



AY 2009 – 2010 Program Review

History

Mesa State College
Program Review Self-study Narrative
History

A. Program History

The Mesa State College history program remains at the heart of the institution's undergraduate curriculum. Since the college's assumption of four-year degree status in 1974, the history major has been awarded to hundreds of students who have pursued careers in teaching, a variety of graduate degrees, law school, and public history careers. In its role and mission statement (*Colorado Revised Statutes*, 25-53-101, 2003). Mesa State College is defined as a liberal arts college. In its *Catalog* overview (2009-10, *Mesa State College Catalog*), the College proclaims itself an institution that seeks to promote the acquisition of skills by students to discover knowledge, and to liberate themselves from "narrow interests and prejudices." Mesa State College graduates learn to "observe reality precisely.... and to judge opinions and events critically" while acquiring the skills to think logically and communicate effectively. Mesa State's history program, as this study makes clear, is at the center of the tradition of liberal arts education on the campus.

For its first few years in the 1970s, the history discipline primarily offered survey courses in American History and Western Civilization . The first history B.A. degrees were granted in the early 1980s when history became an emphasis area in a broadly-constructed B.A. degree in Social and Behavioral Sciences. Three faculty members (not all were full time in history) and a Dean (a historian by training) taught 21 different courses. By the late 1980s, with Mesa State's enrollment rising to near 4,000, a new full-time addition to the history faculty was finally added. In the early 1990s Mesa State began moving away from "umbrella" general majors (like social science) to more traditional majors. A history B.A. was created in 1992. In the mid to late

1990s two additional faculty were added to the history program for a total of five full-time history faculty.

Since the 1990s, any assessment of the program's general education offerings reveals that almost every section we have taught over this time has been at capacity. In recent years, since the State of Colorado began requiring that all students who graduate from publicly-funded institutions must take at least one history class, *we have filled every possible seat every semester.*

The history major has been strengthened since the 1990s both by adding new personnel and through curriculum changes. In the 1980s, only one historian had a Ph.D. Since the late 1990s to the present, all five tenure and tenure track history faculty members hold the Ph.D. All are active scholars and contribute substantially to the intellectual life of the campus and greater community. The history major has changed over time to reflect both larger changes in the discipline and the expectations of the history faculty. For example, the history B.A. requires one course in Third World history. We have also added new courses in the history of American Women, and Global America (US History from 1970 to the present). A course called Introduction to the Study of History (History 202) is designed to be the bridge between lower and upper division work. History majors learn about the evolution of the discipline, philosophical dilemmas facing historians, professional ethics, research techniques, and master footnoting and writing styles.

While most Mesa State College historians regularly offer 6 to 7 different courses per year, over the last decade most professors are teaching within the boundaries of their academic specialties. The history program has also added courses such as Public History and the Public History Internship to encourage students to explore careers as museum professionals, resource management, historic preservation, and historical work in state and federal agencies. Applied history skills are in demand and as a faculty we are committed to training students to understand that their unique training makes them marketable.

B. Program Goals and Objectives

The introductory sequence of courses (History 101-102, 131-132) fulfill the requirements of Mesa State's General Education Program and are part of the common core of classes that

transfer automatically to other state institutions. The General Education Program is designed to fulfill ten specific goals listed on page 45 of the *Mesa State Catalog*. History classes contribute to the development of most of these goals but notably, history's general education classes help students: *to communicate effectively in the English language; to have an understanding of the multicultural nature of the world; to think critically and creatively, and to have an understanding of the complexities of social, economic and political systems.* Additionally, as a faculty, we design these courses for students to gain:

- general familiarity with American and European history
- an understanding of historical causation
- the ability to construct an argument based on the use of historical evidence
- an understanding of the processes of historical change

Upper-division history courses vary widely in both content and approach, but the faculty expects majors to select a balance of courses from American, European, and Third World areas.

Required research courses (History 202 and 404) encourage students to gain exposure to the problems of conducting historical research and utilizing primary source material. All upper-division courses require extensive reading, writing, and some type of extensive research project.

By the end of a Mesa State College History program, a history major should have:

- an understanding of the major issues in various fields of history (American, European, and Third World)
- familiarity with specific topic-oriented classes designed to illuminate a theme over time (i.e. Women in American history, Environmental History of the US, Early Christianity)
- an ability to analyze primary source materials, and construct historical arguments based on that evidence
- the ability to conduct research and organize the information in an extended written form. All majors must write a senior thesis in History 404.

The history program's goals and objectives reinforce the highest standards for baccalaureate education in the liberal arts. Students gain enhanced ability to make critical and analytical judgments, gain confidence in expressing themselves in both oral and written formats,

and receive exposure to the great intellectual traditions of human history. The history faculty have also devised a comprehensive set of assessments to measure whether our goals and objectives are met in both General Education and Upper Division courses. This is discussed elsewhere in the Program Review.

C. Analysis of the Program Based Upon Trends, Enrollments, Graduates, and Faculty Production

The history program contributes to three basic student constituencies. First, it is at the center of the Mesa State College General Education program. In a study of Mesa State College faculty productivity in the 1990s, the history program ranked 5th in overall credit hours produced. In a recent study (see attached), the History faculty from 2005-08 are now ranked as the top program on campus in terms of faculty workload. This is due to the program's huge and changed general education mission. It should also be noted that three of the full-time faculty regularly teach in the College's on-line program. All of our survey courses, and a required course for elementary education majors, Colorado History (History 225) are regularly offered in an on-line format.

A second constituency group is the history program's key role in teacher education. Prior to 2000, Mesa State College's elementary education students were required to have an academic major, in addition to their education program. History was one of the most popular choices. Since 2000, elementary education students now take a liberal arts degree and many choose a history/ social science emphasis within the liberal arts major. The liberal arts degree with a history emphasis is not a history degree, nor does it count as one in the College's graduation statistics. Yet the degree still requires prospective teachers to take an array of upper division history courses from a menu of options. While this has reduced the overall number of declared history majors, it has not reduced upper-division course enrollment. Additionally, we continue to graduate an average of five history/education majors per year (see Table four). These students take all of the courses required for history majors.

A final group of constituents are the non-teacher education history majors. This group of students pursue a variety of career options with their history degrees. We regularly train students for graduate degrees in history. Recent students have pursued M.A. and PhD degrees at the best colleges in the American West. Additionally, many history students are preparing for law school. A final group, albeit small, but growing, are interested in careers in public history. Public history is the non-classroom applications of historical skills. In our course in public history, and through the public history internship and independent studies, students prepare for careers in with museums, archives, historic preservation agencies, and as historical consultants, to name but a few. In Public History 405, students work in internship situations with local museums, archives, and federal land management agencies to hone their practical skills. In recent years, a growing number of history graduates have pursued careers in public history.

The history program, with five full time faculty and a handful of part-time instructors fulfills the needs of a growing group of students on and off campus. The faculty is the most productive of any group on campus based upon statistical measurements (see Faculty Workload in appendix). This point needs to be emphasized because of the faculty's agreed-upon commitment to demanding course requirements entailing extensive amounts of reading and writing, from the largest-enrolled freshman-level course to the smaller upper division specialty class. Our upper-division classes vary in enrollments, but most average 15 to 25 students. The exceptions to this rule are courses like Public History and the Senior Seminar where we actually try to limit the enrollment to 8 to 15 to facilitate a unique instructional environment. Full-time history faculty teach an average enrollment of approximately 150-200 students in their courses per semester.

D. Narrative Summaries of Resources

i. Unique characteristics of the program influencing the need for resources.

Recently, Colorado passed a law requiring all undergraduates to fulfill three semester-credit hours in history. This has increased our need for qualified instructors for the survey course. The survey courses are always filled, and any courses added late fill quickly as well. Given our location, finding qualified adjunct instructors remains vital. Few people on the western slope have masters level (or above) training in history.

The Library Arts/Elementary Education degree at Mesa State requires students to take HIST 225 (History of Colorado), HIST 102 (Western Civilization) and six upper-division credit hours of electives in early American history or anthropology. Many of the students in the early American history courses are students in this major.

Currently, the program has one faculty member on transitional retirement, three other tenured faculty members, and two untenured full-time faculty members. (See D-iii below.) Because of the limited number of faculty members, all faculty teach a large range of topics within their broader specializations. The retirement of Dr. Reddin necessitates a tenure-track replacement hire who is capable of teaching the American Civil War. In addition, the discipline currently has no faculty in non-western history, or in world history, a growing and important field within the discipline.

The history major requires students complete HIST 404, Senior Seminar in Historical Research. Within this, they are required to complete a research paper based on primary-document research. Because history remains largely a print-based discipline, this makes the access to books, articles, primary documents, and other print materials vital. The program would be stronger with stronger library resources. We need to continue to add historical newspapers and primary source collections to the Library, but there are few resources to do so.

ii. Faculty and staff

The history program currently employs four tenured professors, three Americanists and one Europeanist.

- a) Dr. Paul Reddin (Professor) is on transitional retirement, teaching one upper division and one lower division course per semester. His areas of specialization are the American West and 19th century social and intellectual history. Dr. Reddin teaches U.S. History survey courses, Colorado History, Civil War, Age of Industry, and the 1950s and 1960s.
- b) Dr. Steven Schulte's (Professor) research and teaching interests include American Indian history, the American West, western politics, and American environmental history.
- c) Dr. Douglas O'Roark (Professor) specializes in the social history of the Greek, Roman, and Early Byzantine cultures.
- d) Dr. Sarah Swedberg (Associate Professor) specializes in the history of the early American republic with a focus on social history and women's history.

Additionally the history program employs:

- a) Dr. Elizabeth Propes (Assistant Professor) specializes in the European continent during the nineteenth and twentieth centuries, and the development of European culture since the late Middle Ages.
- b) Dr. Vincent Patarino (Lecturer, non-tenure track) specializes in the social, cultural, and gender history of early modern Europe and England.
- c) Three adjuncts teaching Western Civilization and the U.S. surveys.

The Social and Behavioral Sciences Department shares an administrative assistant.

iii. Physical facilities.

Our current physical facilities generally meet the needs of our program. With higher enrollment than ever, there has been a slight squeeze on classroom space, but that should get better as new classroom space is added.

iv. Instructional equipment, including information technology and its use.

We have access to instructional equipment, including computers for office use, computers, document scanners, DVD and VHS players, amplification devices, computer projectors, overhead projectors, and other instructional equipment.

v. Library, including DVD, video, etc.

See the library assessment (Table 10–iii) for an evaluation of the history resources in the Tomlinson Library. Library resources are not adequate for either faculty or students. Mesa State College does allow access to additional resources through Interlibrary Loan and Prospector, a unified catalog of twenty three academic, public and special libraries in Colorado and Wyoming. Materials contained in the Tomlinson Library are very limited in breadth and depth. This poses a number of problems. It limits ready access to needed research materials and limits the ability to assign research papers in classes. It is difficult for students to gain access to primary documents. Faculty and students do have access to important article databases, including Academic Search Premier, JSTOR, and Project MUSE.

Library issues continue to be topics of concern. Library resources still need strengthening.

vi. Unique sources of revenue and expenditures.

None.

E. Effectiveness of History Program

i. Accreditation

Mesa State College is accredited by the Higher Learning Commission of the North Central Association of Colleges and Schools (HLC). The Teacher Education Program is accredited by the National Council for the Accreditation of Teacher Education (NCATE).

ii. Changes since the last program review

The last history program review was submitted in 2004, and since that review there have been a number of changes to the program. The changes were undertaken in response to some issues that faculty perceived with the program and also from feedback from history graduates. In general the changes were designed to deepen and broaden the history education of our graduates. In 2006 a new history course was added as a requirement for all history majors. This course is HIST 202 *Introduction to Historical Research*. The history program has always required a capstone course taken in the senior year on research and methodology (HIST 404). That course is designed for the student to carry out a significant research project culminating in a major paper. The issue identified by faculty was the need to acquaint students with the specific tools and skills of doing research projects much earlier than the senior year. Students now must take HIST 202 early in their progression toward the history major (normally sophomore or junior year). This early training in historical research not only prepares them for their senior seminar class (HIST 404) but also helps in a myriad of other upper-level history courses.

Additionally the faculty changed the structure of the upper-level requirements for the major in order to ensure that graduates received a well-rounded education in American, European, Third World, and Topical history. Prior to the changes students were only required to take one upper-level course in each of the above categories. They were also required to take three more upper-level courses in any history category that they chose. Additionally they were required to take three upper-level courses in any combination of the following disciplines: Anthropology, Economics, English, Literature, Philosophy, Psychology, Political Science, and Sociology. In order to broaden and deepen the history major the upper-level requirements were changed to require history majors to take at least two courses in each of American History, European History, Topical History, and one course in Third World History. Students are also required to take an additional four upper-level courses in any of the above fields (eliminating the requirement to take courses outside the discipline).

The history/secondary education program has always been slightly different from the history program. The only significant change that was made to that program was requiring two upper-level courses in each of American, European, and Topical history instead of one in each, plus three more in any field of their choice.

These changes were made to help ensure that students don't graduate having taken a large number of courses in only European (or America) history and consequently a thin background in American (or European) history.

iii. Assessment of student academic achievements within the program, based on the program assessment plan.

We collect assessment data which we use to judge whether our students are achieving the desired outcomes, and specific rubrics have been developed for our upper-division courses in order to assess student success in critical thinking as well as written communication skills. Students slated to graduate also take the Major Field Assessment Test (MFAT) subject area test in history. The scores from the MFAT exams have remained average in the period covered by this review. Using the MFAT scores for assessing student effectiveness has been somewhat problematic since students don't always take the test seriously (in no way does it affect their grade-point or graduation). Historians have made a concerted effort to have students take the MFAT more seriously, telling students that it is one of the tools used to measure teaching effectiveness. However, because they do not have to achieve a certain score on the exam in order to graduate, many exert minimal effort (some answer less than half the questions). Another issue is that the MFAT is an objective exam (multiple-choice) and the history program emphasizes critical analysis and writing skills which are not easily measured by an objective exam.

General assessment data is collected for both Western Civilization and for United States History. This data, based on analysis of the final examinations, have indicated that at the end of each

semester, the majority of the students have retained the important concepts in each of these fields.

Obviously reinforcement of common knowledge continues to be necessary in the upper-division courses. Enforcement of prerequisites for upper division courses may also help in this area as information to which students have already been exposed will be reinforced; upper-division courses will not be the first time students are exposed to this information.

