

History - Bachelor of Arts - Full Review & SLOA

Current Compliance Year: 2022-2023

Full review

Recent Recommendations

Feedback will include recommendations from the last Expedited Review or from your most recent review by your school or college. You may not see any feedback or recommendations until you have completed your first full or mid-cycle review.

Response to Previous Recommendations (if any):

1.) EXPLORE LENGTH OF TIME TO DEGREE

History faculty met to discuss the Expedited Program Review Committee's request to "explore the length of time to degree." It noted that the pandemic skewed student graduation timelines and that the most recent period should not be considered in the discussion that followed.

History faculty reflected on the fact that the program can now be completed either face to face, online, or by a combination of both modes in four years. There are no roadblocks to student success in a four-year BA degree program in History if students want to achieve that goal. The exit statement questionnaire form given to graduating History students ask them to rate their advising experience within the department. That data indicates general satisfaction with advising. The department offers courses each semester and during the summer that students will need to stay on a four-year schedule to graduate. As department chair, I () try to be flexible with course substitution for students that might run into a problem with course offerings (we must cancel under-enrolled courses sometimes and that occasionally creates a problem with individual student plans). I take the same approach with transfer students who come into the program "late" in their academic career to help them as much as possible to stay on their individual schedules to graduate. History students often transfer in from other institutions or from other programs within UAF. This trend represents a significant factor in their ability to graduate in four years. Many History students work full time and take classes part time, many are non-traditional, and many have family responsibilities.

All these factors impact length of time to degree. We welcome all students and advise and work with each of them to help them to define their own goals for completion in the way that best fits their personal situation. We will continue to do that and continue to discuss this issue on a regular basis in departmental meetings.

2.) INCREASE COLLABORATION

History faculty met to discuss the Expedited Program Review Committee's request to increase collaboration with UAA and/or other departments at UAF. Faculty noted the fact that we currently work closely with ACNS and the Asian Studies Program. Both require significant faculty workload commitments. Nevertheless, the History Department continues to explore potential areas of collaboration and cooperation. History faculty work with faculty at UAS and UAA to help students meet their goals and program requirements. We encourage UAF students to consider taking courses offered through those other UA schools when appropriate and we offer classes that UAA and UAS students can take online during Spring, Summer, and Fall terms. We are always open to helping students statewide to achieve their goals. For example, I have chaired graduate committees for students at UAS who needed a chair in History at UAF to complete a graduate degree. UAF History faculty know faculty at these other campuses and have a collegial relationship with them. We all share the same goal of helping Alaska students to succeed. And that will continue.

During this past year, the History Department took advantage of an opportunity to collaborate with the new Middle College when it agreed to offer courses specifically geared (and reserved

exclusively) for Middle College students taking dual-enrollment courses at UAF. While those plans were placed on hold due to the impact of the pandemic, the department is prepared to offer courses exclusively for those students beginning AY 23/24 (or sooner if the plan changes). History faculty recognized that this group of students presented a great recruitment opportunity for both UAF and for History and therefore committed resources to it.

The History Department also committed to collaborating with the UAF Secondary Education program to provide accelerated and/or efficient pathways to History/Sec. Ed. BA + M.Ed + licensure. We held meetings over the course of last year (most recently on May 5th). [REDACTED] will be working during the next few weeks to draft potential pathways to be considered early in the fall by faculty from both programs. In addition to that effort, [REDACTED] and I have committed to build more cooperation between our two programs to advertise the accelerated/efficient pathways that we develop, identify potential students, recruit them early in their academic careers, advise them on the most efficient pathways to achieve their goals, and to help them achieve those goals in a timely fashion.

Student Learning Outcomes

The previous Student Learning Outcomes Assessment has been submitted as its own report. Going forward you will use the following prompts to discuss the success of your most recent SLOA plan and address your assessment activities since your last SLOA report (typically the past two years or since your last program review).

Learning outcomes feedback from last review:

Feedback will be provided once you have completed a full or mid-cycle review.

Discuss your SLOA findings, changes you are making and what you hope to see as a result:

History solicits exit statements from graduating seniors and uses capstone Senior Thesis essays to assess student experiences and student outcomes. These last two years were strange because of the pandemic and because we moved the program online in response to Covid. Consequently, we are without exit statements for this reporting cycle. The department solicited the exit statements by email for the last two graduating classes, but did not receive any responses after repeated requests. In the past, Dr. [REDACTED] solicited exit statements on the Senior Thesis presentation nights in a face to face setting. This situation is on the departmental "radar," and this spring, the solicitation will be made before the end of classes and will be part of the curriculum of the capstone course. The department has been generally satisfied with the abilities of students to achieve the outcomes noted above as demonstrated in the senior thesis papers. All faculty attend the Senior Thesis presentations and thus are able to assess first-hand the extent of achievement of the learning outcomes. These first-hand accounts are supplemented by the assessment of the papers using a rubric by the professor who teaches the capstone courses (Dr. [REDACTED]). History students are achieving the outcomes that the department has established. The department, unfortunately, has no data from students to report on their future plans/goals, their experience in the program, their views of faculty input, course offerings, and their views of programmatic strengths and weaknesses.

