines	Videos
<u>History - Great Britain Totals</u>	975	934	23	18
History - Great Britain	10	8	2	0
British Empire. Commonwealth	30	26	3	1
England - Records, Collections, General History	119	112	6	1
England - Earliest to 1066	46	44	0	2
England - Medieval, 1066-1485	89	88	0	1
England - Modern, 1485-, General Works	4	4	0	0

Subject	Totals	Books	Journals/Magazines	Videos
England - Tudor & Stuart	232	231	0	1
England - Eighteenth & Nineteenth Centuries	189	186	2	1
England - Twentieth Century. Twenty-First Century	104	99	2	3
England - Local History & Description	58	50	2	6
Wales	2	1	0	1
Scotland	37	34	2	1
Scotland - Local History & Description	5	5	0	0
Ireland - General	13	9	4	0
Ireland - to 1800	7	7	0	0
Ireland - Nineteenth & Twentieth Centuries	20	20	0	0
Ireland - Local History & Description	10	10	0	0

Subject	Totals	1850-1899	1900-1909	1910-1919	1920-1929	1930-1939	1940-1949	1950-1959	1960-1969	1970-1979	1980-1989	1990-1999	2000-2004	2005-2009	2010	2011	2012	2013	2014	Other
History - United States, Colonial, Special Topics Totals	1655	18	13	19	52	28	67	96	349	298	142	328	128		10	14	4	5	0	5
History - United States, Colonial, Special Topics	3	0	0	0	1	0	0	0	0	0	0	1	1	0	0	0	0	0	0	0
History - United States, General Works	797	17	11	17	48	18	53	74	206	126	62	96	34	28	2	2	0	0	0	3
U.S. - National Parks	6	0	0	0	0	0	2	1	0	0	1	1	0	1	0	0	0	0	0	0
U.S. - Ethnic Minorities	273	0	1	0	0	2	3	5	25	53	37	94	34	15	1	1	0	1	0	1
U.S. - African Americans	494	0	0	2	1	7	9	10	86	105	38	131	51	29	7	10	4	3	0	1

Subject	Totals	1850-1899	1900-1909	1910-1919	1920-1929	1930-1939	1940-1949	1950-1959	1960-1969	1970-1979	1980-1989	1990-1999	2000-2004	2005-2009	2010	2011	2012	2013	2014	Other
U.S. - Colonial History	82	1	1	0	2	1	0	6	32	14	4	5	8	6	0	1	0	1	0	0

Subject	Totals	Books	Journals/Magazines	Videos
<u>History - United States, Colonial, Special Topics</u>				
<u>Totals</u>	1655	1527	73	55
History - United States, Colonial, Special Topics	3	3	0	0
History - United States, General Works	797	759	31	7
U.S. - National Parks	6	6	0	0
U.S. - Ethnic Minorities	273	243	17	13
U.S. - African Americans	494	439	23	32
U.S. - Colonial History	82	77	2	3

Subject	Totals	1850-1899	1900-1909	1910-1919	1920-1929	1930-1939	1940-1949	1950-1959	1960-1969	1970-1979	1980-1989	1990-1999	2000-2004	2005-2009	2010	2011	2012	2013	2014	Other
<u>History - United States, 1790-1861</u>	407	14	7	3	5	18	16	43	120	112	18	15	12	14	2	2	4	2	0	0
History - United States, 1790-1861	107	2	1	0	2	4	1	14	33	34	2	3	6	3	0	0	1	1		
U.S. - Constitutional Period, 1789-1809	107	2	1	0	1	4	6	9	28	28	10	8	4	4	1	0	1	0		
U.S. - 1801-1845, including War of 1812	110	7	4	1	1	6	5	12	30	31	2	1	1	5	1	2	1	0		

Subject	Totals	1850-1899	1900-1909	1910-1919	1920-1929	1930-1939	1940-1949	1950-1959	1960-1969	1970-1979	1980-1989	1990-1999	2000-2004	2005-2009	2010	2011	2012	2013	2014	Other
U.S. - 1845-1861, including War with Mexico	83	3	1	2	1	4	4	8	29	19	4	3	1	2	0	0	1	1		

Subject	Totals	Books	Journals/Magazines	Videos
<u>History - United States, 1790-1861 Totals</u>	407	400	1	6
History - United States, 1790-1861	107	105	0	2
U.S. - Constitutional Period, 1789-1809	107	106	1	0
U.S. - 1801-1845, including War of 1812	110	107	0	3
U.S. - 1845-1861, including War with Mexico	83	82	0	1

Subject	Totals	1850-1899	1900-1909	1910-1919	1920-1929	1930-1939	1940-1949	1950-1959	1960-1969	1970-1979	1980-1989	1990-1999	2000-2004	2005-2009	2010	2011	2012	2013	2014
<u>History - United States, Slavery & Civil War Totals</u>	505	10	3	1	5	7	11	45	103	73	51	79	25	45	9	15	11	7	5
History - United States, Slavery & Civil War	4	0	0	0	0	0	0	0	1	0	0	3	0	0	0	0	0	0	0
U.S. - Slavery. Antislavery Movements	169	3	0	0	0	1	1	9	39	39	14	26	11	15	3	2	3	2	1
U.S. - Civil War, Lincoln & Operations	235	4	2	1	3	6	9	29	41	26	29	29	9	19	4	11	6	4	3
U.S. - Confederate States of America	19	1	0	0	1	0	0	4	6	2	0	2	1	0	1	0	0	1	0
U.S. - Civil War, Armies & Navies. Personal Narr	53	2	1	0	1	0	0	1	13	4	8	8	2	8	1	2	1	0	1