All graduating history majors are required to write a comprehensive research paper in the history senior seminar. These papers are then distributed to history faculty who are asked to read them and rate them for coherent arguments, knowledge in the field, and use of primary documents.

Until 2007, for many students, the senior seminar was the first time they were exposed to the mechanics of research and writing involved in writing a comprehensive research paper. In 2007, we implemented a required, sophomore-level historiography and methodology course (HIST 202). There are not yet enough data to measure whether or not this course has improved students' success rate in the senior seminar as some students have been grandfathered in under earlier programs and, therefore, not all the senior seminar students have taken this earlier course. history faculty remain hopeful that an intensive exposure to the building blocks of doing history in their sophomore year will mean students come into their senior seminar with more knowledge and skills.

Graduating seniors are also supposed to complete an exit interview of general attitudes toward their education at Mesa State College (see attached). Return rates for interviews have been low; therefore this has not yet been an effective assessment tool.

iv. Faculty success

The continuing strength of the program in terms of the total credit hours produced, the number of majors, and the number of graduates is an indication of the success of the current faculty.

History faculty as a group and individually receive high marks in student evaluations. The results of the alumni survey also indicate a high level of satisfaction with the education that students received as history majors. In addition history faculty are active beyond the classroom. History faculty organize and staff *History Day*. Students from middle- and high-schools all across the Western Slope come to Mesa State for a day of history competition (poster sessions, performances, papers, etc.). Winners in the various categories go on to compete at the state and potentially national level. History faculty also facilitate a week long educational seminar on the Holocaust (*Holocaust Week*). History faculty routinely give presentations to local community groups (Historical Society, etc.) and have a very cooperative relationship with the local school district. Faculty serve on several state and local boards including the Aspinall Foundation and the Mesa County Historical Association; faculty also serve on the Chautauqua Board and give presentations as part of Chautauqua. On campus, history faculty have served on numerous committees including Faculty Senate and as Faculty Trustee.

v. Student success

A number of our graduates have gone on to graduate school (Kansas, Wyoming, UNLV, New Mexico, Montana, Univ. Denver, Colorado, Colorado St., Drew, Pennsylvania). Last spring several of our students presented papers at a *Phi Alpha Theta* conference at the University of Wyoming and one won the prize for best overall paper (including graduate student papers). History students have served as interns to the Museum of the Western Slope, BLM, Mesa State Library Special Collections, and Montrose Museum. We also have a large number of our graduates working in the local school district (District 51).

F. Strengths of Program

The core of the strength of the history program at Mesa State is the faculty. The faculty have attained a very high level of productivity without sacrificing the quality of the education they provide. Faced with increasingly high demand for history survey courses the faculty have responded by offering these survey courses through various delivery systems (traditional, online, hybrid). Each of the faculty has developed a wide range of upper-division courses that they offer. This allows for a relatively small number of faculty to cover a broad range of historical fields. The program is designed to ensure that at both the lower-division and upper-division level, students are exposed to the usual historical content, but are also well trained in critical thinking and argument formation. Despite the high number of students that faculty teach, all students in all classes are required to complete extensive reading and writing assignments. The faculty are constantly monitoring the program and looking for ways to improve it. This effort recently resulted in the restructuring of the program requirements for majors improving the breadth and depth of the major. The number of majors (history and history/education) has remained steady and the program has averaged about seventeen graduates per year (see table 4).

G. Areas needing strengthening

Currently (Au 09), the history program has three full-time tenured, tenure-track faculty (two Americanists, one Europeanist) plus two full-time instructors (both Europeanists). The budget for higher education in the state of Colorado continues to shrink while student enrollment at Mesa State continues to rise. This situation puts a lot of pressure on programs like history which serves a vital role in general education, but also has a large number of majors. The administrative burden (advising, committees, etc.) of the program is shared by the three full-time tenured professors. The program needs to replace Professor Reddin who is on transitional retirement this year, with a tenure-track Americanist. It may also be necessary to hire an additional tenure-track European historian in the next year or two to replace Professor Propes.

H. Vision

There is no question that history will continue to be a highly productive program. With the possible addition of new faculty the program will be able to deliver a more complete array of upper-level offerings, and might be able to offer some graduate level courses that would serve the Education masters degree program. The program will continue to search for qualified adjuncts to cover the seemingly limitless potential for survey courses. History faculty would also like to offer some upper-level courses with a study-abroad component.

Summary of most recent program review

Many of the conclusions of the 2004 history program review remain valid in 2009. The 2004 review noted the high productivity of the history faculty and relative low cost of the program. In 2004 the faculty were recognized for their high level of activity both inside and outside the classroom. A strength of the program was the faculty commitment to undergraduate research and a broad offering of upper-level courses for the majors. The review also pointed out as a weakness the limited journal and monograph holdings of the library, especially in the field of European history. The 2004 review concluded that additional history faculty would be needed to service the increasing demand for the survey courses and to grow the program majors.

Appendix A

Program Data

**Table 1 Undergraduate Enrollment by Major Code, Summer Terms 2004 - 2008
Mesa State College**

Level	Major Code	Program Name						
			2004	2005	2006	2007	2008	
Baccalaureate								
	3716	History						
		New Majors	0	2	3	0	3	
		Continuing Majors	17	42	11	8	14	
	Sub-Total		17	44	14	8	17	
	3704	History-Teaching (Secondary)						
		New Majors	0	1	1	1	1	
		Continuing Majors	2	7	5	8	6	
	Sub-Total		2	8	6	9	7	
	All History							
		New Majors	0	3	4	1	4	
		Continuing Majors	19	49	16	16	20	
Grand Total			19	52	20	17	24	

**Undergraduate History Majors, Summer Terms 2004-2008
Mesa State College**

Level	Major Code	Program Name					
			2004	2005	2006	2007	2008
Freshman							
	3716	History	1	8	1	1	2
	3704	History-Teaching (Secondary)	0	2	1	2	2
	TOTAL		1	10	2	3	4
Sophomore							
	3716	History	4	12	1	1	2
	3704	History-Teaching (Secondary)	0	0	2	2	0
	TOTAL		4	12	3	3	2
Junior							
	3716	History	2	8	4	1	4
	3704	History-Teaching (Secondary)	0	4	1	2	0
	TOTAL		2	12	5	3	4
Senior							
	3716	History	10	16	8	5	9
	3704	History-Teaching (Secondary)	2	2	2	3	5
	TOTAL		12	18	10	8	14
ALL CLASSES							
	3716	History	17	44	14	8	17
	3704	History-Teaching (Secondary)	2	8	6	9	7
	TOTAL		19	52	20	17	24

History Registrations and Credit Hours by Academic Year - AY 2005 - AY2009

	AY 2005		AY 2006		AY 2007		AY 2008		AY 2009		5 Year Change - Credit Hours	
	Registrations	Credit Hours	Registrations	Credit Hours	Registrations	Credit Hours	Registrations	Credit Hours	Registrations	Credit Hours	#	%
Lower - 100	1867	5601	1951	5853	1909	5727	2171	6513	2181	6543	942	16.82%
Lower - 200	82	246	77	231	68	204	100	300	108	324	78	31.71%
Upper - 300	184	552	215	645	200	600	219	657	201	603	51	9.24%
Upper - 400	202	604	143	429	155	455	136	408	121	359	-245	-40.56%
Total Undergraduate	2335	7003	2386	7158	2332	6996	2626	7878	2511	7829	826	11.79%

Table 4. Degrees Awarded by Major Code, Academic Years 2004 - 2008
Mesa State College

Major Level Code	Program Name					
		2004	2005	2006	2007	2008
Baccalaureate						
BA 3716	History	17	7	9	13	13
BA 3704	History-Teaching (Secondary)	3	10	6	5	2
TOTAL		20	17	15	18	15

Table 5. ONE-YEAR RETENTION RATE FOR FIRST-TIME, FULL-TIME STUDENTS 2004 - 2008
Mesa State College

Level	Major Code	Program Name	Retained or Graduated Subsequent Fall #	Retained or Graduated Subsequent Fall %	Not Retained Subsequent Fall #	Not Retained Subsequent Fall %	Total #	Total %
Baccalaureate								
	3716	History	36	59.0%	25	41.0%	61	100.0%
	3704	History - Teaching (Secondary)	21	63.6%	12	36.4%	33	100.0%
TOTAL			57	60.6%	37	39.4%	94	100.0%

**Table 6. Headcount and Average Cumulative Credit Hours to Degree for History Majors
Graduating AY 2004 - 2008**

Type of Entry into MSC	Headcount	Average
Baccalaureate		
Student Type		
Began at MSC	55 64.7%	145.6
Transferred in to MSC	30 35.3%	147.3
Total Subtotal	85 100.0%	146.2

Appendix B

Finance and Budget

MSC
 FY04-08 Instructional Costs History Department
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Program	Division	Credit Hrs	Total Variable (Fac)	VAR/CR	Total Fixed	Fixed/CH	TOTAL	TL COSTS/CH
Social And Behavioral Sci								
FY04 History	Lower	4,446	226,081		51	362,579	82	588,660
	Upper	1,023	64,318		63	83,428	82	147,746
		5,469	290,399			446,007		736,406
FY05 History	Lower	4,923	201,569		41	348,337	71	549,906
	Upper	1,155	155,766		135	81,724	71	237,490
		6,078	357,335			430,061		787,396
FY06 History	Lower	4,764	206,708		43	508,073	107	714,781
	Upper	1,074	160,404		149	114,540	107	274,944
		5,838	367,112			622,613		989,725
FY07 History	Lower	4,560	238,177		52	649,105	142	887,282
	Upper	1,065	179,838		169	151,600	142	331,438
		5,625	418,015			800,705		1,218,720
FY08 History	Lower	4,920	362,751		74	782,758	159	1,145,509
	Upper	1,062	78,301		74	168,961	159	247,262
		5,982	441,052			951,719		1,392,771

Faculty workload score by Department/Program (P)

Department	Program	Academic Year of -				Z_load	Quartile
		2005	2006	2007	2008		
SBS	History	926.09	808.94	843.75	849.33	2.36	4.00
SBS	Psychology	886.30	872.87	867.94	822.55	2.21	4.00
SBS	Sociology	843.67	848.37	811.25	815.98	2.18	4.00
Theatre	Fine Arts	696.00	768.00	688.00	756.00	1.85	4.00
CSMS	Statistics	722.77	789.60	758.18	656.64	1.30	4.00
Business	Accounting	565.95	608.43	567.59	616.22	1.08	4.00
BIOL	Biological Sci	540.75	567.67	529.75	572.96	0.84	4.00
PES	Chemistry	621.26	683.45	616.89	550.43	0.71	4.00
SBS	Criminal Justice (formerly Admin of Justice)	389.13	589.77	499.20	550.00	0.71	4.00
WCCC-Dev	Development Math	-	683.88	540.00	540.32	0.66	4.00
SBS	Anthropology	646.64	587.43	483.38	530.18	0.60	4.00
SBS	Political Science	590.75	536.38	578.59	528.00	0.59	3.00
LLMC	English	543.83	503.53	516.68	521.71	0.55	3.00
Business	Business/Economics/Finance/Management/Marketing	642.20	603.17	541.91	519.75	0.54	3.00
CSMS	Mathematics	888.48	796.30	527.37	512.48	0.50	3.00
PES	Physics	556.78	529.64	582.13	500.41	0.44	3.00
PES	Geology	542.22	449.41	450.19	495.70	0.41	3.00
WCCC	Utec	464.93	377.14	399.16	474.40	0.29	3.00
LLMC	Philosophy	634.78	495.21	402.00	463.20	0.23	3.00
WCCC	Electric Lineworker	659.08	707.08	457.48	428.57	0.04	3.00
Business	Computer Info Systems	450.98	410.33	384.40	427.25	0.03	3.00
Music	Music	459.63	426.67	386.82	419.14	-0.01	3.00
LLMC	Foreign Languages & Humanities	497.14	477.74	475.11	418.29	-0.02	3.00
Theatre	Speech	630.17	480.12	468.49	417.12	-0.02	2.00
Theatre	Dance	412.66	393.09	386.89	412.93	-0.05	2.00
WCCC	Peace Officers Standards & Training/Criminal Justice	-	-	336.00	408.00	-0.07	2.00
WCCC-Dev	Development Reading	-	-	370.80	408.00	-0.07	2.00
ART	Art	443.83	394.42	379.28	381.70	-0.22	2.00
WCCC-Dev	Development English	-	441.10	344.46	372.22	-0.27	2.00
Health Sci	Nursing	384.00	354.71	373.59	371.58	-0.28	2.00
LLMC	Mass Communication	317.16	288.52	270.15	342.58	-0.44	2.00
CSMS	Computer Science	322.20	330.71	340.36	330.77	-0.50	2.00
Theatre	Theatre	440.17	321.52	300.00	326.65	-0.52	2.00
KINE	Kinesiology	397.01	336.43	294.64	308.72	-0.62	2.00
Health Sci	Radiologic Technology	327.88	317.54	326.40	308.31	-0.63	2.00
WCCC	Construction Technology	-	82.29	150.15	304.46	-0.65	1.00
WCCC	Culinary Arts	274.72	250.79	249.87	263.82	-0.87	1.00
PES	Environmental Sciences	228.88	234.48	211.96	257.00	-0.91	1.00
WCCC	Computer-aided Design	307.70	317.93	280.19	246.94	-0.96	1.00
Teacher Ed	Teacher Ed	359.91	335.21	330.00	226.43	-1.08	1.00
SBS	Social Science	229.64	224.00	312.00	226.29	-1.08	1.00
WCCC	Office Administration	207.19	148.67	170.82	220.73	-1.11	1.00
WCCC	Machine & Manufacturing Trades	201.36	180.18	194.33	195.15	-1.25	1.00
WCCC	Technology Integration	212.00	197.10	139.47	157.15	-1.46	1.00
WCCC	Transportation	336.22	223.65	191.41	148.15	-1.51	1.00
WCCC	Welding	290.55	218.36	185.63	107.23	-1.74	1.00
WCCC	Process Systems Technology	-	-	-	102.22	-1.76	1.00

Appendix C

Library Assessment

**Library Program Assessment
John U. Tomlinson Library
Mesa State College**

Date of Assessment: ____ Summer 2009

Purpose of Assessment: ____ Program Review

Program under review: ____ History

Program Level/s: ____ Bachelor degree

Liaison Signature: ____ Barbara Borst

1. Collection Assessment

a. Reference Support:

The Library provides support for American and World history with specialized dictionaries, encyclopedias, chronologies, bibliographies, and document collections in the Reference and Microform Collections.

