

**EXECUTIVE SUMMARY
WEBER STATE UNIVERSITY
HISTORY DEPARTMENT
PROGRAM REVIEW
DECEMBER 7, 2011**

The History Department is strong and growing. Our SCHs have grown from 13,951 in 2006-07 to 16,362 in 2010-11. The number of majors has grown as well, climbing from 199 in 2006-07 to 275 in 2010-11. Not only is our student body growing and changing—so too is our faculty. As of January 2012, three new historians will have joined the Department since the last review. Professor M. Brady Brower, a scholar of fin de siècle France, was hired in 2007 to fill a position left open by the retirement of Professor Lee Sather. Professor Branden Little joined us in 2009, filling a position left open by Professor Bill Allison, who took a position elsewhere. In January 2012, Professor Eric Swedin will join us. Trained as an historian (with a Ph.D. from Case Western University), Professor Swedin is transferring to our department from another on campus. In addition to these full-time additions to the Department, John Sillito, the former archivist for WSU's Stewart Library has joined us in a part-time capacity. We also have two more open tenure-track positions which we hope to fill soon, a result of the retirement of Professors Stan Layton and Richard Ulibarri.

We have developed a new cadre of adjunct faculty, as well, over 50% of whom have Ph.D.s. We created a new application process for adjuncts, increased supervision and orientation activities for them, and have been well-pleased with the results.

The Department has revamped its program since its last review. Most notably, it eliminated the B.S. track for students. As of August 2011, all new majors are pursuing the Bachelor of Arts degree. We changed our Public History Emphasis to a formal minor. In conjunction with other departments in the College, the History Department also revised the Social Science Composite Major requirements. In an effort to make these programs of study as accessible as possible, we have added more classes to our online offerings, and we have increased the faculty presence at the Davis Campus.

Additionally, the Department has continued to find other ways to enrich students' education. We have created several new internship possibilities for our majors, including opportunities at the Joseph Smith Papers, the Brigham City Museum, the Layton Heritage Museum, the U.S. Forest Service, and Project VoteSmart. Faculty have also continued to mentor students doing undergraduate research projects, and we estimate that over 60 of our students have received undergraduate research grants over the past several years.

We adopted a new set of learning outcomes, in response to the Department's participation in the Lumina Program. In an effort to be consistent with other departments across the state we therefore helped craft and then embraced these outcomes. We also

created a new set of standards and expectations for our courses, so that students might encounter a fair degree of consistency, regardless of the faculty they have for particular classes.

We have increased our assessment activities as well. Shortly after our last program review in 2006, we began several initiatives to improve and broaden our assessments. First, we began to collect quantitative data at the exit interview. This has provided a useful measure of how well students think we are meeting our learning outcomes. Through our involvement with Lumina, we also administered an assessment to a sample of our majors. We also have created a reflection instrument which we administer to upper division courses. In addition, faculty have used a variety of other measures to gauge our effectiveness. These range from a pilot program of e-portfolios to reflections to pre and post tests and are detailed in the attached documents.

In response to the last program review, we created a new system of advisement. Each semester, in exchange for a one-course reduction, a faculty member serves as the main advisor for history majors and minors. The Department Chair and the Office Manager continue to do supplemental advisement, including all graduation clearances.

We have also made other changes in the Department. We gained 2 new rooms for our classes, including a seminar room, which has become a much-used space, particularly for the senior capstone course. And all of the classrooms have been completely outfitted with permanent multimedia equipment, a vast improvement over the portable equipment that had to be shared and ferried between classrooms.

Amidst all of these changes to the program and the courses of study, faculty have still found opportunities to be active scholars. Since our last program review, department members have produced a steady stream of books, articles, book chapters, and conference presentations. The department is among the most active hubs of scholarship on campus and is proud of that reputation.

In what follows, we lay out these changes, our assessments of their effectiveness, and other essential information about the Department.

Curriculum

Curriculum Map

Core Courses in Department/Program	Department/Program Learning Outcomes						
	Historical Knowledge	Historical Thinking			Historical Skills		
	Historical Knowledge	Pastness of Past	International Perspectives	Historical Complexity	Critical Thinking	Research Skills	Historical Argumentation
History 1500, World History to 1500 c.e.	A	E	A	E	E	U	E
History 1510, World History 1500 c.e. to Present	A	E	A	E	E	U	E
History 1700, American Civilization	E	U	E	I	A	U	I
History 2700, History of the United States to 1877	E	E	U	I	E	I	I
History 2710, History of the United States since 1877	E	E	U	I	E	I	I
History 3000, Investigating History	E	I	U	A	E	A	A
History 3090, American Social History	A	A	I	A	A	U	A
History 3110, American Ideas and Culture	A	A	I	A	A	U	a
History 3130, U.S. Urban History	A	A	I	A	A	U	A
History 3230, American Foreign Relations, Colonial to Present	A	E	E	E	E	I	E
History 3270, U.S. Environmental History	A	E	I	E	E	A	U
History 3280, US Military History, 1500 to Present	A	E	E	E	E	I	E
History 3290, US Military History, 1890 to Present	A	E	E	E	E	I	E
History 4050, U.S. Gilded Age & Progressive Era: 1877-1919	A	A	I	A	A	U	A
History 4060, 20 th Century U.S. 1919-1945	A	A	I	A	A	U	A
History 4110, American West to 1900	A	E	I	E	E	U	E
History 4120, American West since 1900	A	E	I	E	E	U	E
History 4130, History of Utah	A	E	I	E	E	U	E
History 4310, History of Russia to 1917	A	A	A	A	E	E	E
History 4320, History of Russia since 1917	A	A	A	A	E	E	E

	Department/Program Learning Outcomes						
	Historical Knowledge	Historical Thinking			Historical Skills		
	Historical Knowledge	Pastness of Past	International Perspectives	Historical Complexity	Critical Thinking	Research Skills	Historical Argumentation
Core Courses in Department/Program							
History 4450, History of Modern Eastern Europe since 1815	A	A	A	A	E	E	E
History 4630, Ancient and Colonial Latin America	A	E	E	E	E	I	E
History 4650, Modern Latin America	A	E	E	E	E	I	E
History 4710, Special Topics: America & the World	A	E	E	E	E	I	E
History 4720, Special Issues and Topics in European History (Post Soviet Russia)	A	A	A	A	E	E	E
History 4920 Workshops and Special Programs (How to Make Peace: Solving Intractable Conflicts)	A	A	A	A	E	E	E
History 4990, Senior Seminar	A	E	I	E	E	A	A

Note^a: Define words, letters or symbols used and their interpretation; i.e. 1= introduced, 2 = emphasized, 3 = mastered or **I = Introduced, E = Emphasized, U = Utilized, A = Assessed Comprehensively**; these are examples, departmental choice of letters/numbers may differ

Note^b: Rows and columns may be transposed as required to meet the needs of each individual department

Summary Information (as needed)

WSU Five-Year Program Review
Self-Study

Cover Page

Department/Program: History

Semester Submitted: Fall 2011

Self-Study Team Chair: Susan Matt

Self-Study Team Members:

M. Brady Brower

Sara Dant

Stephen Francis

Henry Ibarguen

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A. Brief Introductory Statement:

The History Department at Weber State University offers the Bachelors of Arts in the following programs:

History and History Teaching Major
History and History Teaching Minor
Social Science Composite Teaching Major
Public History Minor

It cooperates with the following interdisciplinary programs:

The Bachelor of Integrated Studies
Asian Studies Minor
Latin American Studies Minor
European Studies Minor
Women's Studies Minor

To support these degrees and programs, the Department offers five lower-division courses (all courses are 3-credit –hour offerings except where noted).

World History I and II (1500 and 1510)
U.S. History I and II (2700 and 2710)

American Institutions: History 1700. This course satisfies the University Core Requirement but does not satisfy any degree or program requirements in the History Department.

