**Program Review**

**History Department**

**Utah Valley University**

Introductory Statement

The History degree program at Utah Valley University has not been evaluated since its inception in 2002. Faculty believe that it is important to assess critical elements of the program to determine if we are fulfilling our mission. What follows is a self-study conducted by the faculty in preparation for an outside review. Because Utah Valley University does not have a template for an internal program review, the format for this self-study was derived from studies conducted by comparable institutions.

External Reviewers

The review team consists of faculty from USHE institutions: Dr. Norman Jones, Utah State University, and Dr. Susan Matt, Weber State University. The team’s visit took place in April 15 , 2013. Because our goal is to evaluate the degree program to see if it accomplishes its objectives, the reviewers were selected from two types of USHE institutions: one is a research institution (USU), the other is designated as a comparable institution (Weber State). At some point in the future, the History department would be well served to have its program evaluated by a comparable institution outside of the state of Utah so that we have a sense of how we are performing nationally.

Mission Statement

Utah Valley University’s History Program is dedicated to developing the twenty-first century student. We provide the general student body a broad range of courses that increase global awareness, engagement and informed citizenship, as well as develop critical thinking, writing, and oral expression. In addition, History majors can choose from a large number of in depth upper division courses that further their content knowledge and expand their abilities to critically analyze past and current events in a variety of regions and nations. In all courses, students and faculty observe the human experience by investigating the diverse historical perspectives of the past and present.

History faculty endeavor to teach in ways that foster independent thinking, engage the students with historical conversations and debates, and improve students ability to communicate in a variety of media. Students who successfully complete our programs will have a valuable set of skills for further study in graduate and professional programs, and careers in public service or private enterprise.

Curriculum

The UVU History Program faculty has designed a curriculum to meet the variety of needs of students one would expect at a largely undergraduate institution with an emphasis on teaching: preparation for graduate school in History and related fields, preparation for professional graduate programs, preparation for careers requiring a general liberal arts degree, and courses accommodating students who are simply interested in history. In addition, the History Program makes a major contribution to the University’s graduation requirements in American Institutions and Global/Intercultural Relations.

Courses

I. Lower division.

a. Lower-division courses include the standard American Institutions courses required by Regents Policy R-470-3.2: “American Institutions: Students shall satisfy this requirement by completing one of the following courses: Economics 1740, (3 credits); United States Economic History 1740, (3 credits); Political Science 1100, American Political Institutions (3 credits); or History 1700, American Civilization (3 credits). An interdisciplinary integrated course that satisfies comparable competencies may also satisfy the requirement. Some institutions may require a two course sequence in the areas of economics, political science, or history which satisfies comparable competencies.”

i. The specific American Institutions courses in the History Program meeting this policy include the following:

1. HIST 1700, American Civilization.

2. HIST 1740, United States Economic History.

3. HIST 2700 and 2710, US History to 1877, and US History since 1877.

ii. Honors sections of 1700, 2700, and 2710 are available, but inconsistently offered.

iii. Distance Education courses are regularly offered for 1700, 2700, and 2710.

b. Lower-division courses required for other specific needs include the following:

i. 180G, Introduction to American Indian Studies. Cross-listed with ANTH 180G, the introductory course required for the American Indian Studies (AIS) minor located in the Interdisciplinary Studies Program in the College of Humanities and Social Sciences.

ii. 204G and 205G, Colonial Latin America and Modern Latin America. These lower-division introductory courses accommodate mainly History Education students who have no prior experience in Latin American history.

iii. 1500 and 151G, World History to 1500, and World History from 1500 to the Present.

iv. 290R, a lower-division option for Independent Study, also available in an honors section, 290H.

c. The following lower-division courses in the History Program satisfy the University’s Social/Behavioral Science distribution requirement:

i. 1500.

ii. 151G.

iii. 1700.

iv. 1740.

v. 180G.

vi. 2700.

vii. 2710.

II. Upper division.

a. Upper-division courses are grouped according to topic:

i. United States.

ii. Europe.

iii. Latin America.

iv. World (Africa, Asia, Middle East).

v. Special Topics.

vi. Professional.

b. United States.

i. A four-semester sequence of chronological courses is designed to provide students with an overview of United States history in an upper-division experience:

1. 3130, American Origins to 1790.

2. 3132, United States History, 1790-1890.

3. 3133, United States History, 1890-1945.

4. 3134, United States History, 1845-present.

ii. Other upper-division History courses emphasize both topical and chronological examinations of special topics, and with many listed as required or elective courses in other programs (American Studies, American Indian Studies, Peace and Justice Studies, etc.). These topics include the following:

1. 320G, 321G, Women’s history.

2. 322G, 323G, 466G, American West.

3. 3260, Utah history.

4. 3520, 3440, 345G, 3745, 3740, History of wars (also for World and European history).

5. 327G, 381G, 382G, 383G, 384G, 385G, 361G, 393G, 463G, American Indian (and related) history.

6. 3880, Constitutional history.

7. 3800, Environmental History.

8. 3460, US Military History.

9. 471R, Special Topics.

iii. Europe.

1. Sequences are provided in Ancient/Medieval, and modern history:

a. 3110, Greek history.

b. 3130, Roman Republic.

c. 3140, Roman Empire.

d. 3150, Medieval History.

e. 3160, Renaissance and Reformation.

f. 3170, Absolutism, Enlightenment, and Revolution.

g. 3180, Nineteenth-century Europe.

h. 3190, Twentieth-century Europe.

2. Special interest courses are offered on the following:

a. 3440, 345G, World Wars I and II.

b. 3650, 366G, 367G, 4170, Russia.

c. 3320, Britain.

iv. Latin America. A two-semester sequence for Latin American history (3040 and 3050) includes Colonial and Modern Latin America. An advanced special topics course examines violence and conflict in Latin America (430G).

v. World (Africa, Asia, Middle East). No specific sequence exists for World History. Chronological and regional courses are offered in the following:

1. 3020, 3540, Africa.

2. 3530, Vietnam.

3. 3610, East Asia.

4. 3430, 4430, Middle East.

vi. Special Topics courses include the following areas:

1. 3020, 400R, 482R, Public History.

2. 3420, 4320, 4330, 435R, Science and Technology.

3. 4280, Historians and Film.

4. 4100, 4230, Jewish and Anti-Semitism studies.

5. 4140, Genocide.

6. 420R, Special Topics.

vii. Professional and other courses for History and/or History majors.

1. 3010, The Nature of History.

2. 3860, Teaching History in the Secondary Curriculum.

3. 490R, 492R, Independent Study.