Representative titles include:

- American National Biography (25 vols)
- Oxford Dictionary of National Biography (60 vols)
- Bibliography of British History 1789-1989 (3 vols)
- Caxton's History of the World (20 vols)
- Cambridge Ancient History
- Cambridge Medieval History
- New Cambridge Modern History
- Encyclopedia of Asian History
- Encyclopedia of the Modern Middle East
- Modern Encyclopedia of Russia & Soviet History (54 vols)
- Great Events from History: Ancient & Medieval
 Modern Europe 1469-1969
 World Wide 20th Century 1900-1979
 North America
 American Series
- Day by Day (by decade from twenties to nineties)
- Annals of America
- American Decades: Primary Sources 1900-1999
- Historic Documents of ____ (1972-2008)
- Independence Documents of the World
- English Historical Documents 500-1874
- Foundations of Colonial America (3 vols)

Published Colonial Records of the American Colonies (microfilm)
 Western Americana: Frontier History of the Trans-Mississippi
 West 1550-1900 (microfilm)
 Microfilm for the New York Times (1955-present), Denver Post
 (1979-present), Grand Junction newspapers (1882-present)

b. Monographic Sources

The collection was divided into 9 sections for analysis and then regrouped into two sections. The original 9 are: History of Civilization, History General, United States, Latin America & South America, Europe, Eastern Europe – Russia – former Soviet Republics, Middle East & Asia, Africa, Oceania (Australia & New Zealand). These were regrouped into United States and Non United States. Each group was divided by location within the library and also by publication date. As expected the majority of the collection is available for checkout. The figures for US history are somewhat distorted by the Western Americana microfilm collection of 6099 titles. These are primary source materials from 1550-1900. Each item is catalogued separately thus inflating the numbers for pre 1980. Since no other area has a similar collection, analysis was done both with and without this set.

Total Collection Snapshot:

with Western Americana MF	
By Location	
Circulating	21,326
Reference	1,384
Special Collections	2,019
Audio	8
Microform	6,187
Volumes=	30,924
Titles=	27,555

By Publication Date		
2000-	1,702	6.2%
1980-1999	6,750	24.5%
Before 1980	19,091	69.3%
Date Unknown	12	

Without Western Americana MF	
By Location	
Circulating	21,326
Reference	1,384
Special Collections	2,019
Audio	8
Microform	88
Volumes=	24,825
Titles=	21,456

By Publication Date		
2000-	1,702	8.0%
1980-1999	6,750	31.5%
Before 1980	12,992	60.5%
Date Unknown	12	

All areas generally have about 60% with publication dates prior to 1980 and range between 6.5 and 9% with post 2000 publication dates. The collection is not growing as rapidly now as in the past. An attempt is

made to purchase in all areas each year. Emphasis goes first to any new courses and then as evenly as possible for the existing courses. This is reflected in the similarity of percentages for post 2000.

The weakest part of the collection is in coverage of the smaller countries and the newly developed and reorganized countries, for example those in Central and Eastern Europe. When the Western Americana microfilm collection is excluded, the collection is very balanced between US and non-US.

United States w/o West. Am mf	
By Location	
Circulating	10,568
Reference	625
Special Collections	1,997
Audio	5
Microform	86
Volumes=	13,281
Titles=	11,156

By Publication Date		
2000-	955	8.5%
1980-1999	3,401	30.5%
Before 1980	6,789	61.0%
Date Unknown	11	

Non-US	
By Location	
Circulating	10,758
Reference	759
Special Collections	22
Audio	3
Microform	2
Volumes=	11,544
Titles=	10,304

By Publication Date		
2000-	747	7.3%
1980-1999	3,349	32.5%
Before 1980	6,203	60.2%
Date Unknown	1	

- Age Analysis by group is at the end of the report.

In addition to the purchased book collection, the Library is a partial government depository thus giving access to a large number of federal documents published by the various departments of the federal government. These are available in a variety of formats – paper, microform, CD, and online.

c. Non-print

The non-print collection for history includes cassette tape sets, videos and DVDs. The two cassette tape sets cover both the US and the world 1945-1976. There are about 75 DVDs and videos covering topics from history and specific events. In addition, some of the DVDs in the Popular Movie Collection are about historic events/times.

d. Periodicals

Library subscribes to 143 journals (53 paper, 90 electronic) that support history and 5 newspapers. In addition, 260 titles are available full text in the aggregator databases but about half have a 12 month embargo on the text. JSTOR provides full text of back issues for 64 titles, 26 of which are not available elsewhere. When our titles are compared to the basic academic titles for history listed in Magazines for Libraries, we have some form of access to 50 of the 59 titles – 17 in paper, 10 electronic, and 23 in the aggregator databases or JSTOR. These basic titles include:

Paper subscriptions:

American Heritage
American Historical Review
American Journal of Archaeology
Archaeology
Biblical Archaeology Review
Central European History
Ebony
Hispanic American Historical Review
History
Journal of American History
Journal of European Studies
Journal of Modern History
Middle East Journal
Modern China
Moscow News
Russian Life
William & Mary Quarterly

Electronic subscriptions (available in *Project Muse*):

Africa Today
African Studies Review
American Indian Quarterly
Americas (The)
Contemporary Pacific
History in Africa
Journal of Japanese Studies
Korean Studies
Southeast Asian Affairs
Wicazo Sa Review

Other selected titles (embargo is listed as e=#months)

Black History Bulletin

China Journal
Classical Journal (e=36)
English Historical Review (e=12)
Geographical Review
Greece and Rome (e=60)
Historian
Journal of African American History
Journal of Contemporary History (e=36)
Journal of Pacific History (e=12)
Journal of Southeast Asian Studies

e. Electronic Resources

Indexes which include history journals:

Project Muse
Academic Search Premier
Omnifile
JSTOR (back issues only)
Lexis Nexis
Newspaper Source

Online Collections:

Colorado Historical Newspaper Collection 1859-1923
History Resource Center: US (primary documents and articles
from reference books and journals)
Oxford Reference Online (30 history titles, examples:)
Oxford Companion to American Military History
Oxford Companion to British History
Oxford Companion to Local & Family History
Oxford Companion to United States History
Oxford Companion to World War II
Oxford Dictionary of the Classical World
Oxford Dictionary of Islam
In the First Person (oral history index with some full text)

Electronic Books

E-books are available through the online catalog from three e-book collections – *NetLibrary*, *Oxford Reference Online*, and *Literature Online (Lion)*. Most of the titles were published between 1990 and 2004. It is difficult to obtain an exact number by subject but advanced searches by subject on United States history and Great Britain history and limited by location to “MSC electronic access” produced about 200 and 50 titles respectively.

2. Evaluation of the total collection

a. Strengths

1. Evenly balanced collection covering all areas in which courses are taught.
2. Strong participation by the faculty in the selection process. Faculty are recommending titles found in their journal reading, from publishers' advertisements, as well as the materials sent by the library.
3. Emphasis on collecting primary source materials either in print or online. Examples are the *Western Americana* microfilm set, *American Decades: Primary Sources 1900-1999*, and *Slavery in North America from Colonial Period to Emancipation*.
4. Access to the holdings of other academic and public libraries through Prospector.

b. Weaknesses

1. Library does not have a specific index database for History so students must rely on multi-disciplinary indexes for coverage of the journals. The Library does have *America History & Life* for the years 1964-1979 but nothing more recent.
2. Access to current journal articles is limited because full text for 2/3 of the journals are available only in *Academic Search Premier*, *Omnifile* or *JSTOR* and 56.4% of these have a publisher embargo of 12 or more months. Also *ASP* and *OmniFile* do not always include full text for all the articles in an issue.
3. Budget allocation for history is not allowing the post-2000 collection to grow at the same rate as in past decades. Over the last 5 years the budget allocation has averaged just below \$3,000. This covers both print and non-print materials. We have been able to buy about 120 books per year for the program which means about 3 books per class on average. This makes it difficult to support all the classes and forces the students to rely on the collections held by other libraries. We routinely purchase paperbacks when available over hardbacks to stretch the dollars as far as possible.

3. Recommendations

- a. Purchase online index database for history such as *America History & Life* and/or *Historical Abstracts*.
- b. Place greater emphasis on purchase of e-books to support online classes and off campus students. This will decrease buying power of the budget however.
- c. Increase budget dollars.
- d. Continue to add large ticket items to want list so they can be considered for purchase if additional dollars become available.

Age analysis charts:

History of Civilization	
By Location	
Circulating	457
Reference	22
Special Collections	
Audio	
Microform	
Volumes=	479
Titles=	376

By Publication Date		
2000-	16	4.3%
1980-1999	66	17.5%
Before 1980	294	78.2%
Date Unknown		

History General	
By Location	
Circulating	2,006
Reference	231
Special Collections	6
Audio	1
Microform	1
Volumes=	2,245
Titles=	1,855

By Publication Date		
2000-	168	9.1%
1980-1999	579	31.2%
Before 1980	1,108	59.7%
Date unknown		

Europe	
By Location	
Circulating	3,214
Reference	211
Special Collections	9
Audio	1
Microform	1
Volumes=	3,436
Titles=	3,044

By Publication Date		
2000-	202	6.7%
1980-1999	946	31.1%
Before 1980	1,891	62.1%
Date Unknown	1	

East. Europe, Russia, Former Soviet Republics	
By Location	
Circulating	610
Reference	65
Special Collections	
Audio	
Microform	
Volumes=	675
Titles=	604

By Publication Date		
2000-	44	7.3%
1980-1999	250	41.4%
Before 1980	310	51.3%
Date unknown		

Middle East & Asia	
By Location	
Circulating	2,535
Reference	159
Special Collections	5
Audio	
Microform	
Volumes=	2,699
Titles=	2,464

By Publication Date		
2000-	179	7.3%
1980-1999	920	37.3%
Before 1980	1,365	55.4%
Date Unknown		

Africa	
By Location	
Circulating	569
Reference	31
Special Collections	1
Audio	
Microform	
Volumes=	601
Titles=	568

By Publication Date		
2000-	39	6.9%
1980-1999	179	31.5%
Before 1980	350	61.6%
Date unknown		

Oceania	
By Location	
Circulating	131
Reference	9
Special Collections	
Audio	1
Microform	
Volumes=	141
Titles=	133

By Publication Date		
2000-	9	6.8%
1980-1999	41	30.8%
Before 1980	83	62.4%
Date Unknown		

Latin & South America	
By Location	
Circulating	1,236
Reference	31
Special Collections	1
Audio	
Microform	
Volumes=	1,268
Titles=	1,260

By Publication Date		
2000-	90	7.1%
1980-1999	368	29.2%
Before 1980	802	63.7%
Date unknown		

United States w/ West Am. Mf	
By Location	
Circulating	10,568
Reference	625
Special Collections	1,997
Audio	5
Microform	6,185
Volumes=	19,380
Titles=	17,255

**By Publication
Date**

2000-	955	5.5%
1980-1999	3,401	19.8%
Before 1980	12,888	74.7%
Date Unknown	11	

United States w/o West. Am. Mf	
By Location	
Circulating	10,568
Reference	625
Special Collections	1,997
Audio	5
Microform	86
Volumes=	13,281
Titles=	11,156

**By Publication
Date**

2000-	955	8.5%
1980-1999	3,401	30.5%
Before 1980	6,789	61.0%
Date Unknown	11	

Library Director: Elizabeth W. Brodak

Date: September 7, 2009

Appendix D

Assessment Plan and Results

PROGRAM ASSESSMENT REPORT

History
(Instructional Degree Program)

(Degree Level)

2005-6
(Assessment Period Covered)

Nov. 2, 2006
(Date Submitted)

Submitted By: **Sarah Swedberg**
(Department Head or Faculty Assessment Representative)

Expanded Statement of Institutional Purpose Linkage:

Institutional Mission / College Goals Reference:

The principal focus of our college's curricular program is undergraduate education in liberal arts and science.

Intended Educational (Student) Outcomes:

1. Students will be able to understand and analyze historical developments in four required areas: European, American, Third World, and non-geographic topical history.

2. Students will demonstrate the skills and knowledge necessary to write research papers.

3. Students will demonstrate an understanding of the use of primary documents.

(Please Copy and Paste to create space for additional Student Outcomes, if needed)

Intended Educational (Student) Outcome #1:

First Means of Program Assessment for Outcome #1:

1a. Means of Program Assessment and Criteria for Success:

Graduating seniors are required to take the MFAT exam. 75% of students will achieve a total score of 145 or higher.

1a. Summary of Assessment Data Collected:

We have only the Fall 2005 data at the moment. Only 8 students took the exam in the fall, so it is a small sample size. Of these 8, 5 achieved a score of 145 or higher (63%). Based on this result, it is obvious that students either are not taking the MFAT seriously, or they are not retaining important information.

Students scored lowest in 19th century U.S. history, and in European History, Ancient-1815, although all categories were unsatisfactory.

1a. Use of Results to Improve Program:

We need to strengthen our students retention of material in all areas of history. As a discipline, we have been working on curricular changes that may address this problem. We have proposed changes to our major that would take away the non-history restrictive electives and make these credits upper-division history credits.

Second Means of Assessment for Outcome #1:

1b. Means of Program Assessment and Criteria for Success:

Faculty will collect a total of 20 papers at random, five each from each of the the content areas. These papers will be read for content, clarity, and cohesiveness by the history faculty. Ninety percent of these papers must be rated satisfactory (a grade of C) by the history faculty.

1b. Summary of Assessment Data Collected:

This means of assessment has not yet been fully implemented. A better mechanism must be put in place to make this work in the future.

1b. Use of Results to Improve Program:

n/a

Intended Educational (Student) Outcome #2:

Students will demonstrate the skills and knowledge necessary to write research papers.

First Means of Assessment for Outcome #2:

2a. Means of Program Assessment and Criteria for Success:

The history faculty will read senior seminar papers to determine whether the students have demonstrated skill in crafting a coherent argument.

2a. Summary of Assessment Data Collected:

The history faculty agreed the submitted papers were adequate and some of them were excellent. However, most could still use substantial revision.

2a. Use of Results to Improve Program:

We will be implementing a sophomore-level methods course starting Fall 2007. This will be a prerequisite for HIST404 (Senior Seminar). We hope that this will improve the quality of our senior seminar papers as they will have a semester, early on in their academic careers in which to concentrate on the craft of writing a research paper. We will not know the results of these changes until 2008 or 2009.

In addition to the sophomore-level methods course, we have required 12 hours of upper-division history credit for enrollment in the senior seminar. This is to insure that the students in the senior seminar have adequate background in the fields before engaging in a research project. Previously we have had students with little-to-no upper division coursework enrolling in the senior seminar.