The Department offers a wide array of upper-division courses:

North-America: 24 upper-division courses, including a Special Topics number
Europe: 18 upper-division courses, including a Special Topics number
Global and Comparative: 10 upper-division courses, including a Special Topics number
Other Electives: 2 upper-division public history courses, and 7 other courses, including Directed Readings, Internships, Cooperative Work Experience, Short Courses, and Workshops

There are no special admission or application requirements for the History major or minor. Teaching and Social Science Composite Teaching majors must meet the Teacher Education admission and certification requirements.

In 2010, the Department voted to eliminate the B.S. program and only offer a B.A. program. That policy was implemented in August 2011. Students who declared their major prior to that date still may work towards a B.S.; however that cohort should soon graduate, and in the future, all students will pursue a B.A.

Approximately half of departmental offerings each semester are General Education and University Core offerings. While the American Institutions course does not contribute to a student's History major or minor, the World History courses are both Social Science General Education courses and core courses for all History major and minors. Unlike many other institutions of higher learning, the vast majority of Weber's History offerings, even at the lower-division level, are taught by full-time, tenure-track faculty.

Department faculty have committed to offering each upper-division course at least once every two years, so all History courses are on at most, a two-year rotation. All lower division courses are offered every semester, including summer. In addition History 3000 and History 4990 are taught every semester. Online and distance learning offerings augment this standard rotation.

The Department tries to make its programs and course accessible to as many students as possible. For that reason, it offers several classes online, several via the Independent Study Program, and many at satellite campus locations, including the Davis Campus and the West Center. In addition, it coordinates with several local high schools to offer concurrent enrollment credit to students in high school.

Of course learning does not just happen inside the classroom. In addition to teaching a wide array of courses, faculty also work one-on-one with students as they try to develop their own research plans. For close to a decade, WSU has had an Office of Undergraduate Research. That office funds student research and underwrites student travel to conferences. This year, it will also host the National Council on Undergraduate Research (NCUR) Conference. At least 60 history students have availed themselves of research funds from that office, using their grants to travel to archives, to conduct and transcribe oral history interviews, and in lieu of wages (this last is so they can trim back their work hours to more fully focus on their research projects). This has been a most successful program. A number of students have presented their research at conferences across the country, ranging from the Phi Alpha Theta Conference to NCUR. Many have also been able to use this research experience as part of their applications for graduate school or employment.

Another way that students learn is through social interaction and collaboration, and our thriving chapter of Phi Alpha Theta encourages such interaction. The faculty advisor, Professor Brady Brower, has helped the organization grow and encouraged students to become involved with the group. Two years ago, WSU's History Department was host to the regional Phi Alpha Theta Conference. Last year, a WSU student, Alexandria Waltz, won the award for best paper at the conference.

Not only does the History Department provides excellent teaching at the undergraduate level, it also has a strong record and culture of scholarship. Faculty are committed to research and have distinguished records of publication. This is particularly noteworthy given their heavy teaching load of four courses per semester.

B. Mission Statement

History is the record of political, social, economic, and cultural events and achievements of humankind. Historians analyze and evaluate this record in an attempt to understand and interpret the present. The Department's chief goal, therefore, is to transmit both the content of history and the necessary analytical and interpretive skills to its students. More specifically, the Department seeks to prepare students for careers in teaching and history-related fields and to provide courses that contribute to the general education and lifelong learning of all students.

The Department, therefore, provides undergraduate programs for students wishing to complete degrees that include the History Major, History Teaching Major, History Minor, History Teaching Minor, Public History Minor, and Social Science Composite Teaching Major. It also provides courses that contribute substantially to the University's commitment to General Education and cultural diversity, promote a general interest in the study of History, assist students in achieving their college and career goals, and fulfill the state's American Institutions requirement to promote the development of an informed citizenry. The History Department also takes an active role in providing appropriate services, resources, and activities to the region that the University serves.

C. Student Learning Outcomes and Assessment

Our Learning Outcomes, developed in conjunction with departments from across the state, are as follows.

HISTORICAL KNOWLEDGE

- I. (Range of historical information)
 - A. Identify the key events which express/define change over time in a broad range of places and regions
 - A. Identify how change occurs over time
 - B. Explain historical continuity and change
 - C. Describe the influence of political ideologies, economic structures, social organization, cultural perceptions, and natural environments on historical events
 - D. Discuss the ways in which factors such as race, gender, class, ethnicity, region, and religion influence historical narratives

HISTORICAL THINKING

- II. (Recognize the past-ness of the past)
 - A. Explain how people have existed, acted, and thought in the past
 - B. Explain what influence the past has on the present
 - C. Interpret the complexity and diversity of situations, events, and past mentalities
 - D. Compare eras and regions in order to define enduring issues
 - E. Develop an international perspective on the past that addresses the cumulative effects of global exchange, engagement, and interdependence
- III. (Emphasis the complex and problematic nature of the historical record)
 - A. Recognize a range of viewpoints
 - B. Compare competing historical narratives
 - C. Challenge arguments of historical inevitability
 - D. Analyze cause-and-effect relationships and multiple causation

HISTORICAL SKILLS

- IV. (Develop skills in critical thinking and reading)
 - A. Evaluate debates among historians
 - B. Differentiate between historical facts and historical interpretations
 - C. Assess the credibility of primary and secondary sources
- V. (Develop research skills)
 - A. Formulate historical questions
 - B. Obtain historical data from a variety of sources
 - C. Identify gaps in available records
 - D. Recognize the discipline's standards for accurate and ethical research.
- VI. (Develop the ability to construct reasonable historical arguments)
 - A. Construct a well-organized historical argument
 - B. Support an interpretation with historical evidence from a variety of primary and secondary sources

We assess our programs, and the degree to which students accomplish these outcomes in a number of ways and at a number of points in the curriculum. We assess students in our introductory general education courses; we assess them as they make their way through upper division courses; and then, through their senior capstone project and with exit interviews, we assess them as they complete the program. A review of data gathered from those assessments is below.

AMERICAN INSTITUTIONS:

In History 1700, faculty use a variety of assessment tools. The most commonly used measure is questions from the citizenship exam, which are administered at the start of the class and at the close of it. Some professors tally pre and post test results. The average score in Susan Matt's 1700 rose from a 5.3 on the pre-test to a 5.9 on the post-test, showing an increase of around 10%. Professor Kathryn MacKay's students also take the citizenship test and then writes a reflection piece on that test and its usefulness. Copies of those reflections are available in the appendices. In addition to these instruments, faculty use a range of assignments to assess learning goals. Most exam questions relate directly to learning outcomes. See for instance Professor MacKay's Exam 4 and her assessment of student performance on these (also in the appendix). Professor Vickers uses a range of assignments, including exams, papers, current events discussions and vision projects to assess student learning. (See Appendix for 1700 grid, artifacts, assessment instruments)

WORLD HISTORY, 1500 and 1510:

Faculty teaching world history have used an array of assessment tools. In 2006-07, faculty teaching 1500 developed an e-portfolio for students as part of a campus-wide program to assess General Education. Students submitted artifacts which they thought best illustrated learning outcomes of the course, and wrote reflections about those artifacts. Ten reviewers were recruited to score the student submissions (only the reflection portion of the student work was looked at).

To ensure some integrity in scoring, a rubric was created that instructed the reviewers to score on a scale from 1 (worst) to 5 (best). Scores should be assigned based on three criteria:

Criteria 1: The student should draw clear connections between the assignment and the goal. How well does the student understand the goal and are they able to show how their experience is related to the goal?

Criteria 2: The student should be able to narrate how the experience generated personal growth. What did they learn about the goal/competency? Did the experience expand their understanding of themselves and of the goal?

Criteria 3: The student should be able to identify where they need to go next. Do they have any plans to pursue this particular goal? What are these plans?

A complete version of that report, with history 1500 portions highlighted, is included in the appendix.

