

5/8/2025

**ACADEMIC PROGRAM REVIEW REPORT FORM AY2024-2025****Program(s) in the review:** History BA**Specialized Accrediting Agency (if applicable):** N/A**Campuses where the program is delivered:** ☒ Anchorage ☐ KOD ☐ KPC ☐ MSC ☐ PWSC**Year of last review:** AY2019-2020**Final decision from last review:** Continuation**PROGRAM SECTION (Due on March 1)****Program Review Committee:**Songho Ha, Professor, History, *Chair*Bill Myers, Professor and Department Chair, History, *Member***1. Demonstrate that the program has responded to previous recommendations.**

N/A - No previous recommendations.

**2. Demonstrate the centrality of the program to the mission, needs, and purposes of the university and the college/community campus. Include how the program is integrating (or planning to integrate) intentionally designed opportunities for students to develop the four core competencies (Effective Communication; Creative and Critical Thinking; Intercultural Fluency; and Personal, Professional, & Community Responsibility). (3000 characters or less)**

The Centrality of the Program to the University: The Department of History supports the following programs and areas of the university and community:

- UAA GER Requirement, Tier II Humanities: HIST A101, HIST A102, HIST A121, HIST A122, HIST A131, and HIST A132
- International Studies Program: History faculty members teach specific content courses for the Europe, Northeast Asia, and Global South/comparative regions tracks. The History Department is responsible for one of the required Core courses for the International Studies major (HIST A390).
- Language Majors: HIST A310, A312, A314, and A316 for French and for German, plus HIST A411. Spanish includes HIST A336, A338, and HIST A406. Japanese includes HIST A322, A420, and A325.
- Minor in Alaska Native Studies: HIST A341 is an elective for the Alaska Native Studies minor and fulfills the Alaska Native-themed GER.
- GER Integrative Capstone requirement: HIST A325, HIST A390, HIST A330, and HIST A427.
- [REDACTED] and [REDACTED] GER: HIST A101 and A102; HIST A121 and A122; HIST A131 and A132; HIST A325; HIST A341; HIST A390; HIST A427.
- Dual Enrollment Programs: Middle College, ANSEP Acceleration Academy, and Civics Leadership Program (CLP) at the South Anchorage High School (SAHS)

### Student Opportunities to Develop the Four Core Competences:

- **Effective Communication:** All History exams are formatted as essay questions; a few short or long papers are required to complete the courses successfully. Scaffolded assignments provide students with feedback and chances to improve along the way. Many History courses include a significant element of small group and larger class discussions, providing students with opportunities to practice communication with peers.
- **Creative and Critical Thinking:** All History courses, particularly upper-level history courses, require students to write papers or develop projects demonstrating critical analysis of material and an original thesis on their topics of choice.
- **Intercultural Fluency:** Historical study, by its very nature, fosters intercultural fluency. When students at UAA study European kings, nobles, and peasants in the Medieval era, frontier farmers, slaves, and plantation owners in the antebellum United States, or Manchu officials of Qing China and samurai of Tokugawa Japan, they are committing themselves to intercultural fluency and gaining a deep understanding of change over time, social and cultural differences across time and space.
- **Personal, Professional, and Community Responsibility:** History Department faculty stress the centrality of ethical responsibility in all research and writing practices in every course they teach, from introductory surveys to the senior seminar capstone. Upper-division history courses, particularly Hist A377, Hist A477, and Hist A495, provide students to demonstrate responsibility to their peers and to organizations in our community and beyond.

