



MEMORANDUM

TO: Dean VonDras, Chair
Academic Affairs Council

FROM: Scott R. Furlong, Dean
College of Liberal Arts and Sciences

DATE: December 20, 2013

SUBJECT: Request for Recommendation of History Self-Study Report

Attached for AAC review, is the Academic Program Review Self-Study Report for History.

A copy of the report has also been sent to Associate Provost of Academic Affairs, Andrew Kersten. He will provide the AAC with his evaluation of the assessment plan of the unit.

I look forward to receiving the AAC's recommendation regarding this report.

Thank you.

c: Andrew Kersten, Associate Provost for Academic Affairs
Clifton Ganyard, Chair History (memo only)

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Academic Program Review and Self-Study Report

Name of Program: History

Department Chair: Clifton Ganyard

Date of Last Program Review: 10/10/2006

Date Report Completed: 12/5/2013

Preliminary Remarks: The History program currently is in a state of transition. In the past few years, several faculty members have retired, been promoted to administrative positions, or left the university to pursue opportunities at other institutions. This has meant that we have had to hire several new faculty members since our last program review. In fact, half of our current faculty was hired after our last program review. In addition, History maintains an unusual position at the university in that the disciplinary program is divided between two interdisciplinary units, Democracy and Justice Studies and Humanistic Studies. This creates a very rich and rewarding experience for our majors who experience multiple approaches to the discipline of history, but it sometimes results in difficult decisions being made. For example, when Professor Craig Lockard retired a few years ago, the unit in which he resided (at that time called Social Change and Development) was undergoing a state of revision to place more emphasis on American history and politics (resulting in the current Democracy and Justice Studies unit). As a result, DJS decided to hire an American historian rather than a world historian with a specialization in a non-western field of history. We were fortunate to hire Professor Eric Morgan, an American historian with an interest the relations between the United States and the world who has a minor field in African history, but the absence of an historian with a non-western field of specialization has placed increased pressure on the department to fulfill its educational goals. The department takes seriously the program's requirement that students have at least some exposure (that is, at least one course) in non-western history, but this means that the department now relies on faculty with only minor fields in non-western history (Professor Sherman's interest in Islam and the Middle East, Professor Morgan's interest in Africa, and Professor Ganyard's interest in East Asia) to meet this requirement. In addition, we have been fortunate that Professor Gabriel Saxton-Ruiz in the Spanish department has graciously taught a course on the Political History of Modern Latin America for the department. We desperately need at least one faculty member with a specialization in non-western history. In addition, the turnover in our faculty, coupled with the absence of faculty (Aldrete, Boswell, Ganyard, Voelker) who have earned sabbaticals, grants, and fellowships that have removed them from the classroom for a semester or a year, has resulted in declining enrollments in the major and minor. This is ironic in that our faculty continues to conduct significant research and improve on their teaching, but the need to staff numerous courses with ad hoc faculty over the past few years has made it very difficult to recruit new majors and minors. Over the next several years, the department will need to evaluate its curriculum to make sure it serves the needs of our students, reflects current and future faculty resources, and corresponds to changes in the History field.

Section A. Mission Statement and Program Description

State your program's mission, describe its curricular requirements and explain how the program supports UW-Green Bay's select mission and the institution's overall strategic plan.

Mission: History is an essential guide not only to the past, but to the present and the future. We cannot understand ourselves or our world without understanding the past, its European and Non-Western roots. History also leads us to a greater awareness of the richness and complexity of our heritage.

A thorough training in history contributes to the foundation of a complete education and can directly prepare one for professional careers in many fields such as law, business, diplomacy government service, journalism, teaching, and public relations, as well as graduate study. History's rigorous intellectual discipline and its emphasis on research and analysis nourish intellectual growth and critical thinking.

The history program fully supports and complements UW-Green Bay's mission, especially interdisciplinarity and practical problem-solving. History provides information and structure to many other programs, especially in the humanities and social sciences, while receiving significant impulses from these and other disciplines. History contributes importantly to problem-solving by offering assistance in the recognition, definition, and investigation of problems, exploration of alternative solutions and guidance in their implementation.

Changes to the Mission: The department's mission statement essentially is the same as it was at the last program review, with the exception of only a few minor changes in the first two paragraphs and the expansion of the third paragraph to better explain the department's relationship to the university's mission. In particular, the department's focus on problem solving skills has been emphasized.

Relationship to UW-Green Bay's mission and guiding principles:

- Interdisciplinary and problem-focused mission: The History program is deeply committed to interdisciplinary research, teaching, and collegial discussions. We include members from Humanistic Studies and Democracy and Justice Studies and Communications as well as contributions from other units and disciplines such as Spanish. All engage in discussions on curriculum, assessment, personnel, and the nature of the study of history itself, which ensures that both our curriculum and our courses are informed by the insights of various disciplines.
- Our interdisciplinary approach includes a strong emphasis on "diversity of thought and experience" which is one of UW-Green Bay's guiding principles. This is reflected in our insistence that our majors take courses in the three major areas of history: American, European, and world/non-western. We further gauge our progress by assessing learning outcomes which state that students will have a "general understanding that the study of history has different perspectives and approaches: cultural, economic, intellectual, political, and social."
- Our learning outcome requires the ability to carry out historical research and convey the results in a clear way that support the guiding principles of fostering critical thinking, problem solving and communication skills.
- The lectures and lecture series that are sponsored by members of the history program and particularly the Center for History and Social Change not only enhances the learning of our students, but also helps "serve the educational, cultural, and research needs of the region and the larger society."
- We encourage our students to participate in internships in the community as a way of supporting the guiding principle of fostering engaged citizens. These internships have also greatly benefitted a number of local cultural and educational institutions. Such internships include work at the Archives and Area Research Center in the Cofrin Library, and at the Neville Museum and the national railroad Museum among other institutions.
- The local, regional, national and international reputations of many of our history faculty members as teachers and scholars meet the goal of fostering excellence. The History faculty has an impressive publishing record and count a number of young faculty making significant contributions to their fields that have been recognized at the national and the international

level. In addition, several faculty members have won teaching awards, oftentimes multiple teaching awards.

Program Curriculum: The History major and minor remain essentially the same as they were at the last review. Only one minor change has been made to offer students greater flexibility. Rather than requiring majors to take 2 courses each from among the Category I and Category II European History requirements, students now are required to take only 1 course each in those categories. Instead of the two courses in these specific categories, students now take electives, allowing students greater freedom in developing a program of study that reflects their interest while still providing an appropriate breadth of course work.

Course offerings continue to develop with faculty interests. The department did streamline its European courses to offer a consistent sequence of courses ranging from the Ancient Greece and Rome to 20th- and 21st-century Europe. New courses have been added to reflect faculty interest in Middle Eastern and East Asian history as well as in various aspects of American history. Consequently, a number of corresponding courses have been deactivated

The program's strengths lie in American and European history, with six faculty members in American history and four faculty members in European history. The department's commitment to non-western history remains unabated, however, and we desperately need a faculty member with a field of specialization in world history and/or African, Asian, or Middle Eastern history.

In addition, the department supports and contributes to the Center for History and Social Change, organized by Professor Kaye. The Center, a collaboration between History and Democracy and Justice Studies, promotes historical study, thought, and discourse at UW-Green Bay and in the wider regional community by sponsoring lectures, seminars, and other events conducted by outstanding visiting historical scholars. Some of these scholars also meet with undergraduate classes. The lecture series that is the foremost activity of the center has been in existence since 1985, and it has allowed our students to be engaged by some of the foremost historians in the country. The history curriculum has been enriched by their presence. We believe that the University Foundation should provide funds to make sure this important part of the University's intellectual life can continue.

The history program also supports independent studies and internships to supplement our curriculum and prepare our students both for work and for active participation in the community. Since our previous program review in 2006, we have conducted dozens of such courses and helped numerous students do internships. Internship opportunities range from working in the local museums and historical society to working closely with faculty in research projects.

Section C. Student Outcomes Assessment

Describe the program's intended student learning outcomes and the methods used to assess them. Analyze the assessment results and describe the conclusions drawn from that analysis. Finally, describe the specific actions that were taken as a result of the assessment of student learning process.

After a year-long discussion amongst the faculty, the History department recently (Spring 2013) revised its Learning Outcomes. Our previous Learning Outcomes were these:

1. Students will develop general knowledge of three historical areas (American, Western-European, and Non-Western), with strong knowledge in two areas.
2. Students will develop a general understanding that the study of history has different perspectives and approaches: cultural, economic, intellectual, political, and social.

3. Students will demonstrate the ability to carry out historical research based on primary and secondary sources and to convey the reasoned conclusions of this research orally and in writing.

Our current Learning Outcomes are these:

1. Students will be able to formulate an argument about the past.
2. Students will be able to be able to communicate that argument orally and in written work.
3. Students will be able to engage their peers in discussion (argument) about the past.
4. Students will be able to understand why history matters.

The change in the Learning Outcomes better reflects the emphasis the faculty places on significant historical skills. While content is still important, we realized that the study of history is more valuable for the skills it imparts to students. While students are still required to take a series of common courses in U.S., European, and World History as well as a Senior Seminar, we realized that every history course, regardless of its content, imparts significant research and communication skills to our students. History is perhaps different in some degree to other disciplinary programs in that it is impossible to obtain knowledge of all of history. Students will choose a path of study that best reflects their own interests, but in the process, they will develop useful skills, no matter what topic they study, that will be useful to them for further historical study or in other applications across a wide range of fields. Furthermore, the faculty feels that the new outcomes better reflect what historical study actually is about. Many people incorrectly assume that history is about names and dates, facts which are to be memorized. While facts clearly are important, the actual practice of history is to make an argument about the past and to understand why that past is important to contemporary society.

Assessment Methods: The History department has struggled with assessment. We have engaged in continued debate about the value of assessment. Several faculty members are critical of assessment, noting that it absorbs a great deal of faculty time and energy and arguing that it does not tell us much about our students. The department has found it difficult to produce a baseline with which to compare assessment results collected in upper-level courses. Normally, one might produce such a baseline in lower-level courses, but most lower-level History courses enroll high numbers of non-majors who take the courses for general education that it becomes difficult to single out History majors in these courses. In addition, many of our majors are transfer students (between 41% and 45% between 2008 and 2012), again making it difficult to establish a meaningful baseline for assessment of our majors. In addition, since transfer students have begun their study of history at other institutions, their performance in the capstone history seminar assessment is not necessarily reflective of their preparation in our program. After the department's last review in 2006, the AAC and the Provost recommended instituting embedded assessment techniques, but given the lack of a common core of upper-level courses, the faculty did not feel that this was a practical solution.

However, concern with a decline in student skill sets led the department to engage in a year-long discussion of Learning Outcomes and assessment over the 2012-2013 academic year. One result of this discussion was the revision of our Learning Outcomes listed above, which we feel now better reflect the goals of our program. We spent a great deal of time talking about revising our assessment methods as well, but due to many of the concerns and frustrations listed above, the faculty decided to retain its current assessment methods, that is, to assess History majors in the capstone Seminar (History 480 History Seminar) and to do so based on the overall performance of the students in the course. The instructor of the Seminar is asked to write a brief assessment of the students he or she has taught that semester based on the department's stated Learning Outcomes. The faculty agrees that this is a useful tool for assessing the skills of History majors, who often pursue diverse coursework but who should be developing similar skills in any coursework they pursue. And, as this is the one common upper-level course History majors take, it seems the best place to assess the accomplishments of History majors. However, while there

remains a good deal of skepticism about the value of assessment, several faculty members now are working to develop independent assessment methods for their own courses. Some of these techniques include embedded assessment. One goal for the department in the next few years will be to examine assessment more closely and determine if broader assessment methods are appropriate to the major.

Assessment of Student Learning: The last few years have seen the History department in a state of transition, and it must be said that assessment has taken a back seat to more pressing concerns simply to offer a sufficient array of courses and to replace faculty who have retired or moved on to other positions or institutions. As a result, the department has not kept as close an eye on assessment as it should have. A renewed effort to record assessment began in the fall of 2012, and instructor reports on the History Seminar for the past three semesters (Kersten in Spring 2012, Kaye in Fall 2012, and Kain in Spring 2013) were collected. Indeed, it was Professor Kaye's concerns with the students in his seminar that led to the extended discussion on Learning Outcomes and assessment conducted by the department last year. We should also note that the revision of the department's Learning Outcomes last year means that it is difficult to assess any of them in a significant way, as there were three different seminar instructors reporting at different points in the revision process. For example, Professor Kersten's report, delivered before the revision of the Outcomes, specifically targeted the previous Learning Outcome #3 (Students will demonstrate the ability to carry out historical research based on primary and secondary sources...), while Professor Kaye's report led us to begin our reevaluation of our outcomes and focuses primarily on new Outcomes #2 and #4 (Students will be able to be able to communicate and Students will be able to understand why history matters). Professor Kain's report, like Professor Kersten's, focuses more on old outcome #3.

Old Learning Outcomes: Since the department dropped the use of a multiple choice exam (back in 2005) as a means of assessment, it no longer collects data on learning Outcomes #1 and #2 (Students will develop general knowledge of three historical areas and Students will develop a general understanding that the study of history has different perspectives). Students are still required to take several courses in American, European, and World history at both the lower- and upper-level, but there is no data specifically on how well they know these areas. This may be less important as these Outcomes have been dropped in favor of Outcomes that emphasize skills over content knowledge. As stated above, while the History faculty obviously values historical knowledge, we also recognize the remarkable diversity of that knowledge and have chosen to emphasize skills regarding research and communication. With proper skills, students will be able to examine any field of history rather than memorizing by rote a few facts in very select fields.

Since both Professor Kersten and Professor Kain placed emphasis on Outcome #3 (Students will demonstrate the ability to carry out historical research...) is easier to assess. While noting that there was a significant learning curve in each of their courses, both Professor Kersten and Professor Kain concluded that students were capable of working as historians. As Professor Kain noted,

All of the students succeeded in doing the work of historians at some point in their research papers. The majority of the class proved capable of conceiving and supporting arguments founded on their own archival research. Several of the research papers were outstanding.