Faculty have also used questions embedded in their multiple choice and essay exams to assess progress towards learning goals. In measuring students' ability to illustrate interpretive arguments with reference to relevant historical data, faculty noted a 12% improvement over the course of one semester on essay exams. On multiple choice exams, faculty noted a 4% improvement in students' ability to organize and acquire historical knowledge over the course of the semester. (See appendix for 1500/1510 grids, e-portfolio, artifacts)

History 2700 and 2710:

In the summer of 2009, Professor Kathryn MacKay administered an assessment exercise to her students in these courses. The assessment was part of the Lumina initiative, in which MacKay has taken a leading role. 52 students responded to the survey of general competency. The instrument asked students to evaluate the degree to which their course emphasized and developed key competencies of an educated person. The results indicated that these courses were meeting their goal of creating educated citizens. (See appendix for grid, artifacts, Lumina surveys.)

UPPER DIVISION COURSES:

In a relatively recent change to our assessment initiatives, we have begun to distribute an assessment to students asking them to describe how well or how poorly the particular course they were enrolled in had met departmental learning goals. So far, these reflections indicate that students feel their courses are congruent with the department's goals and that they are meeting the learning outcomes. These are not quantitative surveys, however well over 90% of students surveyed described their courses as meeting program goals. (See appendices for sample replies, grids, and artifacts.)

HIGH IMPACT AND SERVICE LEARNING COURSES AND ACTIVITIES: Students who do internships for credit must keep a portfolio to document their work and the evolution of their thinking. (See appendix for grid, portfolio, and artifacts.)

HISTORY 3000:

This course prepares students for the senior thesis semester. It serves as an intensive training in the methods and approaches that historians use when they are writing and researching. One of the many key measures faculty use is the research proposal assignment, during which students are asked to formulate historical questions, one of our most important learning outcomes. 90% of students were able to do this by the end of the semester, although for many it was a gradual process of skill acquisition which required several revisions. (See appendix for grid and artifacts.)

HISTORY 4990:

This course is by far our best tool for assessing the degree to which students are meeting our learning outcomes. Papers produced in the Senior Seminar have been quite effective in demonstrating ways in which the curricular and programmatic requirements succeed and fail in their efforts to craft competent and knowledgeable historians. The assignment requires students to display the degree to which they have acquired historical knowledge (Learning Outcome I), their modes of historical thinking (Learning Outcome II), and their historical Skills (Learning Outcome III). Faculty have developed a rubric for senior seminar, include it in their

syllabi, and use it as a device by which to assess theses. (See Section F. for that rubric and the appendix for examples of 2 senior theses assessed using that tool, as well as the grid.)

Starting in academic year 2010-11, the Department began to have conversations at the end of each semester to assess what had happened in History 3000 and History 4990 that term. Faculty compare notes on strengths, weaknesses, struggles, needed adjustments to their syllabi, and discuss how better to coordinate between the transition from the 3000 course to the 4990 course. (A copy of those discussions--which were conducted electronically--is contained in the appendix.)

Our final mode of assessment comes in the form of the exit interview and learning outcomes survey, administered to graduating seniors. At our last program review in Feb. 2006, evaluators suggested that we add a numerical section to the exit interview, and we have done so. Results aggregated since 2008 offer the following picture of how students evaluate the program and its success at meeting those goals.

DEPARTMENT OF HISTORY GRADUATE EXIT QUESTIONNAIRE

We hope that you will provide us with a candid assessment of the History Department and its programs. It is not intended to deal with department personnel or personalities, but the department's requirements and activities.

1. a. Where did you secure most of the advisement information regarding general education, major, and graduation requirements?

b. How helpful was this information?

c. If you received most of your advisement elsewhere, how might the department be more helpful in this area?
2. a. Has the department provided you with adequate advisement regarding future career opportunities for history majors?

b. What changes/improvements would you recommend?
3. a. Did the lower division history requirements for a major (1000 and 2000 level courses) provide a useful introduction to your upper division history course work?

b. What changes/improvements would you recommend?
4. a. Were the upper division requirements for majors (the 3000 and 4000 level courses) appropriate and fair?

b. What changes/improvements would you recommend?

5. a. Were the reading materials required in department courses both challenging and useful?
b. What changes/improvements would you recommend?
6. a. Were the grading standards employed in department courses appropriate and fair?
b. What changes/improvements would you recommend?
7. a. Were the oral and written assignments made in department courses both challenging and fair?
b. What changes/improvements would you recommend?
8. a. Do the courses offered by the department cover a satisfactory range of fields, emphases, and time periods?
b. Are any other specialized classes needed?
9. The best/most helpful/worthwhile feature of the History Department is:
10. The feature of the department that should be changed/improved is:
11. Please evaluate the activities of the Phi Alpha Theta chapter. What changes/improvements would you recommend in its activities?
12. What questions/comments do you have that have not been discussed in this survey?

DEPARTMENT OF HISTORY LEARNING ASSESSMENT

We hope that you can provide us with a candid assessment of the History Department and its programs. It is not intended to deal with department personnel or personalities, but the department's requirements and activities. On a scale of 1 to 5 with 1 being the weakest and 5 being the strongest, please give each of the following areas a 1-5 rating (circle one).

- 1. From your history course work, how would you measure your ability to think chronologically, specifically to:**
 - a. Distinguish among past, present and future time periods **1 2 3 4 5**
 - b. Identify chronological structure of a historical narrative **1 2 3 4 5**
 - c. Interpret time lines **1 2 3 4 5**
 - d. Reconstruct patterns of historical succession and duration **1 2 3 4 5**

2. **How would you measure your skill of historical comprehension, specifically abilities to:**
 - a. Reconstruct both literal and contextual meanings of historical passages 1 2 3 4 5
 - b. Identify central themes and questions in historical narratives 1 2 3 4 5
 - c. Demonstrate historical perspective 1 2 3 4 5
 - d. Analyze maps, charts and graphs for historical data 1 2 3 4 5

3. **How would you measure your skills of historical analysis and interpretation, specifically abilities to:**
 - a. Identify the source of an historical document or narrative 1 2 3 4 5
 - b. Compare differing sets of ideas, values, personalities, and institutions 1 2 3 4 5
 - c. Differentiate historical facts 1 2 3 4 5
 - d. Analyze differing historical interpretations 1 2 3 4 5
 - e. Analyze cause and effect relationships and multiple causation 1 2 3 4 5
 - f. Hypothesize the influence of the past 1 2 3 4 5

4. **How would you measure your historical research capabilities, specifically abilities to:**
 - a. Formulate historical questions 1 2 3 4 5
 - b. Obtain historical data 1 2 3 4 5
 - c. Scrutinize historical data 1 2 3 4 5
 - d. Identify gaps in the historical record 1 2 3 4 5
 - e. Construct sound historical interpretation 1 2 3 4 5

5. **From your course work, how would you measure your:**
 - a. Appreciation for the natural and cultural environment in which we have developed and live 1 2 3 4 5
 - b. Sense of the diversity of the human experience influenced by geography, culture, race, ethnicity, gender, and class 1 2 3 4 5
 - c. Recognition of the nature of human interdependence necessary for survival and well-being 1 2 3 4 5
 - d. Personal moral sense developed vicariously against the complexities faced by individuals in difficult settings in the past 1 2 3 4 5
 - e. Sense of identity and citizenship 1 2 3 4 5

RESULTS FROM THE LEARNING ASSESSMENT (GATHERED 2008-2011)

On a scale of 1-5, students rated the degree to which their History course work had helped them to:

- | | |
|--|------|
| I. Think Chronologically: | |
| a. To distinguish among past, present and future time periods | 4.66 |
| b. To identify chronological structure of a historical narrative | 4.38 |
| c. To Interpret time lines | 4.82 |

d. To reconstruct patterns of historical succession and duration	4.53
II. Develop skills of historical comprehension, specifically ability to:	
a. Reconstruct both literal & contextual meanings of historical passages	4.25
b. Identify central themes and questions in historical narratives	4.25
c. Demonstrate historical perspective	4.5
d. Analyze maps, charts and graphs for historical data	4.25
III. Develop skills of historical analysis and interpretation, specifically ability to:	
a. Identify the source of an historical document or narrative	4.37
b. Compare differing sets of ideas, values, personalities, and institutions	4.38
c. Differentiate historical facts	4.5
d. Analyze differing historical interpretations	4.24
e. Analyze cause and effect relationships and multiple causation	4.57
f. Hypothesize the influence of the past	4.24
IV. Develop historical research capabilities, specifically ability to:	
a. Formulate historical questions	4.26
b. Obtain historical data	4.42
c. Scrutinize historical data	4.15
d. Identify gaps in the historical record	3.85
e. Construct sound historical interpretation	4.11
V. Develop an	
a. Appreciation for the natural and cultural environment in which we have developed and live	4.55
b. Sense of the diversity of the human experience influenced by geography, culture, race, ethnicity, gender, and class	4.52
c. Recognition of the nature of human interdependence necessary for survival and well-being	4.5
d. Personal moral sense developed vicariously against the complexities faced by individuals in difficult settings in the past	4.27
e. Sense of identity and citizenship	4.8

Evidence of Learning: General Education Courses

Evidence of Learning: General Education Courses: American Institutions					
Program Learning Goal Students will...	Measurable Learning Outcome Students will...	Method of Measurement Direct and Indirect Measures*	Findings Linked to Learning Outcomes	Interpretation of Findings	Action Plan/Use of Results
<p><i>Goal 1: The mission of Weber State's American Institutions (AI) requirement is to adhere to the Utah State Code, specifically 53B-16-103(b) which reads: "A student shall demonstrate a reasonable understanding of the history, principles, form of government, and economic system of the United States prior to receiving a bachelor's degree or teaching credential." The overarching goal of this requirement is to have all students gain the basic knowledge necessary for informed and responsible citizenship.</i></p>	<p>Learning Outcome 1. Students will Learn of significant political, economic, and social changes in American history. 2. Students will learn the major principles of American civilization, including the concepts of popular sovereignty, liberty, and equality. 3. The institutions and practices of the government provided for in the United States Constitution. 4. The basic workings and evolution of a market economy in the United States.</p>	<p>Measure 1: Pre-test and Post-test taken from the Citizenship Exam</p>	<p>Student scores increased by over 10% from the pre-test to post-test</p> <p>Students wrote reflections on the citizenship test and their changing scores</p>	<p>Students increased their knowledge of American history, the workings of the market, key principles of government and civilization.</p>	<p>No curricular change needed at this time.</p>

Evidence of Learning: General Education Courses

Evidence of Learning: General Education Courses: World History I and II					
Program Learning Goal	Measurable Learning Outcome	Method of Measurement	Findings Linked to Learning Outcomes	Interpretation of Findings	Action Plan/Use of Results
Students will...	Students will...	Direct and Indirect Measures*			
1. Goal: Students will demonstrate an understanding and appreciation of the social and behavioral sciences, including the way people interact and relate to the world.	<p>Learning Outcome 1: Describe basic assumptions about humans and their behaviors from a social science perspective.</p> <p>Learning Outcome 2: Explain the interactions between individuals and their sociocultural and/or natural environments.</p>	<p>Measure 1: E-portfolio artifacts and reflections</p> <p>Essay questions from exams were analyzed</p>	<p>Faculty reviewers gave student reflections an average score of 3.29 (out of a possible 5 points)</p> <p>Student scores rose on average 12% between mid term and final</p>	<p>Students are displaying at least an average level of competency in achieving learning outcome</p> <p>Students are acquiring the ability to explain interactions between individuals and their sociocultural environments</p>	No pedagogical changes needed at this time

Evidence of Learning: Courses within the Major

Evidence of Learning: History 3090					
Program Learning Goal	Measurable Learning Outcome	Method of Measurement	Findings Linked to Learning Outcomes	Interpretation of Findings	Action Plan/Use of Results
Students will...	Students will...	Direct and Indirect Measures*			
Goal 1: Students will develop skills to analyze, interpret, and present historical information	Students will conduct original research and write research paper	Final Research Paper requiring 4 original sources	Over 80% of students showed competence in conducting original research	Students demonstrated research skills	No changes at this time
		Measure 2: Students completed reflection survey gauging degree to which class furthered these outcomes	Measure 2: Over 90% of students thought class met outcomes	Class is transmitting knowledge and skills	

D. Academic Advising

Advising Strategy and Process

Our goal is to give students support and advice throughout their time at Weber State. The earlier in their college careers that they meet with us the better. To that end, we endeavor to meet with as many incoming freshmen with an interest in history as we can. Our first point of contact may be the Majors Fair, which many area high school students attend. Or they may hear of the Department from admissions visits that recruiting staff make. In either case, we make sure that at all such events, interested students are provided with as much information about the department as possible.

WSU's orientation and admissions staff brings new students to our department if they are interested in finding out more about it. They generally meet with either Professor Susan Matt, the Chair of the Department, or Professor Brady Brower, who serves as academic advisor for the Department. In addition, they meet with Angela Swaner, Office Manager, who updates their records as majors or minors. At these initial meetings, we tell students about possible courses of study (major, minor, teaching major, teaching minor, Social Science Composite, public history minor) and review the various course requirements for each. We talk with them about possible career paths after graduation, and activities they can pursue during college which will further their career goals. We review information about our various honors programs and societies. Finally, we give them information about the faculty and their areas of specialization so that they can find about more about courses they may take. [See purple folder in appendices.] If they are teaching majors, they must also consult with advisors in the Jerry and Vickie Moyes College of Education.

Of course, some students find their way to history a bit later in their career. Regardless of their year in college, we provide them with the same basic orientation. After they have gone through this initial advisement and orientation, students are encouraged to meet with their academic advisor at least once a year. Then, during their senior year, the Department must give its approval to them before they can register for the Senior Seminar (our capstone course). Finally, towards the end of their senior year, students must meet with the Chair for graduation clearance.

Effectiveness of Advising

One way we have assessed our advising is through our exit interview questionnaire. The first questions we ask are:

- 1.a. Where did you secure most of the advisement information regarding general education, major, and graduation requirements?
- b. How helpful was this information?
- c. If you received most of your advisement elsewhere, how might the department be more helpful in this area?

- 2.a. Has the department provided you with adequate advisement regarding future career opportunities for history majors?
b. What changes/improvements would you recommend?

We have been collecting this data for well over a decade. Students have for the most part seemed well satisfied with the advisement they get from the department. In particular, they repeatedly commend Angela Swaner for her helpfulness.

One consistent weakness has been in the area of career advisement, something the department has been working to improve over the last several years.

Past Changes and Future Recommendations

In the fall of 2010, we decided to redesign our advisement process. We began a new policy of having a full-time faculty member take on the role of student advisor. The faculty gets a one-course reduction from the usual teaching load each semester. Professor Stephen Francis served as advisor during Spring of 2011. Professor Brady Brower has taken on that role for academic year 2011-12. The Chair and the Office Manager do the advising during the summer and as needed during the school year, and the Chair continues to do all graduation clearances. This change has helped students as there is now a dedicated advisor and a clearer path to graduation.

We are actively trying to improve our career advisement and to that end have undertaken some new initiatives:

1. We have created a new guide to careers for history majors. Angela Swaner has taken the lead on this, gathering information and compiling it in an accessible form, both in print and online formats.

2. In spring 2011, we are offering a course on "The Business of History" which will help students think creatively about the skills they can offer to prospective employers.

3. We have also developed several new internships over the past three years which we hope will equip students with the skills and experience to make their way in this tight job market.

4. We have invested in a range of testing aids and preparation guides for students taking the PRAXIS exam and have established a lending library of sorts. Students can check out the materials to help them study for the exam.