Discuss the curricular changes made based on assessing your SLO. If you haven't made any curricular changes, please explain why not and address what you did notice in the review, including strengths of your curriculum through the assessment of your outcomes:

Although the department concluded that its students are meeting the learning outcomes, it decided to include more opportunities for students to engage with primary historical sources and to present projects to peers in the classroom setting (whether online or face-to-face). History faculty want to give

students as many opportunities as possible to engage in activities that enhance the learning outcomes that the program focuses on.

Are communication outcomes embedded in the SLOA Plan?

As of 2017 all Baccalaureate programs were required to embed the communication outcomes within their SLOA Plans, this is optional for non-Baccalaureate programs.

Not Embedded

Student Success

To access the Student Success Dashboard please sign into a UA computer with VPN connection (if not on campus). You will need your UA credentials and it is best accessed with the most updated version of Chrome, Edge, Firefox or Safari browsers; Internet Explorer is not supported. You will need to filter the data to see your programs. If you need assistance in finding the data for your programs, please contact your data liaison or [Julia Manfredini](#) in the PAIR office.

Data Liaisons

Each school or college has a team of Data Liaisons to help you analyze the data provided in the portal and may be able to help you see your data in multiple contexts. You can find a list of data liaisons on the resources page for Program Review.

The college or school level committee will also have access to this data with the goal that by providing these visualizations data availability will be increased.

Data supplied within the dashboard linked below is intended for Academic Program Review and not for any other purpose.

[Student Success Data Dashboard](#)

Previous Feedback

Feedback will be provided once you have completed a full or mid-cycle review.

Student Success Data Trends:

Increase in majors, Increase in persistence

If equity gaps were found in any of your disaggregated student success data, please explain how you plan to address those gaps. Please contact your data liaison or make an appointment with [Julia Manfredini](#) to learn more about analyzing your data.

I don't see any notable trends in the data to suggest equity gaps. The department has more [REDACTED] than [REDACTED] students, but the trend since 2019 has moved toward equalization. Race trends have remained relatively stable. The racial/ethnic make-up is majority [REDACTED] students with a notable % of [REDACTED] (about 10%) and [REDACTED] (about 10%). The average age of History students has gradually become younger in the last 5 years. Most demographic markers have remained steady. Average course pass rates appear steady and indicate equity across the aggregated data as does the data on Graduation-Informed Persistence (although those numbers did a nose-dive during covid across the aggregated data points). The total number of History majors has trended upward since 2019 as has the percentage rate

for GIP to 86.4% in 2021 (it took a dive in 2022 to 64.6% due to covid--but the national average is 62%, so UAF History has done ok on this data point).

Optional Data Explanation

Feel free to share more of your thoughts on the data provided.

There is a noticeable decline in History SCH production immediately after 2018, but it evens out and stabilizes after that drop. This drop occurred when the UAF GER change occurred. Prior to that change almost all BA students had to take Hist 100x. After the change, students had options to fulfill their SS GER requirements.

High Impact Practices

According to the AAC&U, High-Impact Educational Practices “have been widely tested and have been shown to be beneficial to college students from many backgrounds.” UAF is particularly interested in Undergraduate Research and/or Scholarly Activity because it is one of our mission fulfillment indicators, but all of these researched High-Impact Educational Practices should be reflected in your program’s student learning outcomes and curriculum.

Previous Feedback

Feedback will be provided once you have completed a full or mid-cycle review.

High-Impact Practices Used in this Program

Please use the following fields to discuss how your program is using the high-impact practices, successes and known issues and solutions, or ways you are considering incorporating them in the future. If you are not using any of the high-impact practices listed, please use the “Other or None of These,” field to share what your program is doing to help students be successful.

High Impact Practices that currently apply to your program:

Collaborative Assignments and Projects, Undergraduate Research, Diversity/Global Learning, Writing-Intensive Courses, Capstone Courses and Projects

Collaborative Assignments & Projects

Undergraduate Research

Diversity/Global Learning

ePortfolios

First Year-Seminars & Experiences

Writing-Intensive Courses

--

Service-Learning and/or Community-based Learning

--

Internships

--

Capstone Courses & Projects

--

Other or None of these (explain)

--

Program Profile and Financial Data

The program review elements in this section usually stay consistent for departments. Any responses you provide will be saved for your next visit. So, when it's time for the next program submission, your previous narrative profile answers will be here, ready for editing. You can then decide if any updates are necessary, based on your needs for the next program review cycle.

Financial Data Resources

The Board of Regents shapes program review, through BOR Policy 10.06, to support budget increase advocacy in the state legislature. The standardized financial data template should be analyzed with your data liaison to assess your program's capacity and resource status.