4. 4980, 4990, Senior Research and capstone.

Curricular Changes

Senior Thesis History 4980 and History 4990

In 2005, the department voted to move from a two-semester senior thesis requirement for History Majors to a one-semester requirement (4990). The rationale was that we did not have sufficient number of faculty to meet student demand by offering both sections of the thesis simultaneous each academic semester.

In 2009, after several years of the one-semester only thesis, the department decided to move back to a two-semester senior thesis requirement. The rationale for this change was that students were not prepared skill-wise to complete the senior thesis requirement in one-semester. The issue of having our small faculty teach multiple sections of this core requirement remained.

In 2011, in an effort to deal with the ongoing issue of insufficient faculty and the offering of multiple sections of 4980 and 4990 each semester was tackled in a different. The department voted to offer 4980 only in Fall semesters and 4990 in the Spring semesters. We also reduced the section size of the of each thesis course (ranged from 18-30) and capped the section at 10 students. This combined with the offering of multiple sections of 4980 in the Fall and 4990 in the Spring seems to have alleviated some of the crush that faculty experienced in the past. We are slated to teach three sections of 4980 Fall 2013 and three sections of 4990 in Spring 2014. We’ve made arrangements for the possibility of offering one section of 4990 Fall 2013 to accommodate any December graduates.

History 3010 and History Education BS

In 2008, after consulting with the School of Education at length, we decided to drop the History 3010 (Nature of History) requirement for Education Majors for 3 credit hours in content work. The School of Education noted low scores in several content areas on national teaching exams and wanted their students to take more content. This also helped address the problem of having our small faculty teach two sections of this class each semester. As of now, History 3010 is required only for History Majors.

Modification of History 3010

In 2012, the department began to address the lack of preparedness of students entering into the senior thesis (4980). We modified the catalog description and expectations of this course (see below) to make it clearly a historical methods course with a focus on the critical research, analytical, and writing skills necessary to successfully complete not only the senior thesis requirement but upper divisions courses in general. (We also changed the name to more accurately reflect the content to The Historian’s Craft). We also changed our prerequisites to include the lower division core requirements (1500/151G and 2700/2710) so that students would take the methods class at the end of their Sophomore or the beginning of their Junior years. Our advisors have begun advising our students in this manner.

The Historian’s Craft:

Foundational course builds upon primary and secondary research, analysis, and writing skills introduced in lower division courses to prepare students for Junior/Senior level coursework. Students learn the craft of History, develop and hone skills in the areas of historical methodology, historiography, and theory; formulate interpretations based on evidence, and present their findings in accordance with professional standards.

B. Summary

Student Statistical Summary – last 5 years

**HISTORY**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
|  | 2007-08 | 2008-09 | 2009-10 | 2010-11 | 2011-12 |
| Student credit hours total |  | 9,030 | 9,615 | 10,268 | 10,446 |
| Student FTE total |  | 602 | 641 | 685 | 696 |
| Student majors total | 199 | 176 | 197 | 212 | 209 |
| Program graduates total - BA | 12 | 23 | 26 | 27 | 17 |
| Program graduates total – AA/AS | 8 | 17 | 13 | 13 | 15 |

**HISTORY EDUCATION**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
|  | 2007-08 | 2008-09 | 2009-10 | 2010-11 | 2011-12 |
| Student credit hours total |  |  |  |  |  |
| Student FTE total |  |  |  |  |  |
| Student majors total | 112 | 198 | 249 | 218 | 207 |
| Program graduates total - BS | 20 | 17 | 26 | 17 | 28 |

**STUDENT DEMOGRAPHICS**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
|  | Gender | Ethnicity | Age | Part-time | Full-time |
| Student demographic profile |  |  |  |  |  |

**ADJUNCT INSTRUCTORS**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| Adjunct Instructors | 2008-09 | 2009-10 | 2010-11 | 2011-12 | 2012-13 |
| # of Adjunct instructors hired each year |  |  |  | 36 | 41 |
| # of classes Adjunct Instructors taught each year | 55 | 58 | 58 | 78 | 64 |
| # of students taught by Adjunct Instructors each year – **Student credit hours** | 7,296 | 8,478 | 7,856 | 10,746 | 6,897 |

Student Assessment

A. Assessment/Learning Outcomes

1. GE Courses: 1500/151G, 1700, 2700/2710

2. Majors Courses: Thesis Evaluations/GI Assessment

Faculty Statistical Summary

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| ACADEMIC YEAR | 2008-2009 | 2009-2010 | 2010-2011 | 2011-2012 | 2013-2013 |
|  |  |  |  |  |  |
| # of Adjunct Instructors Hired Each Year | 38 | 36 | 33 | 44 | 37 |
| # Classes Adjunct Instructors Taught Each Year | 75 | 71 | 65 | 86 | 60 |
| # of Students Taught by Adjunct Instructors in | 9,501 | 5,136 | 8,361 | 10,509 | 6,606 |
| Student Credit Hours |  |  |  |  |  |

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| ACADEMIC YEAR | 2008-2009 | 2009-2010 | 2010-2011 | 2011-2012 | 2012-2013 |
|  |  |  |  |  |  |
| Gender | Females = 6 Males = 14 | Females = 9 Males = 25 | Females = 8 Males = 25 | Females = 15 Males = 29 | Females = 8 Males = 29 |
| Race | Anglo = 19 Indian= 1 | Anglo = 33 Indian= 1 | Anglo = 32 Indian= 1 | Anglo = 43 Indian= 1 | Anglo = 36 Indian= 1 |
| Educational Level |  |  |  |  | BA = 3 MA = 33 PhD = 2 |

Faculty Profile

Keith Snedegar

1. Highest degree: D.Phil, Oxford University

2. Areas of Expertise: History of astronomy, Britain, Medieval Europe, South Africa

3. Rank: Professor (since 2004)

4. Years teaching: 19 (at UVU/UVSC)

5. Gender: male

6. Ethnicity: Caucasian

Mentoring outside the classroom: faculty advisor for Crescat Scientia, the UVU Journal of History, 2003-2008, 2012-present.

Outreach: chair of organizing committee for the Utah High-School Essay Competition on Sustainable Mountain Development, 2011-present. Last year we had nearly 100 submissions from students representing several schools along the Wasatch Front. Ten finalists were invited to present their papers in a workshop at the Orem Public Library; the top three presenters were awarded cash prizes.

David Wilson

1. Ph.d.

2. American Indian Studies.

3. Associate Professor.

4. 32.

5. M

6. W

Engagement: students have worked with community/tribal agencies.