E. Faculty

Faculty Demographic Information

Susan Matt, Presidential Distinguished Professor and Chair of the History Department (B.A., University of Chicago , 1989; M.A., Ph.D., Cornell University ,1992, 1996), **Research and Teaching Areas:** Gilded Age and Progressive Era, consumerism, women, cultural and social, history of emotions

M. Brady Brower, Assistant Professor of History (B.A. University of Idaho , 1993; M.A., University of Colorado, Boulder, 1996, Ph.D., Rutgers University, 2005); **Research and Teaching Areas:** Modern European Intellectual and Cultural History, History of Psychology and Psychoanalysis, History of Gender and Sexuality, World History

Sara Dant, Professor of History (B.S., Northern Arizona University, 1989; M.A., Washington State University, 1991; Ph.D., Washington State University, 2000), **Research and Teaching Areas:** American West, Environmental, United States

Stephen Francis, Associate Professor of History (B.A., Weber State University, 1991; M.A., Ph.D., Arizona State University,1994, 1998), **Research and Teaching Areas:** England, Europe, U.S.

J. Henry Ibarquen, Assistant Professor of History (B.A., M.A., University of the Americas, 1966, 1967), **Research and Teaching Areas:** Latin America, U.S. Southwest Chicano, Mexico, Spain, and Portugal

LaRae Larkin, Associate Professor of History; Director, Social Science Education Center (B.S., Brigham Young University 1963; M.S., Utah State University, 1976; Ph.D., University of Utah, 1990),**Research and Teaching Areas:** Russia, Eastern Europe

Greg Lewis, Professor of History, Director of Asian Studies (B.S., Arizona State University, 1977; M.A., Ph.D. Arizona State University, 1986, 1999),**Research and Teaching Areas:** East Asia, South Asia, Middle East, Asian Film

J. Branden Little, Assistant Professor of History (B.A., University of California, Davis, 1998; Certificate, Phase 1 Joint Professional Military Education, Department of Defense, 2001; M.A., U.S. Naval Postgraduate School , 2002; Ph.D., University of California, Berkeley, 2009), **Research and Teaching Areas:** America and the World, Naval and Military History, U.S. Foreign Relations, Human Rights, International Organizations

Kathryn MacKay, Professor of History (B.A., University of California at Los Angeles, 1968; M.A., Ph.D., University of Utah,1973, 1987), **Research and Teaching Areas:** Native American, women, American West, Public History

Richard Sadler, Professor of History (B.S., M.S., Ph.D., University of Utah, 1964, 1965, 1969), **Research and Teaching Areas: Utah and Western History, The Civil War, Antebellum U.S.**

Gene Sessions, Presidential Distinguished Professor of History (B.A., Utah State University ,1970; M.A., Ph.D., Florida State University, 1972, 1974) , **Research and Teaching Areas:** American West, Utah, Africa, Diplomatic

Eric Swedin, Associate Professor of History (B.S. Weber State University, 1988; M.S., Utah State University, 1991; Ph.D., Case Western Reserve University, 1996), History of Science and Technology, History of Utah

Vikki J. Vickers, Associate Professor of History (B.A., University of Missouri, 1993; M.A., University of Missouri, 1996; Ph.D., University of Missouri , 2002), **Research and Teaching Areas:** American Colonial, American Revolutionary War, Civil-Military Relations, Eighteenth Century Intellectual History, Religion

Programmatic/Departmental Teaching Standards

The History Department is committed to thoughtful and effective teaching. While we encourage faculty innovation in the classroom, we also have developed a set of standards that guarantee there will be some consistency across the department. We have also created courses that build upon each other, so that students can acquire the skills and knowledge they need as they make their way through the program.

Our introductory courses for the major, **History 1500 and History 1510** have the following standards:

While there will not be a mandated textbook, all adjuncts teaching the course must use one of the textbooks used by full-time faculty.

All faculty will use a collection of primary sources in the course; the choice of these sources is, however, left up to the individual instructor.

All faculty teaching 1500 and 1510 will embed significant and frequent writing experiences in those classes, in addition to other exams, quizzes, etc.

Mapping exercises will be included in every section of 1500 and 1510.

An approach that emphasizes comparative approaches and global themes, as per the General Education guidelines, should be integral to each section of the course.

We have established the following standards for **History 2700 and 2710:**

In addition to a textbook, faculty must assign monographs and primary sources.

All sections must require significant writing exercises, and the introduction of the Turabian style.

In addition to papers, essay tests are expected; multiple choice tests are to be avoided.

SAMPLE GRADING RUBRIC FOR 2700 and 2710 course

Formal Papers will be evaluated using the following criteria:

5—Paper demonstrates superb composition skills including clear and thought-provoking main idea, an appropriate sense of audience, effective organization, interesting and convincing supporting materials, effective word choice and sentence skills, and perfect or near-perfect mechanics, including spelling and punctuation. The writing superbly accomplishes the objectives of the assignment and shows original thinking.

4- Paper demonstrates strong composition skills and includes a clear, insightful main idea, although there may be minor deficiencies in development or word choice. Style may not be consistently clear and effective. Shows careful and acceptable use of mechanics. Accomplishes the goals of the assignment effectively overall.

3—Paper demonstrates satisfactory composition skills. There is adequate development and organization, although the development of ideas maybe trite, assumptions may be unsupported in more than one area, the main idea may not be original, or the word choice and sentence structure may not be clear and effective. Accomplishes the basic goal of the assignment.

2- Composition skills are flawed in either the clarity of the main idea, the development, or the organization. Word-choice, sentence structure, and mechanics may seriously affect clarity. Minimally accomplishes the goals of the assignment.

1—Composition skills are seriously flawed in two or more areas. Word-choice, sentence structure and mechanics are excessively flawed. Accomplishes few of the goals of the assignment.

For Upper-Division Courses, the standards are as follows:

Each upper-division course must have at least one monograph for every upper-division credit hour, so at least a minimum of three monographs are required.

The classes must be writing intensive—papers and essay exams are the norm.

Turabian is required for all upper-division courses.

History 3000, the methods course, must follow the following standards:
(Adopted 2007; revised Jan. 2009)

History 3000 should be taught with an emphasis on methodology rather than historiography. (Historiography should be a component of History 3000, but should not be the primary focus of the course.) Because History 3000 is a required course for students taking Senior Seminar (4990) this course should also prepare students for the rigors of researching and writing a quality Senior Thesis.

With that in mind, students who have taken History 3000 should be able to do the following:

Reading:

Identify an author's thesis.

Evaluate an author's thesis.

Identify and understand differing theoretical and methodological approaches in historical writing (Marxist theory, cultural history, oral history).

Understand that historical scholarship is an ongoing process, and that scholars viewing the same evidence may have radically different interpretations.

Research:

Distinguish between primary and secondary sources.

Evaluate the validity of primary and secondary sources, using accepted professional methods.

Evaluate the validity of internet sources and websites.

Have a clear understanding of how and where to access sources for historical research (databases, archives, journal, etc.).

Conduct primary and secondary research in libraries and archives.

Understand the importance of being organized and careful in documenting Sources.

Use Turabian and/or the Chicago Manual of Style to cite sources in the manner of professional historians.

Standards and Practices:

Know what the American Historical Association is, and what the AHA considers to be the standards and practices for the study of History.

Understand the difference between plagiarism and poor research methods.

Understand that both plagiarism and poorly conducted research are egregious offenses in the study of research.

Understand the consequences of plagiarism as both a Weber State student and a History Major.

Writing:

Write clearly and professionally, with a clearly expressed thesis and supporting arguments and evidence.

Write a Topic Proposal for 4990 (Senior Seminar).

Compose a bibliography in Turabian format to support the Topic Proposal with at least 15 primary sources and 15 secondary sources (the composition of those sources—online, archival, etc. to be determined by the individual instructor.).

The following are the standards for **History 4990**, the senior seminar, which is the capstone course of the history major(adopted 8/20/09; revised 8/11):

Texts:

Instructors should either assign Turabian's *A Manual for Writers* or the *Chicago Manual of Style*

Learning Goals:

Students should be able to

Apply the historical method in the critical evaluation and interpretation of primary source material.