To keep integrity and remain standard across all of UAF it is very important that you do not provide any additional or alternative data.

Financial Template

Your data liaison may have uploaded your template to the Google folder for this program, or you may do so now.

Previous Feedback

Feedback will be provided once you have completed a full or mid-cycle review.

Cost Effectiveness

How does your department/program approach being cost effective?

The department tries to be mindful of enrollments for each class (and cancels under-enrolled courses when necessary in coordination with the CLA dean's office). It has increased student caps across the board in its lower division courses and has cooperated with the dean's office over the last ten years to increase the teaching units of faculty workload agreements. Frankly, this review portal template does not provide much guidance about cost effectiveness. What metrics are we to use? What questions should we consider? How do we compare the History Department data with other programs in CLA and across UAF when we are only given data for our program? How do we compare to other universities? What are we supposed to focus on? Cost per SCH? Is that all? Are we supposed to base

our assessment on the Delaware Cost Study template? B. 6. From the BofR memo asks for "Cost of the program relative to the cost of comparable programs or to revenue produced" yet we are not provided with the information from other programs to make that assessment. Until we receive more clarity regarding how to approach this element of the program review I can only report my assessment of cost effectiveness based on what I think is important and what [REDACTED] tells me about how History stacks up with other programs.

These are the questions that I posed (in boldface type) to [REDACTED] and her responses to each question (in quotation marks):

1. Does History pay for itself?

"The best way to determine this is to actually look at the amount of State Appropriations allocated to the department versus tuition and other types of revenue. In this case, the department has an overall cost of around [REDACTED] per year (summary of the expenditures and central support costs in the data sheet), but we do indeed pay for most of the operating costs with the department's earned tuition (which was between [REDACTED] annually) and the Fathauer Chair salary funding, so of the [REDACTED] that the department cost per year, we only needed an additional [REDACTED] to help cover the operational costs that were above and beyond what we can cover with tuition recovery and the endowed chair fund."

2. What is our cost per SCH produced?

"The cost per SCH can be figured from the total SCH delivered divided by the total expenditures. History courses cost an average of [REDACTED]/SCH to deliver between FY20-FY22 ([REDACTED], [REDACTED] and [REDACTED] were the respective costs). This metric is not one that others will be reporting, so it is not included in the data set, but you can still talk about that in your narrative if you feel as though that demonstrates cost effectiveness."

3. How does that (SCH cost) compare across the college and across UAF?

"As I mentioned before the cost per SCH is not a metric that we are including in the new reporting process (although with feedback from users we may consider including that ratio in the future); the last time that any data like that was collected at the UAF level was back in 2019, and there is one very nice scatter plot from that data attached here that will show you the average cost per SCH for all of CLA's programs, with additional data labels that show the UAF and peer institution averages. If you look at the average cost of [REDACTED]/SCH that we see, that falls close to the peer institution average of [REDACTED]/SCH, but it is much less expensive than the UAF overall average of [REDACTED]/SCH, and a bit more than the minimum of [REDACTED]/SCH. As far as within CLA, the program I would say that History is at about the top of the midrange, which you can see there on the chart; you are not crazy expensive, but nor are you a tiny dept/program like ACNS, PHIL or SOC where it is easier for them to "pay their own way" because their overall operating costs are very small, but they still have high SCH earnings."

4. Is History cost effective? What is that metric based on? What is considered cost effective?

"One of the most difficult parts of this process is that we were not given a system-wide or even generally accepted definition of cost-effectiveness when we were directed to include this information in the Academic Program Review. The financial data provided in the template is designed for you to essentially be able to customize your response to the story that your data is telling.....with that in mind, here are some ways that you can respond to that question based on History's data:

- Go back up to the first question and my response, as that is a good place to start
- The Fathauer Endowed Chair definitely allows us to be more cost-effective when it comes to spending tuition and state appropriation dollars; the burden of operating the department is significantly reduced by that fund being available
- All of the SCHs delivered by the department count towards service, so you are serving all of UAF and not just CLA and/or your own department/majors
- The total personnel (Department FTE) devoted to supporting those credit hours is fairly low, with an average of only 3.4 total employee FTEs per year (based on 12 months), so the high amount of SCHs being delivered is indicative of a strong focus on teaching by the department faculty (which translates into revenue earnings). This is also a good place to refer to the workload allocations, if you want to

point out that teaching units are the highest proportion of workload allocations, which results in higher tuition but lower research and indirect cost dollars

- The costs seen in the Total Unit/Central Support Allocated to Program line actually represent the portion of [REDACTED] salary that is devoted to covering your admin duties (it is no longer part of the department costs so it is included separately); that represents cost effectiveness because it demonstrates CLA's newer model of sharing administrative support between multiple departments"

5. How do we stack up in CLA?

"It is important to note that we are not reviewing all of the programs within a college at the same time, and the full financial data sheets are only being prepared for the programs undergoing full review. If you wanted to compare SCH delivery or numbers of majors between programs, you would really be better off using the PAIR Factbook to look up that information. As the new process moves forward, it should be easier to provide comparisons between programs, but right now that is not always easy to do based on the institutional data available, nor was it the focus of the APR process. "

"From an overall perspective though, although not one of our least expensive, History is definitely still one of our more cost-effective programs; you can safely think of yourselves as middle to upper-middle class....."

