



Program Review Report

Program Review Report:  
Humanities Department  
History BA

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## Program Review Report

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## Introduction

The History program is housed within the Humanities Department, which includes all courses in American Cultural Studies, American Indian Studies, History, Native American and Indigenous Studies, Philosophy, Religious Studies, and University Success. The Department is the home of two additional baccalaureate programs: American Cultural Studies BA; and American Indian Studies BA. Department course offerings include GUCRs required of all students (HIS 102, PHIL 210, and UNIV 101) and many courses used toward the Humanities GUCR.

From its inception, the History program has followed guidelines for student learning outcomes and assessment as developed by the American Historical Association. The outcomes combine traditional historical practices of source criticism and contemporary historical practices of the digital humanities. Over the past three years, the History program has pivoted toward anti-racist assessment practices by developing new contract grading systems.

## Program Mission and Purpose

The History program employs active student-centered activities and explores historical practices that have created more just societies, past and present, by focusing on diverse historical agents, sources, and perspectives across the curriculum. In addition, the program encourages the development of a more inclusive student body through ongoing engagement with the indigenous history of the Yakama Nation and the Columbia Plateau and the history of North American borderlands, labor, and migration.

**TRANSFORMATIONAL, STUDENT-CENTERED EDUCATION:** Both general education and program courses emphasize active learning environments, seminar discussions, and undergraduate research.

**A MORE JUST SOCIETY:** The University 101 curriculum is entirely focused on the question of how students can help to promote a more just society. In addition, the History curriculum seeks to address questions of social justice in the Yakima Valley with required coursework on Modern Latin America, Native American history, and Pacific Northwest history. The research agendas of both full-time history faculty members focus on histories of social justice in the Pacific Northwest.

**INCLUSIVE STUDENT BODY:** The University 101 curriculum includes five themes that promote cross-cultural communication within a diverse social context: indigenous experiences; anti-racism; immigrant experiences; gender and sexual identity; and environmental stewardship. As a required course of all students, this understanding of inclusivity is now shared across students in all programs.

**THE YAKAMA NATION:** The University 101 curriculum includes a unit on indigenous experiences, particularly within the local context. Required coursework on Native American history in the History program also ensures that all History graduates will be familiar with questions of tribal sovereignty, particularly within our local context.

## Assessment System

### Curriculum Map

History program learning outcomes are drawn from the American Historical Association's 2016 History Discipline Core. All key assignments and rubrics are developed by the Department.

		101	102 <i>GUCRs only</i>	204	205	322	311	312 <i>In develop.</i>	482 <i>In develop.</i>	499
<b>1. Build historical knowledge.</b>	a. Gather and contextualize information in order to convey both the particularity of past lives and the scale of human experience.	Arg. Essays (2)					Rev. Arg. Essay			Cap. Essay
	b. Recognize how humans in the past shaped their own unique historical moments and were shaped by those moments.									
	c. Develop a body of historical knowledge with breadth of time and place—as well as depth of detail—in order to discern context.	Exams (2)								Cap. Essay
	d. Distinguish the past from our very different present.									
<b>2. Develop historical methods.</b>	a. Recognize history as an interpretive account of the human past—one that historians create in the present from surviving evidence.	Arg. Essays (2)		Article Review	Article Review	Historiography	Rev. Arg. Essay			Cap. Essay
	b. Collect, sift, organize, question, synthesize, and interpret complex material.	Arg. Essays (2)				Proposal	Rev. Arg. Essay			Cap. Essay
	c. Practice ethical historical inquiry that makes use of and acknowledges sources from the past as well as the scholars who have interpreted that past.					Proposal				Cap. Essay
	d. Develop empathy toward people in the context of their distinctive historical moments.	Arg. Essays (2)				Source Critique	Rev. Arg. Essay			
<b>3. Recognize the provisional nature of knowledge, the disciplinary preference for complexity, and the comfort with ambiguity that history requires.</b>	a. Welcome contradictory perspectives and data, which enable us to provide more accurate accounts and construct stronger arguments.			Scribe Reports	Scribe Reports		Rev. Arg. Essay			
	b. Describe past events from multiple perspectives.	Exams (2)								Cap. Essay
	c. Explain and justify multiple causes of complex events and phenomena using conflicting sources.	Exams (2)		Scribe Reports	Scribe Reports					Cap. Essay
	d. Identify, summarize, appraise, and synthesize other scholars' historical arguments.			Article Review	Article Review	Historiography Read / Report				Cap. Essay
<b>4. Apply the range of skills it takes to decode the historical record because of its incomplete, complex, and contradictory nature.</b>	a. Consider a variety of historical sources for credibility, position, perspective, and relevance.	Arg. Essays (2)		Scribe Reports	Scribe Reports	Source Critique	Rev. Arg. Essay			Cap. Essay
	b. Evaluate historical arguments, explaining how they were constructed and might be improved.			Article Review	Article Review	Historiography Read / Report				Cap. Essay
	c. Revise analyses and narratives when new evidence requires it.						Rev. Arg. Essay			

		101	102 <i>GUCRs only</i>	204	205	322	311	312 <i>In develop.</i>	482 <i>In develop.</i>	499
<b>5. Create historical arguments and narratives.</b>	a. Generate substantive, open-ended questions about the past and develop research strategies to answer them.					Proposal				Cap. Essay
	b. Craft well-supported historical narratives, arguments, and reports of research findings in a variety of media for a variety of audiences.									
<b>6. Use historical perspective as central to active citizenship.</b>	a. Apply historical knowledge and historical thinking to contemporary issues.									
	b. Develop positions that reflect deliberation, cooperation, and diverse perspectives.									