### 3. Demonstrate program quality and improvement through assessment and other indicators.

#### a. Program Student Learning Outcomes Assessment and Improvement Process and Actions

##### i. BA History

- *1) Demonstrate the ability to write clear and precise English; 2) Demonstrate advanced level historical research skills (proper use of historical citation style, critical use of primary and secondary sources, adequate research base, ability to frame a good historical question); 3) Demonstrate advanced historical skills (recognition of significance, cause and effect, continuity v. discontinuity, historiographical conversancy and perspective, critical and integrative thinking).*

##### ***Describe your key findings for these outcomes. (3500 characters or less)***

Most History students met the PSLOs in both lower- and upper-level courses between AY19 and AY23. A or B grades, the basic measure of satisfaction with Student Learning Outcomes in the History program, were earned by over 70% of students in lower-level courses and over 80% of students in upper-level courses on average during the assessment periods. In addition, A or B grades were earned by over 80% of students in the Junior Seminar (HIST A377) and the Senior Seminar (HIST A477) on average. Overall, students continued to improve their learning throughout the program. They produced high-quality results in their capstone courses (A377 and A477) after rigorous training throughout the History program.

However, several faculty members have reported that while their A students fully met the Program Student Learning Outcomes, they felt that some of their B students did not fully meet some of the Program Learning Outcomes, such as precision in written English, critical analysis of primary source material, and historiographical conversancy. Accordingly, faculty members have adopted various pedagogical tools to address these issues, which will be discussed in the next section.

***Describe actions taken to improve student learning for these outcomes. (3500 characters or less)***

Faculty members made various changes to their courses to improve student's writing and research skills, including more focus on primary source analysis, scaffolded assignments, and discussion and analysis of example articles to explain what 'historiography' means in historical writing. Examples of scaffolding assignments adopted by faculty for research projects include topic approval, literature reviews, preliminary annotated bibliographies, preliminary thesis and intro paragraphs, source analysis exercises, rough drafts, and final papers. Scaffolded assignments are done at all levels for the surveys to the Senior Seminar so that students develop and continuously improve reading, research, analytical, and writing skills.

***Describe evidence that these actions are working. (3500 characters or less)***

Some of the early returns from the Fall 2024 Capstone Senior Seminar course showcase evidence of the success in strengthening History Student Learning Outcomes. The faculty member who taught the course reported: "13 students enrolled, 9 earned A's, 2 earned B's, and 2 received Incompletes. Of the 9 A's, all showed excellent advanced undergraduate research skills; they were strong on engagement with the relevant historiography, particularly strong on critical use of secondary source research, and very good on primary research. The A students showed a willingness to consider the vexing question of change and continuity when it came to the subject matter of Fascism and Nazism in power, and they developed a strong writing voice. The A students demonstrated successful achievement on our History PSLOs. The B students were still very good. It was just a matter of time management with one student. The other B+ student, I consider a triumph because I had worked with him in 3 other classes and for the entire seminar semester on broadening his research base while narrowing and refining his thesis. From where he started a few semesters ago to where he ended, I consider a success."

- b. Demonstrate program quality and improvement through other means, for example, maintaining specialized accreditation, using guidance from advisory boards/councils, responding to community partners and local needs, maintaining currency of the curriculum, implementing innovative program design, intentionally integrating high-impact teaching and learning practices into the program, and meeting indications of quality in distance education, such as the C-RAC Standards. (3500 characters or less)**

The History Department has continued to develop and facilitate course curriculum changes in teaching methods and deploy high-impact practices.

- **Currency of the curriculum:** History faculty members continuously improve and update their curriculum. They actively engage their students in undergraduate research and community engagement inspired by faculty research and publications. In addition, faculty members made various changes to their courses to improve student writing and research skills, including focusing on primary source analysis and scaffolded assignments, again, modeling best practices in research for their students. History faculty mentor undergraduate researchers, which has resulted in peer-reviewed publications for History majors in journals such as *Alaska History*, *The New England Journal of History*, *Bulletin for Spanish and Portuguese Historical Studies*, and *Journal of the Association for Information Science and Technology (JASIST)*, and presentations at local and regional History conferences (the Alaska Historical Society and Phi Alpha Theta Pacific Northwest regional conference).
- **Changes to Curriculum:** The graduate course stacking has already begun (HIST 434/634, HIST 490/690, HIST 495/695) and will likely continue with select courses to meet UAA and ASD demand. Changes to the names of HIST A101, 102 (The Western Civ. sequence) and HIST A121, A122 (the East Asian Civ. sequence) have been initiated.
- **Two new term-appointment hires** offer renewed energy and exciting opportunities for new courses and growth for the History program. Their expertise enables the department to serve student interest in areas such

5/8/2025

as Alaskan history in a global context, business history, history of science, transnational empires, and decolonization.