Program's Value to Mission

The University of Alaska Fairbanks is a Land, Sea, and Space Grant university and an international center for research, education, and the arts, emphasizing the circumpolar North and its diverse peoples. UAF integrates teaching, research, and public service as it educates students for active citizenship and prepares them for lifelong learning and careers.

The History Department has worked over the last several years to scrupulously attach itself and purpose to the UAF Mission Statement. Our program covers much of the history of the world, but its main focus is on the Circumpolar North. Every single faculty member has a research focus either directly on the North or connected to it (even Dr. [REDACTED] who is an E. Asian expert). We all offer classes on the North, and we integrate our Northern research projects with our teaching and public service (such as the History Department's Sponsorship of Fairbanks History Day). All of our faculty collaborate with the ACNS graduate program by offering courses for graduate students and chairing and sitting on their graduate committees. We have an online History BA that reaches all across rural Alaska and beyond to students across the country. Our online program, relatively new though it is, has been ranked 16th and 20th best among online History BA's in the US. (Here are the links:

https://universityhq.org/degrees/online-history-programs/#best_bachelors and

<https://bestaccreditedcolleges.org/degrees/online-bachelors-degrees-in-history.html>). It is also ranked as 4th most affordable online History BA's in the US (according to OnlineU).

In addition to our collaboration with the ACNS graduate program, the History Department has collaborated closely with the Secondary Education program to create pathways to a double major (in History and Secondary Ed.) that students can complete in 4 years to graduate with a teaching certificate and be job ready to teach in Alaska. We have also committed to offering courses exclusively for the Middle College students.

Finally, Dr. [REDACTED] directs the Asian Studies Program and so History also collaborates with several other faculty in that capacity to offer a minor to UAF students in that program.

Duplicative Programs

UAS does not offer a History BA. UAA offers a History BA, but their program is not as closely focused on the Circumpolar North and they do not have a connection to a graduate program like the UAF History Department does with its relationship to ACNS.

Community or Other Partnerships

UAF History has sponsored the Fairbanks History Day program for almost twenty-five years. It is an important collaboration with the FNSB school district that has impacted thousands of students over the decades. Some of these students have earned recognition at the statewide level, and gone on to win in the national competition in Washington, DC.

Value of Service Courses (Optional)

In 2022, the History Department produced 1,632 SCH, of that figure 267 was Service in unit and 948 was service outside unit. Clearly, Service teaching is a large focus of the department's contribution to the university. The department offers four X classes in the Social Science GER "bucket" and one X course in the Native Alaska Theme bucket.

Post-Graduate Success

The History Department equips students with the skills that employers are looking for including, critical thinking, lifelong learning, analytical, and written/oral communication. As a liberal arts discipline, the skills tend to be general preparation in those skills that employers have noted that they are looking for in employees. History graduates are able to find work in a variety of career paths in both the public and private sectors as these skills have wide applicability. More specifically, as noted above, History collaborates closely with the School of Education to help educate Alaska's teachers. A large percentage of our students plan to teach in Alaska and elsewhere. Many of our former students are currently employed as teachers in the state of Alaska.

Submission

Submitter & Collaborator Names

John Heaton, Chair UAF History
Tyler Kirk
Walter Skya
Philip Wight

Submitter Email

jwheaton2@alaska.edu

College or School Review Committee

The college or school committees set the tone for helping each program feel seen during this process. We have provided you with strength-based feedback tags to attach to this program review. Please select as many as applicable.

Overall Recommendations

Increase graduates

Explanation of Recommendations

The BA in history seems to be a rigorous program with opportunities for students to develop critical academic and professional skills, especially in written and oral communication. Furthermore, the program has adapted its curriculum to fit the UAF mission focus on the circumpolar north. The program has been able to maintain a fairly stable SCH and number of majors through the years affected by COVID-19 and includes [REDACTED] and [REDACTED] students in numbers similar to other CLA programs. We did notice that the program's graduation rates are relatively low (about 9%) and recommend working with PAIR and/or the registrar's office to gain a better understanding of what happens to the students who do not graduate from the program. Diversifying the program's community partnerships may attract and retain more students. The program's SLOA is quite basic, providing data for only one point in time and one type of assignment/activity (i.e., senior thesis). There is also an exit survey, but students have not been responding to this survey since it has been administered online. We suggest revising the SLOA to include more formative data as students move through the program and to collect data from a broader set of student work products. We commend the program for adapting their curriculum in response to their outcomes data. The committee has expressed concern regarding the pertinence and effectiveness of the CLA portal data in contributing to our assessment due to outlying factors and extreme circumstances from the covid pandemic.