New Learning Outcomes: As noted, it was Professor Kaye's reporting on his seminar that led to the department's revision of its Learning Outcomes. As might be expected, Professor Kaye was disappointed with the performance of his students. As he noted, "[t]hey seemed unprepared to participate, rather unimaginative, and sadly unreflective. To start things off, I asked them 'Why History?'... Their responses indicated little thought or even understanding." This conclusion combined with Professor

Kersten's and Professor Kain's comments on their students offers an interesting perspective on our students. It seems clear that History majors are capable of practicing history, of doing research, of writing papers, of developing exhibits and other projects. Unfortunately, they seem unreflective on the value of these projects, perhaps viewing them as intrinsically interesting without considering how history impacts the contemporary world.

Actions Taken: The History department's lengthy discussion of assessment and learning outcomes has led to two specific actions being taken: First, the complete revision of the program's Learning Outcomes as listed above. Emphasis is now placed on developing historical theses and arguments, communicating historical arguments, and understanding the value of history. This perspective better reflects the true nature of history as a discipline. Second, the department is developing a History Methods course.

Repeatedly, students have commented that the skills they develop in the History Seminar are valuable but that they should have them much earlier in their college career. The department has had an interest in developing such a course, but for the past several years, it has not been in a position to do so. The high rate of faculty turnover as well as the absence of several faculty members on sabbatical or fellowships has meant that we have not had sufficient resources to develop and offer such a course. Fortunately, we have recently hired several new faculty members and several other faculty members have returned from their sabbaticals and fellowships. We now have the requisite critical mass to offer a course in historical methods, and as important, a number of faculty members actually interested in developing such a course. In the Fall 2013 semester, the department selected a subcommittee to develop a History Methods course. A preliminary report was submitted in November 2013, and the committee continues to develop the course. At the moment, the course will be a lower-level course that will include both the practical skills associated with historical research as well as consideration of important historiographical questions while still allowing individual faculty to customize the course to his or her interests. The course still needs further development, however, and given the time required to approve and initiate new courses, it is estimated that this course first would be offered in the Fall of 2015.

The department continues to debate the value of embedded assessment and how it should be implemented. Because of divisions within the department in regard to embedded assessment, no action yet has been taken to implement it.

Section C. Program Accomplishments and Student Success

Describe your program's major accomplishments since the last Review (e.g., internship program, enrollment increases, faculty scholarly activity, graduate school admission, diversification of students/faculty, program and/or faculty awards). Also describe your students' successes as well as faculty/staff professional development activities and how they impacted your program.

Procurement of Resources: As stated in the Preliminary Remarks, the History department has been going through a period of transition. Since our last review, we have had a faculty turnover rate of 50% due to retirements (Kellogg, Lockard), promotions (Kersten), or decisions to pursue opportunities at other institutions (Nice, Nielsen). The department also has faced reduced course offerings due to course reassignments for administrative work (Boswell, Ganyard, Kersten). Furthermore, while indicative of the high quality of scholarship being produced in our department, several faculty have been absent for a semester or even for several years due to sabbaticals and fellowships (Aldrete, Boswell, Ganyard, Voelker). Finally, the department has been impacted by difficult decisions made by its interdisciplinary units, particularly the decision of DJS to hire an American historian rather than a World historian. This has made it very difficult to offer sufficient courses in the required areas.

As of Fall 2013, it appears that the History faculty is stabilizing. Both Professor Ganyard and Professor Voelker earned tenure in 2009. Professor Sherman earned tenure in 2012. Professor Boswell

and Professor Lowery have made significant progress toward tenure and should earn it this academic year. Furthermore, after a long and difficult period of recruitment, three new historians have been hired: Eric Morgan, Kimberley Reilly, and Jon Shelton. Professors Morgan, Reilly, and Shelton are all American historians, providing a very strong program in American history, but they also bring fields of specialization of particular importance to our program: Morgan in American foreign policy and African history, Reilly in women's and gender history, and Shelton in labor history. The department once again has a full complement of faculty members.

However, there has been a decided shift in our faculty's specialization toward western history and away from world history, a field we were particularly strong in prior to Professor Lockard's retirement. As noted in our 2006 review, we were then in desperate need of one or two additional faculty in non-western and world history. We are in even greater need of one or two such positions now.

Faculty Accomplishments: Our faculty remains remarkably productive.

Frankenthal Professorship: Greg Aldrete (2012)

Founders Award Recipients:

- Scholarship: Greg Aldrete (2006), Andrew Kersten (2008), Kim Nielsen (2009)
- Teaching: Andrew Kersten (2007), Clifton Ganyard (2010)
- Community Outreach: Andrew Kersten (2009)

UW-Green Bay Research Scholars:

- David Voelker (2014)
- J. Vince Lowery (2013)
- Clifton Ganyard (2010)

UW-Green Bay Teaching Scholars:

- David Voelker, co-director (2012-present)
- David Voelker (2011-12)
- Greg Aldrete (2007-08)

Wisconsin Teaching Fellows program (UW System):

- David Voelker, co-director (2013-present)
- David Voelker (2006-07)
- Caroline Boswell (2013-14)

Faculty Awards and Recognitions:

- Greg Aldrete, 2012 Wisconsin Professor of the Year, CASE and the Carnegie Foundation for the Advancement of Teaching
- Greg Aldrete, 2012-13 NEH Humanities Fellowship
- Greg Aldrete, 2010-11 Solmsen Fellow, Institute for Research in the Humanities (Madison)
- Greg Aldrete, Archaeological Institute of America National Lecturer (2009-12)
- Greg Aldrete, 2009 National Award for Excellence in Teaching, American Philological Association (The association of Classics professors)
- Caroline Boswell, UW-System Fellow, Institute for Research in the Humanities (Madison)

- Kevin Kain, National Endowment for the Humanities Summer Institute “Sources of Russian and Soviet Visual Culture, 1860-1935: Study, Teaching and Education” The New York Public Library (June 21-July 12, 2008)
- Harvey Kaye, Organization of American Historians Distinguished Lecturer, 2007
- J. Vincent Lowery, 2012 R.D.W. Connor Award for Best Article in the North Carolina Historical Review by the Historical Society of North Carolina for his article, “The Transatlantic Dreams of the Port City Prophet: The Rural Reform Campaign of Hugh MacRae.”
- Heidi Sherman, Invitation to Fourth International Conference of the Interdisciplinary Association “Gentes trans Albiam – Europe East of the Elbe in the Middle Ages,” fully funded by the Canadian government. (2010)
- Heidi Sherman, Invitation to the Danish workshop “Flax – The origin and spread of cultivated flax in the Near East and in Europe” fully funded by the Danish government. (2010)
- David Voelker, Co-Winner, Maryellen Weimer Scholarly Work on Teaching and Learning Award, 2012

Major Grants:

- Greg Aldrete, 2012-13 NEH Humanities Fellowship (12 month, \$50,400 research fellowship)
- Greg Aldrete, 2010-11 Solmsen Fellow, Institute for Research in the Humanities, U. of Wisc.-Madison (9 month, \$40,000 research fellowship)
- David Voelker, 2010-2011 Teaching American History Grant: Lead Historian and Campus Coordinator, “Wisconsin Academy for the Study of American History,” Year 3 of a 3-year Teaching American History Grant project funded by the U.S. Department of Education, in partnership with Wisconsin’s CESA 6, University of Wisconsin-Oshkosh, and University of Wisconsin–Marathon County.

Books:

- Greg Aldrete, *Reconstructing Ancient Linen Body Armor: Unraveling the Linothorax Mystery*, with Scott Bartell and Alicia Aldrete (The Johns Hopkins University Press, 2013)
- Greg Aldrete, *The Long Shadow of Antiquity: What Have the Greeks & Romans Done For Us?*, with Alicia Aldrete (Continuum Publishing, 2012)
- Greg Aldrete, *Daily Life in the Roman City: Rome, Pompeii, and Ostia* (Oklahoma University Press, 2009)
- Greg Aldrete, *Floods of the Tiber in Ancient Rome. Ancient History and Society Series*, (The Johns Hopkins University Press, 2007)
- Clifton Ganyard, *Artur Mahraun and the Young German Order: An Alternative to National Socialism in Weimar Political Culture*. (The Edwin Mellen Press, 2008).
- Kevin Kain, , *From Peasant to Patriarch: Account of Upbringing, and Life of His Holiness Nikon, Patriarch of Moscow and All Russia*, with Ekaterina Levintova (Lexington Books/Rowman and Littlefield, 2007)

Articles:

- Caroline Boswell, “Popular Grievances and Royalist Propaganda in Interregnum England,” in *The Seventeenth Century*, vol. 27:3 (2012)
- Harvey Kaye, “Thomas Paine and America’s Unfinished Revolution,” in R. King and E. Begler, eds., *Thomas Paine: Common Sense for the Modern Era* (San Diego State University Press, 2007).
- Harvey Kaye, “Americans Should Embrace Their Radical History” – a speech to the Yale Political Union, *OurFuture.org* and *History News Network*, March 9, 2009.

- Eric Morgan, “Black and White at Center Court: Arthur Ashe and the Confrontation of Apartheid in South Africa,” *Diplomatic History* 36, no. 5 (November 2012)
- J. Vincent Lowery, “The Transatlantic Dreams of the Port City Prophet: The Rural Reform Campaign of Hugh MacRae,” *North Carolina Historical Review* 90 (July 2013)
- J. Vincent Lowery, “Preparing the Next Generation for Massive Resistance: The Historical Pageantry of the Children of the Confederacy, 1955-1965” in *Children and Youth in the Civil War Era*, ed. James Marten (New York University Press, 2012)
- J. Vincent Lowery, “A Monument to Many Souths: Tourists Experience Southern Distinctiveness at Stone Mountain” in *Destination Dixie: Tourism and Southern History*, ed. Karen L. Cox (University Press of Florida, 2012)
- Heidi Sherman, “Staraia Ladoga and the Emporia of Western Eurasia,” in *Staraia Ladoga – Phenomenon russkoi istorii i kul’turny*, ed. Adrian Selin (St. Petersburg, Russia: 2012), 36 - 59.
- Heidi Sherman, “Staking the Novgorodian Frontier: The Orthodox Christianization of Staraia Ladoga’s Pagan Landscape in the Twelfth Century,” *Landscape and Societies in Ancient and Medieval Europe East of the Elbe. Interactions between Environmental Settings and Cultural Transformations*, ed. Sebastien Rossignol (Toronto: Pontifical Institute of Medieval Studies, 2013), 291 - 315.
- Heidi Sherman, “Grand Princess Olga: Vengeance and Sainthood in Kievan Rus,” *World History Connected*, Volume 7 Number 1, February 2010. This is a 4,000-word essay and the lead article for this issue. See: <http://worldhistoryconnected.press.illinois.edu/>.
- Heidi Sherman, “From Flax to Linen in the Medieval Rus Lands,” in *Medieval Clothing and Textiles*, vol. 4, ed. Robin Netherton and Gale Owen-Crocker (Woodbridge, UK: 2008), 1 – 20.
- David Voelker, “The End of the History Survey Course: The Rise and Fall of the Coverage Model,” co-authored with Joel M. Sipress, *Journal of American History* 97 (March 2011)
- David Voelker, “Thomas Paine’s Civil Religion of Reason,” in *The Forgotten Founders on Religion and Public Life*, pp. 171–195, edited by Daniel Dreisbach, Mark Hall, and Jeffry Morrison (University of Notre Dame Press, 2009).
- David Voelker, “Church Building and Social Class on the Urban Frontier: The Refinement of Lexington, 1784–1830,” *Register of the Kentucky Historical Society* 106 (Spring 2008): 191–229.
- David Voelker, “From Learning History to Doing History: Beyond the Coverage Model,” co-authored with Joel Sipress, in *Exploring Signature Pedagogies: Approaches to Teaching Disciplinary Habits of Mind*, pp. 19–35, edited by Regan Gurung, Nancy Chick, and Aeron Haynie (Stylus Publishing, 2008).
- David Voelker, “Cincinnati’s Infernal Regions Exhibit and the Waning of Calvinist Authority,” *American Nineteenth Century History* 9 (September 2008): 219–39.
- David Voelker, “Assessing Student Understanding in Introductory Courses: A Sample Strategy,” *History Teacher* 41 (August 2008): 505–18. Available online at: <http://tinyurl.com/2e32uyd>.
- David Voelker, “Religious Sects and Social Reform,” in *Perspectives in American Social History Series: Jacksonian and Antebellum Eras*, pp. 95–115, ed. Mark R. Cheatham (Oxford: ABC-CLIO, 2008).

Media:

- Greg Aldrete, *The History of the Ancient World: A Global Perspective*. (48 lectures) The Teaching Company/The Great Courses, 2011.
- Harvey Kaye is a regular contributor to *The Guardian Unlimited*, the *Huffington Post*, and the *New York Times*

- Harvey Kaye has appeared on numerous television and radio talk shows to discuss his work, history, and politics, including *Bill Moyers Journal* on PBS

Other Notable Initiatives:

- **The Center for History and Social Change** lecture series, under the direction of Harvey Kaye, continues to bring in 2-4 scholars every year, many of whom participate in classroom visits as well as presenting their scholarship to the campus community.
- *Voyageur Magazine*, under the direction of Victoria Goff, continues a strong record of publication and often serves as an internship opportunity for students.
- **The Linothorax Project** is an ongoing investigation that seeks to reconstruct a widely-used but mysterious type of ancient armor and then field-test its capabilities. It originated with Scott Bartell, who was a student in one of Professor Aldrete's courses. Together, they built the first prototype of the linothorax armor based on exhaustive research into primary source materials. It grew to involve a number of faculty members and several generations of students at UWGB, winning two separate Grants for Integrating Research and Teaching from the UWGB Research Council. Bartell and Aldrete presented their research at several conferences, and in 2010, they won the Best Poster Award at the Archaeological Institute of America conference. The project has garnered national and international media attention, appearing in numerous media, including the TV documentary series *Museum Secrets: Athens National Museum*, the German science program *Galileo*, and *Penn and Teller Tell a Lie*, and it has been the subject of articles in *U.S. News and World Reports*, *Military History*, and *Der Spiegel*. In 2013, the result of their research was published in *Reconstructing Ancient Linen Body Armor: Unraveling the Linothorax Mystery* (The Johns Hopkins University Press, 2013).
- **The Flax Project** is a collaboration between Professor Sherman and Professor Allison Gates to examine how flax was grown and used to develop linens in the Middle Ages. Over the past several years, it has grown to involve several generations of students, who have helped to plant, grow, and harvest the flax, spin it into thread, and weave it into cloth. The research of Professors Sherman and Gates, along with significant contributions from one of their students, Alicia Engstrom, has been presented at numerous regional, national, and international conferences: the Medieval Association of the Midwest (2011), the Surface Design Association Meeting (2011), the International Medieval Congress (2012), and the Textile Production Workshop in Lejre, Denmark (2012). In 2012, Engstrom, Sherman, and Gates built a reproduction of a warp-weighted loom.