Second Means of Assessment for Outcome #2:

2b. Means of Program Assessment and Criteria for Success:

History faculty will read senior seminar papers to determine whether the students have demonstrated knowledge in the field.

2b. Summary of Assessment Data Collected:

See 2a.

2b. Use of Results to Improve Program:

See 2a.

Intended Educational (Student) Outcome #3:

Students will demonstrate an understanding of the use of primary documents.

First Means of Assessment for Outcome #3:

3a. Means of Program Assessment and Criteria for Success:

Exit interviews will be conducted with students in which the student will be required to answer questions regarding their understanding of what primary documents are and how historians use them.

3a. Summary of Assessment Data Collected:

Although exit interviews were distributed to senior students, they were not returned. Therefore, we have no data. See 3b below.

3a. Use of Results to Improve Program:

n/a

Second Means of Assessment for Outcome #3:

3b. Means of Program Assessment and Criteria for Success:

Students will submit a paper in which primary documents were used to the history faculty for review. The history faculty will judge whether the students have adequately demonstrated an understanding of primary documents.

3b. Summary of Assessment Data Collected:

These papers demonstrated that students understood what primary documents are, but that they still need some work in using primary documents.

3b. Use of Results to Improve Program:

We hope that the sophomore-level methods course will help in this area, as that is one of the pieces of the history puzzle that course will address.

The other part of the problem is that is often difficult for students, unless they are doing local history, to access primary documents. Although some published primary documents are available through Prospector or interlibrary loan, it would be a boon to the history program to have more library resources available for purchasing large (and expensive) microfilm collections of primary documents.

PROGRAM ASSESSMENT PROGRESS REPORT

History
(Instructional Degree Program)

B.A.
(Degree Level)

9/07-/08
(Assessment Period Covered)

Nov. 5, 2008
(Date Submitted)

Submitted By: Sarah Swedberg
(Department Head or Faculty Assessment Representative)

Expanded Statement of Institutional Purpose Linkage:

Institutional Mission / College Goals Reference:

"A Principal focus of Mesa State College's curricular program is undergraduate education in the liberal arts and sciences..."

"...all graduates of baccalaureate level will have developed a depth of understanding in their major field."

Intended Educational (Student) Outcomes:

1. Graduates of the program will demonstrate a solid general understanding of the range of topics, and the content thereof, in the field of history.

2. Graduates of the program will have developed the ability to communicate effectively. Specifically, in history, these communication skills will be expressed in a comprehensive research paper.

3. Graduates of the program will have developed critical thinking skills. More specifically, the intended outcome is the ability of history graduates to identify, describe, and evaluate the evidence used in the support of historical arguments.

Intended Educational (Student) Outcome #1:

Graduates of the program will demonstrate a solid general understanding of the range of topics, and the content thereof, in the field of history.

First Means of Program Assessment for Outcome #1:

1a. Means of Program Assessment and Criteria for Success:

The average score of the graduates of the B.A. program in History on the MFAT will be above 70%. All graduating students will take the exam.

1b. Summarize the Progress Made in Collecting Assessment Data:

All students who have petitioned to graduate are instructed to sign up for the MFAT exam; compliance has traditionally been at or near 100%.

Second Means of Assessment for Outcome #1:

1a. Means of Program Assessment and Criteria for Success:

In an exit interview, at least 75% of graduating seniors of the B.A. program in History will report having a solid understanding of topics with which history deals. All graduating students will fill out an exit interview.

1b. Summarize the Progress Made in Collecting Assessment Data:

There have been data collection problems with the exit interview. We have not had good return rates. We will work harder in the future to make sure the exit interview is distributed and returned in a satisfactory manner.

Intended Educational (Student) Outcome #2:

Graduates of the program will have developed the ability to communicate effectively. Specifically, in history, these communication skills will be expressed in a comprehensive research paper.

First Means of Assessment for Outcome #2:

2a. Means of Program Assessment and Criteria for Success:

The final product in HIST404, Senior Seminar, is a comprehensive research paper. These research papers are then distributed to all history faculty to be scored. At least 70% of the scores will be rated as satisfactory or better.

2b. Summarize the Progress Made in Collecting Assessment Data:

Ninety percent of these papers were rated as satisfactory or better.

Second Means of Assessment for Outcome #2:

2a. Means of Program Assessment and Criteria for Success:

At least 70% of students will indicate that they have developed their ability to communicate effectively within the framework of a comprehensive research paper.

2b. Summarize the Progress Made in Collecting Assessment Data:

A self-evaluation of communication skills is in development. The students will be given an evaluation form in HIST202, the sophomore-level methods course, and then again in HIST404, the senior seminar. HIST202 is in its inception; it will take a few years for data to come available correlating self-evaluation at the sophomore level with self-evaluation at the senior level.

Intended Educational (Student) Outcome #3:

Graduates of the program will have developed critical thinking skills. More specifically, the intended outcome is the ability of history graduates to identify, describe, and evaluate the evidence used in the support of historical arguments.

First Means of Assessment for Outcome #3:

3a. Means of Program Assessment and Criteria for Success:

Specific projects and assignments for use in upper-division history courses have a critical thinking component. At least 70% of the scores on the critical thinking component of these assignments will be rated as "satisfactory" or better.

3a. Summarize the Progress Made in Collecting Assessment Data:

Projects and assignments to assess these critical thinking skills have been developed as part of the curricula of several upper-division history courses, and rubrics to evaluate the critical thinking skills component of those assignments are in development.

Second Means of Assessment for Outcome #3:

3a. Means of Program Assessment and Criteria for Success:

Students themselves should report improvement in critical thinking skills. At least 70% of the students completing assignments that assess critical thinking skills will indicate, at the end of the semester, that their critical thinking skills have improved "some" or "a great deal."

3b. Summarize the Progress Made in Collecting Assessment Data:

A self-evaluation of students' critical thinking skills, and an estimation of the extent of their improvement, is in development.

Please summarize progress made in addressing significant issues/problems that came up during the last Program Review.

Our biggest change, made to address weakness in the important historical skill related to research and writing, has been to add HIST202, a sophomore-level history methods course. We have just begun data collection related to this course.

Program Assessment for:

Undergraduate History Program

Assessment Period

September-04

September-05

Date Submitted:

9-Nov-04

Column 1

Column 2

Column 3

Column 4

Column 5

Expanded Statement of Institutional Purpose

Program Intended Educational Outcomes

Means of Program Assessment and Criteria for Success:

Summary of Data Collected:

Use of Results

1. Students will be able to understand and analyze historical developments in four required areas: European, American, Third World, and non-geographic topical history.

1a. Graduating seniors are required to take the MFAT exam.

1a. 75% of students will achieve a total score of 145 or higher.

1a. History faculty will make adjustments to the program where needed, as resources allow.

Mission Statement

1b. Faculty will collect a total of 20 papers at random, five each from each of the content areas (Europe, U.S., Third World, Topical). These papers will be read for content, clarity, and cohesiveness by the history faculty.

1b. Ninety percent of these papers must be rated satisfactory (a grade of C) by the history faculty.

1b. Based on the rating of satisfactory or below, history faculty will make adjustments to the program where needed, as resources allow.

The principal focus of Our University's curricular program is undergraduate education in the liberal arts and science.

Goal Statement

2. Students will demonstrate the skills and knowledge necessary to write research papers.

2a. The history faculty will read senior seminar papers to determine whether the students have demonstrated skill in crafting a coherent argument.

2a. The history faculty will judge whether the students have adequately demonstrated skill in crafting a coherent argument.

2a. If writing skills are deemed inadequate, history faculty will make adjustments to the program, as resources allow. One possibility would be the introduction of a sophomore-level course covering basic research skills. Without additional faculty, however, we cannot teach such a course.

...all graduates of baccalaureate level will have developed a depth of understanding in their major field.

2b. The history faculty will read senior seminar papers to determine whether the students have demonstrated knowledge in the field.

2b. The history faculty will judge whether the students have adequately demonstrated knowledge in the field.

2b. See 2a.

3. Students will demonstrate an understanding of the use of primary documents.

3a. Exit interviews will be conducted with students in which the student will be required to answer questions regarding their understanding of what primary documents are and how historians use them.

3a. The exit interviews will demonstrate that seniors understand what primary documents are and how historians use them.

3a. If these interviews demonstrate that seniors do not understand what primary documents are and how historians use them, faculty will make adjustments, as resources allow. As in 2a. one solution would be a sophomore-level course. However, without additional history faculty, we do not have the resources to teach such a course.

3b. Students will submit a paper in which primary documents were used to the history faculty for review.

3b. The history faculty will judge whether the students have adequately demonstrated an understanding of the use of primary documents.

3b. See 3a.

Appendix E

Faculty Vitae

Douglas Alan O'Roark

Local Address

1012 Gunnison Ave.
Grand Junction, CO 81501
(970) 241-6690

Campus Address

Mesa State College
Social and Behavioral Sciences
Grand Junction, CO 81501
(970) 248-1118
Oroark@mesastate.edu

Education: 1994: Ph.D. in Ancient History, The Ohio State University. Dissertation, *Family Structure and Urban Structure in Late Antiquity as Evidenced by Saint John Chrysostom*. Minor fields in Medieval History and Classical Islam.

1989: M.A. in Ancient History, The Ohio State University. Thesis, *Archaeology and Oligarchy at Isthmia*.

1986: B.A. in History, The Ohio State University.

Languages: Ph.D. exams in Greek and Latin; French, German

Teaching: 2004-Present: Mesa State College, Professor
1999-2004: Mesa State College, Associate Professor.
1994-1999: Mesa State College, Assistant Professor.
1993: Ohio Wesleyan University, Instructor, "History of the Middle East."

Archaeological Field Work:

Isthmia, Greece; surface survey and topographical mapping of *Justinian's Fortress*

Evraionisos, Greece; surface survey and topographical mapping of bronze age settlement and late antique fortress

Isthmia, Greece; surface survey; catalogue and analysis of grave goods from West Cemetery

Isthmia, Greece; Trench Supervisor Roman Bath

Telendos, Greece; survey late antique fortress

Thebes, Greece; survey medieval walls, gates, towers, keep

Istanbul, Turkey; survey late antique walls, *Golden Gate*

Courses Taught: Hist. 101: Western Civilizations, Ancient to Early Modern.
Hist. 102: Western Civilizations, Early Modern to Modern.
Hist. 340: History of the Islamic World.
Hist. 350: Renaissance and Reformation.
Hist. 355: Ancient and Medieval Cities.
Hist. 360: Medieval Europe.
Hist. 404: Introduction to Historical Research.
Hist. 430: The Ancient Mediterranean World.
Hist. 435: Classical Archaeology.
Hist. 440: Early and Medieval Christianity.
Huma. 396: Rome
Huma. 396: Fifth-Century Athens.
Flav. 290A: Classical Greek (Lang).
Flav. 290B: Classical Greek (Lang).
Arke. 225: Introduction to North American Archaeology

Publications: 2000: "Parenthood in Late Antiquity: The Evidence of Chrysostom,"
Greek, Roman, and Byzantine Studies 40 (1999) 53-81.

1997: "Close-Kin Marriage in Late Antiquity," *Greek, Roman, and Byzantine Studies* 37 (1996) 399-411.

1996: "Classical Archaeology and Biological Anthropology: A Cross-disciplinary Study of Mortuary Data from the West Cemetery at Isthmia," *Korinthiaka* (1996) 1-9. (Web Journal)

Presentations: "The Archaeology of Homer: Minoans, Mycenaeans, and the Trojan War," Gateway Academy, Summer Lecture Series, Gateway Colorado, July 17, 2007.

"The Early Church: The Rise of Christianity in the Roman World," Gateway Academy, Summer Lecture Series, Gateway Colorado, July 21, 2006.

"Classical Archaeology: Rome, Athens, Ephesus," Gateway Academy, Summer Lecture Series, Gateway Colorado, May 24, 2006.

"The Historical Topography of Istanbul," Museum of the Western Slope, Lecture Series, Grand Junction, Colorado February 11, 2005.

"Parenthood in Early Byzantium," Byzantine Studies Conference, Chapel Hill, North Carolina, October 24-27, 1996.

“Marriage and Urban Transformation in Late Antiquity as Evidenced by John Chrysostom,” Byzantine Studies Conference, Princeton, New Jersey, November 4-7, 1993.

Numerous invited presentations to local and campus communities.

VINCENT V. PATARINO Jr.

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Education

- May 2002 Ph. D. in History, CU Boulder. Ph. D. Dissertation: "One Foot in Sea and One on Shore": The Religious Culture of English Sailors, 1550-1688," Advisor, Marjorie K. McIntosh. Comprehensive Exam Fields: Early Modern England, Early Modern Europe, and Colonial U.S./Latin America Comparative.
- Aug. 1992 M.A. in History, CU Boulder. M.A. Thesis: "Englishmen at Sea: Life, Folklore, and Piety Among Sailors, 1550-1677," Advisor, Marjorie K. McIntosh.
- May 1984 B.A. in History, CU Boulder; B.S. in Journalism, CU Boulder.

Pedagogic Training

- May 2009 Professional Development Seminar, Mesa State College, "Universal Design for Learning: Creating Accessible Course Materials."
- May 2008 Professional Development Seminar, Mesa State College, "Teaching Critical Thinking: Active Learning."
- June 2009, June 2007 ETS Advanced Placement (AP) European History Exam, scorer. Scored European AP exams, learning new ways to standardize grading/scoring using constructed rubrics. Applied several of these standards in my classroom, 2007-08.
- Aug. 2002 Faculty Fall Conference, Metropolitan State College of Denver, "From Bright Ideas to Best Practices: Teaching that Enhances Learning."
- April 1997 Graduate Teacher Program Teacher Training Certificate, CU Boulder.

Employment

- 2003-Pres. Mesa State College, Dept of Social and Behavioral Sciences, Full-time Lecturer of History.
- 2002-2003 CU Boulder, Dept. of History, Part-time Faculty Lecturer.
- 2002-2003 Library Technician II, CU Boulder Libraries.
- 1999-2003 Metropolitan State College of Denver, Dept. of History, Adjunct Faculty Instructor.
- Fall 2001 CU Boulder, Dept. of History, Part-time Honorarium Instructor.
- 1997; 2000 CU Boulder, Dept. of History, Graduate Part-time Instructor.
- Fall 1997 CU Boulder, Dept. of History, Part-time Class Instructor.
- 1990-1999 CU Boulder, Dept. of History, Teaching Assistant.
- 1990-1999 CU Boulder, Dept. of History, Grader.
- 1993; 1996 CU Boulder, Center for British Studies, Workshop Instructor.