Have some proficiency in the categories, concepts, and forms of argumentation that professional historians used to derive meaning from complex historical events.

Evaluate and critique the work of your fellow historians in a respectful and constructive manner.

Be fluent with the conventions of the writing process including drafting, critique, revision, proofreading, and copy editing.

The Senior Thesis Paper:

Must be 20-30 pages long, typed, double-spaced, in a 12 pt. font, with one inch margins.

Is a unique contribution to your chosen area of historical research.

This requirement can be fulfilled by

using under-utilized or unutilized source materials.

identifying and addressing an unacknowledged problem of historical sourcing or interpretation.

applying conceptual categories in a way that offers new insight into established areas of historical scholarship.

making innovative use of interpretive theory in the analysis of your sources.

In short, your paper must offer something it is interpretations or in its presentation of the evidence that cannot be found elsewhere.

Your final paper must have an ARGUMENT that you are trying to PROVE. This is more than just retelling events that occurred; you must analyze those events and support a specific thesis.

* All of your citations need to be either footnotes or endnotes following the *Chicago Manual of Style*.

* You need to have at least 15 primary sources, and at least 15 secondary sources.

-At least 3 of the primary sources must not be from a digital source.

- At least 6 of the secondary documents must be monographs not articles.

* You will have to have a bibliography also in Turabian form. The bibliography will be divided between primary and secondary sources.

* Your paper must receive a C grade or better to pass this course, after which any other points in the course will be factored in to the final grade.

*Your final paper should be properly cited, free of grammatical errors, written clearly, well-organized, demonstrate thoughtful and thorough interpretation of primary sources and proper use of secondary sources, and include a cover sheet and bibliography.

* You must submit three copies - one for the professor to read, grade, and return, one for the library archives, and one for filing with the Department of History.

GRADING RUBRIC FOR SENIOR THESIS -4990

	Thesis	Structure	Evidence	Analysis	Logic and Argumentation	Mechanics
The Superior Paper (A/A-)	Easily identifiable, plausible, novel, sophisticated, insightful, crystal clear.	Evident, understandable, appropriate for thesis. Excellent transitions from point to point. Paragraphs support solid topic sentences.	Primary source information used to buttress every point with at least one example. . Excellent integration of quoted material into sentences.	Author clearly relates evidence to thesis; analysis is fresh and exciting. Displays critical thinking, avoids simplistic description, summary of info.	All ideas in the paper flow logically; the argument is identifiable, reasonable, and sound. Author anticipates and successfully defuses counter-arguments; makes novel connections to outside material which illuminate thesis. Creates appropriate college level, academic tone.	Sentence structure, grammar, and diction excellent; correct use of punctuation and citation style; minimal to no spelling errors; absolutely no run-on sentences or comma splices. Conforms in every way to format requirements.
The Good Paper (B+/B)	Promising, but may be slightly unclear, or lacking in insight or originality. Paper title does not connect as well with thesis or is not as interesting.	Generally clear and appropriate, though may wander occasionally. May have a few unclear transitions, or a few paragraphs without strong topic sentences.	Examples used to support most points. Some evidence does not support point, or may appear where inappropriate. Quotes well integrated into sentences. Demonstrates a solid understanding of the ideas in the assigned reading and critically evaluates/responds to those ideas in an analytical, persuasive manner.	Evidence often related to thesis, though links perhaps not very clear. Some description, but more critical thinking.	Argument of paper is clear, usually flows logically and makes sense. Some evidence that counter arguments acknowledged, though perhaps not addressed. Occasional insightful connections to outside material made. Mostly creates appropriate college level, academic tone.	Sentence structure, grammar, and diction strong despite occasional lapses; punctuation and citation style often used correctly. Some (minor) spelling errors; may have one run-on sentence or comma splice. Conforms in every way to format requirements.

<p>The Borderline Paper (B-/C+)</p>	<p>May be unclear (contain many vague terms), appear unoriginal, or offer relatively little that is new; provides little around which to structure the paper. Paper title and thesis do not connect well or title is unimaginative.</p>	<p>Generally unclear, often wanders or jumps around. Few or weak transitions, many paragraphs without topic sentences.</p>	<p>Examples used to support some points. Points often lack supporting evidence, or evidence used where inappropriate (often because there may be no clear point). Quotes may be poorly integrated into sentences. Demonstrates a general understanding of the ideas and only occasionally critically evaluates/responds to those ideas in an analytical, persuasive manner.</p>	<p>Quotes appear often without analysis relating them to mini-thesis (or there is a weak mini-thesis to support), or analysis offers nothing beyond the quote. Even balance between critical thinking and description.</p>	<p>Logic may often fail, or argument may often be unclear. May not address counter-arguments or make any outside connections. Occasionally creates appropriate college level, academic tone, but has some informal language or inappropriate slang.</p>	<p>Problems in sentence structure, grammar, and diction (usually not major). Some errors in punctuation, citation style, and spelling. May have some run-on sentences or comma splices. Conforms in almost every way to format requirements.</p>
<p>The "Needs Help" Paper (C/C-)</p>	<p>Difficult to identify at all, may be bland restatement of obvious point.</p>	<p>Unclear, often because thesis is weak or non-existent. Transitions confusing and unclear. Few topic sentences.</p>	<p>Very few or very weak examples. General failure to support statements, or evidence seems to support no statement. Quotes not integrated into sentences; "plopped in" in improper manner. Demonstrates a little understanding of (or occasionally misreads) ideas and does not critically evaluate/responds to those ideas in an analytical, persuasive manner.</p>	<p>Very little or very weak attempt to relate evidence to argument; may be no identifiable argument, or no evidence to relate it to. More description than critical thinking.</p>	<p>Ideas do not flow at all, usually because there is no argument to support. Simplistic view of topic; no effort to grasp possible alternative views. Does not create appropriate college level, academic tone, and has informal language or inappropriate slang.</p>	<p>Big problems in sentence structure, grammar, and diction. Frequent major errors in citation style, punctuation, and spelling. May have many run-on sentences and comma splices. Does not conform to format requirements.</p>

The "Really Needs Help" Paper (D+/D)	Is like The "Needs Help" Paper but the problems are more serious or more frequent.					
The Failing Paper	Shows obviously minimal lack of effort or comprehension of the assignment. Very difficult to understand owing to major problems with mechanics, structure, and analysis. Has no identifiable thesis, or utterly incompetent thesis. Does not follow paper guidelines for length and format. Plagiarizes.					

(These guidelines are based on:
<http://www.fordham.edu/halsall/med/rubric.html>)

Faculty Qualifications

All of our full-time faculty, save one, have Ph.D.s in history. The one faculty member without a Ph.D. is ABD and was tenured before these standards had been established. Our adjuncts all have at least masters in history; the majority have Ph.D.s. Those high school faculty teaching concurrent enrollment courses for us all have masters degrees in history, as well.

Evidence of Effective Instruction

- i. **Regular Faculty**
 Full time faculty are regularly assessed, both by their colleagues and by their students. Those faculty who are not yet tenured but who are on the tenure track are reviewed by the chair during their first and second years of teaching. During their third year, they undergo a comprehensive third-year review, with committees at the

departmental and college level assessing their performance and promise. After tenure, faculty are also assessed. Every two years the chair reviews their performance in teaching, research, and service, and helps faculty set goals for growth and advancement.

ii. Adjunct Faculty

Over the last five years we have tightened our standards for hiring adjuncts and have increased the level of review that each receives. We have created a uniform application process for adjuncts. Their applications are reviewed on a rolling basis, and ranked by our standing committee on adjunct faculty. Once hired, the department provides adjunct faculty with orientation materials designed to familiarize them with the program and the specific courses they will be teaching. The adjunct committee also reviews the performance of each adjunct faculty member. This has led to a higher quality of adjuncts overall.