Subject	Totals	1850-1899	1900-1909	1910-1919	1920-1929	1930-1939	1940-1949	1950-1959	1960-1969	1970-1979	1980-1989	1990-1999	2000-2004	2005-2009	2010	2011	2012	2013	2014
U.S. - Civil War, Celebrations, Prisoners, Medical	25	0	0	0	0	0	1	2	3	2	0	11	2	3	0	0	1	0	0

Subject	Totals	Books	Journals/Magazines	Videos
<u>History - United States, Slavery & Civil War Totals</u>	505	486	3	16
History - United States, Slavery & Civil War	4	4	0	0
U.S. - Slavery. Antislavery Movements	169	161	0	8
U.S. - Civil War, Lincoln & Operations	235	226	3	6
U.S. - Confederate States of America	19	19	0	0
U.S. - Civil War, Armies & Navies. Personal Narr	53	51	0	2
U.S. - Civil War, Celebrations, Prisoners, Medical	25	25	0	0

Subject	Totals	1900-1909	1910-1919	1920-1929	1930-1939	1940-1949	1950-1959	1960-1969	1970-1979	1980-1989	1990-1999	2000-2004	2005-2009	2010	2011	2012	2013	2014	Other
<u>History - United States, Since the Civil War Totals</u>	841	1	4	16	28	31	88	222	171	72	91	48	48	5	4	3	6	2	1
History - United States, Since the Civil War	5	0	0	0	0	0	0	0	0	0	0	0	0	3	0	0	2	0	0
U.S. - Late Nineteenth Century	119	1	4	10	9	1	11	39	26	10	5	0	3	0	0	0	0	0	0

Subject	Totals	1900-1909	1910-1919	1920-1929	1930-1939	1940-1949	1950-1959	1960-1969	1970-1979	1980-1989	1990-1999	2000-2004	2005-2009	2010	2011	2012	2013	2014	Other
U.S. - Spanish-American War	4	0	0	0	1	0	0	2	1	0	0	0	0	0	0	0	0	0	0
U.S. - Twentieth Century to 1945	441	0	0	6	18	30	64	139	81	34	44	6	13	2	0	1	1	1	1
U.S. - 1945 to Present	272	0	0	0	0	0	13	42	63	28	42	42	32	0	4	2	3	1	0

Subject	Totals	Books	Journals/Magazines	Videos
<u>History - United States, Since the Civil War Totals</u>	841	813	10	18
History - United States, Since the Civil War	5	5	0	0
U.S. - Late Nineteenth Century	119	118	0	1
U.S. - Spanish-American War	4	4	0	0
U.S. - Twentieth Century to 1945	441	431	4	6
U.S. - 1945 to Present	272	255	6	11

Appendix B: Annual Assessment Report

Annual Assessment Report 2014-2015

Program Profile

	2013-2014	2014-2015
History (BA)	2	1
History Ed (BS)	2	5
Total	4	6
Minors	11	11
Concentrations (Add Rows if needed)	NA	NA
Full Time Faculty	2	2
Part Time Faculty		

Note: We are including the demographic information for History Education. That information was pulled from Jenzabar in February 2015.

Program Delivery (HLC 3A3)

Traditional on-campus _____ X _____

Online Program _____ X _____ (individual courses only)

Evening Cohort _____

Analysis of Student Retention, Persistence and Degree Completion:

Our numbers are so small that formal analysis is fairly meaningless. Students who declare the History major, though, generally finish it within 4 years. We did see a few students switch from History Education to History. Those should be reflected in next year's program profile.

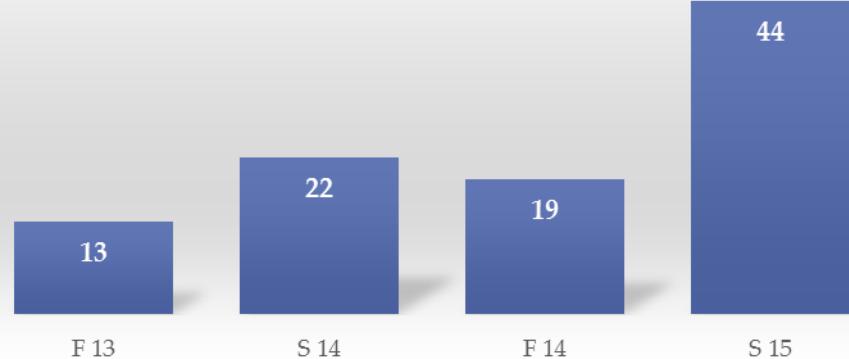
Outside Accreditation:

There is no accreditation in the field of history.

Program Action Items

Action Item 1:	Increase number of majors and minors
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Action steps:	Utilize the majors fair to communicate to students the benefits of a major (specially for double majors) or minor in History
Timeline	September, 2014
Faculty Responsible	Shawn Hull and Steve Hageman
Evaluation	Spring census of majors and minors
Results	Two students switched majors to History. Those took place after the official report was run in October 2014.