- **Community Partners:** History Department faculty were instrumental in launching the Civics Leadership Program (CLP) at the South Anchorage High School. Additionally, faculty have also recently partnered with the Anchorage Museum, the Alaska Humanities Forum, the Alaska Railroad, the National Park Service, the Alaska Historical Society, the Cook Inlet Historical Society, the State of Alaska Division of Natural Resources (Office of History and Archeology) and organizations such as the Alaska World Affairs Council. These partnerships facilitate greater student internship and employment opportunities and further faculty research agendas with an eye toward contributing to the missions of our community partners.
- **Distance Education:** The History Department has long been at the forefront of distance education and was an early adopter of an online degree pathway. As early as AY2017, the History Department developed two courses in US History and European History that became a model for many online courses at UAA and whose format was widely copied by various departments. Not only does the department offer a selection of lower division and upper division course electives and requirements asynchronously every semester, but many of our F2F courses offer hybrid Zoom options for students who cannot make it in “live.” For example, last semester, the required capstone Senior Seminar was offered F2F, but the professor also set up Zoom for a student from Homer to regularly attend and participate so that he could finish his History BA requirement.

#### 4. **Demonstrate student success and the closing of achievement gaps.**

- Analyze and respond to the disaggregated data in the data sheet for your program. Provide clarifications or explanations for any positive or negative trends indicated by the data, and discuss what you are doing to close any achievement gaps. The Student Success program review metrics are Junior Graduation Rate, Associate Graduation Rate, Semesters to Degree – Graduate Programs, and Course Pass Rates by Course Level. (3500 characters or less)**

Students' success has continued to improve in the History program.

- Junior graduation rates have steadily improved, from 70% in AY2020 to 100% in AY2024.
  - Course pass rates for the Lower-Level division have improved from 74% in 2020 to 82% in 2024.
  - Course pass rates for Upper-Level Courses have remained steady: 84% in 2020, 83% in 2021, 83% in 2022, 81% in 2023, and 82% in 2024. This result reflects the consistency of the standards across the History Department.
  - Although the sample numbers are generally too small to capture meaningful achievement gaps within various categories, some notable cases are evident. Junior graduation rates for ages 18-24 have generally improved: 63% (2020), 50% (2021), 80% (2022), 83% (2023), and 100% (2024). The larger sample sizes were 10 (2022) and 8 (2020, 2024), and the smaller ones were 4 (2021) and 6 (2023).
- Numerous US universities, and a number of programs across UAA, have holistically evaluated their programs and courses to look for unintended barriers to student success. For example, the Purdue IMPACT (Instruction Matters: Purdue Academic Course Transformation) effort between 2011 and 2018 resulted in 325 courses being redesigned to incorporate research-based strategies known to increase student outcomes, while maintaining academic quality and rigor. Other efforts have involved course sequencing and scheduling, resulting in improved success even for [graduate students](#). Please consider your program's graduation rate, course pass rates, and similar data sources to reflect on any barriers to students moving through the curriculum, and describe what steps you have taken (or are planning to**

5/8/2025

**take) for possible redesign of gateway courses, course sequence changes, course scheduling, or similar efforts. (3500 characters or less)**

While the program's graduation rate and course pass rates (over 70% on both accounts) indicate relatively low barriers to student success, there are ways to improve outcomes. Currently, the UAA History program requires that students complete twelve credits/four lower-level courses (HIST A101, HIST A102, HIST A131, and HIST A132), in addition to six credits of non-Western history courses, which may include HIST A121 and/or HIST A122.