### Assessment of Student Learning

<b>Assessment Plan</b>			
<b>Program Learning Outcomes</b>	<b>Assessments Used</b>	<b>Assessment Description</b>	<b>Implementation Status</b>
<b>PLOs 1-6</b>	Anthology (see curriculum map)	Key Assignments with Rubrics	Active: HIS 101, 204, 205, 311, 322, 499 In development: HIS 312, 482
	Graduate Survey	Survey	Ready for implementation
<b>Job, Service, and Graduate School Placements</b>	Graduate Survey	Survey	Ready for implementation
<b>GUCR 2b and 2C</b>	HIS 102: Anthology – Argument Essays (2) Anthology – Exams (2)	Key Assignments with Rubrics	Active
<b>GUCR 2d</b>	PHIL 210: Anthology – Argumentative Paper	Key Assignment with Rubric	Active
<b>GUCR 2c and 4b</b>	UNIV 101: Anthology – Change Project	Key Assignment with Rubric	Active
<b>GUCR 3a and 3d</b>	UNIV 101: Anthology – Final Reflection	Key Assignment with Rubric	Active
<b>GUCR 4a and 4c</b>	HIS 499W: Anthology – Capstone Essay	Key Assignment with Rubric	Active

## Assessment Schedule

All analysis of program learning outcome data and the development of relevant action steps will be undertaken by all full-time History faculty members during and soon after Assessment Day each semester.

	FA23	SP24	FA24	SP25	FA25	SP26
PLO 1	x					
PLO 2		x				
PLO 3			x			
PLO 4				x		
PLO 5					x	
PLO 6						x

## Change Informed by Data

All Data from Anthology Portfolio. Analysis follows presentation of data.

### 1. Aggregated Mean Score by Outcome, 20-21 v 22-23

outcome number	outcome	20-21 n	20-21 mean	22-23 n	22-23 mean	Change
1.1	<b>a. Gather and contextualize information in order to convey both the particularity of past lives and the scale of human experience.</b>	42	3.17	63	3.49	0.32
1.3	c. Develop a body of historical knowledge with breadth of time and place—as well as depth of detail—in order to discern context.	54	3.78	22	3.5	-0.28
2.1	<b>a. Recognize history as an interpretive account of the human past—one that historians create in the present from surviving evidence.</b>	48	2.92	76	3.75	0.83
2.2	<b>b. Collect, sift, organize, question, synthesize, and interpret complex material.</b>	86	3.15	128	3.81	0.66
2.3	c. Practice ethical historical inquiry that makes use of and acknowledges sources from the past as well as the scholars who have interpreted that past.	10	3.5	4	3.75	0.25
2.4	<b>d. Develop empathy toward people in the context of their distinctive historical moments.</b>	46	3.11	63	3.67	0.56
3.1	a. Welcome contradictory perspectives and data, which enable us to provide more accurate accounts and construct stronger arguments.			22	3.14	
3.2	b. Describe past events from multiple perspectives.	54	3.48			
3.3	c. Explain and justify multiple causes of complex events and phenomena using conflicting sources.	106	3.71			
3.4	d. Identify, summarize, appraise, and synthesize other scholars' historical arguments.	13	3.62	29	3.66	0.04
4.1	<b>a. Consider a variety of historical sources for credibility, position, perspective, and relevance.</b>	56	3.21	85	3.51	0.3
4.2	b. Evaluate historical arguments, explaining how they were constructed and might be improved.	9	3.11	16	3.31	0.2
5.1	a. Generate substantive, open-ended questions about the past and develop research strategies to answer them.	14	3.43	6	3.83	0.4
5.2	b. Craft well-supported historical narratives, arguments, and reports of research findings in a variety of media for a variety of audiences.	8	4	6	3.67	-0.33
						Mean +/- 0.27

## 2. Disaggregated Mean Score by Outcome 20-21 v 22-23

Data is **bold** for outcomes with N of at least 40. Data is **bold and underlined** for outcomes with N of at least 40 in both academic years.

