

History - Bachelor of Arts

Current Compliance Year: 2024-2025

Mid-Cycle review completed by Tyler Kirk, Ph.D., Chair Dept. of History

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.

Increase graduates

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.

Response to Previous Recommendations (if any):

The history department has undergone a sea change since the last review. All of our senior faculty have retired and now there is only one tenured faculty member (myself, the first term chair [REDACTED]). Despite the turnover in the History Department (we have hired 4 new faculty in the last two years), we have seen our graduation rates improve. Last year 10 history majors graduated. And on top of this our program is GROWING! We now have 71 majors (up from 52). I note that according to CLA's chief advisor [REDACTED] Nanook Navigator lists the History Department as having 90 active majors and 34 active minors. Best guess for the discrepancy is the earlier snapshot when the data for the SLOA was pulled. Bottom line history is growing and we aim to continue that growth.

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:

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.

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

Unfortunately, the new chair [REDACTED] did not inherit any of the artifacts from the previous chair. We are currently revising our SLOA as we rebuild our program.. In Fall 2024 the new History Department took its first run at revising our departmental curriculum. History has created rubrics for HIST F475 and HIST F476 to measure SLO. Rubrics exist in 300 and lower-level courses as well. Senior theses remain our metric for discerning learning outcomes and excellence. Starting this year we will be building an archive of student theses to demonstrate SLOs.

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:

History has updated its course catalog to reflect what UAF history majors need, the strengths of our new faculty, and our university's mission. We are working with predominantly new faculty since the last SLOA and will be continuing to develop new courses that address the needs of our majors, minors, and the university. History courses are typically offered in multiple modalities. A significant percentage of our students appear to be online even if they reside on campus.

Supporting Documents

Please ensure that all relevant supporting documents, such as artifacts, rubrics, and student data, are uploaded to your designated Google folder in WorkZone or directly into Google Drive. *Note: Do not include any information that may identify students in your data.*

Updated SLOA?

If you are updating your SLOA document, please include it with your report and other supporting documents in your designated folder. It does not need to be filed separately in the "SLOA" folder.

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. Please mark the appropriate box below.

Embedded:	X
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

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 [REDACTED] 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.

Student Success Data Trends:

Trend	Increase	Decrease	No Change
Persistence		X	
Pass Rates	X		
Student Credit Hours	X		
Majors	X		
Degrees Awarded	X		
Other Trends (Explain in narrative below)			

Equity Gaps

Please discuss any equity gaps identified in your disaggregated student success data and explain how you plan to address them. Please contact your data liaison or make an appointment with [Julia Manfredini](#) to learn more about analyzing your data.

History welcomes and accepts all students and works to keep our majors in the program. We note that we have nearly the same percentages of [redacted] and [redacted] students. In terms of race, students are predominately [redacted] though percent of [redacted] and [redacted] students remain the same. History teaches many [redacted] and [redacted] students following national trends.

Optional Data Explanation

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

Over the last 4 years, I [redacted] have noticed a developing trend in which [redacted] students will start the degree and then drift away due to life circumstances but remain active in the program. I believe this to be reflective of the fact that many of our students work full time or have families.

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

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.

High-Impact Practices Used in this Program

Please select all high-impact practices your program is currently using from the list below. For any practices you select, provide details in the corresponding narrative section. In the narrative, discuss how your program is implementing these practices, including any successes, known issues, and solutions. If you are considering incorporating any of these practices in the future,

share your plans. If your program is not using any of the listed high-impact practices, please use the 'Other or None of These' field to explain how your program supports student success.

Capstone Courses & Projects	X	Research (Graduate Level)	X
Collaborative Assignments & Projects		Writing-Intensive Courses	X
Diversity/Global Learning		Publications	
ePortfolios		Communications	
First-Year Seminars & Experiences		Publications	
Internships		Scholarly Activities	
Service or Community-based Learning		Other (Please describe in box below)	
Undergraduate Research	X		

Collaborative Assignments & Projects

(250 Word Limit)

Undergraduate Research

History encourages undergraduate research at every step of the program. In many of our courses we introduce students to resources for research in Alaska and beyond. We particularly highlight the avenues for research at the Rasmuson Library and collaborate with the Alaska Historical Society.