External relationships: Northern Cheyenne Tribe, Chief Dull Knife College, Florence Whiteman Cultural Center, Navajo Tobacco Clan.

Bill COBB

1. Ph.D.

2. U.S. 20th Century, U.S. Intellectual/Cultural, U.S. Foreign Relations, American War in Vietnam

3. Professor

4. 19

5. Male

6. Anglo

Engaged Learning:

* I have been chair of the Engaged Learning in the Liberal Arts (ELLA) committee for three years. All these projects contain significant student involvement in all phases of the project, from inception to assessment and evaluation.
* I am the faculty advisor for the History Club, the local Phi Alpha Theta chapter, and an advisor for students submitting proposals to the UCUR and NCUR conferences.

External Relationships:

* The annual MLK commemoration reaches out to the community to participate (and feel welcome on campus) as much as possible. For example, this January, we had high school students participating on panel sessions, a 90-voice choir from Herriman High School perform at the keynote, and a large group of students from Springville High School attend the keynote. Here is the URL for the high school choir performance: https://www.youtube.com/watch?v=Jdimi6wEses
* I direct a Vietnam Era Oral History Project with the UVU Library, which conducts video and audio interviews with veterans that explore aspects of their lives before, during, and after their tour(s). Here is the URL for the project’s homepage: http://www.uvu.edu/library/archives/vietnam.html
* I participated in a PBS KUED Vietnam Veterans Oral History Project. My contribution was for Part III of the series (entitled “Drawdown”), that just aired on Channel 7. The URL for the transcript for Part III is http://www.kued.org/productions/vietnam-war-stories/?area=vietnam-war-stories&action=drawdown.

Janae Haas

MA

Ancient Rome and Greece, History of Science

Professor 23 years

Female

Caucasian

Mentor students beyond classroom:

\*Developed classical studies minor and emphasis in 2004, from 2011-present Classics coordinator

\*Independent Readings with two or more students per semester 1990-present

\*London semester abroad faculty, 2008

\* Gender Studies Week faculty representative, 2012 (presented paper and participated in student production of Vagina Monologues)

\* Hold graduate school and international travel workshops, 1990-present

External community:

\*Honors Director, 1993-2005, membership in NCHC (National Collegiate Honors Council) and WRHC (Western Regional Honors Council), Honors faculty 1993-present

\*CAMUS (Classical Association of Utah), 1990-present, attend annual meeting sometimes with students

\*Waterford, private liberal arts school, college advisor, 2000-present

\*review The Human Record, editions 3-7, text for Hist 1500, Houghton Mifflin

John Hunt

Ph.D., Ohio State University

Italian Renaissance, Early Modern Europe and the Mediterranean, Medieval Europe, Scientific and Occult Mentalities (special field)

Assistant Professor

First year at UVU

Male

Caucasian with some Native American

Engaged Learning with students: At University of North Florida, I took students to the St Augustine to see the Colonial Spanish sites. Here at UVU, I will be taking a group of students to the annual meeting of the Rocky Mountain Medieval and Renaissance Association’s annual meeting in Denver to have a first-hand experience of an academic conference and to help them think about history and their career choices.

Community Service: I have given several public talks to local and regional universities and institutions related to my research and the recent papal election of 2013. I have given papers to an engaged local community at Brigham Young University’s Kennedy Center, Boise State University, The Leonardo Museum in Salt Lake City, Denver University and the Orem Public Library.

Lyn Bennett

1. Ph.D.

2. United States, 19th U.S., American West, U.S.Women, and Latin America (Colonial)

3. Associate Professor

4. 16 yrs at UVU

5. Female

6. Anglo

Engaging students:

I've led several faculty & student learning experiences to our Capitol Reef field station and to Chaco Canyon, Hovenweep, & Canyon de Chelly (I'm attaching a flier for CRFS); these were interdisciplinary learning experiences that typically involved History (American West), Botany, Astronomy, and Literature (Nature Writing). The faculty designed lessons (readings, writings, lectures, discussions) that took place at the CRFS site, on the trails, etc. (I could scan in stuff if you want it).

I created (and still co-coordinate) the Turning Points in History Lecture Series as a way to expose students to regional and national scholars' current research; part of the design is that each visiting scholar leads a primary sources-based research workshop for upper division History students (we do open it to other disciplines too) so they can see historians' methodologies, problems, solutions, etc. I've attached a list of our scholars (except for the 2 yrs I wasn't admining the series); the other key elements was to bring the campus and surrounding communities to campus for the evening lectures (part of our community outreach efforts).

Celine and I organized a History Film Series for two years which involved faculty and student presenters (2010-2012) in an attempt to engage students in/outside of History.

Community Outreach/Engagement:

Co-organized a conference with American Studies faculty/Literature faculty "Shaping the American West: A New Western Ethic for the 21st Century" in 2005 which was a regional conference.

I've been a board member on the Charles Redd Western Studies Advisory Board housed at Brigham Young University since 2002.

Coordinated/Co-Coordinated MLK, Jr. Commemoration 2001-2005; this annual commemoration has substantial community outreach/engagement. Bill has done more work on this, so he'll probably mention it.

2001, I co-organized a 6 part conference entitled "From Rosie to Roosevelt" that brought students and UT residents to campus (and some national keynote speakers—one of the last Navajo Code Talkers) to remember, reflect, and learn about WWII on the home front (my co-organizer and I received the Utah Humanities Council Merit Award for this conference).

Departmental Teaching Standards

**MINIMUM REQUIREMENTS/”FLOORS” FOR HISTORY COURSES**

Approved by the Department of History and Political Science- Fall 2010-Spring 2011