Student Learning Outcomes Assessment Feedback (tags)

--

Student Learning Outcomes Assessment Feedback (narrative)

The program's SLOA is quite basic, providing data for only one point in time and one type of assignment/activity (i.e., senior thesis). It seems that the program has already experienced the difficulties of conducting exit surveys with graduating seniors. We suspect that this is not an easy task even under more favorable conditions than eliciting responses online. The department did not discuss how to address this problem in the future. Unfortunately, this leaves the department with only one source of outcomes data - those seem to be based on students' performance in the capstone course and are also collected by the faculty member who teaches the capstone course. While these capstone projects certainly should provide excellent data on a particular set of competencies related to the program's mission, the department is missing out on data not directly related to the thesis project. Also, only collecting data from graduating seniors, the department does not benefit from more formative data collected earlier that might help shape the curriculum in the future. We suggest revising the SLOA to include more formative data as students move through the program and to collect data from a broader set of student work products. We commend the program for adapting their curriculum in response to their outcomes data.

Profile Feedback

Program is mission-centric to UAF or college/school, Strong ties to the community or industry, Collaborative with other UA programs

Financial Feedback

Operates at Low Cost

Student Success & Equity Feedback

As stated in the program's self-assessment, the number of majors has steadily increased since 2018 (from 52 to 66). Currently, the students in the program seem to have a similar demographic profile to Arctic and Northern Studies and Political Science, but history majors tend to be a bit more [REDACTED], and fewer from [REDACTED] and [REDACTED] backgrounds. The proportion of [REDACTED] or [REDACTED] students is also comparable (~10%). Degrees earned have remained relatively low (about 8% of majors in 2018 and 9% in 2022). The program's self-assessment does not address potential reasons for this. We recommend examining this a bit further to see if there is a particular point in the program when students either drop out or change majors, or if students take longer to graduate. The program's GIP rate increased during COVID, then decreased in 2022. This drop seems to be consistent with other programs in the social sciences.

High-Impact Practices Feedback

The program's capstone courses and writing intensive teaching methods provide students with opportunities to develop competencies that will serve them well in a variety of career choices. The discussion of curricular changes presented by the department also mentions plans to expand students' opportunities to develop and practice other professional communication and data analysis skills (e.g., writing for different audiences and oral communication skills) in other courses. This makes a lot of sense from a program and pedagogical perspective.

Dean's Review Feedback

I appreciate the excellent reporting and review of CLA's History BA degree. With a relatively small faculty, the History department has taken strategic steps (revising and streamlining curricula, offering capstone opportunities) towards further growing enrollment and persistence. I support ideas/recommendations to enhance SLOA data collection to include formative (pre-capstone) data. Although, History is proven to be "cost effective", the Dean's office will continue to work with the History Department to assess and advocate for increased resources required to administrate, grow, and evaluate their very important program.

History Department

Outcomes Assessment, 2018

The History Department's Outcomes Assessment was recently changed to rely on three sources of information. First, it asks graduating seniors to complete an Exit Statement about their experience in the major. Second, it uses a Senior Thesis research paper and rubric to assess the skills the department attempts to teach to students in the BA program. And, it has recently added a third data source: a rubric of the Senior Thesis oral presentations that occur in late April every year for graduating seniors in the capstone course. The faculty meet in late spring to assess student skills covered by the data, student strengths and weaknesses, and if changes in the program might improve problem areas in student skills.

The Department faculty met on May 14, 2018 for its SLOA discussion. It discussed the data from AY 2016-17 and AY 2017-18.

The exit statements were all generally positive about their experience in the major. Ten students filled out the forms. On a scale of 1-5 on Question 1 (How would you rank the program?) the average was 4.5 with 5 representing the highest score. On Question 2, (How would you rank advising?) the average score was 4. On Question 3, (How would you rank course options?) the average score was 3. The students were then asked to discuss the strengths of the program, the weaknesses, and their future plans. Most students thought that faculty were the best part of the program in terms of their expertise, the quality of instruction, and efforts to support student achievement. Conversely, most students stated that the biggest weakness of the program was the lack of course options and the shrinking faculty numbers. In addition, a few also noted that they wanted better advising and feedback. One thought that the expectations among the faculty were somewhat inconsistent. Finally, on the last question regarding their future plans, several did not answer or did not take the question seriously. For example, more than one simply responded by writing "sleep." Those that did respond tended to indicate that they planned to go to graduate school or into a secondary education program. One noted plans to become an entrepreneur.