Student Accomplishments:

Internships: As noted in our 2006 Review, the History department does not have its own internship coordinator and must rely on the internship coordinators in HUS and DJS. As noted in the AAC's report after our last review, this was an area in need of attention. Unfortunately, it has not been possible to procure a faculty reassignment to institute History's own internship coordinator. A dedicated History internship coordinator would be a desirable position to have.

Nevertheless, a fair number of History majors do take part in internships while students at UWGB. According to the Graduating Senior Survey, 45% of History majors between 2008 and 2012 participated in internship opportunities. This is slightly lower than the overall average at UWGB, which is 55%. These numbers suggest the importance for developing a position to coordinate History internships as there are excellent opportunities in Green Bay. The most common internships for History majors include the Neville Museum, the National Railroad Museum, The Archives and Area Research Center in the Cofrin Library, and *Voyageur Magazine*.

Phi Alpha Theta: As noted in our last review, the UWGB chapter of the international history honor society, Phi Alpha Theta, was reconstituted in 1997. The History department has continued to induct members into the society in a formal ceremony every spring. For several years, this was overseen by the History chair. However, Professor Eric Morgan took over directing the society in 2011 and has been working to develop the organization. Last spring saw the largest induction into the society with some 40 new members joining. Professor Morgan is working closely with the group to foster a greater sense of community among its members and encouraging them to be more active in their education. For example, in 2012, Professor Morgan accompanied a dozen PAT members to the organization of American Historians meeting held in Milwaukee, WI. We look forward to continue this valuable initiative that gives our history students a sense of community and recognizes those students whose academic work in History has been exceptional.

Graduate School and Continuing Education: A significant number of our students intend to pursue further academic work in History. According to the Graduating Senior Survey, 59% of our majors intend to pursue a Masters degree, 11% plan pursue a Doctorate degree, and 3% plan to pursue professional degrees. According to the Alumni Survey, 17% of our majors have already completed this advanced work while another 25% are currently enrolled in graduate and professional programs.

Here are a few examples of successful History majors:

- **Scott Bartell** initiated research on ancient Greek linothorax armor as a student in one of Professor Aldrete's courses, a project which developed into a long-running, internationally recognized collaboration between Professor Aldrete and his students. Mr. Bartell co-authored *Reconstructing Ancient Linen Body Armor: Unraveling the Linothorax Mystery* with Greg and Alicia Aldrete (The Johns Hopkins University Press, 2013).
- **Gina Covert** taught English for two years in South Korea. She is currently teaching English in Moscow, Russia. She plans to attend graduate school to study international communist movements in Spain, Europe, and Asia.
- **Alicia Engstrom**, who majored in Ancient and Medieval Studies, worked very closely with Professor Sherman and Professor Allison Gates (Art) on the Flax project. Ms. Engstrom was instrumental in growing the first crop of flax as well as spinning and weaving the crop. In 2012, she built a warp-weighted loom, and she has presented her work with Professor Sherman and Professor Gates at the Medieval Association of the Midwest (2011), the Surface Design Association Meeting (2011), the International Medieval Congress (2012), and the Textile Production Workshop in Lejre, Denmark (2012).
- **Kayla Filen** is working full time as an Interpretive Events Coordinator at Heritage Hill
- **Katie Haasch** completed a Masters of Library Science at UW-Milwaukee.
- **Michael Jacobs** was admitted to the Masters program in History at UW-Milwaukee with an Assistantship and a Chancellor's Scholarship.
- **David Reese**, who plans to graduate in Spring 2014, secured a position as an intern at the Sheboygan County Historical Museum, where he organized exhibits and presented public lectures. He recently was hired as the Program Coordinator for the museum.
- **Brooke Uhl** was admitted to the Masters program in Public History at UW-Milwaukee and worked for three consecutive summers as a paid employee at Heritage Hill.
- **Katie Walkner** completed an MA in History at UW-Milwaukee, where she had an Assistantship and a Chancellor's Scholarship. She presented a paper at the Medieval Association of the Midwest in September, 2011, and she is now working as a librarian at Silver Lake College and teaches History courses there as an adjunct faculty member.

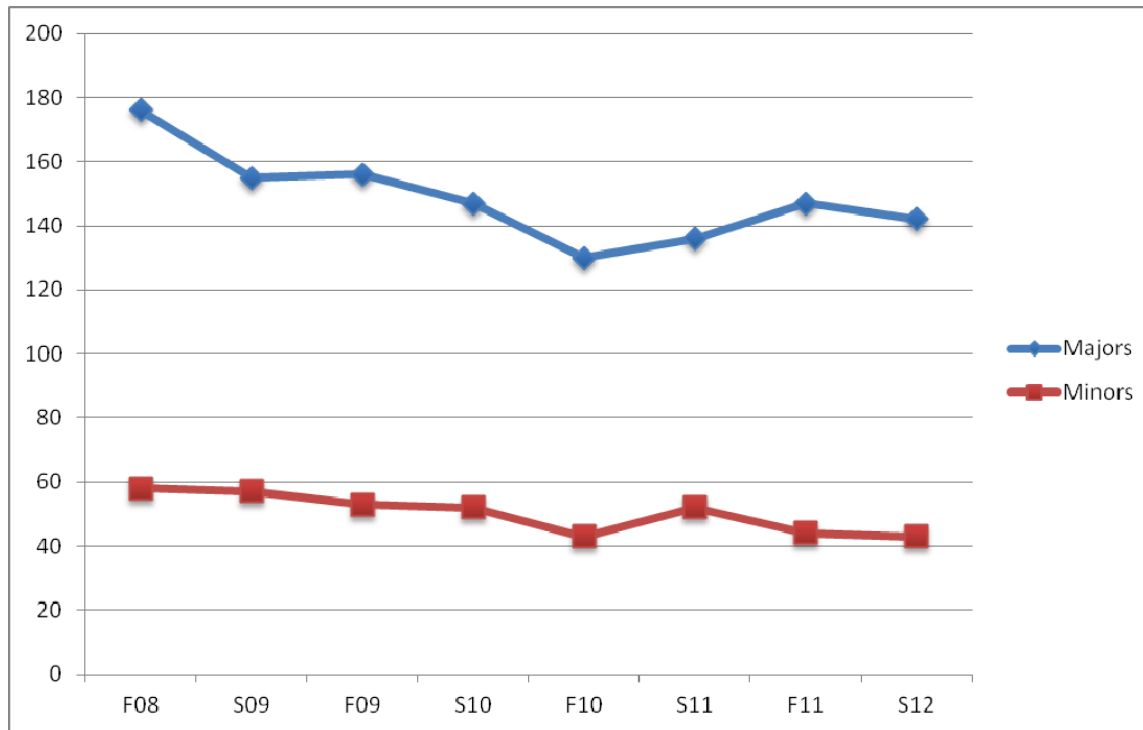
- **Kelly Wenig** completed a Masters degree at the University of Cincinnati and continued on to the Agricultural and Rural Studies doctoral program at Iowa State University, where he is currently writing his dissertation on the development of Indianapolis during the Market Revolution of the nineteenth century.
- **Patricia Wilson** is working as a writer and has self-published several novels.

Section D. Program Enrollment Trends and Analysis

Provide an analysis of the data (both survey and institutional enrollment data) provided by the Office of Institutional Research and Assessment. What does this data tell you about the program’s strengths and weaknesses? Describe what specific actions were taken or are intended to be taken based on the conclusions drawn from the analysis.

Unfortunately, program enrollments declined over the past five years. In 2012, Professor Voelker, who was finishing his tenure as department chair, prepared this graphic as a means to understanding History major and minor enrollments:

	F08	S09	F09	S10	F10	S11	F11	S12
Majors	176	155	156	147	130	136	147	142
Minors	58	57	53	52	43	52	44	43
TOTAL	234	212	209	199	173	188	191	185



The numbers and the graph show a sharp decline in majors and minors reaching a low point in Fall 2010. After that point, enrollment rebounded somewhat and appeared to level off at about 145 majors and 44 minors. Unfortunately, more recent data suggests continued decline: in Fall 2012, there were 131 majors and 31 minors, and in Spring 2013, there 125 majors and 34 minors.

It seems likely that there are several reasons for this decline:

- While this data should not be taken lightly, it does reflect broader trends regarding enrollment in history programs nationally. The number of Bachelor's degrees in History awarded by UW-System over the past several years matches national numbers almost exactly with only two small dips, one in 2010 and a slightly smaller dip in 2012. (See Bachelor's Degrees in History under the OIRA Tables in Section G.) This suggests that the problem is not solely a problem at UWGB. It also suggests that the overall numbers, though they vary slightly from year to year, have been relatively level over the past five years.
- There have been significant economic pressures over the past 5 years, and certainly students are feeling the pressure to major in something that will earn them a job. It often is difficult for students (and their parents) to see the financial viability of a degree in history. This is supported by some statistics provided by OIRA:

Fall	Freshmen applications	FR Apps with "HISTORY"	History Percent	Fall	Transfer applications	TRNS Apps with "HISTORY"	History Percent
2008	3669	85	2.3%	2008	1473	29	2.0%
2009	3563	83	2.3%	2009	1602	35	2.2%
2010	3211	72	2.2%	2010	1287	26	2.0%
2011	3471	69	2.0%	2011	1720	26	1.5%
2012	3298	50	1.5%	2012	1615	29	1.8%
2013	2920	49	1.7%	2013	1407	17	1.2%

In 2008, 85 freshmen came to GB declaring a major in History. In 2013, that number dropped to 49, a loss of 36 majors. Likewise, in 2008, 29 transfer students declared majors in History. In 2013, that number dropped to 17, a loss of 12. That's a loss 48 majors before we even begin to recruit.

- It also is worth noting that the number of students interested in education has dropped over the past few years. For example, in 2010, Secondary Education at UWGB enrolled 119 majors. In Fall 2013, it enrolled only 71. Given that many Secondary Education majors are interested History and Social Studies, we may be losing a few students in this area as well.
- With regard to the specific situation of History at UWGB, we have been going through a period of significant rebuilding in history with half of our faculty turning over in the past 7 years. This has led to filling numerous positions with ad hoc faculty while searches are conducted. Because of the sudden and extensive turnover among historians in DJS, this meant that several positions remained unfilled for several years at a time.
- Perhaps ironically, many faculty members have won competitive sabbaticals and fellowships that have removed them from the classroom for extended periods of time. (Professor Aldrete, for example, who won a sabbatical as well as prestigious Solmsen and NEH grants, was absent for three of the four past years.) Again, this meant that the department went without specific courses ore relied on temporary lecturers or ad hoc instructors to fill needs. This has made it difficult to recruit new students.

In terms of gender, female History majors are underrepresented. Over the past five years, the percentage of female History majors has varied between 33% and 50%. However, given that approximately 66% of undergraduates enrolled at UWGB are female, it is clear that fewer women are attracted to the History major. The History department spent some time examining this issue during the Spring 2013 semester and asked the Office of Institutional Research for additional information regarding

student enrollments according to gender. With the exception of a few courses specifically geared towards women and gender studies, fewer women enroll in History courses, and of course, in courses specifically geared toward women's history, women are overrepresented. There may be several reasons for this:

- Women are underrepresented among the History faculty: Boswell, Reilly, and Sherman. Though this is the number of female faculty we have had for the past decade or so, given student demographics, it seems unbalanced.
- Of our female faculty, only one (Reilly) also is a member of Women's Studies. Although Professors Boswell and Sherman (as well as the male faculty) always teach about gender in their courses, it is not their primary interest. The lack of courses specifically in women's issues may be one reason for lower enrollment by women.
- Although the department prides itself on the variety of courses it offers, the past few years has seen an emphasis on political history, and somewhat remarkably, on military history. Although stereotypical, men tend to be attracted to these topics (especially military history) while women are not.

Having made these observations, however, it is worth noting that Deborah Furlong compared NCES data about the gender distribution of students receiving bachelor's degrees in History nationally for 2010-11 and 2011-12 with UWGB's History program. In both years, the percent of graduates who are women was 41%. In 2011, the percentage of graduating female History majors was 33%, but in 2012, it was 49%. On average, in other words, we may be hitting national averages for female enrollment in History, even if that percentage is not reflective of UWGB's gender demographics as a whole.

Section E. Program's Vision for Future Development

Describe your program's plan for future development including the program's major goals for the next seven-year period. These goals should be established with the understanding that they will be used to guide program planning and development and serve as a framework for your program's next Self-Study Report and Academic Program Review and Student Outcomes Assessment.

Student Learning Outcomes: The department just adopted a new set of Learning Outcomes in 2013. It now needs to evaluate its courses to ensure that they are meeting those new Learning Outcomes.

History 290 Historical Methods Course: The department is in the process of developing a new gateway course that will impart significant methodological skills to our majors. Although still in the process of development, this new course will introduce students to research and writing methods as well as historiography. Ideally, students will take this course in their sophomore or junior year in preparation for upper-level courses. The course will be a prerequisite at least for 400-level courses, which means that all History majors will be required to take it before the take History 480 History Seminar. It is our hope that this course will address some of the concerns over our students' lack of important skills. We also hope that it can be used to the importance of historical study.

Assessment Methods: Assessment has remained a difficult issue in the History department. After a year-long discussion of assessment, the department decided to maintain the use of History 480 History Seminar as the main (and essentially sole) venue for assessment. In addition, the current method of assessment will be for the Seminar instructor to write a report on the accomplishments of his or her students based on their performance over the course of the semester. We are confident that this will give us a good picture of our students' abilities, with regard to our Learning Outcomes, at the end of their college careers.

However, it seems that this may be inadequate, especially given our declining enrollments. Several faculty members are interested in instituting alternative methods of assessment, including embedded assessment. Some of these faculty members already have begun such experiments in their own courses. It seems likely that we will revisit assessment in the near future.

It also is worth noting, in this regard, that the new HIS 290 Historical Methods course should offer a useful and reliable venue for assessment at the lower-level, since most students probably will take it after taking general education courses but before taking most of their upper-level courses. This offers the potential of establishing a baseline against which to measure later progress.