Action Item 2:	Increase enrollment numbers in upper-level courses										
Action steps:	Opening up of upper-level courses for General Education credit										
Timeline	Fall 2014										
Faculty Responsible	Shawn Hull and Steve Hageman										
Evaluation	Examination of enrollment numbers for upper-level history courses for Academic Year 2014-15										
Results	<p style="text-align: center;">Enrollment in Upper-level History Courses (by semester)</p>  <table border="1" style="margin-left: auto; margin-right: auto;"> <thead> <tr> <th>Semester</th> <th>Enrollment</th> </tr> </thead> <tbody> <tr> <td>F 13</td> <td>13</td> </tr> <tr> <td>S 14</td> <td>22</td> </tr> <tr> <td>F 14</td> <td>19</td> </tr> <tr> <td>S 15</td> <td>44</td> </tr> </tbody> </table> <p>Numbers in the upper-level history courses were lagging. Certain courses such as Nazi Germany (S 14) or Women in America had enrollments in the low teens, but most courses were in the single digits. We recommended allowing upper-level History courses to count for General Education credit, which took effect in the fall of 2014. It took a while for advisors and students to catch on to this change, but we saw a sharp increase in Spring 2015. We expect this to be the new “normal.”</p>	Semester	Enrollment	F 13	13	S 14	22	F 14	19	S 15	44
Semester	Enrollment										
F 13	13										
S 14	22										
F 14	19										
S 15	44										

Program Objectives: (from most recent Assessment Plan)

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

Program Objectives Matrix (from most recent Assessment Plan)

	Objective 1	Objective 2	Objective 3	Objective 4
HIS101	I A	I	I	I
HIS102	I A	I	I	I
HIS103	I A	I	I	I
HIS104	I A	I	I	I
HIS 3xx/4xx	R	R A	R	R A
HIS423	M	M A	M A	M A

I=Introduced

R= Reinforced

M=Mastered

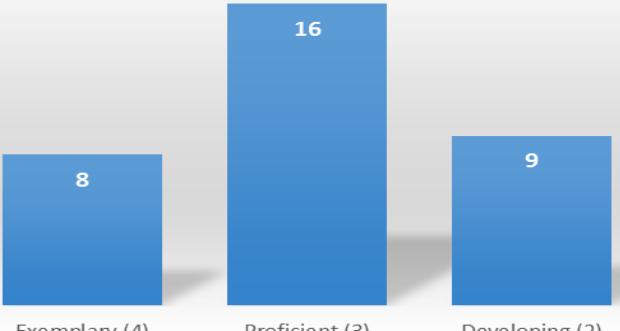
A=Assessed

Assessment of Program Objectives

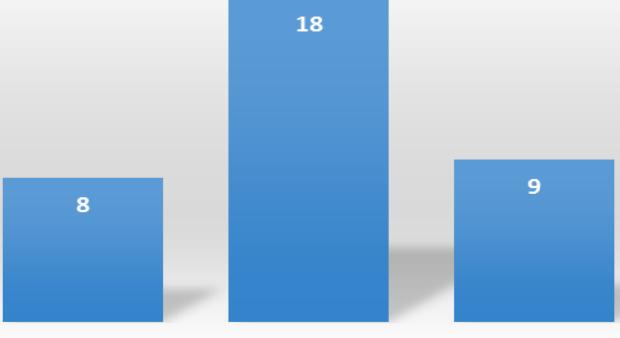
Objective 1	Possess an in-depth knowledge of well-defined periods in U.S. and non U.S. history
Methods	(1) The Historical Knowledge Test will be given to all students in survey courses in the fall semester. This will establish a baseline for history majors. (Not completed.) (2) Same exam for freshman and junior majors.
Benchmark	Benchmark for freshman history majors: 70% Benchmark for junior history majors: 80%
Data Collected (course specific)	Data for this objective is not collected in courses.
Data Collected (Assessment Day, external tests,	The Historical Knowledge Test is given to freshmen and junior majors on Assessment Day. We had 2 students (one freshman and one junior) take the test this spring.

Senior Achievement)	
Results/Outcomes	<p>Freshman (1) – 23/40 (58%) Junior (1) – 26/40 (65%) The results are certainly lower than we would like.</p>
Proposed changes to the assessment process	<p>While the effort to create an internal instrument was well intentioned, it may be best to simply jettison the Historical Knowledge Test in favor of a nationally-normed test, such as those provided by the ACAT. The paucity of data raises questions about the legitimacy of the test and the benchmarks. Some of the questions may be too course specific. We will hold off on a decision until we can collect data from the survey courses. Regardless, we will add the ACAT history test to the assessment process.</p>
Budget needs related to the objective?	<p>The ACAT costs approximately \$25 per student.</p>

Objective 2	Be able to provide an analysis that addresses the key historical questions of causation, comparison, and interpretation.
Methods	<p>1) Papers from 300/400 level courses. They will be submitted to TK20. 2) Senior Thesis</p>
Benchmark	Level 3 or above on the History Rubric.
Data Collected (course specific)	<p>Collected essays from two upper-level courses: HIS 321: 19th Century Europe and HIS 310: Women in America. In HIS 321, students were asked to read a contemporary novel and write an essay explaining how it illuminated key aspects of the 19th century. In HIS 310, students were given two options of a) writing a family history of three generations of American women, telling their stories within the context of the larger history of American women in the 20th Century or b) choosing a topic in American Women's History and producing a virtual exhibit telling the history of your topic.</p> <p>33 essays in total (17 in HIS 321 and 16 in HIS 310) were submitted to TK20. These were scored with the History rubric.</p>
Data Collected (Assessment Day, external tests, Senior Achievement)	We scored the senior thesis papers with the History rubric. There were 2 Senior thesis papers this spring and none in the fall.