Assessed August 1, 2022 to May 18, 2023																	
outcome number	outcome	Female n	Female mean	Male n	Male mean	Latinx n	Latinx mean	American Indian n	American Indian mean	White n	White mean	ELL n	ELL mean	EF n	EF mean	ALL n	ALL mean
1.1	<b><u>a. Gather and contextualize information in order to convey both the particularity of past lives and the scale of human experience.</u></b>	<b>38</b>	<b>3.47</b>	<b>25</b>	<b>3.52</b>	<b>51</b>	<b>3.51</b>	<b>8</b>	<b>3.38</b>	<b>4</b>	<b>3.75</b>	<b>48</b>	<b>3.52</b>	<b>15</b>	<b>3.4</b>	<b>63</b>	<b>3.49</b>
1.3	c. Develop a body of historical knowledge with breadth of time and place—as well as depth of detail—in order to discern context.	16	3.44	6	3.67	14	3.5	2	3.5	0		16	3.38	6	3.83	22	3.5
2.1	<b><u>a. Recognize history as an interpretive account of the human past—one that historians create in the present from surviving evidence.</u></b>	<b>43</b>	<b>3.74</b>	<b>33</b>	<b>3.76</b>	<b>55</b>	<b>3.82</b>	<b>8</b>	<b>3.5</b>	<b>8</b>	<b>4</b>	<b>55</b>	<b>3.76</b>	<b>21</b>	<b>3.71</b>	<b>76</b>	<b>3.75</b>
2.2	<b><u>b. Collect, sift, organize, question, synthesize, and interpret complex material.</u></b>	<b>76</b>	<b>3.79</b>	<b>52</b>	<b>3.85</b>	<b>103</b>	<b>3.81</b>	<b>16</b>	<b>3.75</b>	<b>10</b>	<b>4</b>	<b>97</b>	<b>3.79</b>	<b>31</b>	<b>3.87</b>	<b>128</b>	<b>3.81</b>
2.3	c. Practice ethical historical inquiry that makes use of and acknowledges sources from the past as well as the scholars who have interpreted that past.	0		4	3.75	2	3.5	0		4	3.75	2	3.5	2	4	4	3.75
2.4	<b><u>d. Develop empathy toward people in the context of their distinctive historical moments.</u></b>	<b>38</b>	<b>3.66</b>	<b>25</b>	<b>3.68</b>	<b>51</b>	<b>3.65</b>	<b>8</b>	<b>3.5</b>	<b>4</b>	<b>4</b>	<b>48</b>	<b>3.65</b>	<b>15</b>	<b>3.73</b>	<b>63</b>	<b>3.67</b>
3.1	a. Welcome contradictory perspectives and data, which enable us to provide more accurate accounts and construct stronger arguments.	16	3.06	6	3.33	14	3.21	2	3.5	0		16	2.94	6	3.67	22	3.14
3.4	d. Identify, summarize, appraise, and synthesize other scholars' historical arguments.	10	3.9	19	3.53	10	3.3	0		10	3.9	15	3.8	14	3.5	29	3.66
4.1	<b><u>a. Consider a variety of historical sources for credibility, position, perspective, and relevance.</u></b>	<b>54</b>	<b>3.48</b>	<b>31</b>	<b>3.55</b>	<b>65</b>	<b>3.52</b>	<b>10</b>	<b>3.4</b>	<b>4</b>	<b>4</b>	<b>64</b>	<b>3.47</b>	<b>21</b>	<b>3.62</b>	<b>85</b>	<b>3.51</b>
4.2	b. Evaluate historical arguments, explaining how they were constructed and might be improved.	5	3.8	11	3.09	6	3	0		6	3.83	8	3.5	8	3.13	16	3.31
5.1	a. Generate substantive, open-ended questions about the past and develop research strategies to answer them.	0		6	3.83	3	4	0		6	3.83	3	4	3	3.67	6	3.83
5.2	b. Craft well-supported historical narratives, arguments, and reports of research findings in a variety of media for a variety of audiences.	0		6	3.67	4	3.5	0		4	4	2	4	4	3.5	6	3.67