Curricular Development: As noted in our 2006 report, the History department constantly revises its curriculum based on faculty resources and interests. However, given the number of recent hires in the History department, and the fact that many of them are American historians, it seems likely that at least part of our curriculum will need re-evaluation, particularly to bring our American history course offerings into line with faculty specializations. Indeed, we have begun to do so already, creating new courses in The U.S. and the World, U.S. Labor History, and American Environmental History. Some reorganization of major and minor requirements is warranted, at least at the lower level. For a long time we have required students to take a two-course sequence in American History (HIS 205-206). The faculty still believes this to be a valuable endeavor, but there are other courses (HIS 207 Introduction to African-American History and HIS 220 American Environmental History) that do not currently count for the major but which we feel should count for the major. Furthermore, the addition of HIS 290 Historical Methods will require us to reevaluate which lower-level courses we require of majors and minors.

Major and Minor Enrollments: Clearly, the downturn in enrollment is a concern. We have begun discussing this issue over the past year and will continue to do so in the future. Some suggestions already have been made, such as tailoring more courses toward female students to attract them to the major. The department also has had some success in presenting Job Fairs and the like for majors; this may need to be done more frequently in the future. Some of the initiatives mentioned above, such as a new emphasis on the Digital and Public Humanities and on Public History may be useful as well, making the major and the minor more relevant to students.

Faculty Development: Although the History Program is not a budgetary unit, and therefore has no funds of its own, we will continue to encourage our faculty to seek out development opportunities. As noted above, our faculty has been remarkably successful at finding and winning support for scholarship and teaching opportunities. For example, Professor Ganyard took advantage of his sabbatical to live and study for six months in Japan. The experience was beneficial to his knowledge of Japan and Asia and has served to improve our offerings in non-western history, since he now offers a course on Modern East Asia. Likewise, Professor Voelker used his recent sabbatical to incorporate to a greater extent First Nations' history into his courses.

Two areas in particular seem potentially fruitful: the Scholarship of Teaching and Learning and the Digital and Public Humanities. Professor Voelker has been at the forefront of SoTL since his arrival on campus a decade ago. He has held both UWGB and UW-system (OPID) Teaching Fellowships and now leads (with Professor Ryan Martin) UWGB's Teaching Fellows Program. Professor Voelker's work has focused explicitly on questions of history course design and teaching methods, such as his recent project, "Understanding Historical Thinking," which he conducted during the Spring 2013. Such work, is extremely useful not only to Professor Voelker but to his students, who see a model of an historian taking teaching methods seriously, and to his colleagues, who can draw upon his expertise when considering course design and assessment.

Both Professor Boswell and Professor Voelker have been promoting the importance of the Digital and Public Humanities. Professor Voelker has incorporated numerous digital projects into his courses, especially for his course on the American Wilderness (see the course project suite at UWGB Commons

for the Digital and Public Humanities: <http://www.gbdh.sadiron.com/groups/wilderness/>). Professor Boswell likewise has incorporated innovative and creative assignments into her courses, such as one recent offering Crimes and Mentalities in Early Modern Europe (see the course project suite at UWGB Commons for the Digital and Public Humanities: <http://www.gbdh.sadiron.com/hist-422-crimes-and-mentalities-in-early-modern-europe>). Such projects are very useful: they tend to engage students in ways that traditional assignments do not; they force students to consider a wider audience in developing their project, since the professor no longer is the sole recipient of the work; and they ask students to consider the value of history for contemporary audiences and issues. This is a particularly important goal the department hopes to instill in our students, as reflected in our new Learning Outcomes. Furthermore, Professor Boswell is working with Professor Charles Rybak to develop a Center for the Digital and Public Humanities at UWGB. In this way several of our faculty members already are leading the way in future development.

One final, related area of development is worth considering: Public History. Given the difficulty in finding jobs as history teachers in recent years, both Professor Voelker and Professor Ganyard have encouraged students to consider jobs in public history. UW-Eau Claire offers a certificate in public history while UW-Milwaukee offers a Master's degree in public history. Although we have encouraged a number of students to pursue education and careers in public history, the UWGB History department does not currently have the resources to mount a program of its own. Such a program would require a great deal of work, but it might be worth discussing in the future.

Procurement of Resources: As mentioned above, we have been successful in hiring a number of promising historians in the past few years, and the department now has a complement of ten full-time historians. However, our emphasis is largely on American and European history, an imbalance that is troublesome given the highly global character of the world we live in. World History is a rapidly expanding subfield of history and plays a significant role in secondary education. It is important that the History department supports those students in the Education department who wish to teach history and social studies by making sure that they are properly prepared. Asia is becoming the most important region in the world, and arguably, China will be the country most Americans will need to deal with in the future. Likewise, the Middle East remains highly volatile as does Africa. Our students deserve to have access to specialists in these areas, especially if they plan to teach at the secondary level. Additional expertise in these areas would contribute to the diversity and globalization of our offerings and help prepare students for work in a variety of non-profit organization. And as noted above and in our 2006 report, it would be beneficial to hire a specialist in Public History. Finally, it is worth reiterating the need for a course reassignment that would allow an individual faculty member to act as an Internship Coordinator.

Section F. Summary and Concluding Statement

Respond specifically to the results and recommendations from the last program review and end your report with a general concluding statement.

At the conclusion of the History Program's 2006 Review, the AAC and Dean Furlong made several recommendations:

1. Implement Embedded Assessment

The department discussed assessment several times over the past seven years. Last year (2012-2013), the department spent the entire year reconsidering assessment. As discussed above, the department as a whole remains skeptical of embedded assessment and decided to retain its current method of assessment as part of History 480 History Seminar. Individual faculty members plan to implement embedded assessment in their own courses.

2. Revise Learning Outcomes

The History program's Learning Outcomes were revised in 2013 (see above).

3. Practical Management of Advising and Course Enrollment

Advising remains the responsibility of the History department chair, though each faculty member takes on informal advising duties in regard to particular students in his or her courses. Some advising burden has been alleviated since Professor Morgan took on the responsibility of advising the UWGB chapter of the Phi Alpha Theta honor society. It would be desirable to have a dedicated History Internship Coordinator. To facilitate this, we would like to institute a course release for the faculty member who takes on this responsibility.

Over-enrollment in History courses seems to be less of a problem than it was seven years ago. Unfortunately, this is probably due to a decline in the number of History majors and minors. It should be noted, however, that History courses still enroll well with many of them filling to capacity.

4. Reduce Course Substitutions

Both the previous and current History chairs have made an effort at reducing course substitutions with some success. However, substitutions are still necessary in many situations, particularly in regard to non-western history due to the limited number of such courses we are able to offer.

5. Identify Core Curriculum

The History faculty maintains its position regarding the opposition of an upper-level core curriculum because it does not make sense given the various needs of students in the program. However, as Dean Furlong noted in his report on History Program Review in 2006, the History program does have a set of core courses that students are required to take. These include History 205 and 206, any three courses from among History 101, 102, 103, and 104, and History 480. This means that all History majors take (roughly) six courses in common. In addition, History majors are required to take at least one course in each of three categories (American, European, and Non-western) at the upper-level. While the content of these courses varies, all students receive a common breadth in perspective. Finally, the addition of History 290 will add yet another course taken in common by all History majors.

A core curriculum emphasizing content does not make sense in History because of the remarkable breadth of its discipline. In addition, as has been emphasized in its newly adopted Learning Outcomes, the History program emphasizes skills over content. While students come out of our program with a strong understanding of historical events, we hope that they achieve an even stronger appreciation of the value of history and an aptitude to learn history on their own even after they have graduated from our program.

In conclusion, it is clear that the past seven years, and in particular the past five years, have seen a great deal of transition for the History department. Half of our faculty members left the department for one reason or another, and we have had to replace them. This has obviously had an impact on the courses we offer and our ability to meet the needs of our majors. But, we have met those needs, graduating

between 31 and 46 majors per year between 2008 and 2012, for a total of 193 History major graduates in that period. In addition, the History department successfully hired five new faculty members to replace those who left, and three faculty members have achieved tenure (with another two in the process of achieving tenure as of this writing). History continues to contribute a significant number of courses to general education in the form History 101, 102, 103, 104, 205, 206, and 207, of which we generally offer approximately 28 sections per year. In fact, 100% of our lower-level courses are general education courses. In addition, our faculty remains remarkably active professionally, earning national and international recognition for both their scholarship and teaching. Many of these projects have been collaborative projects between faculty and students. However, several challenges remain. It is vital that we continue to offer courses in world and non-western history, but this is becoming increasingly difficult without specialists in these areas. Likewise, public history is becoming increasingly important, both as an opportunity for employment for our students and in terms of community awareness. It would be valuable to be able to develop the program in this direction. The hiring of several new faculty members will necessitate a reevaluation of our curriculum and its goals. And, we will continue to wrestle with the bugbear of assessment. Finally, the downturn in enrollment numbers is concerning and will need to be addressed in the coming years. Nevertheless, we are confident that we will be able to meet and overcome these challenges.

Section G. Required Attachments

- OIRA Tables
- Program Description and Requirements
- AAC and Dean Reports
- Program Assessment Plan and Annual Update

1. OIRA Tables

<h1 style="margin: 0;">Academic Plan: History</h1> <p style="margin: 0;">Institutional Research - Run date: 19FEB2013</p>

	Fall Headcounts				
	2008	2009	2010	2011	2012
Declared Majors, end of term	177	157	132	149	132
Declared Minors, end of term	58	53	42	44	31

	Fall Declared Majors - Characteristics									
	2008		2009		2010		2011		2012	
Female	78	44%	66	42%	52	39%	58	39%	48	36%

	Fall Declared Majors - Characteristics									
	2008		2009		2010		2011		2012	
Minority	10	6%	13	8%	11	8%	12	8%	14	11%
Age 26 or older	21	12%	17	11%	12	9%	12	8%	12	9%
Location of HS: Brown County	39	22%	36	23%	28	21%	40	27%	36	27%
Location of HS: Wisconsin	163	92%	148	94%	127	96%	141	95%	122	92%
Attending Full Time	162	92%	148	94%	116	88%	138	93%	123	93%
Freshmen	22	12%	3	2%	3	2%	5	3%	4	3%
Sophomores	34	19%	35	22%	17	13%	21	14%	17	13%
Juniors	49	28%	48	31%	46	35%	42	28%	49	37%
Seniors	72	41%	71	45%	66	50%	81	54%	62	47%

	Fall Declared Majors - Characteristics				
	2008	2009	2010	2011	2012
Average HS Cumulative G.P.A.	3.25	3.18	3.16	3.20	3.17
Average ACT Composite Score	23.6	23.1	23.4	23.3	22.8
Average ACT Reading Score	25.2	25.0	25.5	25.3	24.1
Average ACT English Score	22.7	22.2	22.1	22.1	21.8
Average ACT Math Score	23.2	22.3	22.5	22.4	22.1
Average ACT Science Score	23.6	23.0	23.1	23.2	22.8

	Fall Declared Majors - Characteristics
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	2008	2009	2010	2011	2012
Percent started as Freshmen	59%	59%	55%	58%	57%
Percent started as Transfers	41%	41%	45%	42%	42%
Percent with prior AA degree	11%	14%	14%	13%	11%
Percent with prior BA degree	7%	6%	4%	3%	3%

	Calendar Year Headcounts				
	2008	2009	2010	2011	2012
Graduated Majors (May, Aug. & Dec.)	38	31	38	46	37
Graduated Minors (May, Aug. & Dec.)	24	22	25	21	21

	Characteristics of Graduated Majors									
	2008		2009		2010		2011		2012	
Graduates who are... Women	15	39%	14	45%	19	50%	15	33%	18	49%
... Students of Color	2	5%	0	0%	2	5%	2	4%	7	19%
... Over 26 Years Old	4	11%	6	19%	8	21%	13	28%	9	24%
Graduates earning Degree Honors	12	32%	9	29%	19	50%	18	39%	7	19%

	Characteristics of Graduated Majors				
	2008	2009	2010	2011	2012
Average Credits Completed Anywhere	142	140	138	141	139

	Characteristics of Graduated Majors				
	2008	2009	2010	2011	2012
Average Credits Completed at UWGB	134	114	117	115	118
Average Cum GPA for Graduates	3.23	3.14	3.35	3.27	3.03

			Headcount Enrollments, Credit-bearing Activities					
			2008	2009	2010	2011	2012	
Lectures	1-Lower	1-Spring	392	447	454	450	457	
		2-Summer	17	47	13	54	85	
		3-Fall	536	477	525	650	609	
		All	945	971	992	1154	1151	
	2-Upper	1-Spring	326	315	203	273	253	
		2-Summer	.	.	.	19	22	
		3-Fall	327	236	211	282	139	
		All	653	551	414	574	414	
	All		1598	1522	1406	1728	1565	
	IST/FEX	1-Lower	1-Spring
			2-Summer
			3-Fall	.	.	1	.	.
All			.	.	1	.	.	

			Headcount Enrollments, Credit-bearing Activities				
			2008	2009	2010	2011	2012
	2-Upper	1-Spring	1	7	5	7	1
		2-Summer	.	.	.	.	.
		3-Fall	3	3	5	4	1
		All	4	10	10	11	2
	All	4	10	11	11	2	
All			1602	1532	1417	1739	1567

			Student Credit Hours, Credit-bearing Activities					
			2008	2009	2010	2011	2012	
Lectures	1-Lower	1-Spring	1176	1341	1362	1350	1371	
		2-Summer	51	141	39	162	255	
		3-Fall	1608	1431	1575	1950	1827	
		All	2835	2913	2976	3462	3453	
	2-Upper	1-Spring	978	945	609	819	759	
		2-Summer	.	.	.	57	66	
		3-Fall	981	708	633	846	417	
		All	1959	1653	1242	1722	1242	
	All			4794	4566	4218	5184	4695
	IST/FEX	1-Lower	1-Spring
			2-Summer
			3-Fall	.	.	1	.	.