Results/Outcomes	<p><u>Measurement 1: Papers from 300/400 level courses</u></p> <h3 style="text-align: center;">History Essays - Objective 2</h3>  <table border="1" data-bbox="535 692 1155 713"> <thead> <tr> <th>Score Level</th> <th>Number of Students</th> </tr> </thead> <tbody> <tr> <td>Exemplary (4)</td> <td>8</td> </tr> <tr> <td>Proficient (3)</td> <td>16</td> </tr> <tr> <td>Developing (2)</td> <td>9</td> </tr> <tr> <td>Insufficient (1)</td> <td>0</td> </tr> </tbody> </table> <p>72% of students scored at or above proficient (level 3). The average score was 2.97%, just a shade below our benchmark.</p> <p><u>Measurement 2: Senior Thesis papers</u></p> <p>We had 2 students write senior theses this year. They both scored proficient (3) on this objective.</p>	Score Level	Number of Students	Exemplary (4)	8	Proficient (3)	16	Developing (2)	9	Insufficient (1)	0
Score Level	Number of Students										
Exemplary (4)	8										
Proficient (3)	16										
Developing (2)	9										
Insufficient (1)	0										
Proposed changes to the assessment process	The data collection is fine for this objective. The assignments were fine, but questions will always be raised over evaluating your own students. (We did not confer with one another, we simply scored our own essays.) In the future, this needs to be addressed.										
Budget needs related to the objective?	No, doing this correctly will have no impact on the budget.										

Objective3	Demonstrate a familiarity with the methodology of the historian, namely the ability to gather and interpret primary documents, statistical data, and secondary sources.
Methods	1) Document-based exam 2) Senior Thesis and major essay from 300-level courses
Benchmark	1) 35/44 2) Level 3 or above on the History Rubric
Data Collected (course specific)	Collected essays from two upper-level courses: HIS 321: 19 th Century Europe and HIS 310: Women in America. In HIS 321, students were asked to read a contemporary novel and write an essay explaining how it illuminated key aspects of the 19 th century. In HIS 310, students were given two options of a) writing a family history of three generations of American women, telling their stories within the context of the larger history of American women in the 20th Century or b) choosing a topic in American Women's History and producing a virtual exhibit telling the

	<p>history of your topic. 33 essays in total (17 in HIS 321 and 16 in HIS 310) were submitted to TK20. In addition, 2 senior theses were included in this analysis. These were scored with the History rubric.</p>										
<p>Data Collected (Assessment Day, external tests, Senior Achievement)</p>	<p>We give the Document-based Exam during Assessment Day to sophomore students. They are asked to identify and analyze selected documents and artifacts. No students took the exam this year.</p>										
<p>Results/Outcomes</p>	<p><u>Measurement 1: Document-based exam</u> No data collected.</p> <p><u>Measurement 2: Senior Theses and Essays from 300-level courses</u></p> <div data-bbox="458 739 1445 1256"> <p style="text-align: center;">History Essays - Objective 3</p>  <table border="1"> <thead> <tr> <th>Score Level</th> <th>Count</th> </tr> </thead> <tbody> <tr> <td>Exemplary (4)</td> <td>8</td> </tr> <tr> <td>Proficient (3)</td> <td>18</td> </tr> <tr> <td>Developing (2)</td> <td>9</td> </tr> <tr> <td>Insufficient (1)</td> <td>0</td> </tr> </tbody> </table> </div> <p>74% of students scored at or above proficient (level 3). The average score was 2.97%, just a hair below our benchmark.</p>	Score Level	Count	Exemplary (4)	8	Proficient (3)	18	Developing (2)	9	Insufficient (1)	0
Score Level	Count										
Exemplary (4)	8										
Proficient (3)	18										
Developing (2)	9										
Insufficient (1)	0										
<p>Proposed changes to the assessment process</p>	<p>There are several issues in assessing this objective. The first is simply a question of low numbers. We didn't even have anyone take the document-based exam this year. A solution to that is not readily apparent.</p> <p>Assessing essays in the upper-level courses helps counteract that somewhat, but many of those students are taking their first or second history course. Are they a good measure of the program? Again a solution is not readily apparent.</p> <p>Hopefully, the ACAT exam will have some questions that deal with sources and methodology.</p>										
<p>Budget needs related to the objective?</p>	<p>This assessment has no impact on the budget.</p>										

Objective 4	Clearly communicate their conclusions or findings in written form.										
Methods	<p>1) Papers from 300/400 level courses. They will be submitted to TK20.</p> <p>2) Senior Thesis</p>										
Benchmark	Level 3 or above on the History Rubric.										
Data Collected (course specific)	<p>Collected essays from two upper-level courses: HIS 321: 19th Century Europe and HIS 310: Women in America. In HIS 321, students were asked to read a contemporary novel and write an essay explaining how it illuminated key aspects of the 19th century. In HIS 310, students were given two options of a) writing a family history of three generations of American women, telling their stories within the context of the larger history of American women in the 20th Century or b) choosing a topic in American Women's History and producing a virtual exhibit telling the history of your topic.</p> <p>33 essays in total (17 in HIS 321 and 16 in HIS 310) were submitted to TK20. These were scored with the History rubric.</p>										
Data Collected (Assessment Day, external tests, Senior Achievement)	Two students completed senior theses. These were also scored with the History rubric.										
Results/Outcomes	<p><u>Combined results:</u></p> <p style="text-align: center;">History Essays - Objective 4</p> <table border="1"> <thead> <tr> <th>Score Category</th> <th>Count</th> </tr> </thead> <tbody> <tr> <td>Exemplary (4)</td> <td>9</td> </tr> <tr> <td>Proficient (3)</td> <td>18</td> </tr> <tr> <td>Developing (2)</td> <td>8</td> </tr> <tr> <td>Insufficient (1)</td> <td>0</td> </tr> </tbody> </table> <p>77% of students scored at or above proficient (level 3). The average score was 3.02, which slightly exceeds our benchmark.</p>	Score Category	Count	Exemplary (4)	9	Proficient (3)	18	Developing (2)	8	Insufficient (1)	0
Score Category	Count										
Exemplary (4)	9										
Proficient (3)	18										
Developing (2)	8										
Insufficient (1)	0										
Proposed changes to the assessment process	The program is quite satisfied with the assessment of this objective. We do need to work on inter-rater reliability, but that										