|  |  |  |
| --- | --- | --- |
| **COURSE LEVEL** | **COURSE FORMAT AND MINIMUM SKILLS TO BE IMPARTED TO STUDENTS** | **EXAMPLES OF ASSIGNMENTS TO ACHIEVE SKILLS/LEARNING OUTCOMES** |
| **1000/2000** | * Content-based courses * Primarily lecture-based * Must cover key themes, issues, patterns, events, individuals, and turning points in the area of study * Introduction to the craft of history, and the existence of various interpretations of events * Use of PRIMARY and SECONDARY sources: students should be able to distinguish between them by the end of the course as well as understand the value of using primary documents * Reflection on the significance of the course content, drawing conclusions from a variety of sources and material | * Test on key terms, dates, events of the period/content area * Multiple short written assignments * Identify thesis and supporting arguments in an article by a historian * Compare and discuss various historiographical interpretations * Analysis of primary sources (method-centered assignment) |
| **3000** | * Content-based courses * Balance between breadth and depth of content * Balanced mixture of lecture and discussion * Exposure to new content beyond the introductory level with the expectation that the student will understand how discrete information fits within the larger historical context * critical reading/thinking/analysis/   writing skills demonstrated in using primary and secondary sources and/or a combination of both   * substantial use of historiography/ various interpretations * use of peer reviewing * work on oral communication skills | * frequent class discussions * substantial written assignments using primary, secondary sources or a combination of both * assignments that ask students to make critical connections between sources/themes/interpretations * peer reviews * opportunities for rewrites, improvement, critical self-assessment * oral presentations * introduction to historical research methods (library workshops) |
| **4000** | * analysis-based courses * primarily seminar format * new material may still be introduced but focus is on placing knowledge in a larger historical framework and of depth of coverage * use of peer reviewing * substantial work on research skills through work with primary and secondary material (students may be given more opportunities—with the instructor’s assistance—to choose their own research topics, locate and analyze sources of their choice, etc) * students should be fine-tuning their writing/oral/analytical skills at this point | * discussion preparation through questions, online chats, etc * student-led discussions and oral presentations * major research project involving primary and secondary sources and outlining each steps in the research process (identifying a topic, identifying sources, drafting an outline, refining argument, etc) * library workshops |

**HIST 151G – World History since 1500**

|  |  |
| --- | --- |
| **Intellectual & Practical Skills** | **Assessment Period: 2013-2014** |

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| --- |
| **UVU General Education Mission Statement** |
| General Education assists students to become independent, creative, and productive learners. The knowledge and skills gained from General Education provide a broad educational background that benefits students for a lifetime, regardless of their career paths. |
| **Intellectual & Practical Skills Foundation – Essential Learning Outcome (ELO)** |
| A student will acquire a foundation of intellectual and practical skills including communication, quantitative reasoning, qualitative reasoning (critical, analytical, and creative thinking), and technical and information illiteracies. |

| **Essential Learning Outcome** | **Plan** | | **Report** | |
| --- | --- | --- | --- | --- |
| **Intended goals, outcomes, or objectives** | **Means of Assessment & Criteria for Success** | **Summary & Analysis of Assessment Evidence** | **Use of Results** |
| **Communication**  Write and speak effectively in a variety of settings (e.g. academic, civic and professional)  Appropriately use the conventions associated with writing and speaking | Ability to contribute to class discussions, group and individual presentations.  Ability to write a college-level  history paper. | Assigned leadership of class discussion; group and individual presentations.  Writing assignments totaling no less than 10 pages. |  |  |
| Acquire an awareness of audience and purpose  Understand the intent and impact of performed, spoken, written or visual texts | Ability to contribute to class discussions, group and individual presentations.  Ability to write a college-level  history paper. | Assigned leadership of class discussion; group and individual presentations.  Writing assignments totaling no less than 10 pages. |  |  |
| **Quantitative Reasoning**  Understand, interpret and represent mathematical information using symbolic, visual, numerical and verbal conventions |  |  |  |  |
| Solve problems using numeric, algebraic, geometric and statistical methods  Use quantitative information in context, and determine reasonableness of results |  |  |  |  |
| Use appropriate mathematical tools in problem solving (e.g. calculators, computers, measurement instruments and manipulatives) |  |  |  |  |
| **Qualitative** **Reasoning**: **Critical**, **Analytical** **and** **Creative** **Thinking**  Evaluate the logic, validity and relevance of  arguments | Ability to comprehend and critique historical arguments.  Ability to interpret primary historical documents. | Assigned leadership of class discussion; group and individual presentations.  Writing assignments totaling no less than 10 pages. |  |  |
| Gather, interpret and evaluate information in a variety of forms (e.g. written, verbal, oral, visual, and aesthetic) | Ability to write a college-level history paper. | Writing assignments totaling no less than 10 pages. |  |  |
| Use critical skills of analysis, evaluation, synthesis and application | Ability to write a college-level history paper. | Writing assignments totaling no less than 10 pages. |  |  |
| Approach complex problems from diverse perspectives, considering alternative solutions | Ability to entertain non-Western perspectives. | Assigned leadership of class discussion; group and individual presentations.  Writing assignments totaling no less than 10 pages.  (See Global/Intercultural GE criteria) |  |  |
| **Information** **Literacy**  Use library, multi-media, computer technology and other information sources to access, process and deliver information | Ability to access information relevant to World History via the UVU Library and online databases. | Library exercises. |  |  |
| Access information ethically, legally, effectively and efficiently Evaluate the credibility of information | Ability to discern academic from popular sources of history. | Library exercises. |  |  |
| **Technical** **Literacy**  Make informed judgments about the value and risk of emerging technologies Adapt to and utilize emerging technologies |  |  |  |  |
| Communicate knowledgeably regarding technological issues |  |  |  |  |
|  | Plan submission date: March 20, 2013 | | Report submission date: | |
|  | Submitted by: John Hunt, Keith Snedegar  Department Chair: David Connelly | | Submitted by:  Department Chair: | |

Only address those skills that will receive emphasis in this course. It is not intended that any one course would meet every skill outcome.

This is different than the basis for assigning grades in the course. While ELO assessment can be embedded in student assessment, the idea is to try to get at how well our students are accomplishing the ELO skills. See the last page for assessment ideas.

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| --- |
| **UVU General Education Mission Statement** |
| General Education assists students to become independent, creative, and productive learners. The knowledge and skills gained from General Education provide a broad educational background that benefits students for a lifetime, regardless of their career paths. |