Courses Taught

- Fall 2009 **Historical Methods**, Mesa State College. Developed my version of the Hist. 202 course on historical methods, looking at aspects of historiography and methodology. Course is structured as a seminar for history majors.
- Fall 2008; Fall 2007 **Residence Hall Section: Western Civilization 102**, Mesa State College. I initiated and developed a new course of Western Civilization from 1600 to the Present, designed to serve

the specific needs of residence hall students. Section includes greater opportunities for class discussion based on *Sharing the Stage*, a primary source reader that looks at the ways that gender affect history. The section also includes a class debate on the French Revolution, along with the traditional group work that I usually offer. Class is meant to address freshman retention issues and may eventually serve as a springboard for a fuller residence hall program.

- Fall 2006 ***History of Modern Warfare***, Mesa State College. Developed a course to match one previously taught at Mesa State, but which has not been offered in many years. Emphasis is on the affects of warfare on society, state bureaucracy, and cultural/political structures from the late Middle Ages to WWII.
- Spr. 2009
Fall 2007
Fall 2005 ***Latin American Civilization to 1830***, Mesa State College. A new upper division course, this class covers the history of Latin America from prehistory until 1830. It emphasizes the meeting of two cultures, the Atlantic experience, and the multicultural development of labor and settlement patterns, gender roles, and political structures in both Mexico and South America. Course includes student-run group discussion and film analysis.
- Sum. 2009
Spr. 2006
Spr. 2005 ***European History Through Film***, Mesa State College. I created this upper division course as a way for students to view the Western past through the lens of modern-day film and become more conscious of the manipulations of film as an historical document. Course requires intense group work, film analysis, and historical analysis of film both as a primary and a secondary source. We look at the implications for how modern culture uses its history and how this affects a democratic society.
- Spr. 2005
Spr. 2003 ***Early Modern Society***, Mesa State College, CU Boulder. I created my own syllabus for what was originally a course for non-history majors. It includes lecture, group projects, and an analysis the social and cultural patterns of the period using modern-day films.
- Spr. 2003 ***Nineteenth Century Europe***, CU Boulder. I developed a new syllabus for this upper division, 4000 level class for history majors. It includes lectures, student-led discussions of monographs, class discussions, and primary source research using serials of the period.
- Sum. 2002 ***Revolutions in History***, CU Boulder. I developed the syllabus for this 2000 level course on the long nineteenth century to match a general requirement for a course on revolutions for non-history majors. The class featured lectures, class debates, and discussions.
- Fall 2008;
Spr. 2006;
Fall 2003;
Fall 2002;
Spr. 2002 ***History of England, 1660 to the Present***, Mesa State College, CU Boulder. I produced a syllabus for lower and upper division classes of 25-150 students. Course includes mainly lecture and small group and class discussions, and a semester-long newspaper assignment using British newspapers to research current issues within the Commonwealth.
- Spr. 2009;
Fall 2007;
Fall 2004;
Fall 2002
Fall 2001 ***British Empire, 1600-2000***, Mesa State College, CU Boulder. I created the syllabus, presented lectures and ran discussions for this upper-division class for history majors. In the fall of 2001, I supervised an MA Teaching Assistant who shared with me the grading responsibilities. Currently, I require students to lead small-group, graduate style discussions on their readings.
- Spr. 2008;
Fall 2005;
Spr. 2004;
Fall 2000;
Fall 1997 ***History of England to 1660***, Mesa State College, CU Boulder. Developed syllabus for lower and upper division classes of 25-100 students. Presented lectures, initiated discussions, and had students craft presentations and skits based upon their understanding of primary sources.

- 2000-Pres **Western Civilization II from 1715 to the Present**, Mesa State College, CU Boulder, and Metropolitan State College of Denver. Course features lectures, group discussions, and a 1960s Show and Tell assignment for classes from 10 to 75 students.
- 1999-Pres; Spr. 1997 **Western Civilization I to 1715**, Mesa State College, CU Boulder, and Metropolitan State College of Denver. My course includes lectures, group discussions, and an opportunity to put Christopher Columbus "on trial" using a primary source packet I designed.
- 1990-1999 Various courses, Teaching Assistant, CU Boulder, Dept. of History. I lead discussion recitations, lectured, and helped develop written and special project assignments for groups of 15 to 35 students in the following areas: Tudor England (Marjorie K. McIntosh); History of England to 1660 (Marjorie McIntosh and Laura Deal); Western Civilization I (Boyd Hill and Edward Ruestow); Western Civilization II (Carl Christensen, Barbara A. Engel, Robert A. Pois, Martha Hanna, Padraic J. Kenny, and Carol Loats); History of Christianity, 1500 to the Present (Carl Christensen); and Nazi Germany (Robert A. Pois).
- 1990-1999 Various courses, Grader, CU Boulder, Dept. of History. Classes from 50 to 150 students in a wide range of historical subjects: Russia to 1715 (Lawrence Silverman); History of England 1660 to the Present (Susan K. Kent); Renaissance Europe (Carl Christensen); Revolutions of 1989 (Padraic Kenny); The Great War and Nazi Germany (Robert A. Pois); History of Colorado (Jay Fell); and U.S. History to 1865 (Ruth Helm).
- 1993, 1996 CU Boulder, Center for British Studies, Co-workshop Instructor. On two separate occasions I co-led a workshop with Dr. Nancy Nolte, instructing graduate students and university faculty in the use of literary and historical research collections housed in the CU Libraries.

Works in Preparation and Under Contract

- "Religion and Shipboard Culture Amongst Tudor-Stuart Seafarers" in *Tar and Tantrums: The Social History of English Seamen*, Cheryl Fury, ed. Book chapter under contract to Boydell and Brewer Publishers. Chapter is complete and edited; publication expected in 2010.
- "The Religious and Secular Paths to Stereotyping Sailors." An article that I plan to complete in late 2010.
- One Foot in Heaven and One on Shore: The Religious Culture of English Sailors, 1550-1688*. Revised version of my Ph.D. thesis, to be submitted as a book manuscript to the University of Florida Press, which has expressed interest in publishing the study. I plan to submit this in 2012.

Publications

- "Review: Strictly Science Fiction: A Guide to Reading Interests," in *Colorado Libraries* 29, No. 2 (Summer, 2003): 45-46.
- "Armageddon Group Exercise." *From Bright Ideas to Best Practices: Teaching that Enhances Learning Fall Conference 2002*. Metropolitan State College of Denver Office of Academic Affairs, (Fall, 2002): 65-66.
- "Special Collections: The Heritage of Iberia: Hispanic and Portuguese Language, History, and Culture." *Colorado Libraries* 24, Nos. 3-4 (Fall and Winter, 1998): 43-57, 35-41.
- "Archives and Special Collections. Women in Society: History and Social Change." *Colorado Libraries* 20, No. 2 (Summer, 1994): 34 - 41.
- Contributor to: *Finding Guides to Selected British Studies Collections at the University of Colorado at Boulder Libraries* – September 1992; March 1996; Spring 1998.

Papers Presented at Conferences and Public Lectures

- Apr. 2009 "Is it possible to forgive the unforgivable?: A presentation of the film *Forgiving Dr. Mengele*," film and discussion. Film and lecture for, "The Many Faces of Genocide: Presentations Observing Holocaust Awareness Weeks," at Mesa State College.
- Apr. 2008 "*Blind Spot, Hitler's Secretary*, film and discussion." Film lecture and discussion for my

- fifth annual Holocaust Awareness Weeks at Mesa State College, "Remembrance, Education, and Action: Presentations Observing Holocaust Awareness Weeks."
- Sep. 2007 "Mel Gibson's *Apocalypto*." Introduced the film and facilitated discussion. Sponsored by Phi Alpha Theta, Mesa State College.
- Apr. 2007 "Raoul Peck's *Sometimes in April: Genocide, Courage, and Perseverance in Rwanda*." Film lecture and discussion for my fourth annual Holocaust Awareness Weeks at Mesa State College.
- Mar. 2006 "Journey to a Hate-Free Millennium." Invited by the campus PRIDE group to take part in a panel discussion/town hall meeting about the nature of hate in modern American society.
- Mar. 2006 "Sowing the Seeds of Holocaust: The Nazi Film *Der Ewige Jude* and the Role of Cinematic Propaganda." Film lecture and discussion for the third annual Holocaust Awareness Weeks at Mesa State College.
- Feb. 2006 "A Man For All Seasons." Invited by the campus Phi Alpha Theta to introduce the film and help to moderate the discussion with a colleague in film studies.
- Oct. 2005 "*Rule Britannia* and *A Passage to India*: Two Strategies for Teaching National Identity in the British Empire Classroom." Paper presented at the 2005 Annual Meeting of the North American Conference on British Studies, Denver, CO on Sat. Oct. 8, 2005.
- Apr. 2005 "Alan Resnais' *Night and Fog*: the Banality of Evil and the Cyclical Nature of Genocide." Film, lecture, and discussion for the second annual Holocaust Awareness Weeks at Mesa State College.
- Nov. 2004 "*A Passage to India*." Introduced the film and facilitated discussion. Sponsored by Phi Alpha Theta, Mesa State College.
- Apr. 2004 "How do we make sense of the irrational? Peter Cohen's *The Architecture of Doom*." Public and discussion for National Holocaust Awareness Week at Mesa State College.
- Nov. 2003 "The Shipboard Culture of English Sailors in the Sixteenth and Seventeenth Centuries." Invited to give a public lecture sponsored by Phi Alpha Theta, Mesa State College.
- Aug. 2002 "Armageddon Group Exercise." Faculty roundtable at Metropolitan State College of Denver Faculty Fall Conference, *From Bright Ideas to Best Practices*, Denver, CO.
- Apr. 2000 "'There is but a plank between them and eternity': Piety and the Shipboard Culture of English Sailors, 1550-1688." Pacific Conference on British Studies, Santa Barbara, CA.
- Sep. 1997 "Living Outside the Ordered Society: Discipline, Violence, and the Shipboard Culture of English Sailors, 1550 - 1688." Northeast Conference on British Studies, Hanover, NH.
- Oct. 1993 "'We are as neere to heaven by sea as by land': Piety and Folklore Among English Sailors, 1550-1677." Western Conference on British Studies, Albuquerque, NM.

Grants and Awards

- Fall 2005 Mesa State College, Faculty Travel Grant. Awarded for travel to present paper at the annual meeting of the NACBS/WCBS.
- Spr. 2001 Dissertation Teaching Assistant Fellowship, awarded by the Dept. of History, CU Boulder, in order to complete writing on dissertation.
- Spr. 2000 Beverly Sears Graduate Student Award. Granted by the Graduate School, CU Boulder, for travel to Santa Barbara, CA to present paper based on dissertation research.
- 1998-1999 George F. Reynolds Fellowship, a one-year fellowship awarded by the CU Boulder Graduate School for excellence in teaching and research.
- 1996 Pile Fund Fellowship, awarded by the History Dept., CU Boulder to support research in Britain.
- 1995-1996; J. D. A. Ogilvy Travel Fellowship, awarded twice by the Center for British Studies, CU Boulder, for thesis and dissertation research.
- 1990-1991

Language Skills

- 1992-Pres Reading knowledge in Latin and Modern Spanish.

Professional Associations

American Historical Association; North American Conference on British Studies; CU Boulder Center for British Studies; Past and Present Society.

Service

- Spr. 2009 Planned and organized our largest Holocaust Awareness Series to date, the largest in the state of Colorado.
- 2007 to pres. Working with colleagues in Mass Media, Fine Arts, and English Literature, I am developing a study abroad program to the UK that would draw upon both traditional and non-traditional students. The program would include appropriate course work in English/British history and the above disciplines.
- Spr. 2008 Invited to be on the search committee for three Residence Hall Directors for the Mesa State campus. Successful search vetted four candidates.
- Spr. 2008 Planned and organized the fifth annual Holocaust Awareness Weeks series. Worked with upper division Public Relations class of Daniel Flenniken for PR. Produced the second year of the Field of Flags.
- Spr. 2007 Planned and organized the fourth annual Holocaust Awareness Weeks series. This was largest series yet, with over ten different community and college sponsored events, April 9-15. Working with several campus students groups, including Phi Alpha Theta, we created the first ever Field of Flags display for the campus and local community.
- Spr. 2006 Early Warning System Working Group Committee, Faculty member, Mesa State College. Committee conceptualizes a process for entering undergraduates who are failing to meet with an academic advisor early in the term.
- Mar. 2006 Planned and organized the third annual Holocaust Awareness series titled: *Memory, Survival and Propaganda: Presentations Observing Holocaust Weeks*, March 2-9, 2006.
- Fall 2005 Organized and brought to the campus a Holocaust survivor, Manya Friedman, and an official from the National Holocaust Memorial Museum. Applied for and awarded honorarium funds for the speaker from the Mesa State College Lectures and Forums Committee.
- Spr. 2005 Organized the second annual series of four interdisciplinary presentations for Mesa State College and the local community to observe Holocaust Awareness Weeks.
- Apr. 2004 Initiated and organized a series of four interdisciplinary departmental presentations for the Mesa State College and local community titled, *Facing Prejudice: Presentations Observing Holocaust Awareness Weeks*, April 12-21.
- 2003-2005 Volunteered as a faculty advisor for Mesa State College New Student Orientation, Advising and Registration (SOAR) Program. This program helps new students learn about college life and helps them to build their first semester's academic schedule.
- 2003-Pres **Western Slope Regional Coordinator, Colorado History Day.** I introduced and established History Day to the Colorado Western Slope as the first ever coordinator for this region.
- 1999-2006 History Day judge and run-off judge in State Competition, CU Boulder.
- Spr. 2001 History Day judge: Local division, Baseline Middle School, Boulder, Co.
- 1999-2000 Internal Program Review Committee, Graduate student member, CU Boulder Libraries.

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Education

- 2003 Ph.D. in History, University of Mississippi
Dissertation: "Patriotism is found in us": Anti-militarist Arguments in Pre-World War I France
Fields: Modern Europe, Early Modern Europe, Early America
- 1997 M.A., University of Illinois
Concentration: Russia and Modern Europe
- 1995 B.A. in History, *summa cum laude*, University of Mississippi

Teaching Experience

- 2004-Pres. Assistant Professor of History, Mesa State College
- 2001-2004 Instructor, University of Mississippi
- 2000-2001 Graduate Instructor, University of Mississippi
Instructor, Independent Study/Study by Correspondence, European History, University of Mississippi
- 1999-2000 Guest Lectures on Russia and the Soviet Union, Early Modern Europe, Cold War Europe

Courses Taught at Mesa State College:

I am responsible for all of the department's courses on Modern Europe, with a focus on the European continent. I am also responsible for our Asia courses, which fulfill the non-Western course requirement.