Budget needs related to the objective?	The assessment of objective 4 has no impact on the budget.
----------------------------------------	------------------------------------------------------------

Attach Rubrics and or other explanatory documents pertaining to program assessment discussed in the chart to the report (portfolio guidelines, assignment sheet)

Analysis of Assessment:

The concerns have been addressed before, but to reiterate, we have three main concerns. First, it is hard to draw hard conclusions from small populations. Second, we have concerns about the usefulness of the Historical Knowledge test, which was developed in house. Third, we are concerned that there is a built-in bias in evaluating our own students. Even efforts to improve our inter-rater reliability will not completely dispel those concerns. We have broadened the definition of “history students” to include all students in upper-level courses, but that still doesn’t truly measure the program to the extent that we would like. Nonetheless, we are satisfied that our students are reasonably able to grapple with the key questions and methodology of history as well as present their findings clearly. Historical knowledge is a concern and one that the ACAT should help us better assess (and respond accordingly).

Analysis of the Assessment Process (Empirical & Non-Empirical) (HLC4B3)

The main change this year was to de-emphasize the portfolio in favor of individual papers from the upper-level courses. That allowed us to capture information from more students.

In addition to the papers from the upper-level History course, we also have the senior theses (HIS 423: Senior Seminar). Our assessment day activities are as follows:

Juniors –Historical Knowledge Test

The Historical Knowledge Test is a basic test of, well, historical knowledge in both American and World History. It is given to freshman and juniors, so that we can gauge how much our students learn in the program. It consists of 40 multiple-choice questions.

Sophomores – Document Analysis Test

One of the essential skills of historians is the ability to interpret historical artifacts. Students are given 10 primary artifacts and asked to briefly identify them. They are then to analyze 2 artifacts of their choosing and evaluate their context and audience. While these artifacts are normally documents, they could also be a photograph, a painting, or any other contemporary artifact that reveals information about a particular historical event or period.

Freshman and new history majors – Historical Knowledge Test

New history majors take this test so that we can establish a baseline of what our students broadly know about historical events and figures.

Program Changes Based on Assessment:

Assessment did not reveal any major problems in the program. We will continue to emphasize the use of primary sources in historical investigations.

General Education Assessment:

This question calls to mind the work of Ferdinand Braudel of the *Annales* School of French historians. In his collected essays *On History*, Braudel explored the connections between the various disciplines, or sciences, as he called them. Like all good humanists, he did not draw sharp distinctions between the disciplines, choosing instead to focus on the totality of the human experience.

In the same manner, every history course supports the values and objectives of the General Education program in the following ways:

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.
Mathematics	Statistics are part of the tool-kit of historians. We analyze statistics to help illuminate historical trends. (This is particularly the case in HIS 102: Western Civ. II, in which students complete a statistical/graphing assignment.)
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	We think this category to be self-evident.
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.

Program Activities:

Student Performance Day Activities (Assessment Day):

See attached.

Senior Achievement Day Presentations:

Seniors present their research findings during the semester in which they take HIS 423: Senior Seminar. They are allotted 25-30 minutes for a presentation to the faculty and fellow students. We provide informal formative assessment that students utilize to polish their senior theses.

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Service Learning Activities:

None at the moment.

Program Sponsored LEAD Events:

We presented three history specific LEAD events. One dealt with the roots of the problems in Ferguson, Missouri. Another dealt with the ways in which we remember Martin Luther King and the larger civil rights movement. A third explored the debate over putting a woman on the \$20 bill. In addition, we presented a program on recent research on cognitive science and how students can use that information to improve their learning. In total, we provided 4 LEAD events.

Student Accomplishments:

None worth noting.

Faculty Accomplishments:

None worth noting

Alumni (Recent Graduates) Accomplishments (past year graduating class):

Mary Raines Scribner (History - 2014) is currently enrolled in a master's program at the University of Arkansas. Her masters will be in Student Life Administration.

Trevor Manis (History Ed - 2014) is currently looking for employment in the St. Louis area as a high school history teacher.

Supporting materials

Creating a Virtual Exhibit (Hageman)

Research Assignment for HIS 310: Women in American History

To fulfill the requirements of this course, you must complete a Research Assignment. The goal of this assignment will be to create and present a virtual archive of a particular aspect of the course topic. This Research Assignment represents 20% of your grade. The requirements for this assignment, including due dates, are specified below. If you have any questions about this assignment, please contact me.

Description

Without archives, the historical profession as we know it would not exist. An archive is a collection of sources that can be used to document and interpret a given society. In order to record and understand our history, humans have collected all sorts of materials: photographs, transcripts of speeches, newspapers, government documents, books, audio and video recordings, artwork, clothing, and many other items. Although we used to think of archives as physical locations where materials may be stored and cataloged, the growth of technology has

dramatically expanded our understanding of what an archive can be.

For this assignment, you will create a virtual archive. You will use materials available online to compile a collection of sources that facilitates an understanding of a historical event or trend (you can also digitize materials not already online, if you choose to integrate historical newspaper records, or visit libraries or historical societies, or local archival collections. You will then provide an introductory analytical essay that explains what the sources you have chosen teach us about the topic you have selected.