- Enrollments have decreased in HIST A102 (Western Civilizations II). As a result, the History Department is actively working to reconceptualize and rename HIST A102.
- The History Department is proposing a new course for undergraduates at the lower level. This proposed course (HIST A190), which each faculty member may teach, will be global and comparative in scope and seek to historicize contemporary issues and shed light on the historical nature of current events. The History Department expects that the course will grow enrollment by highlighting the discipline's relevance to matters of present-day concern, including politics, global conflicts and crises. The History Department envisions offering this new course at least once per semester instead of a section of HIST A102. HIST 190 History Matters: The Past in the Everyday could be a pilot for a GER Freshmen Seminar-type course that so many other schools have adopted to enhance the early undergraduate experience and success.
- The History Department also plans to reduce the number of lower-level credits that Majors and Minors must complete from twelve to nine. This would reduce the total number of credits to complete the Major from 39 to 36.
- Furthermore, in response to lower enrollments in HIST A377 (Historiography), the History Department will reduce the scheduling of this course, which is currently offered twice per academic year in each of the fall and spring semesters, to only once per year in the fall.
- The History Department will continue promoting and elevating experiential learning through its capstone (HIST A477) and flexible internship program (HIST A495). The everyday application of historical thinking, research, and writing skills is an ongoing project for the History department. The senior seminar capstone enables students to build on and master these skills. The internship has steadily grown in the number of students and community connections as we connect with various UAA and community partners (Anchorage's various state and municipal organizations and others).
- The History Department has expedited the creation of graduate courses to accommodate High School educators in the Anchorage School District (ASD). Faculty have provided these courses in the modality requested by the ASD and plan to continue to develop graduate offerings to meet demand.

- c. Provide evidence of the overall success of students in the program. For example, you might talk about the percent of students in post-graduation employment in the field or a related field, the percent of students who go on to graduate school or other post-graduation training, and/or the percent of students who pass licensure examinations. You might also give examples of students who have been selected for major scholarships or other competitive opportunities. [Please do not use personally identifiable information.] (3500 characters or less)**

Student success has been remarkable in the UAA History Department. What follows is a select list of student success stories in high-impact practices:

- Job placements and graduate school admissions: According to IR data, 89% of History graduates received job placements in the year after graduation. In the past five years, many UAA history graduates

5/8/2025

have been hired by area schools and nonprofits, and have been admitted to graduate programs, or defended Ph.D., JD, MA, and MEd degrees in various leading universities in the US and Europe, and a very prestigious law school and several schools of education. A few recent placements included educators and administrators at the Anchorage School District and the Matsu School District; administrators and division lead at the Alaska Community Foundation, Municipality of Anchorage, the State of Alaska, the United States National Park Service, a director of programming at the Consulate of Japan in Anchorage; Alaska media personalities and journalists; faculty and staff the University of Alaska Anchorage (including in the College of Arts and Sciences); and a lead archivist at the Ted Stevens Foundation. Furthermore, History majors have recently been accepted into graduate or law programs at the University of Alaska Fairbanks, the University of Washington, Washington State University, the University of Oregon, and Georgetown University. Testament to post-undergraduate student success for our History majors includes leadership positions at Alaska Public Media, leadership position for Volunteers of America Anchorage, TT faculty and archivist for the USAF Academy, instructor of History at Vanderbilt University, Assistant State Attorney in the Chicago area, and many more.