History faculty were gratified to know that the student perceptions of their efforts remained positive. We did discuss the concern raised about consistency in expectations and resolved to hold more discussions and share rubrics related to this student's concerns. There is only so much we can do about the main problem of course options. Discussion here turned to pushing for replacement of one our lost European lines (this is the most critical gap in our area coverage currently), developing the online History degree program (we are a few courses away from that becoming a reality), and more outreach to try to raise the department profile and enrollment numbers.



The Senior Thesis papers and rubrics indicated that the department's decision to emphasize writing in all upper division courses continues to bring some positive results, but there continues to be room for improvement in writing mechanics, argumentative structure, crafting of research problems, and analysis of primary sources. The Department will continue this emphasis in the coming years. All upper division courses are writing intensive and will continue to be focused on that aspect.

The newest data set of the assessment plan is not off to a great start. Each spring Seniors in the capstone course present their research in a public setting. All department faculty attend this event if they are able. Unfortunately, we had a poor faculty turnout both years covered in this assessment. We lost one faculty member to a terminal contract. We lost another because of illness and retirement. We lost a third as a result of a sabbatical followed by a resignation. A fourth has moved to Washington because of a family illness and will be on a reduced contract indefinitely. Faculty travel schedules also conflicted with the presentation dates both years. The department is now reduced to 3.4 FTE tenured positions. To make a long story short, there were only a few faculty able to attend a presentation event in the two years under review. That problem, coupled with the small number of presentations has somewhat undermined the usefulness of this data set for this period under review. Faculty also noted another source of data not officially on the department's SLOA plan: The oral presentations of the Senior Thesis students. For now, the faculty agreed to continue to emphasize oral presentations skills as well as written work in upper division courses.

John Heaton, Chair

A handwritten signature in black ink, appearing to be 'JH' with a stylized flourish.

Fiscal Report for History Department (CLA)

	FY2020	FY2021	FY2022	Definitions for the compiling staff	Definitions for the programs and reviewing committees
Total Student Credit Hours (SCH)	1398	1416	1476	Provided in SCH tab in the student success data provided by PAIR. Sum rows labeled as "In unit, outside department, Service" and "Outside unit, Service" in the SCH table of the data provided by PAIR.	Total Student Credit Hours delivered in courses/subject codes attributable to the program/department. Comes from the data dashboard. Sum of rows labeled as "In unit, outside department, Service" and "Outside unit, Service" in the SCH table of the data provided by PAIR.
Service SCH	1398	1416	1476		
Department FTEs	3.48	3.29	3.33	FTE = Full-time equivalent employee. Use the worksheet below to calculate for each employee type, and then use the total from row 31 here.	FTE = Full-time equivalent employee. Fiscal staff have used the worksheet below to calculate for each employee type in this program/department's staffing.
Total SCH per Department FTE	401.97	430.34	443.52		Total SCH divided by employee FTE for the year. May give insight into departmental productivity scaled to the size of the department.
Service SCH per Department FTE	401.97	430.34	443.52		Service SCH divided by employee FTE for the year. May give insight into departmental productivity scaled to the size of the department.
Majors in Programs	52	56	66	Provided in the Majors table in the student success data provided by PAIR.	Total majors in the program (or all programs in the department), in the Majors table of the data provided by PAIR.
Department FTEs	3.48	3.29	3.33	From row 32 below or row 5 above	FTE = Full-time equivalent employee. Fiscal staff have used the worksheet below to calculate for each employee type in this program/department's staffing.
Majors per Department FTE	14.95	17.02	19.83		Total majors divided by employee FTE for the year. May give insight into departmental productivity scaled to the size of the department.

Total Unrestricted Expenditures				Total Expenditures made from budgets with an F1 (and/or F7) fund type designation, from provided cycle report data filtered by Data Liaison	
Total Restricted Expenditures				Total Expenditures made from budgets with revenue of the F2 or S2 fund type designation, from provided cycle report data filtered by Data Liaison	
Total Unit/Central Support Allocated to Program(s)				incurred for direct support of instruction within orgs identified as central support; should NOT include Academic Services expenditures	Used to report additional costs that support instruction within the department/program that are not charged directly to the accounting level that directly represents the program; note that these costs should still be instructional costs, and should not represent Academic Service (AS) expenditures, as that is counted as a different type of cost within the UA accounting system.
*Maximum Possible Tuition Revenue to Unit				*Maximum possible distributed receipts to college from tuition: calculated based on total SCHs generated by the department/program and applicable AY credit hour rates, prior to any discounts. Unit distribution is based on the current 80/20 percent tuition distribution model where generating units receive 80% of earned tuition. PLEASE USE PAIR REPORTED SCH TO REPLACE ZEROES IN CELL CALCULATIONS.	Maximum possible distributed receipts to college from tuition; calculated based on total SCHs generated by the department/program and the applicable AY credit hour rates, prior to any discounts, and UAF's active tuition distribution model, which determines how much the unit receives of their generated tuition (80%), and how much the campus keeps, in addition to any out-of-state surcharges, to support central offices/other UAF functions (20%).
State Appropriation Revenue				Appropriations for current funds operation of the university from the general fund of the State of Alaska through the annual budget cycle. This category also includes TVEP and State Mental Health Trust funds, if allocated to the department. (F1)	Appropriations for current funds operation of the university from the general fund of the State of Alaska through the annual budget cycle.
Restricted/Sponsored Project Revenue				Revenue from external sponsors; includes grants, contracts, sponsored projects & restricted (grant) accounts funded by UA Foundation funds (F2/S2)	Revenue from external sponsors; includes grants, contracts, sponsored projects & restricted (grant) accounts funded by UA Foundation funds
Fees				e.g. Course Fees (9150), Non-Credit Special Course fees (9151), Tuition Surcharges (9164)	
Other UA Receipts/Revenue				Other Revenue: e.g. Performance and Sales Receipts, Space Rental Revenue, Indirect Cost Recovery (F1/F7); NOTE: COURSE FEES (e.g. 9151, 9150, 9164) REPORTED ABOVE	