Requirements

In order to build the archive and complete this assignment you must

- Select at least **15 primary sources** on a topic you have chosen
 - These sources can be photos, written documents, oral histories, music, novels, etc.
 - As primary sources, they must have been created in the time period we are studying. Do not include secondary sources (written by historians after the fact) in this portion of the project.
 - Your sources should reveal important aspects of the topic you have chosen. Put some time into finding sources that demonstrate the importance of the event, indicate its character, or place it in a wider context.
- Compile a **primary source bibliography** of these sources, including the web address for each source (if you have digitized the sources yourself, you may attach a file with the digitized source instead). You can find notes on the format of the bibliography in the format section of this assignment.
- Compose an **introduction** to your archive. This introduction must be approximately 2,000-3,000 words (citations not included).
 - The introduction must be focused on your analysis of the event or trend as demonstrated by the primary sources you have chosen.
 - The introduction should refer to specific primary sources as evidence of the points you are making. Inform the reader of way the archive demonstrates the character of the event or trend as you see it, what went into creating the conditions for the event/trend, or the effects of the event/trend.
 - You should use secondary sources to provide the necessary background to the topic within this introduction (no more than 300-500 words). You should cite these sources in a **secondary source bibliography**.
 - You may structure the introduction and the exhibit that follows in several ways. You can construct it as a web exhibit, an analysis of resources for a lecture or lesson plan, or the introduction to an edited collection of primary sources.
- Create an **exhibit** for the introduction by selecting **8** key sources and pasting images of them into your introduction so that you can discuss them.
 - You may paste these into a word document, pdf, or web page.
 - You may include the images of the sources within the text of the introduction, or as an exhibit in pages that follow the introduction.
 - These sources must be included in your primary source bibliography. For multi-page sources, such as government reports or brochures, you can select one representative page.

Format

Include the parts of the Research Assignment in the final document (may be a Word document, pdf, or web page) in the following order:

1. Introduction
2. Exhibit (may be integrated into the introduction)
3. Primary Source Bibliography
4. Secondary Source Bibliography

The introduction must be composed in grammatically-correct full sentences, with attention to correct spelling and clear formatting. Because you can structure this assignment in several ways (as a web exhibit/teaching resource/into to an edited collection), the formatting requirements for the text is fairly flexible. Your formatting should be appropriate to the way you approach the introduction. For example, a website would be single-spaced, with easily readable text. An introduction to an edited collection, however, would be submitted as a double-spaced document much like a traditional research paper.

In spite of this flexibility of formatting, the introduction must be in narrative form. In other words, it cannot be a list of bullet points or a chart or another non-narrative format. The introduction must explicate your analysis clearly, and the format should not interfere with that.

You must use an approved citation style (MLA, APA, Turabian, etc.) for the bibliographies and citations. If you are not familiar with a citation style already, I suggest Turabian Notes/Bibliography format, as it is the choice for historians to cite historical documents.

Every primary source citation must include a web address for the source (unless you have digitized it yourself, in which case you will need to attach the digitized source itself). You can simply add the following to the end of the citation for the source itself:

Website Name, accessed January 3, 2014, <http://www.whateverthewebaddressis.com/>.

Women's History Generational Paper (Hageman)

For your culminating experience in this class, you are required to write a 15-20 page history of three generations of American women, based on primary sources (interviews, letters, diaries, family histories) and secondary sources (books, magazines, journal articles.) Many students will choose to write about the women in their families, but that is not required. The purpose of this paper is to relate the "small history" of women in your family to the "large history" of American women in general. If you do not want to, or cannot write a family history, let me know as soon as possible and we will discuss another research topic.)

19th Century Europe – Novel Essay (Hull)

Your assignment is to write an essay based on your reading of a European novel from the 19th century. It is to be 5-6 pages in length (double-spaced, 12 pt. type, 1 inch margins) and should adhere to the normal rules of essay writing. I will be looking at three main components:

content -- (Are the ideas original, insightful, and logical?)

organization -- (Is there a thesis? Does the body of the essay support the thesis?
Does each paragraph contain a topic sentence and relevant details drawn from the text?)

mechanics – (Is the essay generally free from spelling and grammatical errors? Is it written in the 3rd person and past tense? Does it avoid the passive voice?
Are debts to other authors clearly cited?)

In addition to the general rules, I have a couple of pet-peeves that you will want to avoid. Pay close attention to possessive and plural forms of nouns. Make sure you use the apostrophe correctly. Also, understand the difference between "its" and "it's", "their" and "there", and "to" and "too."

Your essay should focus on what the novel teaches us about the 19th century. To do that you will need to briefly



explain a little bit about the author as well as summarize the plot of the novel. However, you should focus on how the novel illuminates important aspects of life in Europe during the 19th Century. Be sure to include specific examples taken from the novel. All debts to other authors (novel or textbooks) should be appropriately cited.

History Assessment Activities – March 4th

For all current or prospective History majors and minors

Each spring, the University sets aside some time for program assessment. This allows us to measure (or otherwise determine) how good a job we, as faculty, are doing in teaching our subject. Obviously, we can't do that without knowing both what you have learned and what you are capable of doing. So, your role in all this is vital.

All history and history education majors should plan to join us for pizza on Wednesday @ 12:00 in AB 311. We are also inviting all history minors as well.

The rest of what you will be doing next week will vary according to your class:

Seniors – Portfolio Review

For the Portfolio Review, you will need to schedule an appointment with us by signing up on the sheet located outside my office in AB 300-C. The sessions will last about 25 minutes. You should update your portfolio from last year, which you can find on the bookcase across from the sign up sheet.

Juniors – Portfolio Review and Historical Knowledge Test

See the above instructions for seniors about the Portfolio Review. If you have not yet created your portfolio, please see the attached set of instructions. I would also recommend speaking to either Prof. Hageman or myself about it.