- Internships: Since FY2017, the History Department developed and has offered HIST A495: History Internship. Since its implementation, many History majors have taken advantage of the opportunity to do an internship that uses their skills in a university context or in the broader community. These internships have provided students with opportunities to develop core competencies and connections beyond the classroom, including skills that have prepared them for graduate-level research and/or career pathways. Students have been placed as interns with the Anchorage Museum, the Anchorage Mayor's Office, the Alaska World Affairs Council, TBA Theater Company, ASD, and many others.
- Scholarly publications: UAA History students have published articles in Alaska History, The New England Journal of History, Bulletin for Spanish and Portuguese Historical Studies, and the Journal of the Association for Information Science and Technology (JASIST). Some of these articles were published while the student was still in our undergraduate program, while others were published post-BA graduation, but the articles originated from the students' papers in their upper-level History courses.
- Capstone experiences: All History majors must take a Junior Capstone course (Historiography) and a Senior Capstone course (Senior Seminar). The skills we seek to develop in our History BA students clearly fit the needs of the modern workplace in all its forms. Critical thinking, effective communication, intercultural awareness and perspectives, analytical problem solving, ethical and thoughtful team collaboration—all these are skills valued by organizations like NACE (National Association of Colleges and Employers), and developed by our program.

## 5. Demonstrate demand for the program.

- a. **Analyze and respond to the data in the data sheet for your program. Provide clarifications or explanations for any positive or negative trends indicated by the data, and discuss what you are doing to improve. The Demand program review metrics are Ratio of Out-of-Discipline Credit Hours to Total Credit Hours, Number of Program Graduates Who Continue Education, and Number of Program Graduates Who Return to UAA to Pursue an Additional Program. (3500 characters or less)**

- The ratio of out-of-discipline credit hours to total credit hours remained steady and high: 87% in 2020, 88% in 2021, 87% in 2022, 86% in 2023, and 87% in 2024. These steady and high percentages prove that a strong demand for UAA History courses exists at UAA and beyond.

5/8/2025

- The number of Program Graduates Who Continue Education increased from 15 in 2020 to 18 in 2024. The single-digit figures in 2021, 2022, and 2023 (8, 9, and 9) seem to reflect the long-term effects of the COVID-19 period, which resulted in a decline in History majors.
- The number of program graduates who returned to UAA to pursue an additional program was all single digits (7, 2, 3, 2, and 5) between 2020 to 2024. It is hard to discern any meaningful changes from this data.

Overall, demand for the History program remains steady and high. It is also notable that the internal demand from History majors increased substantially in 2024. The total number of History majors from 2020 to 2024 were 117, 95, 79, 74, and 90. Total credit hours in the same periods were 1555, 948, 929, 844, and 1158. This data from UAA IR shows that the History program is gradually coming out of the adverse effects of the COVID-19 pandemic and shows signs of healthy growth.

## 6. Demonstrate program productivity and efficiency.

**Analyze and respond to the data in the data sheet for your program. Provide clarifications or explanations for any positive or negative trends indicated by the data, and discuss what you are doing to improve. The Productivity and Efficiency program review metrics are Five Year Degree and/or Certificate Awards Trend, Student Credit Hours per Full-Time Equivalent Faculty, and Full-Time Equivalent Student per Full-Time Equivalent Faculty. (3500 characters or less)**

The Instructional Productivity of the History program improved between 2020 and 2024:

- SCH/FTEF: For the period of 2020-2024, the SCH/FTEF were 524.0, 525.1, 496.3, 464.0, and 557.0, respectively. FTES/FTEF for the same periods were 17.5, 17.5, 16.5, 15.5, and 18.6. In comparison, the SCH/FTEF for UAA as a whole was 409.0 and FTES/FTEF was 14.0 in 2024, respectively. History program generated 36% more student credit hours and taught 33% more full-time equivalent students in 2024 when compared to UAA as a whole.
- In both categories, the numbers were at their lowest in 2023 and highest in 2024. This indicates that the History program suffered until 2023 due to the adverse effects of the COVID-19 pandemic and is rapidly improving its productivity in 2024. This trend aligns with the data on History majors and credit hours.
- Five-Year Degree Awards Trend: The degree awards from 2020 to 2024 were 30, 35, 18, 26, and 14. The lowest number, 14, reflects the residual effects of the small number of History majors who entered the program in 2020 and who are starting to graduate. We expect the number of graduates to remain low for several more years before it will increase. As discussed above, the number of History majors enrolled in 2024 is 90, which is much higher than in 2022 (79) and 2023 (74).