Workload allocation: Teaching Units	62.7	69.5	71.0	Department faculty's workload units assigned to teaching
Workload allocation: Service Units	14.0	19.0	16.0	Department faculty's workload units assigned to service
Workload allocation: Research Units	10.0	13.5	19.5	Department faculty's workload units assigned to research

Full-time Equivalent Worksheet**	FY2020	FY2021	FY2022	
Faculty FTEs	3.00	2.78	2.85	Base assumption: 12-month full-time = 1.0 FTE. 9-month = 0.75 FTE. Split appointments are multiplied by the % of effort assigned to this department. Part-time are multiplied by the % of effort assigned. F9 faculty on sabbatical count as 67% of one 9-month 0.75 FTE (or 0.50 FTE).
Adjunct FTEs	0.30	0.34	0.30	Base assumption: 40 units/credits = 1.0 FTE. Total # of credits taught by adjuncts in a year divided by 40 = the FTE of adjuncts in that year.
Staff FTEs	0.18	0.18	0.18	Base assumption: 12-month full-time = 1.0 FTE. 9-month = 0.75 FTE. Split appointments are multiplied by the % of effort assigned to this department. Part-time are multiplied by the % of effort.
Graduate TA/RA FTEs	0.00	0.00	0.00	Base assumption: 40 hours/week for 12 months = 1.0 FTE. 9-month = 0.75 FTE.
Total Departmental FTEs	3.48	3.29	3.33	Sum of all employee FTEs

**Note: FTE definitions and calculations for the purpose of Academic Program Review are different than for other institutional reporting processes (e.g. OMB or IPEDS reporting)

*Summer 2019 Summer 2020 Summer 2021
Fall 2019 Fall 2020 Fall 2021
Spring 2020 Spring 2021 Spring 2022

UNIVERSITY OF ALASKA FAIRBANKS
HISTORY DEPARTMENT, CLA

Academic Outcomes Assessment Plan
March 22, 2012

**Expanded Statement of
Institutional Purpose**

**Intended Objectives/
Outcomes**

**Assessment Criteria
and Procedures**

Implementation

MISSION and GOALS

The History Department seeks to acquaint students not only with facts and narratives about the past and change over time, but also with the methods and tools historians use when constructing narratives. Focus on both fact and method gives students better ability to critically analyze the problems that have faced human population across history and how humans have addressed those problems. Coursework should stimulate discussion and consideration of questions of historical identity, such as the role of the nation state in history, the uses and abuses of history as well as specific narratives or “stories” about events and people from the past.

Ability to identify a historical problem, recognition of the contingent and changing nature of historical narratives, ability to formulate and articulate a thesis statement, ability to construct a logically organized narrative that integrates both primary and secondary sources, ability to properly use CMS for citation, usage, and mechanics, ability to explain the significance of senior thesis research within the context of broader literature.

Successful completion of History 476 Senior Thesis papers evaluated according to standard rubric.

Collection and assessment of student papers from 476. Papers will be evaluated by the faculty member who teaches the senior thesis course.

Graduating Senior's Exit statement

Evaluated by standard rubric

Our goal is the production of students with sophisticated critical thinking skills directed not only at the past but potentially any field of academic inquiry. History students develop skills in oral and written presentation, and primary research, and gain a greater awareness of the human condition. Our students also acquire an appreciation of the complexity of this discipline; an understanding that historical narratives are constructed, contested, and always changing; and the recognition that there are varied perspectives on the past.

Annual review of assessment data by History Department faculty and summary report.

We seek to continue providing a well-balanced program in our established areas of strength—America, East Asia, Europe and the North—while expanding our ability to guide students in the study of Native American history, comparative world history, environmental history, and diverse methodological fields.