The Historical Knowledge Test is a basic test of, well, your historical knowledge in both American and World History. It is given to freshman and juniors, so that we can gauge how much our students learn in the program.

Sophomores – Document Analysis Test

One of the essential skills of historians is the ability to interpret historical artifacts. We will give you a couple of primary artifacts and ask you a series of questions about them. While these artifacts are normally documents, they could also be a photograph, a painting, or any other contemporary artifact that reveals information about a particular historical event or period.

Freshman and new history majors – Historical Knowledge Test

New history majors take this test so that we can establish a baseline of what our students broadly know about historical events and figures.

Schedule of Events

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Wednesday, March 4

10:00 – 11:00	Historical knowledge test for Freshman (that includes all new History majors) and Juniors	AB 311
	Document analysis test for Sophomores	AB 311
11:00 – 12:00	Portfolio Review	AB 311
12:00 – 1:00	Lunch & Learn: “So What Can You Do With a History Degree?”	AB 311
1:00 – 2:00	Portfolio Review	AB 311

Appendix C: Program Checklist

B.A. HISTORY – 33 credits

2014-2015 Catalog

ID#: _____

Name: _____ Advisor: _____

Students are required to have 122 distinct credits for graduation

Bachelor of Arts degree programs require a minor and a year of a foreign language.

Minor: _____ Foreign Language: _____

REQUIRED COURSES 15 credits

Course	Credit	Semester Completed	Grade Earned	Substitutions
HIS101 Western Civilization I	3			
HIS102 Western Civilization II	3			
HIS103 History of the U.S. I	3			
HIS104 History of the U.S. II	3			
HIS423 Senior Seminar	3			

Required Electives 18 credits

Course	Credit	Semester Completed	Grade Earned	Substitutions
U.S. History Upper Level Electives:	9			
HIS310 Women in America	3			
HIS312 Lib, Cons& Rad 20 th Cent Amer	3			
HIS315 Race and Gender	3			
HIS316 The Built Envrmnt Amer Hist	3			
HIS318 Sports in American History	3			
HIS334 Emergence of Modern Amer	3			
HIS344 20 th Century Diplomacy	3			
HIS416 African-American History	3			
Non-U.S. History Upper Level Elect:	9			
HIS321 19 th Century Europe	3			
HIS340 The Ancient World	3			
HIS341 20 th Century Europe	3			
HIS353 Nazi Germany	3			
HIS344 20 th Century Diplomacy	3			
HIS370 Renaissance & Reformation	3			
HIS435 History of Terrorism	3			

Student: _____ Date: _____

Advisor: _____ Date: _____

Division Chair: _____ Date: _____

Substitutions to the coursework above requires the signature of the division chair. Updated April 7, 2014

B.S. HISTORY EDUCATION (9-12 Certification) – 48 credits**2014-2015 Catalog**

ID#: _____

Name: _____ Advisor: _____

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

Students must also complete the requirements for Secondary Certification, 45 hours.

***Education majors must complete all major courses, including secondary certification courses (if applicable), with a final grade of 'C' or better.**

REQUIRED COURSES 18 credits

Course	Credit	Semester Completed	Grade Earned	Substitutions
HIS101 Western Civilization I	3			
HIS102 Western Civilization II	3			
HIS103 History of the U.S. I	3			
HIS104 History of the U.S. II	3			
HIS423 Senior Seminar	3			
LGS105 Politics & Government	3			

Required Electives 30 credits

Course	Credit	Semester Completed	Grade Earned	Substitutions
Economics Requirements:	3			
ECN251 Macroeconomics	3			
ECN252 Microeconomics	3			
Geography Requirements:	3			
GEO201 Regions & Nations I	3			
GEO202 Regions & Nations II	3			
Psychology Requirements:	3			
PSY101 General Psychology I	3			
PSY102 General Psychology II	3			
U.S. History Electives:	9			
HIS220 Social Movements of the 1960's	3			
HIS310 Women in America	3			
HIS312 Lib, Cons& Rad 20 th Cent Amer	3			
HIS315 Race and Gender	3			
HIS316 The Built Envrmnt Amer Hist	3			
HIS318 Sports in American History	3			
HIS334 Emergence of Modern America	3			
HIS416 African-American History	3			
Non-U.S. History Electives:	6			
HIS215 Native America	3			
HIS321 19 th Century Europe	3			
HIS340 The Ancient World	3			
HIS341 20 th Century Europe	3			
HIS344 20 th Century Diplomacy	3			
HIS353 Nazi Germany	3			
HIS370 Renaissance & Reformation	3			
HIS435 History of Terrorism	3			

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Legal Studies Electives:	3			
LGS110 American Legal System	3			
LGS206 Political Theory	3			
LGS215 Intro to Criminal Justice	3			
LGS307 Comparative Politics	3			
Sociology Requirements:	3			
SCA111 Intro to Sociology	3			
SCA203 Aging/Individual & Society	3			
SCA207 Family Dynamics & Dysfnctns	3			
SCA220 Social Welfare	3			
SCA225 Social Movemnts of 1960's	3			

Student: _____ Date: _____

Advisor: _____ Date: _____

Division Chair: _____ Date: _____

Substitutions to the coursework above requires the signature of the division chair.

Appendix D: Course Descriptions

HIS 101 Western Civilization I

An interpretive survey of the major social, political, intellectual and cultural developments of the world from the ancient era through the fifteenth century. Attention is given to such topics as the conflict between religion and politics, the role of religion in cultural development, and the interplay between community and individual rights and responsibilities.