|  |  |  |  |
| --- | --- | --- | --- |
| **Intellectual & Practical Skills Foundation – Essential Learning Outcome (ELO)** | | | |
| A student will acquire a foundation of intellectual and practical skills including communication, quantitative reasoning, qualitative reasoning (critical, analytical, and creative thinking), and technical and information literacies. | | | |
| |  |  |  |  | | --- | --- | --- | --- | | **Department/Course**: **History, HIST 1700: American Civilization** | | **Assessment period**: **2012 – 2014** | | | **Assessment Plan** | | | | | | **Skills related to the ELO**  A student will be able to: | **Course goals, outcomes, or objectives related to the ELO**  ***Note: Align course goals with any applicable ELO skills.[[1]](#footnote-1)*** | | **Means of ELO Assessment & Criteria for Success**  ***Note: This is how the ELO skill will be assessed.*[[2]](#footnote-2)** | | | **National Community**   |  |  | | --- | --- | | |  | | --- | | A student will be able to:   * Demonstrate awareness of issues that impact the national community * Reflect upon the human and personal impact of national issues | | | COMET Objective 3 and 4:  3. describe the contacts among groups in America in terms of mutual (though not necessarily symmetrical) interactions, benefits, and costs.  4. explain how the interpretation of the Constitution and the institutions it governs may change according to the demands of historical processes. [Focuses on relationship between local and national interests.] | | 1. Essay (rated 1-3 for assessment purposes): Explore relationships between groups in America based upon the following quotation from author Rudolfo Anaya: “The West is an interrupted dream. Different groups of people that have come to the West have interrupted the natural evolution of the groups they found there. And so we have a constant meeting in the West, a constant migration and meeting of groups. And the real story, I think, lies in how those groups affect each other.” 2. Essay (rated 1-3 for assessment purposes): Some people believe that the Constitution is “a living, breathing document,” while others believe that it should be understood exactly how its writers meant it in the context of their time. Which of these perspectives is, in your view, most appropriate, especially for understanding the interests of the national community and local communities? | | | |  | | --- | | **Global Community**  A student will be able to:   * Demonstrate awareness of issues that impact the global community * Reflect upon the human and personal impact of global issues | | **COMET Objectives 3 and 5.**  3. describe the contacts among groups in America in terms of mutual (though not necessarily symmetrical) interactions, benefits, and costs  **5.** explain the influence of economic and global forces on the American economy, as well as the influence of the American economy on global processes. | | Essay (rated 1-3 for assessment purposes): After watching and discussing Niall Ferguson’s documentary *The Ascent of Money* [specific assignment may vary by semester]:. In an ideal world, all peoples would unite under the banners of culture, art, literature, and friendship. Yet it seems that what unites us, or will eventually, is money. Discuss how Ferguson describes the economic interrelationship between America and the rest of the world. Then, write some about how this "globalization" phenomenon has affected you personally. | | | |  | | --- | | **Interdependence among Communities**  A student will be able to:   * Identify relationships among the local and global economies * Understand global implications of actions taken by local and national governments, organizations and corporations | | **COMET Objectives 3, 4, 5.**  3. describe the contacts among groups in America in terms of mutual (though not necessarily symmetrical) interactions, benefits, and costs.  4. explain how the interpretation of the Constitution and the institutions it governs may change according to the demands of historical processes. [Focuses on relationship between local and national interests.]  **5.** explain the influence of economic and global forces on the American economy, as well as the influence of the American economy on global processes | | Essay (rated 1-3 for assessment purposes): “Do Something!” Specific assignment will vary by semester; presently, students view a short film, “To the Indigenous Woman,” about domestic violence, and talk in class about the economic, social, cultural, and historical forces/processes associated with it. For the essay, a student selects a problem covered during the semester in HIST 1700, discusses the various contexts for it, and proposes what he or she intends to “do” about it after the course is over. In other words, how he or she intends to be a Steward of Place. | | | Understand the intent and impact of performed, spoken, written or visual texts | **Critical and comparative analyses of historical sources to further comprehension of context and significance.** | | Student analysis of primary and secondary sources (material culture, documentary/feature films, music, written texts, etc.) in a variety of formats; student ability to synthesize, understand, and critically interpret sources. | | | Plan submission date: February 2013  Submitted by: David R. Wilson  Department Chair: | | | | |   **Department/Course**: **History, HIST 2700: U.S. to 1877** | |  | |
| **Assessment Plan** | | | | |
| **Skills related to the ELO**  A student will be able to: | **Course goals, outcomes, or objectives related to the ELO**  ***Note: Align course goals with any applicable ELO skills.[[3]](#footnote-3)*** | | **Means of ELO Assessment & Criteria for Success**  ***Note: This is how the ELO skill will be assessed.*[[4]](#footnote-4)** | |
| **Communication**  Write and speak effectively in a variety of settings (e.g. academic, civic and professional) | Oral and written interpretation of primary documents and application to class subject. Participation in class discussions in an informed and prepared manner. | | Class discussion of individual student’s written primary source analysis; incorporation of material into exams; demonstrate improvement through rewrites of student’s work. | |
| Appropriately use the conventions associated with writing and speaking | Use departmentally approved style and citation manual. | | All written material must be submitted according to Chicago Style Manual format; Instructors provide and students will follow guidelines/examples/resources (written/visual formats) of proper citation method; instructor feedback and opportunities for revision on written/oral assignments focused upon grammar, syntax, structure. | |
| Acquire an awareness of audience and purpose | Variety of oral formats including informal class discussions, group and individual presentations. | | Student contributes relevant and informed material to class discussions; ability to respond to questions and ideas in an informed and respectful manner; ability to proficiently argue various historiographic points of view in prepared/impromptu written and oral settings. | |
| Understand the intent and impact of performed, spoken, written or visual texts | Critical and comparative analyses of historical sources to further comprehension of context and significance. | | Student analysis of primary and secondary sources (material culture, documentary/feature films, music, written texts, etc.) in a variety of formats; student ability to synthesize, understand, and critically interpret sources. | |
| **Quantitative Reasoning**  Understand, interpret and represent mathematical information using symbolic, visual, numerical and verbal conventions |  | |  | |
| Solve problems using numeric, algebraic, geometric and statistical methods |  | |  | |
| Use quantitative information in context, and determine reasonableness of results |  | |  | |
| Use appropriate mathematical tools in problem solving (e.g. calculators, computers, measurement instruments and manipulatives) |  | |  | |
| **Qualitative Reasoning: Critical, Analytical and Creative Thinking** Evaluate the logic, validity and relevance of arguments |  | |  | |
| Gather, interpret and evaluate information in a variety of forms (e.g. written, verbal, oral, visual, and aesthetic) |  | |  | |
| Use critical skills of analysis, evaluation, synthesis and application | Require students to study a variety of primary and secondary sources to develop the ability to evaluate these historical sources in understanding the past. | | Ability to distinguish the difference between, analyze, and interpret a variety of primary and secondary sources through written and oral assignments (e.g., homework, class discussion, exams); improve analytical skills through peer review and other forms of instructor assessment. | |
| Approach complex problems from diverse perspectives, considering alternative solutions |  | |  | |
| **Information Literacy**  Use library, multi-media, computer technology and other information sources to access, process and deliver information |  | |  | |
| Access information ethically, legally, effectively and efficiently | Academic responsibilities and consequences explicit in syllabus. | | Student chooses and values to act ethically/responsibly with full awareness of the benefits of academic honesty and the consequences of academic dishonesty. | |
| Evaluate the credibility of information | Access to history is through interpretation of primary and secondary sources, therefore historiography is an integral and critical component of curriculum. | | Student distinguishes through skillful analysis valid and invalid sources of information and ideas; student demonstrates critical choice in selection and use of material in written and oral assignments. | |
| **Technical Literacy**  Make informed judgments about the value and risk of emerging technologies |  | |  | |
| Adapt to and utilize emerging technologies |  | |  | |
| Communicate knowledgeably regarding technological issues |  | |  | |
| Plan submission date: October 6, 2010  Submitted by: William W. Cobb, Jr.; Lyn Ellen Bennett; Celine Carayon  Department Chair: | | | | |

**Assessment of General Education Courses**

Perhaps the most important aspect of the assessment process is that the department works together to discuss how their course, or courses, helps students meet the respective general education outcomes. Once there is consensus on the importance of the outcomes, the discussion can then center around how to best help students meet the outcomes and how to know what students know after completing the course.