Assessed August 1, 2020 to July 31, 2021																					
outcome	outcome	Female	Female	Male n	Male	Latinx n	Latinx	America	America	White n	White	Black n	Black	Others n	Others	ELL n	ELL	EF n	EF mean	ALL n	ALL
1.1	<b><u>a. Gather and contextualize information in order to convey both the particularity of past lives and the scale of human experience.</u></b>	<b>26</b>	<b>3.19</b>	<b>16</b>	<b>3.13</b>	<b>14</b>	<b>3.07</b>	<b>14</b>	<b>3.14</b>	<b>14</b>	<b>3.64</b>	<b>2</b>	<b>2.5</b>	<b>5</b>	<b>2.6</b>	<b>13</b>	<b>3.08</b>	<b>28</b>	<b>3.21</b>	<b>42</b>	<b>3.17</b>
1.3	c. Develop a body of historical knowledge with breadth of time and place—as well as depth of detail—in order to discern context.	33	3.82	21	3.71	20	3.65	17	3.82	14	4	4	3.75	8	3.75	16	3.69	38	3.82	54	3.78
2.1	<b><u>a. Recognize history as an interpretive account of the human past—one that historians create in the present from surviving evidence.</u></b>	<b>30</b>	<b>2.9</b>	<b>18</b>	<b>2.94</b>	<b>14</b>	<b>2.71</b>	<b>20</b>	<b>3.05</b>	<b>16</b>	<b>3.56</b>	<b>2</b>	<b>2.5</b>	<b>5</b>	<b>2.2</b>	<b>15</b>	<b>2.6</b>	<b>32</b>	<b>3.13</b>	<b>48</b>	<b>2.92</b>
2.2	<b><u>b. Collect, sift, organize, question, synthesize, and interpret complex material.</u></b>	<b>54</b>	<b>3.15</b>	<b>32</b>	<b>3.16</b>	<b>29</b>	<b>2.83</b>	<b>30</b>	<b>3.33</b>	<b>27</b>	<b>3.63</b>	<b>4</b>	<b>2.75</b>	<b>10</b>	<b>2.8</b>	<b>28</b>	<b>2.96</b>	<b>56</b>	<b>3.3</b>	<b>86</b>	<b>3.15</b>
2.3	c. Practice ethical historical inquiry that makes use of and acknowledges sources from the past as well as the scholars who have interpreted that past.	7	3.43	3	3.67	2	3	7	3.57	4	3.75	0		0		4	3.25	6	3.67	10	3.5
2.4	<b><u>d. Develop empathy toward people in the context of their distinctive historical moments.</u></b>	<b>30</b>	<b>3.13</b>	<b>16</b>	<b>3.06</b>	<b>16</b>	<b>2.75</b>	<b>18</b>	<b>3.33</b>	<b>12</b>	<b>3.83</b>	<b>2</b>	<b>3</b>	<b>5</b>	<b>2.4</b>	<b>17</b>	<b>2.88</b>	<b>28</b>	<b>3.32</b>	<b>46</b>	<b>3.11</b>
3.2	<b><u>b. Describe past events from multiple perspectives.</u></b>	<b>33</b>	<b>3.55</b>	<b>21</b>	<b>3.38</b>	<b>20</b>	<b>3.35</b>	<b>17</b>	<b>3.29</b>	<b>14</b>	<b>3.86</b>	<b>4</b>	<b>3.25</b>	<b>8</b>	<b>3.75</b>	<b>16</b>	<b>3.56</b>	<b>38</b>	<b>3.45</b>	<b>54</b>	<b>3.48</b>
3.3	<b><u>c. Explain and justify multiple causes of complex events and phenomena using conflicting sources.</u></b>	<b>65</b>	<b>3.75</b>	<b>41</b>	<b>3.63</b>	<b>40</b>	<b>3.53</b>	<b>33</b>	<b>3.85</b>	<b>26</b>	<b>3.96</b>	<b>8</b>	<b>3.88</b>	<b>16</b>	<b>3.63</b>	<b>32</b>	<b>3.56</b>	<b>74</b>	<b>3.77</b>	<b>106</b>	<b>3.71</b>
3.4	d. Identify, summarize, appraise, and synthesize other scholars' historical arguments.	9	3.67	4	3.5	2	3.5	10	3.8	5	3.4	0		0		5	3.6	8	3.63	13	3.62
4.1	<b><u>a. Consider a variety of historical sources for credibility, position, perspective, and relevance.</u></b>	<b>37</b>	<b>3.24</b>	<b>19</b>	<b>3.16</b>	<b>18</b>	<b>2.83</b>	<b>25</b>	<b>3.44</b>	<b>16</b>	<b>3.88</b>	<b>2</b>	<b>3</b>	<b>5</b>	<b>2.4</b>	<b>21</b>	<b>3</b>	<b>34</b>	<b>3.41</b>	<b>56</b>	<b>3.21</b>
4.2	b. Evaluate historical arguments, explaining how they were constructed and might be improved.	6	3.17	3	3	1	2	7	3.43	4	3.25	0		0		3	2.67	6	3.33	9	3.11
5.1	a. Generate substantive, open-ended questions about the past and develop research strategies to answer them.	10	3.4	4	3.5	3	3.33	10	3.5	5	3.6	0		0		6	3.17	8	3.63	14	3.43
5.2	b. Craft well-supported historical narratives, arguments, and reports of research findings in a variety of media for a variety of audiences.	6	4	2	4	2	4	6	4	2	4	0		0		4	4	4	4	8	4

3. Disaggregated Mean Scores, GUCRs v History, 22-23

	GUCRs		History	
	N	Mean	N	Mean
<b>Female</b>	6256	3.39	296	3.66
<b>Male</b>	2182	3.31	224	3.67
<b>Hispanic</b>	1185	3.4	378	3.51
<b>Am. Indian</b>	134	3	54	3.5
<b>White</b>	44	3.13	60	3.95
<b>Eng Lang Learner</b>	6017	3.3	374	3.59
<b>Eng First Lang</b>	2478	3.37	146	3.67
<b>TOTAL</b>	18296	3.31	1532	3.66

4. HIS 102 Argument Essay Scores, Padilla v Slonecker, 18-20

	<b>Aug 15, 2018 to Oct 2, 2020</b>	<b>BS</b>	<b>BS</b>	<b>JP</b>	<b>JP</b>	<b>+/-</b>
<b>assessment instrument name</b>	critterion name	n	mean	n	mean	
<b>Argument Essay 1</b>	Argument	82	2.66	22	2.45	-0.21
	Sourcing	82	2.84	22	2.59	-0.25
	Evidence	82	2.95	22	3.00	+0.05
	Analysis	82	2.72	22	2.32	-0.40
	Context	82	3.04	22	2.68	-0.36
	Coherence	82	3.01	22	2.73	-0.28
<b>Argument Essay 2</b>	Argument	79	2.72	19	2.58	-0.14
	Sourcing	79	2.77	19	2.63	-0.14
	Evidence	79	3.14	19	2.95	-0.19
	Analysis	79	2.86	19	2.42	-0.44
	Context	79	3.13	19	2.79	-0.34
	Coherence	79	2.96	19	2.79	-0.17
<b>+/- from 1v2</b>	Argument		+0.06		+0.13	
	Sourcing		-0.07		+0.04	
	Evidence		+0.19		-0.05	
	Analysis		+0.14		+0.10	
	Context		+0.09		+0.11	
	Coherence		-0.05		+0.06	