			Student Credit Hours, Credit-bearing Activities				
			2008	2009	2010	2011	2012
	2-Upper	All	.	.	1	.	.
		1-Spring	3	21	9	21	3
		2-Summer	.	.	.	.	.
		3-Fall	5	7	16	11	1
		All	8	28	25	32	4
	All	8	28	26	32	4	

			Lectures and Lab/Discussion Sections (#)				
			2008	2009	2010	2011	2012
Lectures	1-Lower	1-Spring	5	6	6	7	8
		2-Summer	1	2	1	2	5
		3-Fall	9	7	9	10	11
		All	15	15	16	19	24
	2-Upper	1-Spring	10	10	7	9	8
		2-Summer	.	.	.	1	1
		3-Fall	9	7	6	9	5
		All	19	17	13	19	14
	All	34	32	29	38	38	
	All	34	32	29	38	38	

			Average Section Size of Lectures				
			2008	2009	2010	2011	2012
Lectures	1-Lower	1-Spring	78.4	74.5	75.7	64.3	57.1
		2-Summer	17.0	23.5	13.0	27.0	17.0
		3-Fall	59.6	68.1	58.3	65.0	55.4
		All	63.0	64.7	62.0	60.7	48.0
	2-Upper	1-Spring	32.6	31.5	29.0	30.3	31.6
		2-Summer	.	.	.	19.0	22.0
		3-Fall	36.3	33.7	35.2	31.3	27.8
		All	34.4	32.4	31.8	30.2	29.6
	All		47.0	47.6	48.5	45.5	41.2

	Unique Lecture Courses Delivered in Past Four Years				
	2008	2009	2010	2011	2012
1-Lower	8	8	8	9	8
2-Upper	34	35	34	33	30

	General Education as a Percent of all Credits in Lectures				
	2008	2009	2010	2011	2012
1-Lower	100%	100%	100%	100%	100%
2-Upper	22%	34%	40%	38%	12%

	Instructional Staff Headcounts and FTEs
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	2008	2009	2010	2011	2012
Full Professors (FT)	2	1	0	2	2
Associate Professors (FT)	12	15	13	14	14
Assistant Professors (FT)	6	6	7	7	7
Instructors and Lecturers (FT)	2	1	4	2	2
Total Full-time Instructional Staff	22	23	24	25	25
Part-time Instructional Staff	12	8	14	14	.
FTE of Part-time Faculty	1.8	2.5	2.8	2.8	.
Total Instructional FTE	23.8	25.5	26.8	27.8	.

	Student Credit Hours per Faculty FTE				
	2008	2009	2010	2011	2012
SCH per Full-time Faculty FTE	386	364	342	337	.
SCH per Part-time Faculty FTE	1027	1294	1077	955	.
SCH per Faculty FTE	435	430	419	390	.

**Graduating Senior Survey:
2008, 2009, 2010, 2011 & 2012**

	Graduation Year	History	UWGB Overall
Graduates:	2008	33	980
	2009	29	1051
	2010	33	1106
	2011	41	1185
	2012	33.5	1293
Response Rate*	2008-2012	97/169.5 (57%)	2904/5615 (52%)

* Note: % response misses double-majors who choose to report on their other major.

Table 1: Rating the MAJOR (A = 4, B = 3.0, etc.)	Unit of Analysis	2008-2012						
		N	mean	A	B	C	D	F
Clarity of major requirements	HISTRY	96	3.4	56%	37%	2%	5%	0
	UWGB	2897	3.5	56%	36%	7%	1%	<1%
Reasonableness of major requirements	HISTRY	95	3.6	60%	38%	1%	1%	0
	UWGB	2891	3.5	54%	38%	6%	1%	<1%
Variety of courses available in your major	HISTRY	96	2.7	20%	43%	25%	11%	1%
	UWGB	2875	3.0	30%	43%	21%	5%	1%
Frequency of course offerings in your major	HISTRY	96	2.3	8%	29%	45%	16%	2%
	UWGB	2878	2.6	18%	40%	30%	9%	3%
Times courses were offered	HISTRY	95	2.8	16%	52%	28%	3%	1%
	UWGB	2828	2.8	24%	42%	26%	7%	1%
Quality of internship, practicum, or field experience	HISTRY	35	3.4	57%	26%	14%	3%	0
	UWGB	1664	3.3	57%	27%	11%	3%	2%
Quality of teaching by faculty in your major	HISTRY	95	3.5	58%	37%	5%	0	0
	UWGB	2880	3.4	52%	39%	8%	1%	<1%
Knowledge and expertise of the faculty in your major	HISTRY	96	3.8	78%	21%	1%	0	0
	UWGB	2892	3.7	69%	28%	3%	<1%	<1%
Faculty encouragement of your educational goals	HISTRY	95	3.3	52%	34%	10%	4%	0
	UWGB	2857	3.4	54%	31%	11%	3%	<1%
Overall quality of advising received from the faculty in your major	HISTRY	84	3.0	43%	25%	25%	5%	2%
	UWGB	2747	3.2	52%	26%	12%	6%	4%
Availability of your major advisor for advising	HISTRY	86	3.3	48%	34%	17%	1%	0
	UWGB	2741	3.3	58%	26%	10%	4%	2%
Ability of your advisor to answer university questions	HISTRY	82	3.2	44%	38%	13%	5%	0
	UWGB	2700	3.4	62%	23%	9%	4%	2%
Ability of your advisor to answer career questions	HISTRY	74	3.0	35%	38%	19%	7%	1%
	UWGB	2480	3.2	51%	28%	13%	5%	3%
In-class faculty-student interaction	HISTRY	95	3.6	61%	34%	4%	1%	0
	UWGB	2789	3.4	54%	37%	8%	1%	<1%
Overall grade for your major (<u>not</u> an average of the above)	HISTRY	96	3.3	41%	54%	3%	2%	0
	UWGB	2847	3.4	46%	45%	8%	1%	<1%

Table 2. Job related to	Unit of	n	Full-time	Part-time	No
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major while completing degree?	Analysis		Paid	Non-paid	Paid	Non-paid	
2008-2012 percent	HISTRY	95	2%	0	11%	6%	81%
	UWGB	2885	13%	<1%	34%	5%	48%

Table 3. “If you could start college over”

	Unit of Analysis	n	UW-Green Bay		Another college		No BA degree
			Same major	Different major	Same major	Different major	
2008-2012 percent	HISTRY	95	63%	26%	7%	2%	1%
	UWGB	2882	70%	12%	12%	5%	1%

Table 4. Plans regarding graduate/professional study

	Unit of Analysis	n	Already admitted	Have applied	Plan to eventually attend	NA/have not applied yet
2008-2012 percent	HISTRY	76	7%	10%	67%	16%
	UWGB	2189	7%	13%	66%	14%

Table 5. Highest degree planned

	Unit of Analysis	n	Bachelor’s	Master’s	Specialist’s	Professional	Doctoral
2008-2012 percent	HISTRY	95	23%	59%	0	3%	15%
	UWGB	2886	29%	52%	1%	5%	13%

Table 6. General Education preparation

Current proficiency vs. Contribution of Gen Ed to current proficiency
(3-pt. scale; 3 = high, 2 = medium, 1 = low)

	Unit of Analysis	Current Proficiency			Gen Ed Contribution		
		n	% High	mean	n	% High	mean
Critical analysis skills.	HISTRY	86	67%	2.6	86	23%	2.1
	UWGB	2674	66%	2.7	2594	25%	2.0
Problem-solving skills.	HISTRY	85	60%	2.6	86	26%	2.1
	UWGB	2665	72%	2.7	2585	25%	2.0

Table 6. General Education preparation
Current proficiency vs. Contribution of Gen Ed to current proficiency
 (3-pt. scale; 3 = high, 2 = medium, 1 = low)

	Unit of Analysis	Current Proficiency			Gen Ed Contribution		
		n	% High	mean	n	% High	mean
Understanding biology and the physical sciences.	HISTORY	86	9%	1.7	81	17%	1.8
	UWGB	2655	25%	2.0	2481	26%	2.0
Understanding the impact of science and technology.	HISTORY	86	22%	2.0	83	16%	1.8
	UWGB	2645	34%	2.2	2490	24%	2.0
Understanding social, political, geographic, and economic structures.	HISTORY	86	64%	2.6	83	40%	2.3
	UWGB	2644	34%	2.2	2546	26%	2.1
Understanding the impact of social institutions and values.	HISTORY	86	62%	2.6	86	48%	2.4
	UWGB	2660	52%	2.5	2568	34%	2.2
Understanding the significance of major events in Western civilization.	HISTORY	86	87%	2.9	85	57%	2.5
	UWGB	2648	33%	2.2	2528	31%	2.1
Understanding the role of the humanities in identifying and clarifying values.	HISTORY	86	73%	2.7	85	51%	2.5
	UWGB	2656	37%	2.2	2549	31%	2.1
Understanding at least one Fine Art.	HISTORY	86	35%	2.2	83	31%	2.1
	UWGB	2656	39%	2.2	2520	32%	2.1
Understanding contemporary global issues.	HISTORY	85	57%	2.5	84	25%	2.1
	UWGB	2651	34%	2.2	2525	23%	2.0
Understanding the causes and effects of stereotyping and racism.	HISTORY	85	78%	2.8	85	35%	2.2
	UWGB	2657	63%	2.6	2560	34%	2.1
Written communication skills	HISTORY	84	61%	2.6	85	41%	2.3
	UWGB	2667	67%	2.6	2600	38%	2.2
Public speaking and presentation skills	HISTORY	84	38%	2.2	85	19%	1.9
	UWGB	2660	45%	2.3	2536	27%	2.0
Computer skills	HISTORY	85	40%	2.3	80	16%	1.7
	UWGB	2650	57%	2.5	2476	23%	1.9

Table 7. Educational experiences
 (5 pt. scale; 5 = strongly agree)

	Unit of Analysis	2008-2012		
		n	Strongly Agree or Agree	mean
Because of my educational experiences at UW-Green Bay,	HISTORY	94	88%	4.3

Table 7. Educational experiences
(5 pt. scale; 5 = strongly agree)

	Unit of Analysis	2008-2012		
		n	Strongly Agree or Agree	mean
I have learned to view learning as a lifelong process.	UWGB	2813	90%	4.4
While at UW-Green Bay, I had frequent interactions with people from different countries or cultural backgrounds than my own.	HISTORY	88	40%	3.2
	UWGB	2726	42%	3.2
The UW-Green Bay educational experience encourages students to become involved in community affairs.	HISTORY	92	36%	3.2
	UWGB	2704	52%	3.4
My experiences at UW-Green Bay encouraged me to think creatively and innovatively.	HISTORY	94	80%	4.0
	UWGB	2809	81%	4.1
My education at UW-Green Bay has given me a “competitive edge” over graduates from other institutions.	HISTORY	86	44%	3.4
	UWGB	2674	62%	3.7
UW-Green Bay provides a strong, interdisciplinary, problem-focused education.	HISTORY	94	71%	3.8
	UWGB	2775	73%	3.9
Students at UW-Green Bay have many opportunities in their classes to apply their learning to real situations.	HISTORY	94	57%	3.6
	UWGB	2799	70%	3.8
I would recommend UW-Green Bay to a friend, co-worker, or family member.	HISTORY	94	78%	4.0
	UWGB	2806	83%	4.2
There is a strong commitment to racial harmony on this campus.	HISTORY	89	65%	3.8
	UWGB	2556	56%	3.6
The faculty and staff of UWGB are committed to gender equity.	HISTORY	93	79%	4.0
	UWGB	2648	75%	4.0
This institution shows concern for students as individuals.	HISTORY	94	71%	3.9
	UWGB	2775	75%	3.9
The General Education requirements at UWGB were a valuable component of my education.	HISTORY	89	44%	3.2
	UWGB	2657	48%	3.3

Table 8. Activities while at UW-Green Bay

	Unit of Analysis	n	Independent study	Student org	Internship	Professional organization	Community service	Worked with a faculty	Study group	Study abroad
2008-2012 percent	HISTORY	97	23%	40%	45%	13%	49%	23%	50%	17%

	UWGB	2904	26%	48%	55%	20%	56%	22%	52%	13%
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Table 9. Rating services and resources
(A = 4, B = 3, etc.)

	Unit of Analysis	2008-2012		
		n	A or B	mean
Library services (hours, staff, facilities)	HISTORY	92	95%	3.5
	UWGB	2468	91%	3.4
Library collection (books, online databases)	HISTORY	93	88%	3.4
	UWGB	2419	89%	3.3
Admission Office	HISTORY	65	94%	3.4
	UWGB	2321	92%	3.4
Financial Aid Office	HISTORY	65	86%	3.2
	UWGB	2120	87%	3.3
Bursar's Office	HISTORY	91	88%	3.3
	UWGB	2729	88%	3.3
Career Services	HISTORY	56	75%	3.1
	UWGB	1632	84%	3.3
Academic Advising Office	HISTORY	77	75%	3.1
	UWGB	2185	76%	3.1
Student Health Services	HISTORY	58	95%	3.5
	UWGB	1495	88%	3.4
Registrar's Office	HISTORY	84	93%	3.4
	UWGB	2502	92%	3.5
Writing Center	HISTORY	33	79%	3.1
	UWGB	1033	82%	3.2
University Union	HISTORY	85	85%	3.3
	UWGB	2355	87%	3.3
Student Life	HISTORY	50	80%	3.1
	UWGB	1429	83%	3.2
Counseling Center	HISTORY	24	83%	3.2
	UWGB	573	78%	3.2
Computer Facilities (labs, hardware, software)	HISTORY	90	94%	3.5
	UWGB	2507	94%	3.5
Computer Services (hours, staff, training)	HISTORY	86	92%	3.5

Table 9. Rating services and resources
(A = 4, B = 3, etc.)

	Unit of Analysis	2008-2012		
		n	A or B	mean
	UWGB	2311	92%	3.5
Kress Events Center	HISTORY	63	97%	3.6
	UWGB	1933	95%	3.7
American Intercultural Center	HISTORY	16	94%	3.4
	UWGB	361	86%	3.3
International Office	HISTORY	13	85%	3.1
	UWGB	400	80%	3.1
Residence Life	HISTORY	43	67%	2.6
	UWGB	1223	76%	2.9
Dining Services	HISTORY	73	48%	2.4
	UWGB	2044	54%	2.5
Bookstore	HISTORY	95	68%	2.9
	UWGB	2779	79%	3.1

Alumni Survey: 2008, 2009, 2010, 2011 & 2012

	Survey year	Graduation Year	History	UWGB Overall
Graduates:	2008	2004-2005	44	1086
	2009	2004-2006	24	1087
	2010	2006-2007	44	1148
	2011	2007-2008	39	1162
	2012	2008-2009	30	1133
Response Rate*	2008-2012		35/181 (19%)	957/5616 (17%)

* Note: % response misses double-majors who chose to report on their other major.