Here are some specific ideas for departments assessing general education courses:

1. Portfolios. In one school, students in English 101 create a writing portfolio. The department takes a day or two and evaluate the portfolios (student names were taken off) with each portfolio getting more than one grader. Compensation was provided. [Spokane Falls Community College]

2. Common final exam. A common final with questions embedded that tie directly to the general education outcomes. [Clovis Community College]

3. Common questions on a final exam. If a department is not in favor of a common final they may agree to ask a few of the same questions in order to get some assessment of student work from across all sections of the course. In addition, it may be that several courses offered by a department have the same general education outcomes. This method has been used for cases like that. [Georgia Tech]

4. Survey of faculty. While indirect, it is possible to get a consensus of the department faculty on how well students are doing. This should not be the only means of assessing the outcomes. [Southern Polytechnic State University]

5. Survey of students. This is also just an indirect measure but it may be appropriate in some circumstances. In one case students self report as a diagnostic at the beginning of the term and as a summative evaluation at the end. In that particular case, embedded questions on exams are also used. [San Jose State]

6. Other student work. Students write papers/essays or are asked to solve a problem either as a course assignment (preferred) or as a separate assessment effort. Results are judged by faculty. [Western Michigan University, Prince George’s Community College refers to “significant or representative assignment or project assessed by a scoring rubric”]

7. Standardized exams. Some subject areas may have standardized exams through a national association. There are others exams like CAAP that are designed for general education outcomes. [Chipola College, FL]

8. Rubrics. Use of a common rubric for grading/assessing may be helpful for outcomes that cross courses and/or departments. [Washington State University]

9. Research. Use a formal research approach perhaps using a method above or developing a new type of measure to answer the specific research question(s). Various research designs and sampling techniques could be used. [Virginia Commonwealth University]

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| **Stewards of Place – Essential Learning Outcome (ELO)** |
| A student will demonstrate stewardship of local and global communities by cultivating awareness of:  interdependence among those communities; issues within those communities; and organizations and  skills that address such issues. |

|  |  |  |  |
| --- | --- | --- | --- |
| **Intellectual & Practical Skills Foundation – Essential Learning Outcome (ELO)** | | | |
| A student will acquire a foundation of intellectual and practical skills including communication, quantitative reasoning, qualitative reasoning (critical, analytical, and creative thinking), and technical and information literacies. | | | |
| **Department/Course**: **History, HIST 2710: U.S. Since 1877** | | **Assessment period**: **2010 – 2011** | |
| **Assessment Plan** | | | | |
| **Skills related to the ELO**  A student will be able to: | **Course goals, outcomes, or objectives related to the ELO**  ***Note: Align course goals with any applicable ELO skills.[[5]](#footnote-5)*** | | **Means of ELO Assessment & Criteria for Success**  ***Note: This is how the ELO skill will be assessed.*[[6]](#footnote-6)** | |
| **Communication**  Write and speak effectively in a variety of settings (e.g. academic, civic and professional) | Oral and written interpretation of primary documents and application to class subject. Participation in class discussions in an informed and prepared manner. | | Class discussion of individual student’s written primary source analysis; incorporation of material into exams; demonstrate improvement through rewrites of student’s work. | |
| Appropriately use the conventions associated with writing and speaking | Use departmentally approved style and citation manual. | | All written material must be submitted according to Chicago Style Manual format; Instructors provide and students will follow guidelines/examples/resources (written/visual formats) of proper citation method; instructor feedback and opportunities for revision on written/oral assignments focused upon grammar, syntax, structure. | |
| Acquire an awareness of audience and purpose | Variety of oral formats including informal class discussions, group and individual presentations. | | Student contributes relevant and informed material to class discussions; ability to respond to questions and ideas in an informed and respectful manner; ability to proficiently argue various historiographic points of view in prepared/impromptu written and oral settings. | |
| Understand the intent and impact of performed, spoken, written or visual texts | Critical and comparative analyses of historical sources to further comprehension of context and significance. | | Student analysis of primary and secondary sources (material culture, documentary/feature films, music, written texts, etc.) in a variety of formats; student ability to synthesize, understand, and critically interpret sources. | |
| **Quantitative Reasoning**  Understand, interpret and represent mathematical information using symbolic, visual, numerical and verbal conventions |  | |  | |
| Solve problems using numeric, algebraic, geometric and statistical methods |  | |  | |
| Use quantitative information in context, and determine reasonableness of results |  | |  | |
| Use appropriate mathematical tools in problem solving (e.g. calculators, computers, measurement instruments and manipulatives) |  | |  | |
| **Qualitative Reasoning: Critical, Analytical and Creative Thinking** Evaluate the logic, validity and relevance of arguments |  | |  | |
| Gather, interpret and evaluate information in a variety of forms (e.g. written, verbal, oral, visual, and aesthetic) |  | |  | |
| Use critical skills of analysis, evaluation, synthesis and application | Require students to study a variety of primary and secondary sources to develop the ability to evaluate these historical sources in understanding the past. | | Ability to distinguish the difference between, analyze, and interpret a variety of primary and secondary sources through written and oral assignments (e.g., homework, class discussion, exams); improve analytical skills through peer review and other forms of instructor assessment. | |
| Approach complex problems from diverse perspectives, considering alternative solutions |  | |  | |
| **Information Literacy**  Use library, multi-media, computer technology and other information sources to access, process and deliver information |  | |  | |
| Access information ethically, legally, effectively and efficiently | Academic responsibilities and consequences explicit in syllabus. | | Student chooses and values to act ethically/responsibly with full awareness of the benefits of academic honesty and the consequences of academic dishonesty. | |
| Evaluate the credibility of information | Access to history is through interpretation of primary and secondary sources, therefore historiography is an integral and critical component of curriculum. | | Student distinguishes through skillful analysis valid and invalid sources of information and ideas; student demonstrates critical choice in selection and use of material in written and oral assignments. | |
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| Adapt to and utilize emerging technologies |  | |  | |
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| Plan submission date: October 6, 2010  Submitted by: William W. Cobb, Jr.; Lyn Ellen Bennett; Celine Carayon  Department Chair: | | | | |