Modern France (since 1789)
Modern Germany (since 1806)
Twentieth-Century Russia and Eastern Europe
World War I in a Global Context
Nazi Germany
The Holocaust
Nineteenth-Century Europe (1789-1914)
Twentieth-Century Europe
History of South and South-East Asia
History of East Asia and the Modern World
History of Western Civilization to 1648; since 1648
History of Western Civilization to 1648: since 1648 (online-only delivery)

Introduction to Historical Research
Senior Seminar in Historical Research
Methods of Teaching Social Studies (Center for Teacher Education)
Introduction to Higher Education (Freshman Seminar)

Courses taught at the University of Mississippi

Russia and the Soviet Union
Europe in the Age of Cold War
Europe in the Age of Imperialism and World War (1890-1945)
Europe, 1789-1890
Europe in the Age of Absolutism and Enlightenment
History of Western Civilization to 1648; since 1648

Conferences and Public Lectures

- “Role-Playing the Republic: The Funeral of Albert Aernout,” *paper* (and panel organizer: *Commemoration, Public Spectacle, and the French State*) Western Society for French History Conference, Boulder, CO., October 23 – 24, 2009.
- “Defining Genocide,” *public lecture*, Holocaust Awareness, Mesa State College, April 6, 2009.
- “To Defend a Nation: When Military Needs Conflict with a Republic’s Values, Who Wins?” *Faculty Colloquium Lecture*, Mesa State College Faculty Colloquium, February 11 2009.
- “The European Home Front,” Two Rivers Chautauqua, *public lecture by invitation*, Cross Orchards Historic Site, Grand Junction, CO., September 19, 2008.
- “Denying the Holocaust: Understanding Denial Arguments,” *public lecture*, Holocaust Awareness, Mesa State College, 2007.
- “Not Just the Nazis: How Other Countries Helped or Hindered the Holocaust,” *public lecture*, Holocaust Awareness, Mesa State College, April 7, 2005.
- “The ‘Social Role’ of the Army and the Struggle to Define the Nation,” *paper*, 32nd Annual Conference of the Western Society for French History, Texas Tech University, September 30 – October 2, 2004.
- “Patriotism is found in us”: Anti-militarism as Nationalism in Pre-World War I France, *paper*, Ohio Valley History Conference, Eastern Kentucky University, October 23 – 25, 2003.
- “The Aernout-Rousset Affair, the French Army, and the Third Republic,” *paper*, Ohio Valley History Conference, Austin Peay State University, October 24 – 26, 2002.

“Anti-militarism in Context: The Aernoult-Rousset as a Case Study,” *paper*, Graduate Research Workshop, The University of Mississippi, September 13, 2002.

“Nationalist Arguments and French Newspapers in 1912: A Brief Discussion,” *paper*, Graduate Conference on European History, University of Memphis, February 16 – 18, 2001.

“Race, Gender, and the Early Twentieth-Century American South,” *panel moderator*, Graduate Conference on Southern History, University of Mississippi, March 23 – 24, 2001.

Publications

“Re-Thinking Anti-militarism in Pre-World War I France,” *accepted with revisions*, *Historical Reflections/Réflexions historiques*, expected publication late 2010/early 2011.

“Teacher or Torturer? The Social Role of the French Army,” *submitted for consideration*, *Past & Present*, April, 2009.

“Role-Playing the Republic: The Funeral of Albert Aernoult,” *article in progress*, expected submission for consideration, early 2010.

Other Scholarly and Pedagogic Activities

- 2009 Member, Editorial Board, *Pompeii*, Open-Access, Peer-Reviewed Journal.
- 2009 “The Role of Transformation in Genocide,” panel proposal submitted and panel organizer, American Historical Association’s 2010 Conference.
- 2009 Jack and Anita Hess 2009 Faculty Seminar, “Holocaust and Other Genocides, *attended*, Center for Advanced Holocaust Studies, United States Holocaust Memorial Museum.
- 2009 Textbook review for McGraw Hill.
- 2009 ETS Advanced Placement (AP) European History Exam, scorer, with focus on standardizing rubrics and designing course material and assessments around desired rubric structure.
- 2009 Professional Development Seminar, “Universal Design for Learning: Creating Accessible Course Materials,” led by Nancy Conklin, Mesa State College.
- 2008 Professional Development Seminar, “Evaluating Critical Thinking,” led by Ed Neal, UNC Center for Teaching and Learning.
- 2007 Redesign Alliance Annual Conference, *attended*, March 17-19, 2007. Methods in integrating online teaching into classroom-based courses and assessments.
- 2007 LERN: Advanced Teaching Online Workshop
- 2007 ETS Advanced Placement (AP) European History Exam, scorer, with focus on standardizing rubrics and designing course material and assessments around desired rubric structure.
- 2006 Major research trip to French Archives in Paris May – July.
- 2005 Textbook Review for Pearson Longman.

Service Activities

- Present – 2004 Co-organizer, Holocaust Awareness Weeks
- 2009 – 2006 General Education Assessment Coordinator for History of Western Civilization
- 2009 – 2006 Reviewer for all Post-Baccalaureate Licensure Applications for History/Secondary Education
- 2009 – 2007 Distance Learning and Technology Committee (Campus-Wide Committee)
- 2009 – 2007 Academic Policies Committee, member and secretary (Campus-Wide Committee)
- 2009 – 2005 Judge, Western Regional Colorado History Day
- 2008 Children's Literature Search Committee member (second search)
- 2008 – 2004 Liberal Arts for Elementary Education Assessment Committee
- 2008 – 2005 Campus Representative, Jack Kent Cooke (Graduate Scholarship) Foundation
- 2007 Children's Literature Search Committee member
- 2007 Criminal Justice Search Committee member (2 positions)
- 2006 Travel Committee member
- 2005 Political Science Search Committee member
- 2004 – 2002 Coordinator, Dissertation Group, University of Mississippi
- 1999 Coordinator, Graduate Conference on Southern History, University of Mississippi
- 1999 – 1998 Vice-President, Phi Alpha Theta, University of Mississippi

Advising Activities

- Faculty Advisor for History, History Education, Liberal Arts with Elementary Education, and Social Sciences majors
- Faculty Advisor for Applications to Graduate School, Law School, International Study Abroad, and Japanese Teacher Education Program
- Faculty Advisor for Incoming Students/Student Registration
- Phi Alpha Theta presentation on Research in Archives, 2007
- Psychology Club Panel on Graduate School, 2004

Professional Memberships

- American Historical Association
- Western Society for French History
- Society for French Historical Studies
- National Council for the Social Studies (NCSS)
- College and University Faculty Assembly (CUFA)
- Western Social Science Association

Awards

- 2001 Graduate Assistantship
- 2000 Dissertation Fellowship, University of Mississippi
- 2000 – 1998 Graduate Assistantship
- 2000 Phi Alpha Theta Doctoral Scholarship

1997 – 1996 Foreign Language Area Scholarship (FLAS), Russian, University of
Illinois
1996 – 1995 Research Assistantship, University of Illinois
1994 Phi Alpha Theta

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EDUCATION

- 1999 **Ph.D.** Northeastern University, Boston, MA, world history with a specialization in the American Revolution and Early American Republic
1992 **B.A.** SUNY Plattsburgh, Plattsburgh, NY.

ACADEMIC EXPERIENCE

- 2004-present **Associate Professor, U.S. History, Mesa State College**
1999-2004 **Assistant Professor, U.S. History, Mesa State College.**

1997-1999 **Adjunct Faculty Member, History and Women's Studies, Northeastern University.**

GRANT

New England Regional Fellowship Consortium Fellowship – Summer 2005. Research topic: Creating Emotional Landscapes in New England, 1780-1830

PUBLICATIONS

Review of *Adams Family Correspondence*, volume 7, *New England Quarterly* (June 2006) 316-318.

"Teaching Women's History: I Offered Social History, They Took Away Heroes," *History Compass* 2 (2004), 1-7.

Review of Janet Siskind, *Rum and Axes: The Rise of a Connecticut Merchant Family, 1975-1850*, *New England Quarterly* (December 2002), 682.

"Novels and Romantic Love," in Joyce Appleby, Eileen Chang, and Joanne Goodwin, eds., *Encyclopedia of Women in American History*, volume 1 (M.E. Sharpe, November 2001).

"The Popular Culture of Depression in the Early American Republic," *Journal of American and Comparative Cultures*. Fall 2000.

RECENT CONFERENCES

Roundtable participant, "Teaching to the Top or Teaching to the Bottom." *Western Social Science Association*. Albuquerque, New Mexico, April 2009.

Roundtable chair, "Teaching the American Revolution." *Berkshire Conference on the History of Women*. Minneapolis, Minnesota, June 2008.

Comment, "Emotional Life in the Early Republic." *Society for Historians of the Early Republic*. Worcester, Massachusetts, June 2007.

Women and Mental Illness. *Northeastern Association of Eighteenth Century Studies*, Salem, Massachusetts, November 2006.

Women's Emotional Suffering in the Early American Republic. *Western Association of Women Historians*. Phoenix, Arizona, May 2005.

"Too strongly agitated by grief": Reactions to Mourning Behavior in Private Writings in the Early American Republic. *American Society for Eighteenth Century Studies*. Boston, Massachusetts, March 2004.

Creating the Emotional Landscape: Writing about Emotion in the Early American Republic. *Society for Historians of the Early American Republic*. Columbus, Ohio, July 2003.

**External Review of the History Program
of the
Department of Social and Behavioral Sciences
Mesa State College
Grand Junction, Colorado**

Prepared by
Dr. Ellen R. Hansen, Chair
Department of Social Sciences
Emporia State University
Emporia, Kansas
November 10, 2009

Section 1. INTRODUCTION

I visited Grand Junction and Mesa State College (MSC) on October 18 and 19, 2009, to conduct an external review of the History Program in the Department of Social and Behavioral Sciences. In the evening of October 18, I had conversations with Dr. John Redifer, Department Head, and Dr. Doug O'Roark, Professor of History. On October 19, I visited with President Tim Foster and Vice President for Academic Affairs Carol Futhey; Information Technology Director Jeremy Brown; Librarian Barbara Borst; Institutional Research Director Sonia Brandon and Assessment Director for the Department of Social and Behavioral Sciences Jessica Herrick; faculty members of the History Program; five current students and two alumni; and Assistant Vice President Cathy Barkeley.

My tour of the campus included classrooms, the library, and other facilities. I attended one class, an honors section of U.S. History taught by Professor Sarah Swedberg.

The History Program provided documents including the Program Review Self-Study Narrative, faculty curriculum vitae, the library assessment report, program statistics and assessment materials, and the undergraduate catalog for Mesa State College. I accessed MSC website pages to review the college's strategic plan, program sheets detailing requirements for completing the program, and other information about the College, the Department and the History Program. Finally, I accessed the website of the Colorado Department of Higher Education in order to review the state standards for higher education, performance contracts with the College, and other relevant information.

Brief history of the program

Since its beginnings in 1925, Mesa State College has served western Colorado as a regional, comprehensive institution offering liberal arts, professional, and technical programs at the master's, bachelors, associate, and certificate levels. At the undergraduate level, this mix of four-year, two-year, and certificate programs means MSC provides unique services to the population in western Colorado, as it fills the niches of university, community college and technical college all in one. According to the self-study, the History Program initially provided American and World History survey courses in the 1970s and began offering the history emphasis within the Social and Behavioral Sciences bachelor's degrees in the early 1980s, and the first Bachelor of Arts in History in 1992. Faculty lines were added to the program through the 1990s, bringing the total to the current five tenure-track faculty positions. Additional faculty fill instructor positions as required to meet demand for courses.

The History Program supports MSC's general education program, offering the U.S. and World History survey courses to fulfill the history and humanities requirements. History also contributes to the secondary education program at MSC, offering the required courses for students seeking licensure to teach in the State of Colorado.

This report is presented in eight sections, beginning with this introduction. Section 2 addresses the History Program goals and objectives, as presented in the self-study and observed during the campus visit; Section 3 addresses questions about the curriculum of the History Program; Section 4 is a discussion of assessment; Section 5 examines student responses to the program as observed in the classroom, gleaned from visits with five current students and two alumni, and from responses to the alumni surveys and other assessment materials provided; Section 6 discusses faculty in the History Program; Section 7 is a review of facilities and support programs; and Section 8 is a conclusion. Recommendations and suggestions are included in each section and summarized in the conclusions.

Section 2. PROGRAM GOALS AND OBJECTIVES

The Program Goals and Objectives section in the self-study narrative outlines student outcomes for general education and for history majors. The student outcomes are entirely appropriate, referring to the undergraduate catalog for the goals of the general education program (pg. 45):

The design of general education has been guided by ten goals. A Mesa State College baccalaureate graduate should:

1. be able to communicate effectively in the English language
2. understand the structure and discipline of mathematical thought and its use in problem-solving
3. be aware of the great moral, ethical, and philosophical issues which have endured through the ages
4. have an understanding of the multicultural nature of our world
5. be able to think critically and creatively
6. have an understanding of the complexities of social, economic and political systems
7. have knowledge of the natural world and an understanding of scientific methods
8. appreciate the contributions of literature to our perception of ourselves and the world
9. appreciate the aesthetic spirit of humanity through the arts
10. possess the knowledge and skills necessary to achieve a healthy lifestyle

The self-study narrative notes four additional goals for students of the introductory history courses:

Students will gain:

1. general familiarity with American and European history
2. an understanding of historical causation
3. the ability to construct an argument based on the use of historical evidence
4. an understanding of the processes of historical change

Goals for the history majors taking upper-division history courses are expanded to include the following.

History majors should have:

1. an understanding of the major issues in various fields of history (American, European, and Third World)
2. familiarity with specific topic-oriented classes designed to illuminate a theme over time (i.e. Women in American history, Environmental History of the US, Early Christianity)
3. an ability to analyze primary source materials, and construct historical arguments based on that evidence
4. the ability to conduct research and organize the information in an extended written form

The goals and objectives of the History Programs at MSC are in line with what is seen in comparable institutions of higher education across the State of Colorado. An inspection of the websites of Adams State College, Ft. Lewis College, and Western State College¹ shows that all four of the state's rural colleges' history programs have similar goals, i.e., students should gain skills in oral and written communication, in research, synthesis and analysis of information, and in critical thinking. Students should also gain an understanding not only of the history of the human experience, but also why that understanding is important and can play a role in students' concept of their world and their place in it.