## Data Analysis and Change Informed by Data

### *Revisiting Changes Informed by Data and Results for 2020 and 2023 Program Review Reports*

1. Historiographical Analysis, 2020 v 2023
  - a. DATA: Aggregated Outcomes 2a, 2d, 3a, and 4b, 19-20 v 22-23
  - b. ANALYSIS: During our 2020 Program Review process, we identified lower than average scores in four outcomes (2a, 2d, 3a, 4b) associated with historiographical analysis, and we developed an action plan to improve instruction in the three classes in which those skills are most directly taught and assessed: HIS 204, 205, and 322.
  - c. RESULTS: The department successfully implemented all proposed changes from the 2020 Program Review report. Student performance in outcomes 2a and 2d improved substantially. However, student performance in outcomes 3a and 4b remains below average. These two outcomes largely focus on comparisons between secondary sources, and the department will focus attention on comparing secondary sources in the three key courses.
2. Spring 2020 and Spring 2023 – GUCR v History Achievement Gaps
  - a. DATA: Disaggregated Mean Scores, GUCRs v History, 19-20 and 22-23 (data set 3)
  - b. ANALYSIS: In 2020, the History program noted that achievement gaps between female and male students, white and Hispanic students, and white and American Indian students that were apparent in GUCR assessments were not apparent in History assessments. In 2023, the History program again observed that gender-based achievement gaps continued to exist in the GUCRs but not in the program. In addition, unlike the GUCRs, there is no program-level achievement gap between American Indian and Hispanic students. These are all continued positive signs. The program-level comparisons between students of color and white students are heavily skewed by the low N of white students enrolled in the program. Less encouraging is that the achievement gaps between English language learners and native English speakers apparent in the GUCRs are also apparent in the program.
  - c. CHANGE: The program has only identified the achievement gap based on language status this semester. We will bring this to our first assessment meeting of Fall 2023 to develop and action plan.
3. Spring 2020 and Spring 2023 – Gendered Achievement Gap about Revising Conclusions
  - a. DATA: Disaggregated Mean Scores, Outcomes 3a and 4c, 19-20 and 22-23
  - b. ANALYSIS: In 2020, we observed male students performing substantially worse than female students in outcomes associated with revising conclusions based on new data. In 2023, no such achievement gap exists. However, we observed many fewer data points associated with these outcomes – a gap in our curriculum map that we will address in Fall 2023.

## *New Changes Informed by Data for 2023 Program Review*

1. Fall 2020 – HIS 102 Norming
  - a. DATA: Based on HIS 102 Argument Essay Scores, Padilla v Slonecker, 18-20 (data set 4)
  - a. ANALYSIS: While we both saw modest student improvements between Argument Essays 1 and 2, we were not aligned in our assessment rigor. Dr. Slonecker consistently evaluated students more generously than Dr. Padilla. We agreed that we needed to take steps to align our assessment tendencies.
  - b. CHANGE: We established a plan to norm sample student essays at the conclusion of each semester and to identify and adjust our own assessment tendencies.
  - c. RESULTS: Dr. Padilla accepted a position as a high school history teacher immediately after we adopted our plan of action, and she discontinued teaching at Heritage. We were not able to implement the plan, and we have had substantial turnover in HIS 102 instructors over the past three years. However, we expect more consistent instructors moving forward and plan to reinstitute norming procedures once our slate of instructors is more consistent.
2. Spring 2023 – Overall History Program Assessment Rigor
  - b. DATA: Based on Aggregated Mean Score by Outcome, 20-21 v 22-23 (data set 1)
  - c. ANALYSIS: The mean score on all History program assessments increased by .27 between 20-21 and 22-23 academic years. We believe this is more due to holdover patterns in faculty assessment adjustments during COVID than to changes in student performance.
  - d. CHANGE: History faculty members will aim to move the assessment mean closer to 3.00 by paying closer attention to the performance indicators detailed in each rubric.
  - e. RESULTS: We will revisit this same data set during our next Program Review report.
3. Spring 2023 – Achievement Analysis Based on Disaggregated Data, 20-21 v 22-23
  - a. DATA: Based on Disaggregated Mean Score by Outcome 20-21 v 22-23 (data set 2), especially outcomes with N of at least 40 in both academic years (1.1, 2.1, 2.2, 2.4, 4.1)
  - b. ANALYSIS: We observe no notable achievement gaps based on gender. Achievement gaps based on language status decreased substantially between 20-21 and 22-23, though a modest gap (.03) continues to exist for English language learners. Unlike our historical department data, American Indian students did not achieve at the same level as Hispanic students in 22-23 in all five high-N outcomes. Because of strong historical performance, we do not propose any immediate changes. But we will revisit this pattern for our next report.
  - c. CHANGE: Review new achievement gaps for next Program Review report.