Evidence of Effective Instruction

In spring 2013, the History Department hired 19 adjunct faculty to teach on-campus, Extended Studies (evening, weekend and satellite sites), and Distance Education courses. Adjunct faculty represent 70% of faculty teaching for the department. When the degree program came started in 2002, there was a history of hiring adjunct instructors with a minimum of a Bachelor degree in History or a closely related field. Currently the minimum academic qualification for a History adjunct instructor at UVU is the attainment of a Master’s Degree in History or a closely related field. Over time, the department has consciously made an effort to hire adjunct instructors that meet the MA education level so that our students have trained historians in their classrooms. However, there is at least one case where a full-time staff member continues to teach one lower division survey for the department which is a result of the department’s commitment to long-term instructors.

Beginning in Fall 2012 that department undertook a concerted effort to evaluate all of its adjunct faculty. No standardized form was used. Full-time faculty divided the observations among themselves and submitted their evaluations to the department chair. No action was taken upon these observations.

In Spring 2013 a more standardized approach was taken. Every adjunct faculty member was evaluated by the department coordinator using the same criteria. After each observation the coordinator and adjunct instructor met to discuss the classroom visit one were referred to the Faculty Center for Teaching Excellence to assist in their instructional practices. It is clear that the department’s reliance upon part-time faculty necessitates a much stronger interaction with and engagement of these faculty members if we are to retain proficient instructors for our students.

Mentoring/Engagement Beyond the Classroom

Advisor Profile

John Macfarlane – Certified Academic Advisor at Utah Valley University. Advisor in the History & Political Science Department since 2007. M.Phil. & B.S. degree in Political Science and a M.Ed. Degree in Education from the University of Utah.

Angela Chavez – Advisor in History and Political Science since 2011. BA in Political Science from Utah State University.

Process and Strategy

Mission Statement: Academic Advisors for the College of Humanities and Social Sciences promote student success. We assist all students in discovering, planning, pursuing, and achieving personal, academic, and professional goals. To fully encompass UVU’s core values of serious, inclusive, and engaged learning, we cultivate respectful relationships with advisees and foster a culture of student accountability.

Our main functions as advisors include the following:

-Counseling students in development of meaningful educational and career plans.

-Facilitating student career and graduate school exploration/development.

-Teach life and professional skills that support student success.

-Improve student persistence to graduation through collaborative efforts including historical curriculum knowledge, graduation review, and exception management. This includes submitting forms, appeals, etc.

-Assist student in academic program exploration including counseling on internships, concentrations, and compatible minors.

-Participate in institution and program promotion.

We encourage students to take initiative in their academic experience. Students are required to meet with their advisor before they can begin taking classes at UVU or before they can officially declare a History major, but we encourage them to meet with us often to ensure they are on track. Our initial meetings with students include reviewing their degree path, test scores, general education advice, sequencing issues, minor possibilities, and many other topics. We try and equip students with the tools they need to navigate their degree requirements by making them familiar with online resources such a Wolverine Track.

Effectiveness

Graduation rates are one indicator of effectiveness. Over the past 5 years, graduation rates for our BA in History, BS in History Education, and AA/AS degrees in History & Political Science have increased:

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
|  | 2007-08 | 2008-09 | 2009-10 | 2010-11 | 2011-12 |
| Program graduates total - BA | 12 | 23 | 26 | 27 | 17 |
| Program graduates total – AA/AS | 8 | 17 | 13 | 13 | 15 |
| Program graduates total - BS | 20 | 17 | 26 | 17 | 28 |

Students have been very happy with the advising in the department. All of the comments from students have been very positive. Students have made positive comments to advisors, faculty, and the department chair. We have been working hard to make sure students are aware of the sequencing and offerings of our Senior Thesis course. We heavily emphasize the fact that they will need to complete all the necessary prerequisites in order to be on track for graduation. Students are better prepared and the advisors are keeping students informed. Advisors have been informing incoming students of these changes so they can be better prepare and graduate on time.

Past Changes and Future Recommendations

We have seen some changes to the offerings of our Senior Thesis course. This has brought challenges to students, but these situations have been examined and been taken into consideration by the faculty.

We recommend that the department take a look at the offerings for our History Education majors. Currently those wishing to complete the Social Studies composite will need to complete 7 to 10 extra classes in order to meet the requirements for the composite endorsement. We recommend that some of the requirements be included in the elective portion of the HIED degree.

Summary

Combining all the majors in History, History Education, students pursuing an Associate’s degree and History minors, advisors meet with approximately 300 students each semester. Students have expressed their satisfaction with the quality of advising. John and Angela are both engaged with the campus through various classes they teach, committees they are on, and campus events they attend.

Support Staff, Administration, Facilities & Technology, Library Resources

Staff Profile

Paula Wankier is our full time staff person. She handles all day-to-day activities of the department. This includes all hiring processes, budget related activities, book orders and any other centrally facilitated activities of the department.

Adequacy of Facilities and Technology

UVU has just received funding for a new 250,000 sq. ft. classroom building. The department will move into that building upon its completion in late 2014 or early 2015. At this time the department is in desperate need of office space. With two new hires this year we will be unable to house our entire full-time faculty in the same general space unless some other department gives up space. This of course will resolve itself in a year or so but until then we have hit our maximum capacity in our current space.

Our technology needs are generally well met. New faculty receive either a laptop or desktop upon hire and the college has a grossly underfunded 3-5 year replacement model for all computers. Even with underfunding we have been able to replace failed machines and critical needs thus far and should be able to do so as we move ahead. All classrooms are equipped with computers (internet connected), projectors, DVD and Blu-ray machines and have been maintained over time. The wireless capacity on campus has been fully built out so most concerns about computer use in classrooms has really become a moot point.

Library Resources

Library resources at UVU are adequate to support an undergraduate history program. The University Library contains more than 268,000 volumes. According to the library’s analytics over 32,400 volumes have been coded for history. UVU also has access to some 60,000 periodical titles, with 2400 categorized as being related to history. Electronic journal databases are accessible 24/7 on and off campus. Additionally, the Mountain West Digital Library provides UVU access to over 700,000 historical documents in academic and public libraries, historical societies and museums from Utah, Idaho, and Nevada. As a member of the Utah Academic Library Consortium, UVU participates in an efficient interlibrary loan network; orders for journal articles are fulfilled in 1-3 working days, orders for books in 5-10 days.