¹ Adams State College: http://www.adams.edu/academics/adams_undergrad_catalog_2009-10.pdf; Ft. Lewis College: http://www.fortlewis.edu/cmsdocs/course_catalog/catalog_2008-09.pdf; Western State College: <http://www.western.edu/academics/history>

These goals for student outcomes fit the Institutional Values Statement in MSC's strategic plan, which notes that MSC is focused on "providing quality academic programs, built on a strong liberal arts core that support[s] students' interests" (pg. 3). Courses in American, European, and World History are part of the liberal arts core that is required of all students, and the growing numbers of students who want to teach history in secondary schools indicates a continuing interest among young people in learning about and teaching history.

My visits with the faculty also confirm that they are in agreement with the goal of the college's strategic plan to build on the quality of its academic programs, particularly in having many of the positive characteristics identified by the groups that developed the plan. These include "a philosophy of and commitment to student success," a focus on "effective instruction" and "faculty accessibility and interaction." Faculty observations and interactions are further discussed in Section 5.

Recommendations

The Goals and Objectives section of the self-study narrative could be strengthened in ways that might also contribute to strengthening the History Program. Specifically, while the goals outlined above are appropriate and more than adequate to guide the approach to student outcomes, they do not address the History Program itself. Developing goals and objectives for the program, as separate from the students, might help with some of the sense of drift that was apparent among the faculty during my visit. This will be discussed further in Section 5 below, but it is appropriate to briefly discuss it here as well.

Faculty members mentioned that they meet on an as-needed basis to discuss and resolve issues that come up in the program. A series of planned meetings to establish goals and objectives for the department could be an effective way to move past some of the uncertainties faculty members mentioned as obstacles to effective planning. Resolving those uncertainties will require communication between faculty and administrators regarding the status of upcoming vacancies and how search procedures will proceed.

With regard to the position that will become available upon the full retirement of Dr. Paul Reddin, it might be desirable that the newly hired person would serve as an effective link between the secondary education program and the history program.

The self-study narrative does not mention goals and objectives for secondary education students. This omission should be rectified, as the program statistics indicate that most of the growth in student numbers has come from new students who plan to teach secondary school. During my visit I did not hear a great deal about the secondary education program, which seemed to be shuffled off to the side, although it represents a growth area for the program. I cannot say if this is an attitude present among the faculty, it may have simply been, rather, a function of a very full one-day visit. It is, however, something that could be examined before or during the next self-study.

Section 3. CURRICULUM

The current curriculum for the Bachelor of Arts with a major in History is appropriate for the size and breadth of the History Program at MSC. Again reviewing the other Regional Education Providers, MSC's History Program provides a comparable grounding in the basics of Western and U.S. History. One

difference between MSC's program and the other state institutions of higher education is the others require two semesters of U.S. history, usually divided by the end of the Civil War or Reconstruction. MSC's program requires only the second half of U.S. History, HIST 132.

One of the introductory U.S. History (HIST 131 and 132) and World Civilization (HIST 101 and 102) courses is required of all MSC students, and therefore enjoy full enrollment every semester. One of the four may also be used to fulfill the humanities requirement in the general education program. It is generally held that many undergraduate students are attracted to a major in history through their introductory, general education history courses, and these are therefore considered valuable contributions to both undergraduate general education and to the history program.

The self-study narrative notes the addition of HIST 202, a sophomore-level course that introduces the students to methods in historical research, preparing history majors for upper-division courses. The faculty expressed their satisfaction with the course, which has been added to the core requirements for the Bachelor of Arts degree in History. The current students with whom I met also spoke of the course with great appreciation. They noted that it is a necessary course, as everything they take after their sophomore year builds on what they learn in HIST 202. They voiced their enthusiasm for the additional instruction in writing that helped hone their skills in ways the composition courses they had taken did not. Their only complaint about the course was that they would have preferred it to be offered three times a week in a shorter class period, rather than once a week for three hours.

Another change to the curriculum since the History Program began is the addition of the Third World course requirement. This requirement can be met by taking a course on the history of South and Southeast Asia, Latin America, the Islamic World, East Asia, and Africa. The issue here is that these courses are offered infrequently, with the exception of the Latin American Civilizations class.

The students mentioned that they have difficulty fitting in a course that meets the Third World requirement and they have few geographical choices. In practically the same breath, however, they said they were happy that they were required to take a course outside U.S. and European history; they clearly understood the purpose of the requirement. We discussed how they would rename the requirement to be more descriptive of the intent to broaden their perspectives beyond the U.S. and Europe. Some suggestions: Other History; Different History; History of Everywhere outside the U.S. and Europe. We agreed it was a difficult requirement to name succinctly. One Colorado university calls a similar requirement "World Areas;" another distinguishes U.S., Europe, and World history; yet another calls it accurately yet ponderously "Africa/Asia/Latin America."

Most of the electives listed in the curriculum guide are the standards that every history program should include if students are to obtain a thorough historical grounding at the undergraduate level. The curriculum includes the necessary and basic courses. The students spoke enthusiastically of the topics courses offered irregularly by the program's faculty. They appreciate taking courses in the professors' area of expertise and current research interest, and expressed desires to be able to take more topics courses. Of course, a small program can offer more topics courses only at the expense of the standards; achieving the balance of special topics and necessary standards is always a challenge for any small program.

The self-study narrative notes that Public History is a small but growing area and of great interest to incoming students. Those interested in careers in museums, historical sites, national parks, and other public historic places, often start out with an interest in history. This is a potential growth area for the

History Program that could be expanded. It would require at least some additional resources in order for more courses to be offered beyond HIST 405, Introduction to Public History, and for more library resources to be made available.

The students and alumni with whom I met mentioned that few courses are offered in the late afternoon or evenings, when those who work during the day might be better able to attend. This again reflects the small size of the program, as well as the fact that MSC offers only an undergraduate degree in history. Students also mentioned that they would like to be able to take graduate level courses, or at least courses taught in graduate school style (i.e., seminars). They would also like to be able to take a course that prepared them for graduate school.

The faculty noted that the history methods course is one credit hour and that this is clearly not adequate to train education students to teach in the classroom. All the professors said they work with alumni now teaching to help them in their classrooms. This course is offered through the education program and therefore not within the control of the history program or the Department of Social and Behavioral Sciences.

Recommendations

The topics offered and/or required by the program will be determined in part, and shaped in part, by the faculty in the program. Upcoming hiring decisions will reflect the department's and the college's priorities for the History Program. Will a new tenure-track professor be hired to fill in the Third World requirement or to strengthen the U.S. or the European elements, or the modern or ancient components of the program? This is a decision that must be carefully considered as the position description is being constructed. The most successful decision will be made with the full involvement of the Department and the Program, working alongside the Administration in the searching and hiring process.

A designation such as "World Areas" might more accurately reflect the intent of the Third World requirement at MSC, as it would remove the necessity of teaching courses that deal directly and only with the fuzzily defined "Third World" while introducing students to the history of areas outside the U.S. and Europe. Alternatively, the Third World requirement could be maintained but more clearly defined as pertaining to certain very specific areas of the world (some areas of Latin America and the Caribbean, Africa, and some parts of Asia). It is problematic to include a course called "History of the Islamic World" in a Third World list, for example, and most of East Asia would not fit into that designation.

A scrutiny of the potential of Public History at MSC should be undertaken, and if it appears likely to be a growth area, as suggested in the self-study narrative, further courses should be developed that train students in public history methods and techniques. As the narrative notes, "a growing number of history graduates have pursued careers in public history" (pg. 5). Colorado is a state with a rich history, in a region with an appreciation of historical preservation and history tourism; it is likely that public history will continue to provide employment for many graduates of history programs such as that offered by MSC.

In response to suggestions from current students and alumni, the program could consider offering a course focused on preparation for graduate school, perhaps taught by various faculty who have expertise and experience in teaching and advising at the graduate level. This should be an occasional

course rather than a required part of the curriculum, as not all undergraduates intend to continue into Master's programs.

Communication should be improved between the history program and the secondary and elementary education programs, particularly regarding the history methods course. I did not visit that program and it is not the focus of this report; however, the history program is an integral part of the secondary education program at MSC, and the numbers of students majoring in history who want to teach it in the secondary schools is growing. The history program develop and maintain lines of communication focused on the connection between the two areas in order to ensure that history majors graduating with a degree from MSC are receiving adequate training to teach and prepare future MSC students.

Section 4. ASSESSMENT

Assessment programs are usually fairly easy to plan and implement, but the next steps – the actual assessment and then making changes – are often difficult to take. This is not a phenomenon unique to the History Program at Mesa State College. I have been involved with assessment activities at my home institution for the past eight years, and have worked in a leadership position for the past three and one-half years involving planning and implementation of assessment activities. This has been one of the most difficult parts of my work for many of the same reasons I observed during my conversation with the Assessment Director for the Social and Behavioral Sciences Department and with the History Program faculty.

During our interview, the Director of Assessment noted that the faculty had little enthusiasm for assessment reporting; correspondingly, the faculty saw little purpose to reporting that disappeared after it was submitted and never seemed to have an impact. The missing piece is what is called "closing the loop" – actually making use of the data collected and adjusting the program in response.

I reviewed the general education assessment reports for HIST 101, 102, 131, and 132. All students at MSC are required to take one of these courses, and history majors take at least three of them (all except HIST 131 are required for the major), so they provide fertile ground for assessment of student learning. According to the report for Fall 2007 and Spring 2008, student achievement of the learning objectives for the course has improved. As is always the case, the assessment activities could be improved. For example, the first (of two) general education objectives for HIST 131 and 132, U.S. History, is that students will "have some knowledge of the origins of our own culture and the existence of others." This is a worthwhile objective, but it is so general as to be applicable to nearly every general education and social science course. The second objective, that students will "understand the complexities of our social, economic, and political environment," is so lofty that it is likely unachievable, and could also be applied (perhaps more logically) to other social sciences disciplines. That is, it is not written with a specific focus on what students should learn in U.S. History but is a more general goal for all well-educated citizens, especially those who go through a university-level general education program. Likewise, the desired general education student outcomes for the Western Civilization courses (HIST 101 and 102) need to be expanded to better focus on the content areas of the courses.

Assessment of upper division courses tends to rely on faculty evaluation of written papers, which faculty tend to consider being good assessment measures. Do students write with clarity and organization, do they show an understanding of how to research and write a paper, do they understand the need to use appropriate sources of information, and does their writing demonstrate comprehension of the material

being taught in the course? Higher education assessment programs, however, have expanded to include direct and indirect measures beyond student performance on evaluation instruments in the classroom.

The 2004-05 assessment report included in the program review documents does focus on evaluation of written papers, but also includes senior exit interviews and the history MFAT. These are three valid assessment measures. The impression I gained from my interviews with Jessica Herrick, Assessment Director for the Department of Social and Behavioral Sciences, and from the history program faculty, however, is that the final step – implementation of changes and adjustments in response to the assessment activities – is lacking.

This is not always the case. Although the 2004-05 assessment report notes that resources were not available to add HIST 202 to the curriculum, the course was subsequently added as a requirement for all history majors in their sophomore year. It received very positive reviews from current students. Faculty appear willing to adjust the curriculum when they become aware of problems or potential improvements through assessment or other means.

RECOMMENDATIONS

Adding specific history-focused objectives to the general education objectives might help the history faculty see a more unambiguous point to performing the assessment activity.

In the interview with four history faculty, we discussed possible ways of making the assessment process more meaningful for the program overall. They could use the two required courses, HIST 202 and HIST 404 to implement some changes. For example, the faculty were not enthusiastic about the MFAT (major field assessment test) in history, as they did not consider the test a good measure of what they teach and what they hope the students will learn. The faculty could review the MFAT and rewrite it to customize it to MSC students and courses. They could administer it as a pre-test in HIST 202, taken in the students' sophomore year, and then as a post-test in HIST 404, taken in the students' senior year.

The faculty teaching HIST 404 could also use the course to conduct a student focus group, asking questions about the history program. Senior surveys and exit interviews might also be effective parts of an enhanced assessment program that would be more meaningful to the history program faculty.

The final piece of the assessment loop must be improved communication between the faculty, the Assessment Director, and the Department Head. It would be valuable to bring all three elements of the assessment program together in an annual meeting to discuss the results from the previous year's assessment activities, to suggest possible changes to teaching activities, and make plans for new assessment activities (or not, if the current ones are adequate). All three of these actors must communicate effectively in order for assessment to become a meaningful part of the teaching already taking place. History faculty do participate to the minimal level required, and agreed that they were not enthusiastic about the reporting required. Involving the Department Head, the Assessment Director, and the history faculty in closing the loop – making the process meaningful as a means for the faculty to be able to say they are achieving the learning results they work so hard to accomplish – must be the aim of the assessment process. Otherwise it is sure to stumble along as an unpleasant and dreaded obligation.

Section 5. STUDENTS AND STUDENT SATISFACTION

By the numbers

The History Program has seen a decline in numbers of new majors in the BA degree program and an increase in those studying history for secondary education (see Table 1a of the Program Review). The growth in numbers of secondary education students has kept overall numbers of majors in the department at a relatively stable level, with the normal fluctuations one sees in enrollment figures semester by semester. The decline in History BA alongside an increase in secondary education students might reflect students' perceptions of difficulties obtaining employment or forging a career with a degree in a liberal arts discipline such as history.

Elementary education students also are required to take a minimum of nine credit hours of history, and seven of the nine electives available to elementary education majors are from the history program. These students are not identified as history majors, and do not show up in the statistics tracking majors, although they do contribute to enrollment in upper division courses.

The five year average of enrollment numbers and student credit hours shows that both have increased in courses numbered 100, 200 and 300, but have decreased for courses numbered 400 and above. I note this only because it is curious and might bear examination. What courses are offered at the 400 level that are not attracting enrollment in the same numbers over the 2005 to 2009 academic years?

Overall, the History Program continues to generate strong numbers of student credit hours and enrollment, even with the drop off at the 400 level. Table 3 in the statistical section of the Program Review shows an increase of nearly 12 percent in credit hours generated from 2005 to 2009. The table showing faculty workload scores indicate that the history faculty are consistently in the top quartile of faculty across campus. This reflects the many large introductory level courses the faculty contribute to the general education program, but also the courses for students in the teacher education program, as well as the smaller courses taken mostly by history BA students. The faculty contribute in important ways to programs that affect the entire campus.