## Faculty Effectiveness

<b>Faculty Name</b>	<b>Qualifications</b>	<b>Course(s) taught</b>	<b>Enrollment</b>	<b>Advisee load</b>
Blake Slonecker (Professor, regular)	PhD, History, University of North Carolina at Chapel Hill	<u>FA22</u> HIS/ENSC 318 HIS 322W  <u>SP23</u> HIS/ENG 403 HIS 205W	<u>FA22</u> 17 5  <u>SP23</u> 6 10	11
Jessica Silva (Instructor, term)	MA, History, Eastern Washington University	<u>FA22</u> HIS 101W HIS 102W HIS 102W HIS 482W  <u>SP23</u> HIS 102W HIS 102W HIS 102W HIS 303	<u>FA22</u> 7 15 13 9  <u>SP23</u> 18 23 24 9	0
Yesenia Navarrete Hunter (Assistant Professor, regular, on leave 22-23)	PhD, History, University of Southern California	On leave	On leave	0
Emiliano Orozco (Adjunct)	MA, University of Houston	<u>FA22</u> HIS 102W	<u>FA22</u> 16	0
Loren Schmidt (Professor, regular, Lit & Lang Dept)	PhD, Philosophy and English, Purdue University	<u>FA22</u> PHIL 310W  <u>SP23</u> PHIL 310W	<u>FA22</u> 16  <u>SP23</u> 30	16
Kirstin James-Dunn (Assistant Professor, term)	PhD, Museum Studies, University of Liecester	<u>FA22</u> PHIL 210  <u>SP23</u> PHIL 210 PHIL 210	<u>FA22</u> 15  <u>SP23</u> 22 17	0
Gloria Jones-Dance (Associate Professor, regular, College of Education)	MS, Early Childhood Education, Walden University	<u>FA22</u> UNIV 101 UNIV 101  <u>SP23</u> UNIV 101 UNIV 101	<u>FA22</u> 22 17  <u>SP23</u> 23 17	8
David Hacker (Assistant Professor, term)	MDiv, Church Divinity School of the Pacific	<u>FA22</u> PHIL 210 PHIL 210 REL 320W	<u>FA22</u> 19 25 11	0

I would recommend this course to other students:

	Yes	No		Yes	No
<b>FA21</b>			<b>SP22 + SU22</b>		
102W.0 – Hunter	7	0	102W.0 – Hunter	2	0
102W.1 – Hunter	4	1	102W.1 – Hunter	9	0
102W.2 – Orozco	1	0	102W.2 – Orozco	5	1
204 – Slonecker	4	1	205W – Slonecker	1	1
303 – Slonecker	3	0	303 – Slonecker	1	0
311W – Slonecker	6	1	312W – Hunter	5	0
403 – Valadez	2	1	444W – Slonecker	4	0
			499W – Slonecker	1	0
			330 (SU22) – Hunter	4	1
<b>FA22</b>			<b>SP23</b>		
101W – Silva	2	0	102W.0 – Silva	4	0
102W.0 – Orozco	1	2	102W.1 – Silva	5	0
102W.1 – Silva	4	0	102W.2 – Silva	5	0
102W.2 – Silva	2	0	205W – Slonecker	4	0
318 – Slonecker	6	0	303 – Silva	2	0
482W – Silva	1	0	403 – Slonecker	2	0
	<b>Yes</b>	<b>No</b>			
<b>TOTAL</b>	97	9			

I would recommend this instructor to other students:

	Yes	No		Yes	No
<b>FA21</b>			<b>SP22 + SU22</b>		
102W.0 – Hunter	7	0	102W.0 – Hunter	2	0
102W.1 – Hunter	5	0	102W.1 – Hunter	9	0
102W.2 – Orozco	1	0	102W.2 – Orozco	3	3
204 – Slonecker	5	0	205W – Slonecker	1	1
303 – Slonecker	3	0	303 – Slonecker	1	0
311W – Slonecker	7	0	312W – Hunter	5	0
403 – Valadez	2	1	444W – Slonecker	4	0
			499W – Slonecker	1	0
			330 (SU22) – Hunter	4	1
<b>FA22</b>			<b>SP23</b>		
101W – Silva	2	0	102W.0 – Silva	4	0
102W.0 – Orozco	1	2	102W.1 – Silva	5	0
102W.1 – Silva	4	0	102W.2 – Silva	5	0
102W.2 – Silva	2	0	205W – Slonecker	4	0
318 – Slonecker	6	0	303 – Silva	2	0
482W – Silva	1	0	403 – Slonecker	2	0
	<b>Yes</b>	<b>No</b>			
<b>TOTAL</b>	98	8			

1. *What is the evidence that faculty members are adequately supporting student learning?*
2. *What is the evidence that program faculty provide effective advising for students?*

*(Combined response for Questions 1 and 2)*

Evidence of faculty teaching effectiveness is found in student learning data, student course feedback, retention data, and graduate success. See analysis section of “Change Informed by Data” above for lessons from student learning data. Student satisfaction with both history courses and history faculty are greater than 90 percent in end-of-semester surveys, and more than 80 percent of history majors who pass our 300-level methods course have gone on to graduate or are on track to graduate soon. We have seen our graduates earn MA degrees in history (from Eastern Washington University, the University of Houston, and the University of Southern California), education (from Heritage University and the University of Oregon), and a PhD in history (from the University of Southern California). Several current students are pursuing admission to law schools, thanks in large part to the LSAC Plus program. In addition, our graduates currently work in education, real estate, legal support, and politics.