Table 1. Preparation & Importance
 ■ Preparation by UWGB (5-pt. scale; 5 = excellent)
 ■ Importance to current job or graduate program (5-pt. scale; 5 = very important)

	Unit of Analysis	2008-2012					
		Preparation			Importance		
		n	Excellent or Good	Mean	n	Very important or Important	Mean
Critical analysis skills.	HISTORY	25	68%	3.9	24	83%	4.2

Table 1. Preparation & Importance

- Preparation by UWGB (5-pt. scale; 5 = excellent)
- Importance to current job or graduate program (5-pt. scale; 5 = very important)

	Unit of Analysis	2008-2012					
		Preparation			Importance		
		n	Excellent or Good	Mean	n	Very important or Important	Mean
	UWGB	751	67%	3.8	727	90%	4.5
Problem-solving skills.	HISTORY	25	64%	3.8	24	88%	4.3
	UWGB	755	69%	3.8	724	94%	4.7
Understanding biology and the physical sciences.	HISTORY	22	27%	3.1	23	22%	2.1
	UWGB	720	48%	3.4	710	29%	2.6
Understanding the impact of science and technology.	HISTORY	23	48%	3.4	23	39%	3.0
	UWGB	720	48%	3.4	718	43%	3.2
Understanding social, political, geographic, and economic structures.	HISTORY	25	76%	4.0	24	54%	3.7
	UWGB	741	61%	3.7	721	55%	3.5
Understanding the impact of social institutions and values.	HISTORY	26	73%	4.0	24	63%	3.5
	UWGB	742	69%	3.9	720	63%	3.7
Understanding the significance of major events in Western civilization.	HISTORY	26	73%	4.1	24	42%	3.2
	UWGB	731	53%	3.5	716	28%	2.6
Understanding a range of literature.	HISTORY	25	40%	3.4	22	45%	3.1
	UWGB	726	50%	3.6	709	31%	2.7
Understanding the role of the humanities in identifying and clarifying individual and social values.	HISTORY	25	60%	3.8	24	42%	3.0
	UWGB	722	58%	3.7	700	38%	3.0
Understanding at least one Fine Art, including its nature and function(s).	HISTORY	24	63%	3.4	23	35%	2.7
	UWGB	734	63%	3.6	706	27%	2.6
Understanding contemporary global issues.	HISTORY	26	62%	3.8	24	58%	3.3
	UWGB	729	57%	3.8	706	51%	3.4
Understanding the causes and effects of stereotyping and racism.	HISTORY	26	62%	3.9	23	61%	3.4
	UWGB	730	64%	4.1	708	57%	3.6
Written communication skills.	HISTORY	26	69%	3.8	24	79%	4.3
	UWGB	742	81%	4.1	715	91%	4.6
Public speaking and presentation	HISTORY	26	50%	3.4	24	88%	4.2

Table 1. Preparation & Importance
 ▪ Preparation by UWGB (5-pt. scale; 5 = excellent)
 ▪ Importance to current job or graduate program (5-pt. scale; 5 = very important)

	Unit of Analysis	2008-2012					
		Preparation			Importance		
		n	Excellent or Good	Mean	n	Very important or Important	Mean
skills.	UWGB	736	61%	3.7	718	85%	4.4
Reading skills.	HISTORY	26	65%	3.8	24	79%	4.3
	UWGB	738	73%	4.0	709	91%	4.5
Listening skills.	HISTORY	26	65%	3.7	24	88%	4.5
	UWGB	736	73%	4.0	710	96%	4.7
Leadership and management skills.	HISTORY	25	52%	3.2	24	88%	4.4
	UWGB	737	65%	3.8	709	94%	4.7

Table 2. Educational experiences
 (5-pt. scale; 5 = strongly agree)

	Unit of Analysis	N	Strongly Agree or Agree	Mean
My educational experiences at UW-Green Bay helped me to learn or reinforced my belief that learning is a lifelong process.	HISTORY	35	83%	4.2
	UWGB	953	93%	4.4
While at UW-Green Bay, I had frequent interactions with people from different countries or cultural backgrounds than my own.	HISTORY	35	40%	2.9
	UWGB	949	51%	3.4
Students at UW-Green Bay are encouraged to become involved in community affairs.	HISTORY	34	41%	3.2
	UWGB	935	59%	3.6
My experiences and course work at UW-Green Bay encouraged me to think creatively and innovatively.	HISTORY	34	82%	3.9
	UWGB	951	88%	4.2
The interdisciplinary, problem-focused education provided by UW-Green Bay gives its graduates an advantage when they are seeking employment or applying to graduate school.	HISTORY	35	57%	3.5
	UWGB	944	77%	4.0
UW-Green Bay provides a strong, interdisciplinary, problem-focused education.	HISTORY	35	69%	3.7
	UWGB	950	83%	4.1
Students at UW-Green Bay have many opportunities in their classes to apply their learning to real situations.	HISTORY	35	51%	3.3
	UWGB	944	72%	3.9

Table 2. Educational experiences
(5-pt. scale; 5 = strongly agree)

	Unit of Analysis	N	Strongly Agree or Agree	Mean
I would recommend UW-Green Bay to co-worker, friend, or family member.	HISTRY	35	69%	3.7
	UWGB	954	89%	4.4
The General Education requirements at UWGB were a valuable component of my education.	HISTRY	33	64%	3.4
	UWGB	903	59%	3.6
UWGB cares about its graduates.	HISTRY	33	49%	3.5
	UWGB	918	61%	3.7
I feel connected to UWGB.	HISTRY	33	33%	2.8
	UWGB	938	47%	3.3

Table 3. “If you could start college over”

	Unit of Analysis	n	UW-Green Bay		Another college		No bachelor’s degree anywhere
			Same major	Different major	Same major	Different major	
2008–2012 percent	HISTRY	35	40%	31%	11%	17%	0
	UWGB	949	64%	23%	7%	5%	1%

Table 4. Rating the MAJOR
(Scale: A = 4, B = 3, etc.)

	Unit of Analysis	2008–2012			
		n	A or B	C or D	mean
Quality of teaching.	HISTRY	35	86%	12%	3.2
	UWGB	955	95%	5%	3.5
Knowledge and expertise of the faculty.	HISTRY	35	94%	6%	3.5
	UWGB	953	98%	2%	3.7
Faculty-student relationships (e.g., helpfulness, sensitivity, acceptance of different views).	HISTRY	35	77%	17%	3.1
	UWGB	952	91%	9%	3.5
Importance and relevance of courses to professional and academic goals.	HISTRY	33	76%	21%	3.0
	UWGB	942	89%	10%	3.4
Advising by faculty (e.g., accuracy of information).	HISTRY	34	62%	32%	2.7
	UWGB	937	87%	12%	3.3
Availability of faculty (e.g., during office hours).	HISTRY	34	79%	21%	3.3

	UWGB	936	94%	6%	3.6
Overall grade for the major (not a sum of the above).	HISTRY	35	80%	17%	3.1
	UWGB	942	94%	5%	3.5

Table 5. Highest degree planned

	Unit of Analysis	n	Bachelor's	Master's	Specialist	Professional	Doctoral
2008-2012 percent	HISTRY	35	37%	49%	0	3%	11%
	UWGB	947	36%	46%	1%	5%	12%

Table 6. Graduate/professional study plans

	Unit of Analysis	n	Already graduated	Currently enrolled	Accepted, not enrolled	Rejected	Have not applied
2008-2012 percent	HISTRY	24	17%	25%	4%	4%	50%
	UWGB	632	20%	23%	4%	3%	49%

Table 7. Current employment status

	HISTRY (n = 35)	UWGB (n = 950)
Employed full-time (33 or more hours/week)	66%	80%
Employed part-time	28%	12%
Unemployed, seeking work	3%	3%
Unemployed, not seeking work	0	2%
Student, not seeking work	3%	3%

Table 8. Satisfaction with current job (5-pt. scale; 5 = very satisfied)

	Unit of Analysis	n	Very satisfied or satisfied	mean
2008-2012 percentage	HISTRY	33	52%	3.4
	UWGB	868	74%	4.0

Table 9. Minimum educational requirements for current job

	HISTRY (n = 32)	UWGB (n = 863)
High school or less	41%	18%
Certificate	3%	3%
Associate's degree	9%	15%
Bachelor's degree	41%	57%
Graduate degree	6%	7%

Table 10. Extent to which job relates to major

	HISTRY (n = 32)	UWGB (n = 864)
Very related	12%	52%
Somewhat related	25%	29%
Not at all related	63%	19%

Table 11. Current income

	HISTRY (n = 30)	UWGB (n = 840)
Under \$20,000	33%	13%
\$20,000 to \$25,999	7%	11%
\$26,000 to \$29,999	10%	8%
\$30,000 to \$35,999	23%	23%
\$36,000 to \$39,999	10%	12%
\$40,000 to \$49,999	7%	16%
\$50,000 or more	10%	17%

Employers, Locations, and Job Titles

		Wisconsin	Teacher
STS	Green Bay	Wisconsin	Administrative Assistant II
		Wisconsin (7)	
TDS Telecom	Madison	Wisconsin	Administrative Assistant
Two Rivers Public Schools	Two Rivers	Wisconsin	High School Business Ed and Social Studies Teacher
Humana Speciality Benefits	Green Bay	Wisconsin	Specialist
Notre Dame Academy	Green Bay	Wisconsin	Business Office Administrative Assistant
UPS	Lexington	Kentucky	full time Operations Specialist

Bank Mutual	Sheboygan	Wisconsin	Teller II/ Personal Banker
Verity Management Solutions	Ocean Isle Beach	North Carolina	Owner, Consultant/Inspector
Melli Law, S.C.	Madison	Wisconsin	Attorney
Prince George's County Public Schools	Bowie, MD	Wisconsin	Teacher
Little Silver Lake Resort	Wild Rose	Wisconsin	Cashier/Sales
Girl Scouts of Wisconsin Southeast	New Berlin	Wisconsin	Resource Center Assistant
Marcus Cinema	Green Bay	Wisconsin	Projectionist
	DePere	Wisconsin	Business Consultant
Humana until they outsource my job to India in about 6 months	De Pere	Wisconsin	New Business Quoter.... A monkey could do my job in a day...
Northeast Wisconsin Technical College- Career Services	Green Bay	Wisconsin	Career Center Specialist
University of Wisconsin - Eau Claire, McIntyre Library	Eau Claire	Wisconsin	Library Services Assistant - Advanced/Lead
Babysitter for mine & another child	Luxemburg	Wisconsin	
Luxemburg-Caso School District	Luxemburg	Wisconsin	Substitute Teacher
Stevens Point Area YMCA	Stevens Point	Wisconsin	Head Swim Coach
Residence Life and Services at Missouri State University	Springfield	Missouri	Residence Hall Director
Menard Inc.	Green Bay	Wisconsin	1st Assistant Manager, Electrical
Half Price Books	Madison	Wisconsin	Bookseller
Cherry Optical, Inc.	Green Bay	Wisconsin	Anti-Reflective Coating Associate
City of Madison	Madison	Wisconsin	Library Page II
Menards	Oshkosh	Wisconsin	Assistant General Manager
Fiddleheads Artisan Bakery	Theinsville	Wisconsin	Assistant Manager, Lead Baker

History Course Enrollment by Gender

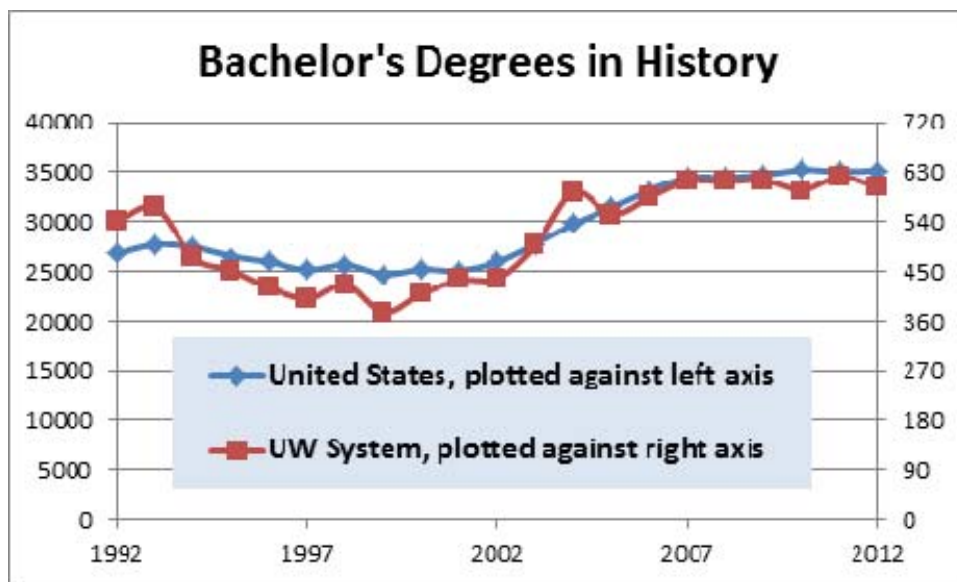
Course	Fall 2008		Fall 2009		Fall 2010		Fall 2011		Fall 2012	
	Students	Female%	Students	Female%	Students	Female%	Students	Female%	Students	Female%
100	118	54%	117	49%	118	37%				
103							69	42%	71	54%
104							57	61%	48	56%
205	195	51%	133	58%	130	50%	127	48%	120	53%

206	20	65%	68	47%	93	39%	138	41%	206	54%
207	69	58%	70	47%	139	58%	133	54%	88	58%
209	44	50%	44	64%	45	64%				
250	45	58%								
275	37	41%	39	36%						
298					1	0%				
301	42	52%			35	46%			37	41%
302	36	33%	32	34%	35	37%	35	26%	32	31%
306	34	38%								
310										
312										
316	32	53%								
322										
330										
332			30	30%						
333							35	51%		
337										
340			31	58%			25	48%	16	56%
354										
356							35	43%		
358	37	65%			38	47%				
360							39	54%		
361										
370										
380	43	72%	42	67%	42	74%	12	75%	26	58%
402	28	61%								
420										
421							32	44%		
422										
423			33	73%	23	52%				
450	31	35%								
460										
470										
478							2	0%		
480	19	58%	20	50%	18	22%	22	55%	20	30%
483K			29	45%						
483N										
483O										
483P							27	44%		
497	2	100%								
498	1	100%	3	33%	5	20%	2	0%	1	0%