Overall, the data shows that the History program regained its strength in 2024. The faculty members in the History Department are committed to student success for both History majors and non-majors, and faculty members work to accomplish this mission while being efficient and productive in their delivery.

**Optional: Discuss the extent to which, if any, extramural funding supports students, equipment, and faculty in the program. (3000 characters or less)**

History Department faculty have successfully secured extramural funding to support the program in a variety of ways. Funding from the National Park Service (roughly \$140,000 between 2017 and 2024) has supported faculty research and professional development, student research assistance, and paid internships.

5/8/2025

Funding from the Beverly Beeton History fund (\$620,000) will support professional development for faculty and scholarships for students. The History Department expects to use these funds on an annual basis beginning in academic year 2025/2026.

History Department faculty were instrumental in securing \$400,000 from the Mellon Foundation that will contribute to interdisciplinary collaborations with the Alaska Native Studies program. This three-year Higher Education grant will support a proposal to develop an AKNS BA, in addition to interdisciplinary curricular content, professional development opportunities, faculty course buyouts to develop innovative, interdisciplinary, and place-based curriculum, as well as student research assistance and academic programming related to Alaska's Native history and culture.

**7. Assess program distinctiveness, as well as any duplication resulting from the existence of a similar program or programs elsewhere in the University of Alaska System. Is duplication justified, and, if so, why? How are you coordinating with UAA's community campuses and the other universities in the system? (2500 characters or less)**

The UAA History Department is the largest History program in Alaska by number of majors, and it works collaboratively with colleagues across the region and state.

The UAA History Department is one of two History Departments in Alaska that grants a BA degree in History (the other is UAF), with Junior and Senior capstone courses offered every semester or year. However, it is the only program with a proven and reliable online path to a degree and the only History program serving Alaska's largest population center.

The UAA History Department, along with colleagues at the community campuses, serves as a hub to meet the demands of History majors across Alaska, regardless of their locations, even for those students at other MAUs who take History courses from their physical locations.

History courses remain popular among Alaska's active duty and veteran military population, as evidenced by consistent requests from JBER to offer online courses to accommodate military service members.

The UAA History Department has deep connections with state and federal agencies and is the only History program in Alaska that offers experiential internship opportunities, a partnership with an area high school (South Anchorage High School), and an active chapter of the National History Honors Society, Phi Alpha Theta (PAT). Faculty members have collaborated with the National Park Service, the Municipality of Anchorage, the Alaska Humanities Forum, and the Alaska Division of Natural Resources (Office of History and Archeology), in addition to Alaska's two largest historical and cultural museums/institutions: the Anchorage Museum and the Alaska State Museum.

**8. Assess the strengths of your program and propose one or two action steps to address areas that need improvement. (4000 characters or less)**

Strengths:

- The History program services many students across a wide array of majors with very high productivity. It is thus indispensable to accomplishing the mission of CAS and UAA. It offers a strong and reliable online path to a degree that improves student success by improving accessibility. Its curriculum -- with an emphasis on primary source-based research, historiography and methods, and options for internships and experiential learning -- reflects the best practices of the discipline, as defined by the American Historical Association (AHA).