3. *Are there sufficient faculty members to support student learning, advising, and meeting of program outcomes?*

The History program currently has sufficient faculty. Based on our current staffing and course rotation, we require only one history course per semester to be taught by adjunct instructors. In addition, the combination of UNIV 101, history, and American Indian Studies advising leaves us with a healthy but not excessive advising load.

The additional GUCR requirements and the expansion to the Tri-Cities has the potential to create additional staffing needs. With Dr. James Dunn leading our PHIL 210 instruction, most sections of that important GUCR course are in good hands. With Gloria Jones-Dance leading the UNIV 101 instructional team, we have stability in first-year instruction. However, having those positions established as regular-ranked permanent positions in the department would provide stability. In addition, Dr. Slonecker will be teaching half his FA23 load in the Tri-Cities, and that new location has the potential impact the department in ways that will require new faculty resources.

## Enrollment and Completion

### Enrollment Data

Semester	FA18	SP19	FA19	SP20	FA20	SP21	FA21	SP22	FA22	SP23
<b>History Majors</b>	14	14	15	17	17	16	12	14	11	8
<b>AIS Majors</b>	0	1	2	2	1	1	1	0	4	7

Year	17-18	18-19	19-20	20-21	21-22	22-23
History Graduates	1	1	5	0	5	0
AIS Graduates	0	0	0	0	1	0

**By sex (AY22-23)**

Sex	HIS	AIS
Male	6	1
Female	5	5

**By age (AY22-23)**

Age	HIS	AIS
18-24	6	1
25 or older	5	6

**By race/ethnicity (AY22-23)**

Race/Ethnicity	HIS	AIS
Hispanic	7	0
Caucasian	3	1
American Indian	0	5
Two or more	1	1

**Retention + Graduation Data (History-only)**

Semester	HIS Major + Pass 322W (HP)	Graduated	In Progress	Left HU
FA18	7	5	1	1
FA19	3	1	0	2
FA20	3	3	0	0
FA21	0	0	0	0
FA22	3	0	3	0
TOTAL	16	9	4	3

Success Rate  $[(Gr + IP) / HP]$ : 81.25%

## Budget Data

Academic Year	Personnel Costs	Tuition Revenue	Personnel Costs / Tuition Revenue
2015-2016	\$933,059.63	\$2,751,512.52	33.9%
2016-2017	\$567,948.19	\$2,518,299.49	22.6%
2017-2018	\$566,754.77	\$2,639,896.41	21.5%
2018-2019	\$622,804.22	\$2,601,320.18	23.9%
2019-2020	\$574,227.48	\$2,913,462.56	19.7%
2020-2021*	\$696,225.79	\$2,741,905.20	25.4%
2021-2022	\$880,616.82	\$2,714,794.51	32.4%
2022-2023	\$769,132.64	\$2,981,506.82	25.8%

\* The 2020-2021 academic year is the only year in which the budgets for the Humanities and Literature & Languages Departments were fully separated. During that year, the Humanities PC/TR ratio was 16.1%, and the Literature & Languages PC/TR ratio was 32.1%. This discrepancy (which is hidden by the budget data in the other academic years) is the primary reason why the Humanities Department would like the budgets to be formally split.

1. *Is the program serving an adequate number of students to ensure its sustainability? This will require an analysis of costs vs. revenue. This response should also consider the program's past and current enrollment, optimal enrollment goals, estimates for maximum enrollment, and service course responsibilities.*

The Humanities Department spends only 25 percent of our tuition revenue, which means that we contribute 75 percent of our revenue to University operations, which makes us one of the more efficient programs on campus.

Because our budget combines GUCR, elective, and program tuition generation, it is challenging to answer this question for the History program (and still harder for the American Indian Studies program, which makes use of courses from four departments). However, offering the History program requires only four courses per semester beyond the courses we already offer to support the GUCRs and other majors, which is the equivalent of one full-time faculty member. The tuition revenue generated by History majors covers this cost and contributes substantially to the University's general operating budget, especially if we include American Indian Studies majors.

We would like to see 20-30 students declared in our programs, which would be our optimal enrollment goal at 2 full-time History faculty members. If AIS majors continue to increase, we should consider an additional faculty member to advise those students, teach AIS courses, and revise the AIS curriculum.

2. *What support does the program provide to the institution through service responsibilities and shared courses for the majors?*

UNIV 101, HIS 102, HIS 101/204/205, PHIL 210, PHIL 310, and REL 320 all support the GUCRs. All upper-division History courses are open to non-majors to help them fulfill their free elective

credits. Courses in the department are also required in the Nursing, Environmental Studies, Teacher Preparation, and English programs.