Both full-time and adjunct faculty are also evaluated by their students and these evaluations are reviewed by the chair each semester.

Mentoring Activities

The Department works hard to help new faculty adjust to Weber State and to help them succeed as teachers and as scholars. The most intensive mentoring occurs while faculty are still pre-tenure. Here are some examples of what we do:

For the last 12 years, the department chair has worked to give new faculty teaching loads that will allow them to find their bearings. Usually this has meant 3 sections of an intro course and 1 upper-division, thus requiring new faculty to do only 2 preps/semester, while still meeting the obligation of a 4/4 course load. This has proved a great help to those faculty trying to get publications completed and new courses under their belt.

To help faculty gain a sense of the teaching culture at WSU, the Chair observes new faculty in the classroom each year during their first three years; in addition, a departmental review committee reviews them during their third year and sixth year (and in intervening years if extra reviews are called for). After being observed, the chair and/or the review committee gives feedback to the faculty member with suggestions, kudos, and criticisms.

To help new faculty negotiate the tenure and review process, tenured faculty routinely meet with new faculty to discuss the best modes of self presentation. They often offer new faculty their tenure portfolios as models.

Diversity of Faculty

Our department is one of the most diverse on campus. We have thirteen members of the department, five of whom are women. Given that we are in

Utah, our faculty is also racially, ethnically, and religiously diverse, especially when compared to other departments on campus

We are also intellectually diverse, and we hope in the near future to increase that diversity by hiring a Middle Eastern historian. More generally, we hope to increase the number of historians who specialize in fields outside of the U.S.

Ongoing Review and Professional Development

Our College has a policy of merit review, and pursuant to that, our department conducts a review of each faculty member every two years. That review entails the faculty writing up a synopsis of his or her major accomplishments in the realms of teaching, scholarship, and research for the past two years. The Chair reviews those materials, and then meets individually with each faculty member to assess his or her progress and set goals for the coming years.

While periodic reviews are important even more important is adequate support for professional development. Each year, the department allocates travel funds to each dept. member. This year, we all received \$800. Next year we hope to raise that by at least \$100. This money may be used for any professional expenses—conferences, research, seminars. In addition, the department covers all fees for conference registration out of its own funds. Finally, it works with department members on a case-by-case basis to offer support where needed and when possible.

In addition to these departmental funds, the University's Research, Scholarship, and Professional Growth committee distributes over \$100,000 each year, with special funds dedicated for research, instructional improvement and faculty vitality. Almost every member of the department has received funds from this organization, and some of our youngest faculty have received multiple grants.

F. Support Staff, Administration, Facilities, Equipment, and Library

Adequacy of Staff

Angela Swaner, the Office Manager for the History Department, is the Department's biggest asset. She is invaluable—a font of knowledge about the department and the university's policies. In a department that is sometimes divisive, Angela's excellence is the one thing about which we always agree. In addition to her secretarial duties, she works with students as they navigate registration, she develops promotional materials for the department, she maintains the website, does dept. book-keeping, and the list could go on.

i. Ongoing Staff Development

Angela does an excellent job of staying abreast of the latest administrative needs of the department and the college. She takes courses offered by the

administration on the latest software packages for registration, for departmental reports, etc., on an on-going basis.

Adequacy of Administrative Support

Both the former dean, Richard Sadler, and our new dean, Francis Harrold, have been supportive of the department and generous with resources. The Provost, Mike Vaughan, has supported the department, often contributing supplemental funds for guest lectures, faculty projects, and the like.

Adequacy of Facilities and Equipment

The Department occupies a suite of offices on the second floor of the Social Sciences Building. It is also spreading out onto the first floor. The College has assigned the Department 7 classrooms plus a seminar room. All of them are equipped with multi-media equipment, which includes DVDs, desk-top cameras (visualizers), computers, and high-powered projectors. All of the rooms are equipped with wireless connectivity.

We are well supplied with the latest computing equipment, both in our offices and in our classrooms. And in the last five years, the seminar room has been completed, and new carpeting installed throughout the building. Yet despite these improvements, few in our department would call our physical surroundings adequate. We are in a decrepit and decaying building which is probably dangerous and certainly harmful to faculty morale. Its problems are legion: from heating that is sporadic, at best, to an annual fly and wasp infestation that gets worse each year. Sometimes, faculty have 20 -40 insects in their offices at one time. This starts in October and usually persists through the winter months. Administrative services and Facilities Management, while aware of the problem, have so far been unable to find a solution. Many of us have contemplated calling the health department because we doubt the building would pass an impromptu inspection. The water from the faucets is undrinkable and often bright orange or dark brown. The windows are virtually non-existent.

Adequacy of Library Resources

The library resources are strong and the library staff very supportive. Thanks to John Sillito, the now retired history bibliographer, archivist, and Director of Special Collections for the Library, the history book collection is very good. Kathy Payne, the Director of Reference Services, and an historian by training, is constantly looking for ways to augment the research resources available to us. The library staff is also very good at working with our students. Finally, Interlibrary Loan brings the world's resources to Weber, and does so in a timely manner.

If there are any shortcomings, they spring from budget limitations. For instance, our English historian would like the Library to subscribe to Early English Books online, but the cost is somewhat prohibitive. Likewise, many of

the Americanists wish we could gain a subscription to Early American Newspapers online—resources that other Utah institutions have, but that we can't afford. Kathy Payne has been able to get us temporary trial subscriptions, but if it were possible to find permanent funding for such offerings, it would enrich research possibilities for faculty and students alike.

G. Relationships with External Communities

Description of Role in External Communities

Over the years, the Department has developed strong relationships with school districts, community groups, and local citizens.

The Department continues to partner with school districts across northern Utah through the Teaching American History (TAH) grant program. From 2001-2005 and from 2006-2010, the Department partnered with the Weber County School District on a TAH. From 2005-2011, it partnered with the Davis School District, and from 2008-2011, with the Ogden School District. It is currently administering a TAH grant with the Tooele School District, as part of a partnership that began in 2007 and will run through 2013. Professors Gene Sessions and Richard Sadler have been the faculty who have directed these grants. In addition, Sessions and Sadler served as consultants to the Alpine School District and the Two Rivers School District for TAH grants.

The History Alliance, coordinated by LaRae Larkin, has created another set of relationships with local educators. Each week, historians, political scientists, and other scholars from across campus meet with K-12 teachers. The core of the instructional faculty come from the History Department and they lead numerous seminars and workshops for educators interested in continuing and enhancing their history training.

The successes of the Department's work with the school districts in helping history teachers improve their craft caught the attention of Salt Lake City philanthropist Larry H. Miller who has worked with the University to create the Miller Education Project. Up through 2010, Gene Sessions and Richard Sadler worked closely with the Miller program to help educate Utah teachers.

The Department has benefited enormously from such College-managed funds. With these funds we have been able to offer over a dozen scholarships to academically meritorious majors. We have also benefited from named funds such as the Critchlow and Lampros. These funds are used to sponsor lecture series that bring outstanding scholars to Weber to address faculty, staff, students, and the community. In addition to those funds, the College and the Dept. have contributed funds to support lectures.

Since our last program review, we have brought the following scholars to campus:

Social Science Lectures:

Professor Michael Kammen, Cornell University
Mark Rudd, former SDS activist
Mark Harvey, North Dakota State University

Lampros Lectures:

Professor Michael Holt, University of Virginia
Professor James Robbins, Trinity University

Professor George Rable, University of Alabama
Professor Donald Stoker, U.S. Naval War College
Professor William Freehling, University of Kentucky

Critchlow Lectures:

Professor John Mack Faragher, Yale University
Professor Mark A. Eifler, University of Portland
Professor Donald A. Worster, University of Kansas
Professor Michael Ballam, Utah State University
Professor Louis Warren, University of California, Davis
Professor Elliott West, University of Arkansas

Women's History Lectures

Professor Elaine Tyler May, University of Minnesota
Professor Rachel Fuchs, Arizona State University
Professor Stephanie Coontz, Evergreen State College

Black History Month:

Larry Tye
Professor Jacqueline Jones, University of Texas at Austin

These lectures are free and open to the public and have attracted large audiences from across the Wasatch front.