According to the students, current and alumni

I greatly enjoyed meeting with current and former students. Students are at the heart of higher education, and especially for faculty at small colleges with heavy teaching loads, students provide the motivation for our striving to improve teaching methods, to keep the curriculum timely and engaging, to be the best educators possible.

I met with five current students: one sophomore transfer student, three juniors and one senior. All are history majors and at least three said they definitely plan to go on for graduate degrees in history. They were all very enthusiastic about the history program at MSC. I have already mentioned some of their comments regarding the curriculum above in Section 3, but they bear repeating here.

The students like the small program offered by MSC. They appreciate the mentoring they get because they attend a small college with opportunities to interact directly with faculty. At the same time, they recognize a gap in coverage of different times and places in history because the program is small. They mentioned specifically that courses are available in ancient, early modern and modern European history, but not in medieval Europe. They were satisfied with the coverage of U.S. history. They also recognized

that in a small program their choices would be limited, and that offering a wider variety of courses would force professors to teach outside their areas of expertise. They appreciate the topics courses and wish professors had opportunities to teach more of them, more frequently. They enjoy taking courses about the topics professors are most interested in and passionate about.

As noted above, the students were very enthusiastic about HIST 202. They called it "a necessity and very engaging," and said that everything else they did in the major builds on this course. Most feel they need more help with writing, and that HIST 202 as well as HIST 404 would be good places for that focus. They also said they would like more emphasis on historiography. Such a concentration would better prepare them for graduate school or careers in public history that would require research and writing of history.

As mentioned above also, students liked being required to take a class outside the Europe and U.S. areas, even though meeting that requirement could be problematic.

One question they asked was why history is "shunted to the worst building on campus." All upper-division history classes are in the oldest, worst building, none is held in the newer classroom buildings, which they greatly admired. They all hoped they would be able to attend courses in the newer buildings before they graduate.

They agreed unanimously that the library is inadequate; they called the history resources outdated or minimal and the reference section unhelpful. The European collection is especially outdated. When I asked about inter-library loan they said they learned about it in HIST 202, but do not use it much. In part this is because of the lag-time necessary to receive the book (as today's students want things instantly). They did mention that the librarians are always helpful, and they do use and appreciate access to electronic resources. They mentioned jstor specifically, as well as the growing e-book collections. They are eagerly watching the growth of the archives collection into a more useful resource. They do want to use the library's resources, they just want access to more, and they would like more expanded hours for the library.

They were in consensus about the faculty: in a word, they said, the faculty are great. The transfer student said MSC faculty compared very favorably to those at his previous school. They all said the faculty are very accessible, they care about the students and are passionate about teaching history.

I met with two former students, and reviewed the alumni surveys provided in the Program Review. The two alumni had praise for the program and felt they had gained a high quality education. They also mentioned the professors as a major strength of the program, in terms of the relatively wide array of courses offered, but especially with regards to the mentoring they received. One of the students obtained a degree from another college before attending MSC, and rated his MSC degree considerably higher than his previous degree. The former students appreciated the small classes they took and the opportunity to work closely with the professors, whom they rated as excellent historians.

The alumni graduated before HIST 202 was established, and both expressed regret that they were not able to take the class, which they thought sounded like a very useful one.

They recognized as well as the current students that a small school and small program means limited opportunities to take courses offered infrequently, as time conflicts in their own and the department's scheduling are inevitable. They suggested more course offerings in late afternoon and evening classes, as more classes at these times would not only increase their own options, but would also draw local

area teachers interested in pursuing continuing education requirements. They would like to see graduate courses geared to educators, especially using primary sources in the classroom. Such courses could be offered through extended studies program.

The alumni also suggested that faculty teach more specialty classes (topics courses). This, they said, gives the professors a break from general education courses. One had attended a team-taught course in history, political science and literature. He stated that this type of course has a lasting effect on students, teaching them to make connections between history and other disciplines.

One of the alumni students wanted to form a history club. He said when he tried to get professors together to work on the club, he sensed that they were not interested in more contact with each other or with students outside office hours. The students wanted more social time with professors, but that desire was not returned in equal measure. He also said, however, that the faculty have different approaches to teaching and provided a good mix of styles that complemented each other. Both of the students said they would like to have had more social opportunities in their time at MSC; that is, more casual, rapport-building opportunities to mix with professors and other history majors.

They had essentially the same comments about the physical and support facilities on campus as did the current students; i.e., the library needs updating and the classrooms were adequate at best. One of the students said he had to go to another university to get research materials for history papers. The staff at the library was always helpful. Although the classrooms were uncomfortable, their biggest concern was that uncomfortable desks make it hard to focus on class. They wanted bigger desks and chairs so they could concentrate on the class and not on how uncomfortable they were.

The students with whom I met were very satisfied with the education they were pursuing at Mesa State College in the History Program. They had suggestions for improvement, but spoke appreciatively of the program and the professors, and by extension the experience of college at MSC.

RECOMMENDATIONS

In MSC's performance agreement with Colorado's Higher Education Commission (2004), goal 4 for meeting state and regional needs, in section 1.2, regarding the education program says that MSC will start offering graduate courses and a graduate teaching degree.² Meeting this goal will require dedication of resources to graduate education. It should be possible to begin with limited course offerings to appeal to advanced undergraduates and those local teachers who want to update their licensure requirements, or who want to begin work on a Master's degree. Although the results of the alumni survey included in the program review report were limited to nine responses, six of those nine respondents had at least enrolled in graduate degree program since leaving MSC, and two were actively involved in graduate school at the time they took the survey. At least three of the current students with whom I met were planning to attend graduate school. Some offerings of graduate level courses might serve to bring more students back to MSC for advanced study, allow advanced undergraduates to take graduate-level courses to prepare them for graduate school, and would help keep the faculty fresh and motivated.

²<http://highered.colorado.gov/Academics/PerformanceContracts/Final/mesa.pdf>

The students all declared that the courses they like the best are the topics courses taught by the professors in their specialty areas. The current students as well as the alumni and those who responded to the alumni survey all made this comment. The history degree requires electives, so students have room to fit the topics courses into their program, and they obviously enjoy them, according to their spoken and written comments.

Attention should be paid to the inadequacy of library resources if the major is to prosper and grow. One of the alumni mentioned that he drove to Denver to access research materials not available at MSC. Finding resources to support programs is always a balancing act, setting priorities, determining those things that need immediate attention and those that can continue for a while longer. The library is working to strengthen its collections through increasing access to electronic resources as well as by acquiring print resources as possible with limited funds. Making students aware of the resources available through inter-library loan programs is important. Finding funding for new acquisitions through external grants may also be possible.

Section 6. FACULTY

MSC history faculty are considered by current and former students to be one of the major strengths of the program. Faculty members themselves are the critical element of a successful program. At the time of my visit (mid-October), faculty were dealing with a heightened level of anxiety and uncertainty about the future of the program. They did not yet know whether they would be able to conduct a search for a new Assistant Professor to take the place of retiring Professor Dr. Paul Reddin, or whether Dr. Elizabeth Propes would continue for one more year as a lecturer. The uncertainty has created a situation in which the faculty find it difficult to plan for the future and its resolution as quickly as possible is highly desirable. The faculty should be informed of the status of the position searches and closely involved in writing the descriptions for the positions.

The areas of specialization of the current faculty fit well with the curriculum, with the exception noted by the students, i.e., the lack of medieval era courses and limited non-Western (Third World) courses. The position announcements for upcoming vacancies should focus on these last areas, as well as on those courses that need to be offered on a regular basis. With the size of the program, it would seem that six full-time faculty members can adequately manage all the required courses and still fit in the electives and possibly some new graduate level or graduate type courses as suggested above. Again, it is important that the vacant positions be filled with appropriate new faculty as soon as possible.

The Department currently hires three adjuncts to teach HIST 101, 102, 131 and 132, allowing the full-time lecturers and tenure-track faculty to focus on upper-division courses. This seems to be a reasonable approach to covering the courses, although the program review self-study narrative points out that finding people capable and qualified to teach those introductory courses is difficult in the Grand Junction area. In meetings during my campus visit, I heard differing opinions about the quality of part-time instructors. From one source, I heard that anyone who has taken an introductory level course in history might be hired to teach the same introductory level course. From other sources I heard that part-time instructors are carefully chosen and are of the highest caliber that can be hired locally. I did not get the impression that criteria for part-time instructors are fixed in order to exclude those who, for example, might not have completed a master's degree in history. This situation is the result of the reality of the needs of the program and the location of Grand Junction and MSC, but the utmost care must be

taken to select instructors who are qualified to teach the introductory courses, and then to observe them in the classroom in order to help them do the best teaching possible.

As is typical at small universities and colleges across the country, history faculty at MSC wear a variety of hats and are involved in many activities across campus. In my meetings with the faculty, and through review of faculty curriculum vitae included in the program review documents, it is apparent that most are involved in a wide variety of committees in departments and across the college, as well as in the community and in professional service to their discipline.

The faculty whose curriculum vitae I reviewed have all been teaching a full load of courses at MSC and participating in various service activities; most have presented papers at conferences and have a research agenda that is indicated by a variety of publications and/or in preparation. As is stated in the Mesa State College Strategic Plan,³ one of the major strengths of the college is the reputation it has for high quality academic programs (pg. 8) and the priority the college places on "teaching and student-faculty interaction" (pg. 3). This is clearly the focus of the history faculty and is reflected in the long lists of courses taught, alongside the relatively shorter list, in most cases, of publications. I did not see evidence of grant proposals submitted or funded, nor in most cases a list of professional affiliations. I did note the faculty's diverse backgrounds, as they earned Ph.D.s in universities literally across the country with widely varying history programs producing individuals with expertise in a wide range of historical periods and geographical areas.

It is my impression after meeting with the faculty and administrators that the decision to not grant tenure to Dr. Propes was based on a lack of balance in the distribution of her work; i.e., she was more than adequate in her efforts toward teaching and service but deficient in terms of maintaining an active research and publication agenda. The tenure decision has resulted in tension within the department particularly focused on the uncertainty mentioned above; particularly because at the time of my visit in mid-October, the remaining tenured faculty did not know if or when a search for both Dr. Propes' and Dr. Reddin's positions would be approved. This is an unfortunate situation, as Dr. Propes continues to teach in the program on a one-year contract. For the good of the program and those professors who will continue in it, the positions should be filled as soon as may be possible, and the permanent faculty should take the lead in writing the position descriptions to best suit the needs of the history program.

Section 7. In the text above, I have mentioned most of my observations of the facilities available to the history program, based on a tour of the campus and interviews with faculty, the IT Director and a librarian.

The faculty appeared satisfied with office space, and happy to have computers with internet connections in all the offices. They also noted that adequate instructional technology was available in the classrooms. The self-study narrative states that classroom space is tight for the history courses they teach, but hoped that new construction on campus would ease that situation. The students cited above did complain that they did not have any classes in the new classroom buildings. Perhaps that will change as the buildings are completed and more classrooms opened. All concerned seemed generally pleased with the construction projects that have transformed the campus, and were ready for new resources to be dedicated to some new areas, such as instruction and library resources.

Jeremy Brown, Director of Information Technology, was pleased to note that MSC leadership had made a commitment to update and upgrade technological equipment across campus, and had worked to fulfill

³ http://www.mesastate.edu/president/documents/strategic_plan.pdf

that commitment. He is gratified that the administration recognizes the critical importance of up-to-date technological resources in an institution of higher learning and has put the resources into ensuring that MSC students, faculty and staff have access to the best equipment possible. Librarian Barbara Borst agreed that computer equipment and online access to the library and additional resources has been a tremendous boon to MSC's library.

The faculty, students, and library personnel with whom I spoke all agreed that library resources are still inadequate, in spite of the technological advances noted above. They all expressed appreciation for each other, however. Ms. Borst, the librarian, said that history faculty are very good at suggesting resources for acquisition, and students and faculty all said the library staff were most helpful and did the best possible job with limited resources. They appreciate access to electronic resources and inter-library loan and take advantage of both. They all acknowledged that the library's limited holdings put restrictions on professors' as well as students' ability to conduct research locally except on a few local topics.

RECOMMENDATIONS

History faculty should continue to work with library staff to request the most important library resources to support the history program. Priorities should be set so the acquisitions staff knows what books, journals, and electronic resources are most important to the program faculty and students. This requires communication and strategizing so the program's needs are clearly presented to the library staff.

Section 8. CONCLUSION

The History Program at Mesa State College makes an important contribution to the "strong liberal arts core" identified in the college's strategic plan Value Statement (pg. 3). The strategic plan also notes as a weakness the college's need for "clear priorities and consistent direction" (pg. 11). One of the most important issues the history program must address is exactly this: clarifying priorities and direction. The first step to accomplishing this is regular and effective communication. In the meeting I held with four of the faculty, we had a lively conversation for about an hour, and could have continued if another meeting had not been scheduled. This sort of communication should be a regularly scheduled part of the community of the program. One of the comments I heard during my visit was that MSC did not have a history program, rather it had historians who prefer to operate independently. My observations were somewhat different. It was clear to me that the faculty are dedicated professionals who care deeply about the success of their program. I did get the impression that communication channels could be better developed and maintained among the history faculty and between them and other entities on campus with whom they need to cooperate.

The program should be recognized for its contributions to the success of MSC: the history program graduates education students trained to teach in Colorado's secondary schools. Those education students are among the most important contribution a college can make to the community. The strategic plan states that the over-riding purpose of the college is "raising educational attainment in Western Colorado by preparing students for a future of change" (pg. 22). We know that we must have knowledge of the past in order to prepare for the future, to understand how we became who we are now.

History is a vital part of MSC's general education program, where it generates significant numbers of student credit hours and full enrollment. The passage of a Colorado law requiring all college students to take a history course cements history's already firm place in general education. In addition are increasing numbers of students who want to get a history degree because they love the subject and want to teach it to the next generation of high school students. These are clear indications that the place of history in the liberal arts curriculum remains strong.

At the same time the History Program is an important part of the Liberal Arts curriculum, some issues need to be handled. These show up in the recommendations included in the sections of this report. Most of them can be taken care of with improvements in communication between various campus entities and between the Department Head and the History Program faculty. None of the issues noted in this report seems about to seriously threaten or undermine the program, but a lack of communication and clear direction, as noted at the beginning of this report, may lead to difficulties in the future.