History/WOST 380										
	Fall 2008		Fall 2009		Fall 2010		Fall 2011		Fall 2012	
Course	Students	Female%	Students	Female%	Students	Female%	Students	Female%	Students	Female%
HISTORY	43	72%	42	67%	42	74%	12	75%	26	58%
WOST	25	92%	19	100%	20	85%	20	90%	8	100%

	Spring 2009		Spring 2010		Spring 2011		Spring 2012		Spring 2013	
Course	Students	Female %	Students	Female %	Students	Female%	Students	Female %	Students	Female %
100	119	52%	120	53%	156	41%				
103							75	48%	75	55%
104									29	55%
205			65	46%			129	42%	130	57%
206	264	55%	198	64%	226	55%	130	62%	64	56%
207	64	45%	71	54%	68	50%	66	53%	65	49%
209										
250										
275										
298										
301										
302					25	36%				
306										
310			37	35%			37	27%		
312	29	28%			34	35%				
316	35	57%								
322	31	23%			29	34%				
330			29	34%						
332										
333			35	46%						
337	31	42%			34	44%				
340	29	66%			34	65%			23	43%
354	38	34%								
356			34	47%					34	41%
358										
360										
361							39	38%		
370							24	58%	22	64%
380			16	88%	13	77%				

402										
420							35	40%	35	49%
421										
422					30	60%			33	39%
423			17	35%			20	35%	36	31%
450					34	29%	34	24%		
460	39	46%								
470							31	29%	14	50%
478	1	100%	1	100%	2	0%				
480	18	39%	19	32%	23	52%	23	39%	21	38%
483K										
483N	30	40%								
483O	35	77%								
483P										
497	2	0%					1	100%		
498	4	75%	4	0%	5	60%			2	100%
History/WOST 380										
	Spring 2009		Spring 2010		Spring 2011		Spring 2012		Spring 2013	
Course	Students	Female %	Students	Female %	Students	Female %	Students	Female %	Students	Female %
HISTORY			16	88%	13	77%				
WOST			16	100%	17	88%				



2. Program Description and Requirements

History (2013-2014 Undergraduate Catalogue)

Disciplinary Major or Minor
(Bachelor of Arts)

Professors – Gregory S. Aldrete, Harvey J. Kaye, Andrew E. Kersten
Associate Professors – Clifton G. Ganyard (chair), Victoria A. Goff, Heidi M. Sherman, David J. Voelker
Assistant Professors – Caroline S. Boswell, J. Vincent Lowery, Eric J. Morgan

History is an essential guide not only to the past, but to the present and the future. We cannot understand ourselves or our world without understanding the past. History also leads us to a greater awareness of the richness and complexity of our heritage.

A thorough training in history contributes to the foundation of a complete education and can directly prepare one for professional careers in many fields such as law, business, diplomacy, government service, journalism, teaching, and public relations, as well as graduate study. History's rigorous intellectual discipline and its emphasis on research and analysis nourish intellectual growth and critical thinking.

The History program fully supports and complements UW-Green Bay's mission, especially interdisciplinary and practical problem-solving. History provides information and structure to many other programs, especially in the humanities and social sciences, while receiving significant impulses from these and other disciplines. History contributes importantly to problem-solving by offering assistance in the recognition, definition, and investigation of problems, exploration of alternative solutions and guidance in their implementation.

History faculty have expertise in political, social, economic, cultural and intellectual history and an excellent record in teaching and scholarship. The University supports the History program with a good library, interlibrary loan facilities, and an exceptional collection of original documents in the Area Research Center.

Students majoring in History must select an interdisciplinary minor, which is an important part of UW-Green Bay's academic program. For advice on appropriate interdisciplinary minors to accompany the History major, consult with faculty advisers.

Students seeking information on teacher certification should contact the Education Office.

History: Requirements for the Major

Disciplinary Major

Supporting Courses, (15 credits):

American History, (6 credits):

HISTORY 205: History of the United States from 1600 to 1865 (3 credits)

HISTORY 206: History of the United States from 1865 to the Present (3 credits)

Western and World History, 9 credits (any three of the following courses):
HISTORY/HUM STUD 101: Foundations of Western Culture I (3 credits)
HISTORY/HUM STUD 102: Foundations of Western Culture II (3 credits)
HISTORY/HUM STUD 103: World Civilizations I (3 credits)
HISTORY/HUM STUD 104: World Civilizations II (3 credits)

Upper-Level Courses, (24 credits):

Students are required to take the History seminar, one course from Category I, one course from Category II, and one course from Category III. The remaining 12 credits may be selected from any 300- or 400-level History course, DJS 333, DJS 361, or FNS 374.

Required, (3 credits):

HISTORY 480: Seminar in History (3 credits)

Category I, American History: 3 credits minimum, One of these:

DJS 361: Historical Perspectives on American Democracy (3 credits)
FNS 374: Wisconsin First Nations Ethnohistory (3 credits)
HISTORY 302: Problems in American Thought (3 credits)
HISTORY 309: United States Immigration History (3 credits)
HISTORY 310: American Colonial History (3 credits)
HISTORY 311: History of Wisconsin (3 credits)
HISTORY 312: The Early American Republic (3 credits)
HISTORY 322: Economic and Business History of the U.S. (3 credits)
HISTORY 340: Topics in African American History (3 credits)
HISTORY 370: History of Sexuality in the U.S. (3 credits)
HISTORY 380: U.S. Women's History (3 credits)
HISTORY 402: America in the Twentieth Century (3 credits)

Category II, European History: 3 credits minimum, One of these:

HISTORY 301: The Middle Ages (3 credits)
HISTORY 330: Early Modern Europe (3 credits)
HISTORY 332: Europe in the 19th Century (3 credits)
HISTORY 333: Europe in the 20th Century (3 credits)
HISTORY 360: Ancient Greece (3 credits)
HISTORY 361: Ancient Rome (3 credits)
HISTORY 420: Topics in Ancient History (3 credits)
HISTORY 421: Topics in Medieval History (3 credits)
HISTORY 422: Topics in Early Modern European History (3 credits)
HISTORY 423: Topics in Modern European History (3 credits)

Category III, Non-Western History: 3 credits minimum, One of these:

DJS 333: Area Studies in Democracy and Justice (3 credits)
HISTORY 337: The Rise of Islamic Civilization to 1800 (3 credits)
HISTORY 354: History of Modern East Asia (3 credits)
HISTORY 356: History of Modern Africa (3 credits)
HISTORY 358: Political History of Modern Latin America (3 credits)

History: Requirements for the Minor

Disciplinary Minor

Supporting Courses, (6 credits):

Required, choose (3 credits):

HISTORY 205: History of the United States from 1600 to 1865 (3 credits)

HISTORY 206: History of the United States from 1865 to the Present (3 credits)

Choose remaining 3 credits from the required courses or one of these:

HISTORY/HUM STUD 101: Foundations of Western Culture I (3 credits)

HISTORY/HUM STUD 102: Foundations of Western Culture II (3 credits)

HISTORY/HUM STUD 103: World Civilizations I (3 credits)

HISTORY/HUM STUD 104: World Civilizations II (3 credits)

Upper-Level Courses, (12 credits):

Choose 12 credits of upper-level History courses. Students are required to take one course from Category I and one course from Category II as listed under the major. The remaining 6 credits may be selected from any 300- or 400- level History course, and DJS 333, DJS 361 or FNS 374.

3. AAC and Dean Reports

UNIVERSITY *of* WISCONSIN

GREEN BAY

October 31, 2007

To: Sue Hammersmith, Provost and Vice Chancellor for Academic Affairs

From: Mark Everingham, Academic Affairs Council chair

Re: History Program Review Self-Study Report

Introduction

On October 24, 2007, the Academic Affairs Council completed its evaluation of the History Program Review Self-Study Report. The program aims to provide students with a guide not only to the past, but to the present and the future. The curriculum is organized around three geographic areas and foci of knowledge:

American, European and World history. The program complements the university's mission of interdisciplinarity and practical problem-solving and provides information and structure to many other programs, especially in the humanities and social sciences.

Student Learning

Agreement does not exist within the discipline at the national level about a common core of knowledge that should be mastered by undergraduate majors. The program tends to emphasize the priorities and specializations of the existing faculty who teach the bulk of the disciplinary core courses. The primary assessment tool is a 100-question multiple-choice exam divided into approximately 40 questions on American history, 40 questions on European history, and 20 questions on World history. Students are not given credit for taking the exam. The average score is around 70 percent. The faculty is aware of the difficulty of the development of an effective assessment process. An earlier system was based on research papers in a capstone seminar, but this option was deemed too burdensome on certain faculty or an inadequate evaluation tool. The faculty members feel they need more time for a sustained dialogue on the problem of assessment.

Program Accomplishments

1. Faculty members are highly productive scholars. Several received national recognition.
2. Faculty members are effective award-winning teachers.
3. The program has a high number of majors and minors among disciplinary programs on a relatively small campus.

Program Strengths

1. The program has managed to maintain high quality teaching despite significant faculty turnover in the past few years.
2. The program contributes to and receives impulses from several other programs across campus, most notably Humanistic Studies, Social Change and Development, and Education.

Areas in Need of Attention

1. High level of faculty turnover.
2. Core curriculum in the main content areas: American, European and World history.
3. Student advising as an issue for faculty workload.
4. Faculty reassignment to manage internships.
5. Overenrolled and closed courses and related frequency of course substitutions outside the disciplinary requirements.
6. High number of transfer students and Education students whose needs and prior knowledge in the discipline is variable.

Conclusion/Recommendations

1. The program should address problems with assessment of student knowledge through the implementation of embedded assessment in courses within a core history curriculum.
2. Given the high percentage of Education students, learning outcomes already identified at the national and state levels by history educators may help to improve assessment.

3. The program should consider practical policies to manage course over-enrollments and advising responsibilities for a large number of majors. Internal decisions on these issues contribute to heavy faculty workloads and frequent faculty turnover.
4. Frequent course substitutions outside the discipline should be reduced through the development of a clearly defined core history curriculum.
5. Inadequate breadth of courses in American, European and World history call for the identification of a core history curriculum in order to sustain program viability.

CC: Craig Lockard, History chair
Scott Furlong, Dean of Liberal Arts and Sciences
Pat Przybelski, Program Associate, Secretary of the Faculty and Academic Staff
Tim Sewall, Associate Provost for Academic Affairs

UNIVERSITY *of* WISCONSIN
GREEN BAY

Date: November 19, 2007

To: Craig Lockard, Chair History

From: Scott Furlong, Dean of Liberal Arts and Science

Re: Report on the History Program Review

The History program at the University of Wisconsin-Green Bay has an extremely talented, productive, and in many cases internationally known faculty that are a credit to the institution. Many of the faculty is also award winning faculty. The program's connection to the interdisciplinary units (primarily Humanistic Studies and Social Change and Development) strengthens its curricular offerings. It is also clear that enrollments are strong with History having one of the highest numbers of disciplinary majors on campus. Both senior and alumni results suggest satisfaction with the program. There are greater efforts to encourage students to participate in internships and other applied learning opportunities. The program is also very important in the general education goals on campus as well as servicing the Education program. It is also important to note both the service commitments of the History faculty. In addition, I note the role that the Center for History and Social Change plays in sponsoring lectures and promoting an intellectual discourse across campus.

Enrollment Trends/Resource Issues:

Enrollments within the History major and minor have grown since 2000. It is a strong major averaging over 150 majors over the past few years. The number of minors has also grown significantly.

The History program has experienced some level of turnover since its past review. In some cases, this turnover is a result of retirements of the faculty and in other cases due to faculty leaving for other reasons. In most cases, they have been successful in filling these vacancies. The report comments on several upcoming retirements in the near future that will need to be addressed. The AAC notes the high level of turnover in the faculty, but it does not appear that the turnover is related at all to the quality of the History program or its faculty. While the self study notes resource issues in regards to advising, monitoring internships and the number of majors, I don't think their resource issues are any more problematic than other large disciplinary programs on campus such as Psychology, Political Science, or Biology. One major difference could be the extent that History supports the general education program on campus.

Assessment:

The History program has attempted to develop an adequate assessment program for their majors. The faculty within the program as well as the AAC are less than satisfied with their current methodology. The AAC recommends movement to an embedded assessment model and the self study suggests that the faculty are also exploring this possibility. I would agree that an embedded assessment methodology would be both more valuable as well as less resource intensive than their previous techniques. If an upper-level core curriculum makes sense for the history program, then embedded assessment could also occur more easily. For example, assessment could occur within the core classes that are most relevant to the learning outcomes stated by the faculty. That said, the assessment tool currently being used in the Seminar in History class appears to work well in assessing their Learning Outcome #3 (ability to carry out historical research...) and should be continued. It may also be useful to use the outside the classroom learning opportunities as another assessment data point.

Curriculum Development/General Education:

The AAC notes the lack of a core curriculum within the History major, which is not entirely true. All history majors must take the same five 100-200 level courses as well as the Seminar in History class. At the upper levels, students are provided a series of electives from three major areas (American, European, and World) from which to choose a minimum of six credits each (three credits in world history). The upper-level courses provide flexibility to the students to select their classes based on how they plan to use their degree and major. The AAC memorandum seems to raise the issue of a more content based upper-level history core. I have spoken to some History faculty who did not think this made sense based on the different needs of the students being served by the History major. It also appears common around UW System that History majors are provided with a series of electives within the main content areas from which to choose.

A large percentage of the history's credit hours are done in general education and they should be commended for their support of the general education program. The increase in the number of internships and other projects is also commendable. The program would be well-served to ensure that the allocation of the supervision of these activities (particularly the internships) is somewhat equitable.

There are a few courses currently listed within the curriculum that appear to be taught rarely if at all. These include HISTORY 332 Europe in the 19th Century, HISTORY 333 Europe in the 20th Century, HISTORY 381 Women in Ancient and Medieval History, and HISTORY 382 Women in Modern European History. The faculty may want to examine the current viability of these courses

and perhaps move them to inactive if they will not be taught in the near future. On the other hand, the number of courses in the "Non-Western History" category is more limited. The History "topics" course partially addresses this concern.