This geographical and methodological approach not only provides the basis of what is generally considered to be a basic Liberal Arts program in History, but also develops good citizens for Alaska with high-level knowledge of Alaska's needs, its relation to the world, and how these factors have changed over time. Although we are primarily an undergraduate faculty, we offer graduate level courses through the Northern Studies Program, especially the concentration in Northern history.

For these reasons, the history department is an essential part of fulfillment of UAF's mission as well as UAF's strategic plan both of which speak of a commitment to high quality undergraduate teaching as well as an emphasis on Alaska and the North in teaching, research and service.

Communications Plan Submittal Form*

Degree Title: BA

Department: History

School or College: CLA

Contact Name and Information: John Heaton

Proposed Action on Communication Plan: Check box that applies below and continue.

- ☒ Degree will retain existing courses previously designated O, O2, O/W, W, etc.
 - Please attach an explanation of how those courses are meeting the communication learning outcomes and how students will be required to take those particular courses.
- ☐ Degree is submitting a new, complete communications plan at this time.
 - Please attach new plan.

(NOTE: While this draft plan is complete, the faculty will continue to review and revise it and may submit changes in fall 2018)

☐ Program/Department plans to submit a more detailed Communication Learning Outcomes plan, but will:

- ☐ Retain the existing courses while a new plan is drafted (if you intend to keep current O/W designations past the Fall 2017 implementation date).
 - Please attach an explanation of how those courses are meeting the communication learning outcomes and how students will be required to take those particular courses.
- ☐ Submit a preliminary plan now and submit a completed plan by [Click here to enter a date](#).
 - Please attach preliminary plan and an explanation of what the program/department will do to submit a completed plan by the above date.

UAF Communications Outcomes (Motion passed at Faculty Senate meeting #210) attached.

UAF undergraduates will demonstrate effective communication when they are able to:

- Explain disciplinary content using a variety of modes of communication, including oral and written communication.

- Communicate to audiences in the discipline using appropriate disciplinary conversations.
- Translate disciplinary content to audiences outside the discipline as appropriate, making disciplinary knowledge relevant to broader communities.
- Integrate feedback from others to enhance or revise communication.

Explanation of how Hist 475 Historiography Capstone and Hist 476 Senior Thesis Capstone are meeting the communication learning outcomes.

All History Majors must take these two capstone courses (475 and 476)

Hist 475 requires student to produce:

- 1) An Essay Review (2 page) and a book review (2 page) that explains the structure of historical arguments constructed by historians in an article length study and a book length study. Together, these assignments represent 25% of the final grade.
- 2) A 25 page (+ notes and bibliography) final paper on the historical literature of a topic that they select. They must identify fifteen key historians in that field, discuss the epistemology of each historian, the questions and problems that each historian raised in their published work, the argumentative structure of their analyses, and the historical development of field over time (the main areas of contention, disagreement, consensus, and focus). This assignment represents 25% of the final grade.

The Instructor for Hist 475 provides formal and written feedback to students on each of these assignments in regular writing conferences and students then revise drafts until a final polished draft is completed.

Hist 476 requires students to:

- 1) Move from their general topic in Hist 475 term paper to development of a research problem or question that is relevant to their selected field. This process includes two written research proposals (preliminary and final drafts) and two oral presentations (preliminary and final) of that proposal. These proposals must contain Historical and Historiographical context for the research problem or questions, a thesis statement, an outline of the structure of the argument, a discussion of the methods and sources/evidence used to defend the thesis, and a statement of the larger significance of their research. Students receive formal written and oral feedback from the instructor and from peers in the class. This assignment represents about 17% of the final grade.
- 2) After formal acceptance of the research proposal, students engage in research to gather primary documents to defend their thesis, prepare a 25 page + footnotes and bibliography Senior Thesis, meet with the instructor for formal feedback of their research and written drafts, and prepare a twenty minute public presentation of their work in an oral format. The public presentation are followed by ten minutes Q & A sessions during which they field public comments and questions about their research and conclusions. In addition, students receive formal feedback from the instructor on the presentations. Finally they finalize their research

* This form is NOT required. It is offered as an aid to programs and academic councils as they create, submit, and review communications plans.

papers using all of this feedback. The public presentation represents 33% of the final grade and the Senior Thesis represents 33% of the final grade.

Other History Department course requirements that enhance communication learning outcomes.

The History Department, in addition to the written and oral work required in the two capstone courses requires all students in 400 level courses to produce term papers and give formal oral presentations. Faculty are required to provide feedback to facilitate revisions of the written work and to improve oral communication skills. Students at the 300 level also write papers and speak in class at formal and informal levels with instructor feedback. Students at the 100 and 200 are also expected to write essays.

In sum, these requirements meet communication learning outcomes required by the Faculty Senate motion passed at Meeting #210. The products of Hist 476 are incorporated into the History Department SLOA (along with other materials collected) and are discussed by the faculty at the department's annual SLOA meeting.

* This form is NOT required. It is offered as an aid to programs and academic councils as they create, submit, and review communications plans.