In addition to these lectures, the Department offers another, less academic series for community members under the auspices of the Weber Historical Society. Each year, Gene Sessions has organized a year-long lecture series designed to attract community members to campus. It has been quite successful, drawing crowds of close to 100.

For the last several years, Kathryn MacKay has organized the county-wide Weber Reads series. Last year the community read *Narrative of the Life of Frederick Douglass* and *Incidents in the Life of a Slave Girl*, and MacKay organized lectures on the campus and throughout the community on those books. This year's texts are founding documents, including the Constitution, the Federalist Papers, and other writings from late 18th century America.

For the last 4 years, the History Department has participated in the VENTURE program, designed to bring the humanities to adults of modest financial means. Since the program's inception, Professor Susan Matt has taught History 1700 during the spring semester, and will do so again this year. The program is working to establish a pathway for students from the VENTURE program into the regular student population and is organized in collaboration with the Utah Humanities Council.

RESULTS OF LAST PROGRAM REVIEW AND FUTURE DIRECTIONS:

Our last program review was conducted in 2006 by Professors Norm Jones (USU), Ray Gunn (U. of U) and Craig Oberg (WSU-Microbiology). That review commended the Department for its strong record of teaching, its academic vigor, its connections with the community, its strong record of research, and its good hiring practices. Among the concerns articulated in the report were the following:

Inadequate travel and research funds for faculty

Low salaries

The need for a Middle Eastern and an ancient historian, and perhaps more senior hires in the future.

The Department is making some progress in addressing these issues.

Last year, equity money from the Provost's office enabled faculty salaries to rise, although they still remain below the CUPA average, and this still remains a problem, particular for newer faculty.

We have raised faculty travel funds, and will do so again next year. In 2007, each faculty member received \$500/year for travel. Each year since then, department travel funds have increased. In 2011-12, faculty received \$800 each. Next year we hope to raise that to at least \$900, and funds permitting, \$1000.

Since the last report was issued, we have had four positions become open. Three of them had previously been held by Americanists, the 4th by a Europeanist. We have so far been able to make 2 hires. Professor Brady Brower, a Rutgers Ph.D., and an historian of 19th and 20th century France, joined the Department in 2007. In 2009, we hired Professor Branden Little, who received his Ph.D. from U.C. Berkeley, and who teaches U.S. Diplomatic and military history. Brady and Branden replaced Lee Sather and Bill Allison, respectively. We have 2 more positions that have gone unfilled because of the budgetary crisis that began in 2008. We are hopeful that there will be funds available next fall to hire a new historian, and there is widespread agreement that this position must be defined as a Middle Eastern one. There is a growing sense among many (but not all) in the Department, that the 4th hire should also be an historian from a field other than the U.S..

The Program Review team also made suggestions. Among them were these:

Make the senior capstone course a 2 semester sequence

Reconfigure our advisement process so that the Chair and Office Manager are not the only ones involved.

Provide more information about job opportunities, more advisement, and more opportunities to gain skills necessary for the job market.

Provide time and flexibility for faculty research and work on ways to make the 4/4 course load less onerous.

We have followed many of these suggestions.

First, we made the capstone a 2 semester sequence. History 3000 has become the preparation class for the senior seminar. We made 3000 (Investigating History) a mandatory course for our majors. In it, students develop a topic, do

preliminary research, assemble a bibliography, and read widely in their field of interest. They use this work as the basis for their senior seminar paper when they take 4990. To provide even greater linkages, we are in the process of renumbering 3000 and adding additional requirements to it. The new course will be History 4980, and students will be encouraged to take it immediately before 4990. It will become more writing intensive as well.

As detailed above, we also created a new system of advisement. A faculty member receives a 1 course reduction during the semester he or she serves as advisor. To provide some continuity, we have kept people in the position for at least a couple of consecutive semesters.

We are constantly looking for ways to help our students prepare for careers. While we have made improvements, we still have work to do. In our senior seminar, we discuss careers in history. We bought a new set of internship and job guides for history students. We tell all students about the AHA's website which contains information for people with a B.A. in history. We have created new course offerings, including a course "The Business of History," designed to help students think about career opportunities beyond teaching. We have also refined the Public History minor in the hopes that students can acquire the skills, connection, and knowledge they need for work in museums, archives and the like. Finally, we have created a host of new internship possibilities for students, which are designed to give them experience that will serve them in the job market. These include internships with the Joseph Smith papers, Project VoteSmart, the Brigham City Museum, the U.S. Forest Service, the Layton Heritage Museum, among others.

In response to the suggestion that we offer more flexibility in scheduling, we have done several things. First, we rotate the Directed Readings course title, so that each semester, one faculty member gets a course reduction for coordinating that. Additionally, the University has a whole has introduced a new program to offer pre-tenure faculty a one course reduction after they have successfully completed their 3rd year review.

Goals for the Future:

We have increased our assessment activities since our last review, but we need to streamline the process. Over the past 6 years we have engaged in a variety of different assessment efforts, from E-portfolios to student surveys. These efforts have been well worth doing, but we should regularize them so that they are ongoing rather than episodic.

Increase funding for faculty research through private giving.

Develop more internships and study abroad/exchange programs

Hire 2 more historians (at least).

H. Results of Previous Program Reviews

Problem Identified	Action Taken	Progress
Issue 1	Previous 5 Year Program Review:	See above
	Year 1 Action Taken:	
	Year 2 Action Taken:	
	Year 3 Action Taken:	
	Year 4 Action taken:	
Issue 2	Previous 5 Year Program Review:	
	Year 1 Action Taken:	
	Year 2 Action Taken:	
	Year 3 Action Taken:	
	Year 4 Action taken:	

Summary Information (as needed)

I. Action Plan for Ongoing Assessment Based on Current Self Study Findings

Action Plan for Evidence of Learning Related Findings

Problem Identified	Action to Be Taken
Issue 1 Do assessment on a rolling basis	Current 5 Year Program Review:
	Action to Be Taken: Distribute reflection questionnaires to all upper Division classes every semester

Summary Information (as needed)

APPENDICES

Appendix A: Student and Faculty Statistical Summary

	20xx-xx	20xx-xx	20xx-xx	20xx-xx	20xx-xx
Student Credit Hours Total					
Student FTE Total					
Student Majors					
Program Graduates					
Student Demographic Profile					
Female					
Male					
Faculty FTE Total					
Adjunct FTE					
Contract FTE					
Student/Faculty Ratio					

Note: Data provided by Institutional Research

Summary Information (as needed)

Appendix B: Contract/Adjunct Faculty Profile

Name	Gender	Ethnicity	Rank	Tenure Status	Highest Degree	Years of Teaching	Areas of Expertise

Note: Data provided by Institutional Research

Summary Information (as needed)

Appendix C: Staff Profile

Name	Gender	Ethnicity	Job Title	Years of Employment	Areas of Expertise
Angela Swaner	F	W	Office Manager	6	Customer service, including student and faculty; student records and tracking; MS Office, Excel, PowerPoint, Computer Skills, WSU Reports Systems, Accounting for office budgets.

Note: Data provided by Institutional Research

Summary Information (as needed)

Appendix D: Financial Analysis Summary

Department	20xx-xx	20xx-xx	20xx-xx	20xx-xx	20xx-xx
Undergraduate					
Instructional Costs					
Support Costs					
Other Costs					
Total Expense					
Graduate					
Instructional Costs					
Support Costs					
Other Costs					
Total Expense					

Note: Data provided by Provost's Office

Summary Information (as needed)

Appendix E: External Community Involvement Names and Organizations

Name	Organization
	See above

Appendix F: External Community Involvement Financial Contributions

Organization	Amount	Type
See above		Grant
		Contract
		Donation