Diversity/Global Learning

(250 Word Limit)

ePortfolios

(250 Word Limit)

First Year-Seminars & Experiences

(250 Word Limit)

Writing-Intensive Courses

All history courses are writing intensive. History is the art of reading and writing and we train students to be able to read critically and build arguments with evidence. History students can write themselves into any job.

Service-Learning and/or Community-based Learning

(250 Word Limit)

Internships

(250 Word Limit)

Capstone Courses & Projects

The History Department is revising the rubrics and practices for senior theses. We have adopted two new rubrics for our capstone course. We hope to demonstrate SLO through these instruments by collecting theses.

Other or None of these (explain)

I note that history faculty teach a significant portion of the cross-listed courses for the Arctic and Northern Studies MA program. Thus, history faculty serve on graduate committees, train grad students, develop comprehensive exams and do much of the unseen work of graduate education.
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Program Profile and Financial Data

The following feedback was received during your last full program review. **You are not required to respond to this feedback, but we encourage you to review it as it may provide valuable insights.** This feedback will also be available when your program undergoes its next full review in two years.

Previous Financial Feedback

Operates at Low Cost

Previous Profile Feedback

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

Submission

Submitter & Collaborator Names

Tyler Kirk

Submitter Email

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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.

Mid-Cycle Review Committee

The Mid-Cycle Review committee plays a crucial role in supporting each program as they prepare for their Full Review. Our goal is to help programs feel recognized and supported throughout this process. To guide your feedback, we've included strength-based feedback tags; please select all that apply to this program.

Overall Recommendations (tags)

Address Equity Gap		Consider Curricular Revisions	
Develop Online Offerings/Options		Improve Time to Degree	
Increase Enrollment	x	Increase Graduates	
Increase retention/persistence		Strengthen Advising Practices	
May be asked to share Effective Practices		Recommendation to University-Wide Committee	

Explanation of Overall Recommendations (narrative)

Please see the sections below on Student Success and Equity and High-Impact Practices Feedback for additional details.

Student Learning Outcomes Feedback (tags)

Strong		Developing	
Requires Minor Revision		Requires Major Revision	x

Student Learning Outcomes Assessment Feedback (tags)

Strong Alignment with SLOA Plan		Clear, Concise Presentation of Findings	
Compelling Learning Story		Missing a Direct Measure	x
Missing Active Verbs		Missing Curricular Connection	x
Missing Collaboration within Department			

Student Learning Outcomes Assessment Feedback (narrative)

Provided a thorough response to the recommendations to address the previous concern tied to increasing the number of graduates. Identified a plan to achieve these goals and demonstrated that it worked. Congratulations on the program growth, particularly given the faculty turnover!

A recommendation is to take the SLOA document, split out the four SLOs (which are together and appear to be a single SLO), and then for each SLO provide the assessment criteria and procedures and implantation plan that is separate for each SLO (the SLOs generally were fine for assessing the KSAs of this program). More detail is needed on the artifacts used to collect the assessment data (grades cannot be used as an assessment criterion). A recommendation is to work with the UAF accreditation staff in revising this SLOA.

The sections on SLOA findings and curricular changes were addressed; however, there had been no work in these areas over the past two years because of the faculty turnover and, as a result, the lack of providence of assessment artifacts to the new faculty. It should be noted that there will be a need to demonstrate closing the loop and continuous improvement in future program reviews.

Student Success & Equity Feedback (narrative)

Student credit hours increased by a small percentage (0.1%). Would this be best considered as no change? Majors also declined by 1%, not the increase indicated in your findings. There was an increase in degrees awarded, by 3. Can you use these findings to provide a more detailed optional data explanation?

Please contact the CLA data liaison or make an appointment with [REDACTED] from PAIR to learn more about analyzing the program's data. What assistance can the Accreditation Office provide to better address this need?

High-Impact Practices Feedback (narrative)

Undergraduate research, capstone courses & projects, research (grad level), and writing-intensive courses were identified as HIP for this program. Not clear why graduate-level research is a HIP for a BA (undergraduate) program.

Undergraduate explains how it meets this as a HIP, but similarly, are there target growth areas, challenges, or successes to identify? How is it assessed? The writing-intensive section is helpful, is there a standout class that supports intensive writing or any other student outcomes that we can see here?

The capstone updates are informative and showcase a targeted growth area or need for further development.

The program could have used more details for each practice with specific examples (e.g., what are the students doing specifically for each HIP?).