In summary, History is a strong program with dedicated and renowned faculty that is one of the strongest scholarly programs on campus. The faculty need to make some decisions regarding how best to assess their students, but have a good base with their assessment of the History seminar. They are working to improve their curriculum and make necessary changes to address student learning issues. It is hoped that with additional resources Communication can be more intimately involved in the University's general education program.

Cc: Mark Everingham, Academic Affairs Council
Tim Sewall, Associate Provost

4. Program Assessment Plan and Annual Update

Person(s) responsible for coordination of program assessment efforts:
History Department Chair: Clifton Ganyard

Old Learning Outcomes Assessment

Old Learning Outcomes

1. General knowledge of three historical areas (American, Western-European, and Non-western), with strong knowledge in two areas.
2. General understanding that the study of history has different perspectives and approaches: cultural, economic, intellectual, political, and social.
3. The ability to carry out historical research, based on primary and secondary sources, and to convey the reasoned conclusions of this research orally and in writing.

Assessment Method(s)

The papers and other work generated by students in the History Seminar will be used to assess the outcomes. The faculty member teaching the seminar will grade the work, summarize their strengths and weaknesses, and present the results to the History Department.

How Results Will Be Used

The History Department will have a special annual meeting to discuss the results. This will constitute an ongoing discussion about our curriculum that will be used to modify the context of existing courses and to make changes in the curriculum as necessary.

New Learning Outcomes Assessment

New Learning Outcomes

1. Students will be able to formulate an argument about the past.

2. Students will be able to be able to communicate that argument orally and in written work.
3. Students will be able to engage their peers in discussion (argument) about the past.
4. Students will be able to understand why history matters.

Assessment Method(s)

The papers and other work generated by students in the History Seminar will be used to assess the outcomes. The faculty member teaching the seminar will grade the work, summarize their strengths and weaknesses, and present the results to the History Department.

How Results Will Be Used

The History Department will have a special annual meeting to discuss the results. This will constitute an ongoing discussion about our curriculum that will be used to modify the context of existing courses and to make changes in the curriculum as necessary.

Annual History Program Assessment Update Initial Report

Last Modified: 06/24/2013

1. Please upload a copy of your Program Assessment Plan here.

File Upload	File Type	File Size
F_3CcZHmH5Azm7ylL	application/msword	62.5KB

Statistic	Value
Total Responses	1

2. Please provide an overview of assessment in your program over the past four years. What outcomes were assessed? What assessment strategies were used? What findings were obtained?

Text Response

History Program Annual Assessment: The History department recently (April 22, 2013) dopted new Learning Outcomes. These new outcomes place greater emphasis on coducting research, formulating arguments based on that research and communicating that argument to peers, points that previously were limited to outcome #3: Students will demonstrate the ability to carry out historical research based on primary and secondary sources and to convey the reasoned conclusions of this research orally and in writing. It will be convenient, therefore, to focus on that outcome. The principal means of evaluating our students is History 480 Seminar in History, a capstone course required of all majors. The Seminar was offered three times in the last year and a half (Spring 2012, Fall 2012, and Spring 2013). There was some variance in results, but on the whole, the assessment reports submitted by the Seminar instructors (Professors Kersten, Kaye, and Kain, respectively) were positive. Professors Kaye and Kain both noted some hesitancy on the part of the students and noted their lack of skills, whether in research methodology or communication. However, they both noted that with some pressure students rose to the challenges of the course. Professor Kersten noted that fully 2/3 of his students earned As in his course and no one earned lower than a BC. He concluded that indeed LO 3 had been met. Professor Kain noted that many of his students exceeded the learning outcomes and expectations of his course. Although many students lacked basic research skills, he noted that they developed them quickly. Professor Kaye noted the most variance among students, commenting that the best students conducted impressive research and spoke at length about their topics but that several students offered lackluster research and presentations.

Statistic	Value
Total Responses	1

3. Describe the conclusions that can be drawn from assessment data. Does the evidence support attainment of outcomes, or does it indicate the need for curricular / programmatic change?

Text Response

Overall, the three reports considered at this time suggest that learning outcome #3 is being met: students are learning to conduct historical research and to communicate their research to their peers, in a variety of media. There is, of course, some variance among students, some performing better that others. Professor Kaye's concerns about student abilities, and perhaps more importantly, lack of engagement is of concern to the department. In fact, those concerns already have led to a year-long discussion of the History department's goals, ultimately concluding in the adoption of the new Learning Outcomes mentioned above. Discussion of the program's goals and outcomes will continue next years as several issues were tabled due to the fact that several faculty members were absent this year due to promotions, sabbaticals, and fellowships.

Statistic	Value
Total Responses	1

4. Describe any plans for change to improve student learning and/or programmatic outcomes.

Text Response

Perhaps the most significant discussion engaging the History faculty at the moment is the possibility of creating a lower-level History methodology course. This course might replace the current capstone Seminar course, providing students with an introduction to historical research and writing early on in their careers, skills which they then would take into upper-level history courses, theoretically improving the experience for everyone involved. This issue has been raised several times in the past but never has been enacted due to a lack of resources. For the first time, the department now has two faculty (Kain and Boswell) who are interested in offering the course on a regular basis. In addition, the recent hire of Jon Shelton in DJS offers some promise, as Professor Shelton already has taught a methods course. This will be one of our primary concerns in the fall. In addition, although the History faculty as a whole remains skeptical about the process of assessment, several faculty (Boswell, Voelker) have expressed strong interests in developing improved assessment methods and using them in their courses. This should provide better feedback regarding student learning.

Statistic	Value
Total Responses	1

5. Are there any gaps in data that need to be addressed in the future?

Text Response

There were some gaps in the old learning Outcomes, which placed greater emphasis on geographical and topical historical knowledge. The limits of the History faculty and our realization that we placed greater emphasis on historical skill rather than the memorization of facts were two of the points that led to the revision of our Learning Outcomes this year. Hopefully, these outcomes better reflect what we teach in our courses, and our assessment should directly reflect what our students are learning in that regard.

Statistic	Value
Total Responses	1

HIS 480 Assessment – Kain – Spring 2013

**Report
History 480/ History Seminar
“US-Soviet Relations 1917-1933”
Spring 2013
Kevin M. Kain**

Objectives

The History Seminar had several course objectives. Upon completion of the Seminar students were expected to:

- Demonstrate the ability to locate a variety of primary and secondary sources using print and electronic finding aides.
- Demonstrate the ability to compose a scholarly bibliography.
- Demonstrate the ability to recognize and analyze secondary sources in writing.

- Demonstrate the ability to recognize and analyze a variety of primary sources in writing.
- Write a scholarly research paper founded on original research of secondary and primary sources, both published and archival.

Learning Activities and Assessments

The Seminar's objects were met and exceeded through a variety of learning activities and assessments. Both the activities and assessments involved students' utilization of human (including University reference librarians and archivists), archival (over 25 boxes of archival documents borrowed from the Wisconsin State Historical Society Archive), print and electronic resources (including digitized materials from the Columbia University Archive). In addition to "regular" classroom meetings, the Seminar had four class sessions in the University Library lab and three class sessions in the University Archive. The Seminar's Learning Activities and Assessments included:

- **Library Instruction:** These learning activities were held in the Library lab and led by Reference Librarians who demonstrated how to locate secondary and primary sources using electronic and print finding aids.
- **Bibliographical Scavenger Hunt and Bibliography:** In this assignment, conducted in the University Library, students located citations in response to research questions using electronic databases. Then, students composed a formal scholarly bibliography, based on the examples provided in Rampola, of the materials located during the Scavenger Hunt.
- **Case Studies and Case Studies Essays:** These learning activities required students to analyze a variety of archival and other primary sources during class and, then, to compose a short essay based on their findings. Essays were required to present students' own thoughtful analysis and to be supported with multiple direct references to the sources. The case studies were based on documents from the Wisconsin State Historical Society Archive (Raymond Robbins, Alexander Gumberg and Cyrus McCormick papers) and digitized archival materials from the Columbia University Archive (papers of Allen Wardwell and Lilian Wald). Sources analyzed included personal and official (governmental and business) correspondence, organizational records, government documents and visual images (photographs and political cartoons).
- **Research Paper:** Students composed a work of original historical research based on secondary and primary sources, including archival documents from the Wisconsin State Historical Society Archive and digitized archival materials from the Columbia University Archive. Research papers were on topics related to the course theme, "US-Soviet Relations 1917-1933." Papers were required to comprise a clearly defined introduction, thesis statement, topic sentences and conclusion. Complete footnote references and bibliography were also required. Final papers were 12-18 pages in length, including footnotes but not bibliography.
- **Writing Workshops:** Students participated in several in-class Writing Workshops designed to facilitate the composition and revision(s) of their research paper. Workshop activities included individual student-instructor consultations, group problem solving exercises and discussions and peer and self-review.

- **Final Exam:** The course concluded with a final essay exam which required students to assess their experiences in the Seminar and to compare and contrast the process working with primary, especially archival, and secondary sources.

Conclusions

The students in the Seminar ultimately met and/or exceed the course objectives. Nearly all of the students struggled with the Bibliographical Scavenger Hunt and Bibliography the start of the course and we needed an extra week to complete these activities. Many were surprised at their lack of proficiency in searching for and documenting secondary sources. This was the first time many of the students worked with primary sources. Most had not previously work in archives. However, all were excited about, and largely successful in, working with original documents. In-class Case Studies were lively, interesting and thoughtful with a majority of the students actively participating. Students explained that the hands-on training gained during these assignments prepared them for their individual research projects. All of the students succeeded in doing the work of historians at some point in their research papers. The majority of the class proved capable of conceiving and supporting arguments founded on their own archival research. Several of the research papers were outstanding. The Seminar students overwhelmingly agreed that they would like have taken some sort of historical methods course earlier in the careers as History majors.

HIS 480 Assessment – Kaye – Fall 2012

History Seminar Assessment Fall 2012 – Harvey J. Kaye

Once again, the Seminar theme was Words & Speeches in History. Here's the premise: We, the seminar group, were to imagine ourselves an editorial board that has been commissioned to choose a selection of the most important and/or fascinating speeches in history to be included in a special anthology. We had to decide on the 20 speeches that we believe warrant inclusion in the volume. Each student selected one speech that he or she felt should be incorporated to the volume. They then pursued research into the history and legacy of the "work" that they were nominating in favor of making a 20 minute presentation and writing a paper detailing what they found and making the case for the speech's inclusion. And this semester – for the first time ever – I did not limit the projects to American history but opened them up to World history.

I was disappointed. I had had good, energetic, and intellectually critical seminar groups before. And I thought by going "international" with the course students would be all the more excited and engaged. But they were not. They seemed unprepared to participate, rather unimaginative, and sadly unreflective. To start things off, I asked them "Why History?" – what was it that led them to be interested in the past? Their responses indicated little thought or even understanding. It was as if they had just fallen into the major because nothing else had appealed to them. Possibly, they were afraid to reflect on their lives and interests in front of each other – but presumably they had been in classes together before. I did push them on it and some responded positively to the encouragement, cajoling, pushing. As the semester proceeded, it became apparent that many of them had particular interests and enthusiasms – such as history of philosophy and ideas, military history, sports history, the struggle for human rights, public history – but it took awhile to get them to talk about those interests with each other.

Speeches were chosen – some of which I knew little about, which I figured was a good thing because it would allow me to be a student as well. But of course, our students are a mixed lot. Some did a wonderful job in their research, presentations, and essay writing. Others did not. The best of them read widely and deeply and could have talked forever. The worst relied simply on the Internet, resorted to Wikipedia, and offered boring talks. I met individually with each student after his or her presentation to

give them their respective presentation grades and let them know what they should do to make their final papers all the more effective. And their papers indicated that most took me seriously.

By the way, one thing that impressed me about the students is that when I made it clear that I was going to “count” their respective questions to the presenters and use the numbers to build their grades, the students took to asking lots of questions. And it made for livelier weeks late in the semester.

I think we need to get our students to reflect more on past and present and to think aloud about it. Indeed, we need to compel them to do it.

HIS 480 Assessment – Kersten – Spring 2012

TO: Associate Professor David Voelker

FROM: Professor Andrew Kersten

DATE: May 5, 2012

RE: Assessment of Student Learning Outcomes in History Seminar 480, Spring 2012

The History Seminar is the capstone course for the History Program at UW-Green Bay. It is taught by several different faculty members. When I have taught it, I have focused broadly on American history. Recently, I have also centered the course on some aspect of applied historical studies such as public history or as in the case of this semester archival work.

During the Spring 2012 semester, I designed the History Seminar to be a laboratory in archival work. Our particular topic of study was the history of the University of Wisconsin-Green Bay. First, we read two books, a handful of secondary articles, and a cache of primary sources to provide the background for our investigations. Then, we spent weeks in the Area Research Center learning what archivists do by creating an index to the school newspaper, by cataloging unprocessed manuscript collections, and by vetting the enormous and unprocessed campus photograph collection.

There were several assignments: 1) an essay relating to the history of UW-Green Bay, 2) participation in a month-long D2L discussion about John Thelin’s history of higher education, 3) the processing and indexing in the archives, and 4) the creation of an exhibit about the history of UW-Green Bay.

The course was designed to meet Learning Outcome #3, which calls for students to demonstrate the ability to carry out historical research based on primary and secondary sources and convey the reasoned conclusions of this research orally and in writing.

In crafting their exhibits, students drew both on the knowledge about UW-Green Bay that they had gained from the readings but also from their archival indexing and processing work. The final exhibits were revealed on the last day of class. Each student gave a short presentation of his or her part in the exhibit. There were five student work groups and five exhibits in all.

As this was the first time that I had students work in the archives and create exhibits, I did not have a detailed grading rubric. To get full points for their project, each student had to finish their work in the class in a professional manner, which included listening to directions and carry out the processing, indexing, and exhibit creation in a timely manner. Additionally, high marks only came when a student

demonstrated the ability to translate their research into an exhibit in an effective manner including good selection of documents, photographs, and artifacts; captions for each item; and an appealing layout. Finally, each exhibit was to tell an aspect of the history of UW-Green Bay, and students were graded on their ability to tell a story in an exhibit.

There were 23 students in the course. Fifteen performed well enough to earn As; there were 4 Bs; and 4 BCs. Thus, I am satisfied that the students met (to a varying degree) the learning outcome #3, with most of the students performing at a high level. These students were mostly well-prepared for this level of advanced historical work.