5/8/2025

- The History program's faculty quality is exemplary in research, teaching, and service. Faculty members have published nine books and dozens of peer-reviewed articles and reviews. They have garnered three Chancellor's Awards in Research, two Chancellor's Awards in Teaching, and two Consortium Library Affordable Course Materials Awards. History faculty have successfully competed for grants from the National Park Service, the National Endowment for the Humanities, the Atwood Foundation, the Rasmuson Foundation, and the Mellon Foundation. This funding has resulted in greater opportunities for professional development, undergraduate research, and increased faculty research productivity.
- History faculty provide service in important roles, such as key leadership posts in the CAS Dean's Office, the Provost's Office, Faculty Senate, peer review committees, and review committees for Fulbright and NEH (National Endowment for the Humanities). History faculty serve in leadership roles in various and relevant community and statewide organizations, such as the Alaska Humanities Forum, the Alaska World Affairs Council, the Alaska Historical Society, the Cook Inlet Historical Society, the University Press of Colorado, and the Scholarship Selection Committee of the Korean American Association in Alaska. They also serve on executive councils of national and international organizations, such as Sixteenth Century Society and the Japan Studies Association.

#### Steps to Address Areas that Need Improvement:

- Goals and Strategic Opportunities: We will continue to offer the degree opportunity to the many [REDACTED] students in Alaska, meeting the university's dual mission through online and face-to-face courses. Two recent NTT hires offer new areas of expertise that serve departmental, college, and university goals: research and teaching in Alaskan studies, circumpolar North, global science and exploration in historical context, and transnational studies. We will continue to meet the various service needs of the UAA, community, and profession. We will also strive to remain productive scholars through research, publication, grants, and presentations.

Strategic opportunities exist to achieve these goals. The UAA History Department currently has five tenured and two-term faculty members. Out of the five tenured faculty members, one serves as an Associate Dean in CAS and another as the Interim Vice Provost for Student Success and Dean of the Honors College, which removes two tenured faculty members from the active teaching rotation list. Still, another faculty member has declared his intention to retire at the end of the 2024/25 academic year, potentially leaving just two full-time tenured faculty members and two-term instructors in 2025/26. The faculty performs well above its size and educates more than 90 majors annually. Student demand is growing. There is also ongoing demand for the History Department to service the professional development needs of ASD and other K12 faculty by providing graduate-level courses. Stabilizing the program, with additional faculty, would allow the History Department to meet the needs of UAA for 2027 and beyond. A strong and stable history faculty base will enable the department to continue its long record of building valuable student skills, ensuring that we satisfy UAA's key aspiration to "put students first and serve its dual mission."

**Committee chair first name last name:** Songho Ha

**Date:** 2/25/2025

END OF PROGRAM SECTION

---

5/8/2025

**DEAN SECTION (Due on April 1)****1. Evaluation of Progress on Previous Recommendations**

**For each recommendation from the last program review, indicate if the recommendation has been met or has not been met and provide commendations and guidance as appropriate. (2500 characters or less for each recommendation)**

N/A – No previous recommendations.

**Provide your analysis of #2-8 below, based on the data provided and the program's responses above.**

**2. Centrality of the Program (2000 characters or less)**

The program is central to the university mission through general education and dual enrollment offerings as well as support for many other programs in the humanities. The program does a good job of integrating 4 core competencies into Courses and the major.

**3. Program Quality and Improvement (2000 characters or less)**

Program assessment is sound and shows students in both the lower and upper division courses are meeting the program SLOs. As noted in this report, the faculty are doing many things to maintain the currency of the curriculum and to offer engaging courses and a high quality program.

**4. Student Success and the Closing of Achievement Gaps (2000 characters or less)**

The student success metrics have shown consistent improvement over the past five years, demonstrating that students are effectively progressing through the degree to completion. The report notes that the dataset is too limited to identify potential achievement gaps. The department is encouraged to investigate why the major is not attracting a wider range of students. Several curricular changes are underway to enhance student success and increase the appeal of the major; these efforts to continuously improve are appreciated. Lastly, the employment rate and the impressive job placements of graduates are noteworthy.

**5. Demand (2000 characters or less)**

The ratio of out-of-discipline demand has remained steady throughout the review period. The total SCH generated dropped during the pandemic, but has rebounded to above pre-covid levels, showing an increase in enrollment in history courses. While the number of graduates has fluctuated and has shown a steady decrease, there are indications that the number of majors is on the rise. The department should continue to monitor the number of graduates. Overall the demand for courses has remained strong and constant during the period.