Since 2008 the George Sutherland Archives at UVU have been a growing resource for local history. Particularly noteworthy are its oral history projects relating to Utah peace activists, Utah in the Vietnam Era, and UVU institutional history. Librarian Catherine McIntyre, the Sutherland Archivist, is also assigned to the history program for collection development and research instruction.

UVU Library staff, particularly Catherine McIntyre and Michael Freeman, the Library Director, has fostered positive and supportive working relationships with the faculty of the history program.

Web Presence

The history program maintains a webpage at <http://www.uvu.edu/hps/history/index.html>. This page provides basic information on the history and history education degrees, history courses, program faculty and staff, the UVU History Journal, program outcomes and assessments, and past graduates.

Relationship with External Communities

A. Description of Role in External Communities (names and organizations)

B. Summary

Financial Analysis

UVU’s budgets are driven by enrollments. Our state funding in the lowest in the system and our tuition dollars are of great concern. In fact UVU anticipates a $3+ million dollar shortfall this year because of declining enrollments. This is translating into a $400,000 base cut to the college. The department will need to cover between $50-75,000 of that. We will do so by cutting adjunct positions. These account for roughly $2,200 per section so as you can see we are facing some serious reductions in our total sections this year.

It should be noted that since this is the History and Political Science Department all comments a numbers below represent the department budget since History is not singled out in such budgetary activity of the department. So for instance, departmental funds pay for all department activities including those of the political scientists (7 full-time) and not just those of the History faculty.

Our instructional costs are of course broken into two main categories- full-time instructional dollars which is set by the numbers of full-time faculty we have and their salaries. No mysteries here and this always budgets out perfectly each year. We rarely pay for overload (was not the case in the past) and summer positions are separately budgeted and paid by the college so we do not deal with those dollars.

Where our variation and unknowns come from is our adjunct funding. Each department is given a base funding for such classes each year but in many ways this is simply a target based on previous years and may have little to do with this year’s activities. We are generally adding and cutting adjunct sections up until the first week of classes and in the past with rapid growth at UVU it was never really an issue to add a class. The accounting of such things was handled at the end of the year between the college and the dept. so everything matched up properly. With lower enrollments for a couple of years (UVU is still projected to have more that 40K by the end of the decade- so 10k more than now) we are having to get more serious about these adjunct funds and this will be our first full year of trying to hold to our previous years allotment- thus far we have done so.

Departmental operating funds- we have received roughly $25k a year for the last five years as a department to pay for travel and general office needs. This is often supplemented by the Deans office and other campus sources so that in the end we have spent between $30-35K most years and in excess of 40K one time. Needless to say with such large discrepancies between what is budgeted and what actually gets spent we spend a considerable amount of time “scrounging” for cash and making sure everyone that owes us pays their bills. Not an efficient system but it is what every department deals with so we are in no way an outlier in this system and is similar to what you find on most campuses. So for instance this year we conducted two tenure track searches in the department (both history lines). All travel funds to AHA- three faculty and all 6 on-campus interviews were paid from departmental funds- we can and do petition for reimbursement of some of those expenses but for the most part we pay them. This of course changes travel and other expenses for the entire department during the course of the year.

Overall Summary/Closing Statement

Chairs Comments here

As you have noticed we are a combined department here at UVU- History and Political Science. In many ways we function as two independent entities- we schedule separately, we hold our meetings separately, we assess separately, etc. That said, I am on the political science side, as such, my expertise is not in history or history curriculum. Thus, my comments do not go to that- I will leave all of that to you and to the historians here at UVU.

As I look at the history offerings here at UVU I notice a common problem most departments at this institution have- we simply do not have enough full-time faculty to cover even a modest amount of the material our discipline deals with. Thus, we like many institutions must make choices- we will cover these areas and offer courses but we will not cover these areas- this can be frustrating and painful but I do applaud the historians for having such discussions and seeking some type of compromise position on just what will be covered and how the next tenure hire will be used- those can be hard decisions and for the most part they have had them- the two hires this year being an example.

Assessment is a problem for most of us. It takes time, the results are often questionable, and even if you are doing great no one really cares since they just want it done for accreditors. If you examine the assessment activities of the history offerings in relationship to the college and university you will find they are way ahead of the curve at UVU. In fact, they are often cited as someone others should come talk with if they have questions. That said, have we done enough and is our assessment really informing what we do as we move ahead? I would say a little yes and much more “we have work to do.” I think above all the historians are for the most part committed to finding a model that works and one that does not require them to reinvent the wheel. I am comfortable saying they have made great progress and will have something very useful as they move forward.

The faculty at UVU is still adjusting to university status. We are acting like a university in many ways but we still have much ground to cover and dare I say some cultural norms to work on. I commend the historians on their departmental tenure and promotion criteria- this document is considered one of the stronger ones on campus by many. That said it can still improve and will be tested as they develop a post-tenure set of criteria over the next year or so. We are a small department and as such we all know each other well- holding each other “accountable” will be a moving target as this progresses.

Overall, given my experiences at other universities, I find the historians to be rather strong here at UVU and committed to making their degree offerings robust. They do this in a resource environment that does not support the addition of many new full-time faculty and is heavily reliant on adjuncts. This calls for some creativity and experimentation, I think they have done this well.

1. Only address those skills that will receive emphasis in this course. It is not intended that any one course would meet every skill outcome. [↑](#footnote-ref-1)
2. This is different than the basis for assigning grades in the course. While ELO assessment can be embedded in student assessment, the idea is to try to get at how well our students are accomplishing the ELO skills. See the last page for assessment ideas. [↑](#footnote-ref-2)
3. Only address those skills that will receive emphasis in this course. It is not intended that any one course would meet every skill outcome. [↑](#footnote-ref-3)
4. This is different than the basis for assigning grades in the course. While ELO assessment can be embedded in student assessment, the idea is to try to get at how well our students are accomplishing the ELO skills. See the last page for assessment ideas. [↑](#footnote-ref-4)
5. Only address those skills that will receive emphasis in this course. It is not intended that any one course would meet every skill outcome. [↑](#footnote-ref-5)
6. This is different than the basis for assigning grades in the course. While ELO assessment can be embedded in student assessment, the idea is to try to get at how well our students are accomplishing the ELO skills. See the last page for assessment ideas. [↑](#footnote-ref-6)