3. *How does your program track enrollment/completion? What patterns have you noticed?*
4. *Does the program support retention and completion of the degree? What data support this claim and what actions has the program undertaken to achieve their goals?*

*(Combined response for Questions 3 and 4)*

We track enrollment and completion by maintaining a semester-by-semester list of majors and a year-by-year list of graduates. The most interesting enrollment pattern from the past three years centers on Native American students. During our 2020 program review, we noted that the History program includes a higher percentage of Native students than the University as a whole. While this trend is no longer true of the History program, we mostly attribute the change to the rise in students declaring American Indian Studies (from 1 to 7 in the span of one year). If History and AIS majors are combined, our program enrollment has been very steady (ranging from 13 to 19).

The most interesting observation about retention from the past three years centers on the impact of COVID on graduation. Of the seven History majors enrolled in Spring 2023, five either stopped attending HU during COVID or had a lost semester (no passed classes). We continued reaching out to those students every semester during their time away from HU, and four of the five are on track to graduate in the next two years. In addition, we have begun to follow the English Department's system for tracking program level completion success by considering a student "in" the program upon completion of our methods course (HIS 322W). So far, we have graduated or are on track to graduate more than 80 percent of students who pass that course.

5. *How does the program ensure students have adequate opportunities for advising, mentoring, and collaboration?*

We are a small enough program that students have extensive ongoing interactions with both History faculty members all the time – through both formal and informal advising. In addition, various programs on campus provide additional advising, mentorship, and collaboration. Maxine Janis supports our advising of Native American students; Winona Wynn sets up summer internships for 2-4 students each year; and Kimberly Bellamy-Thompson has served as an advisor for multiple History-Criminal Justice double-majors and has helped History students enroll in the LSAC-Plus program. Sol Neely had been doing great advising of AIS students, and our bump in AIS enrollment is largely due to his efforts, which are difficult to replicate without a clear AIS lead replacement.

6. *What institutional support does the program need to address enrollment and retention?*

The primary new institutional support the program needs is a Native faculty member who teaches in the American Indian Studies program and who can serve as the lead advisor and

manager of that program (including curricular design and assessment). Two full-time history faculty members and contributing faculty members in UNIV 101 and PHIL 210 are currently adequate to our needs. If the Tri-Cities campus expands rapidly, an additional faculty member who can teach across Humanities disciplines may be necessary.

## Institutional Resources and Support

### Learning Environment

*Is there sufficient institutional student services support for the learning environment, such as the library collection, equipment, computing, laboratories/studios, or other resources? If not, please provide a thorough explanation of supports needed with accompanying evidence.*

Modestly expanding library collections is the primary additional support for the learning environment that would benefit our students. Adding digital access to the Oxford Research Encyclopedias on history (African, American, Asian, and Latin American) would REALLY help students begin their capstone research (each entry has extensive guidance on digital research resources (which end up being the most important primary source materials our students use). In addition, Dr. Hunter would be able to teach personal and local histories much more effectively with library access to Ancestry. Select additional databases would support our teaching of primary sources; the ProQuest History Vault database would be best option for expanding our primary source collection.

### Faculty Support

*Is there sufficient institutional supporting faculty with the resources it needs to be successful in teaching, service, scholarship, and other professional activities? If not, please provide a thorough explanation of supports needed with accompanying evidence.*

Dr. Hunter's research on local history would really benefit from institutional access to Ancestry. Her research and teaching would also benefit from physical and digital library space to hold and access some archival material. Both Drs. Hunter and Slonecker would like modest support for attending and presenting at conferences. If the department will maintain a discretionary budget of \$5000 per year, that is sufficient. If the department will not maintain such a discretionary budget, we would benefit from University travel funds.

## Reflection and Plan

### 1. Overall strengths

- Continuous improvement through the systematic development of the History Portfolio in Anthology Portfolio.
- Encouraging analysis of data disaggregated by sex and race/ethnicity.
- Employment and graduate school placements for graduates.
- Efficient curriculum and program delivery.
- Successful pivot to online-only and hybrid learning after COVID.

- Faculty research (peer-reviewed publications by both History faculty members since 2020).

## 2. *Opportunities for improvement*

- Fill ongoing gaps in curriculum map (HIS 312 & 482).
- Finalize and launch exit survey.
- Diversify types of data utilized for assessment.
- Develop program learning outcomes, curriculum map, and assessment system for American Indian Studies (which would require hiring a program lead).
- Book publications by both history faculty members by 2028.
- Improve History major Success Rate from 80 percent to 90 percent.
- Improve law school admissions success for graduates.
- Increase program enrollment in both History and American Indian Studies.

## 3. *Focus and plan for the coming 1-3 years*

- Finalize key assignments in HIS 312 and HIS 482 the next time those courses are offered. HIS 312 will next be taught in SP24; HIS 482 will next be taught in FA24.
- Utilize exit survey for 23-24 graduates.
- Beginning FA23, follow Assessment Schedule to ensure ongoing analysis of all six PLOs on a modest but consistent cycle.
- Support law school admissions process for our graduates and see at least one graduate successfully admitted to law school.
- Achieve 25 combined History and American Indian Studies majors before our next program review report through improved communication with admissions, advising, and first-year students.
- Request full-time American Indian Studies faculty member in FA23.