HIS 102 Western Civilization II

A continuation of HIS 101 stressing the political, social, cultural, and intellectual developments of major world civilizations from 1500 to the present. Special attention is given to the intellectual and industrial revolutions, the rise of science, capitalism and socialism. A student may take this course without having HIS 101.

HIS 103 History of the United States I

A survey of American history from the beginnings of colonization through the Civil War.

HIS 104 History of the United States II

A survey of American history from the end of the Civil War to the present. A student may take this course without having HIS 103.

HIS 200 Introductory Projects

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

HIS 210 History of Missouri

This course takes a broad approach to the history of Missouri. We will place the state within a national and international context while concentrating on social and environmental history and touching on many other historical fields. In addition to the history of the state, issues of geography, anthropology, and other fields will inform our discussion.

HIS 215 Native America

An introduction to main currents and continuing themes in the history and culture of the Native peoples of North America with particular focus upon those nations whose historic homelands now constitute the United States. Emphasized are those aspects of Native traditions which have particular relevance for the contemporary circumstances of individual Native Americans and tribal nations. Course content and activities are structured to afford substantial exposure to the dynamic of cross cultural conflict and the dynamics of that cultural preservation in circumstances of socioeconomic and political subjugation.

HIS 216/416 African-American History

This course is conceived on the belief that one cannot truly understand either the history of the United States, or contemporary American society without a thorough understanding of both African-American history, and the centrality of race in American History. This is a nation built upon a foundation of African-American slavery, profoundly molded by the construction of racial ideology as a way of justifying that slavery, and fundamentally shaped by the struggles of former slaves and their descendants for full and equal citizenship in the American nation. This course will explore the role of race and the history of African-Americans from the founding of the country through the present.

HIS 220 Social Movements of the 1960's

A survey of modern revolutionary movements which produced changes in the structures of societies in transition, and explores the preconditions for those movements, their ideologies, patterns of leadership, and strategies used

to seize power. The course considers traditional theories of collective behavior, and examines recent theoretical and empirical debates about the nature of contemporary social and political movements. Particular emphasis will be placed on the 1960's which encompasses the influence of rock and roll, the civil rights movement, the women's movement, political problems of the decade, the presidency, student protests, the Vietnam war, and environmental concerns.

HIS 300 Independent Study

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

HIS 310 Women in America

An analysis of the changing status and role of women in American society from the Colonial period to the present.

HIS 312 Liberalism, Conservatism & Radicalism in 20th Century America

This course examines the history of the liberalism, conservatism, and radicalism in America from the Progressive Era through the present. It explores the different ideologies and philosophies, social and political movements, and cultural formations that have come to be labeled as "liberal", "conservative", and "radical" and ways in which each have developed in conjunction with the others. It considers the ways in which liberals, conservatives, and radicals have understood and approached such historical issues as: the role of the federal government, capitalist development, foreign policy, race relations, religion, popular culture, and issues of gender and sexuality. Throughout, it focuses on grassroots social movements as well as national politicians, intellectuals, and institutions. It also will consider these issues from within a larger international perspective.

HIS 316 Built Environment in American History

This course examines the ways in which Americans from the colonial period to the present have shaped their physical surroundings and in turn been shaped by those built environments. It focuses on the importance of the space and place in American history by exploring the physical landscapes of large cities, small towns, rural communities, and sprawling suburbs; the development of regions like the South, the Industrial Belt, the Sunbelt, and the West; and the role of human products like farms, factories, railroads, houses, main streets, chain restaurants, and Wal-Marts. Throughout, it traces how these built environments both shaped and were shaped by individuals and communities, culture, politics, and the economy.

HIS 318 Sports in American History

This course traces the history of sports in America culture and society from the informal folk games to the colonial period to the multibillion entertainment industry of today. It will explore the ways in which sports has both shaped and been shaped by larger historical forces such as industrialization, urbanization, commercialization, and globalization. Throughout, it will focus on how sports have intersected with politics as well as issues of race and ethnicity, class, gender, and sexuality.

HIS 321 Nineteenth Century Europe

An analysis of Europe in the period between the French Revolution and the First World War. The focus will be on the tremendous economic, social, and political changes wrought by the growth of democracy and by industrialization.

HIS 340 The Ancient World

An examination of the roots of classical civilization in Greece and Rome from the first flowering of Greek civilization in 500 B.C. to the fall of Rome in 500 A.D. Special consideration will be given to the special political, intellectual, social, and cultural developments that are the origins of Western Civilization.

HIS 341 Twentieth Century Europe

An analysis of Europe since the First World War. Topics include both wars, the rise of dictatorships, the Cold War, the role played by the United States in European affairs, and the peculiar resurgence of nationalism in an increasingly internationalist Europe.

HIS353 Nazi Germany

A study of the political, economic, and social conditions of Germany after World War I which gave rise to the Nazi movement and its leaders, as well as to the rise and fall of the Third Reich.

HIS370 Renaissance and Reformation

History of Western Europe (including England) from the fourteenth through the seventeenth century. Topics include the development of Italian humanism, new directions in political theory and practice, commercial and technological change, expanding geographical horizons, and the origins, development and impact on political economic, social and cultural life of the Protestant, Catholic and Radical Reformation movements.

HIS 390 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 three pre-approved objectives. In addition, the student will submit three essays describing and evaluating each of the following: the role of the on-site supervisor, the quality of the work environment, and the usefulness of extended internships. The student will also prepare a resume. Requires permission of division chair.

HIS 451 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 permission of division chair.

HIS 452 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 division chair.

HIS 423 Senior Seminar

The practical application of the techniques of historical research, analysis, and composition, culminating in a research paper based in part on primary documentation. Required for all history majors in their senior year. Open to other students with permission of the instructor.