**6. Productivity and Efficiency (2000 characters or less)**

The FTES to FTFS ratio experienced a slight decline in 2022 and 2023, but saw a strong rebound in 2024, reaching one of the highest levels in the college. This demonstrates the department's efficiency in managing course rotations and scheduling. Additionally, the faculty are to be commended for securing external resources that support students, faculty, and curriculum development.

**7. Duplication and Distinctiveness (2000 characters or less)**

The history program at UAA takes advantage of its location in Anchorage, Alaska's population center, by providing students with access to internships, workforce development opportunities, and partnerships with local organizations. Additionally, the program offers online coursework, allowing for greater flexibility to accommodate diverse student needs.

5/8/2025

**8. Strengths and Ideas for Moving Forward (2000 characters or less)**

The program offers a variety of high-quality courses in flexible formats. The faculty have traditionally been productive scholars and accomplished teachers. In the coming year, the department faces an almost complete turnover in staffing. Thus, moving forward, the department faces the task of hiring new faculty and rebuilding the program.

**Dean's Final Evaluation**

**I commend the program for: (number and list the specific commendations in the narrative box, 2000-character limit)**

1. Faculty Engagement: The faculty in the program excel across various areas, showcasing exemplary teaching, dedicated service, and significant scholarly accomplishments.
2. SCH: The program has consistently demonstrated efficiency and productivity, with high SCH production. This reflects the strong demand for its courses (both gen eds and courses for the major) and the program's effective course management
3. HIPs: The faculty support students through capstone experiences, internships, community-engaged learning, and undergraduate research, offering valuable opportunities for academic growth and career preparation.

**I recommend that the program: (number and list the specific recommendations in the narrative box, 2000-character limit)**

1. Monitor the Number of Majors: The program has faced a decline in the number of majors in recent years and should continue monitoring these trends. Proposed curriculum changes, such as reducing credit requirements and introducing courses like HIST A190, may help draw new students to the major. Additionally, offering alternative entry points beyond the traditional focus on Western civilization could appeal to a wider range of students.
2. Continue to Revise Curriculum and Course Offerings: The department should continue with curriculum revisions including offering graduate courses to meet the demands of ASD and courses like HIST A190. Additionally, the department should regularly review course scheduling to address enrollment trends and ensure efficient resource management. As faculty expertise changes, the department may wish to revise curriculum. Lastly, while the program offers strong online options, refining distance options further could broaden the reach and meet additional student needs.

**Dean's overall recommendation to the provost:** Continuation -- Program is successfully serving its students and meeting its mission and goals. No immediate changes necessary, other than regular, ongoing program improvements.

**If an Interim Progress Report is proposed, recommended year:** N/A

**If a Follow-up Program Review is proposed, recommended year:** N/A

**Proposed next regular Program Review:** AY2032

**Dean first name last name:** Jenny McNulty

**Date:** 3/31/2025

END OF DEAN SECTION

---

5/8/2025

**PROGRAM OPTIONAL RESPONSE SECTION (Due within one week of receiving dean's review)****Are you submitting an optional response?** No**Optional Response:** *(10,000 characters or less)***Committee chair first name last name:** Songho Ha**Date:** 4/1/2025**END OF PROGRAM OPTIONAL RESPONSE SECTION**

---

**PROVOST SECTION (Due on August 1)****Provost's commendations, additional or adjusted recommendations, if any, and other general comments (3500 characters or less):**

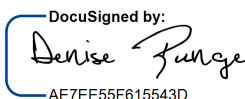
I concur with the dean's commendations and encourage the program to lean even more into the use of high impact pedagogical practices. I would also like to call out the strength of the program's assessment and improvement efforts, particularly the way the program integrates scaffolded assignments throughout the curriculum. Given the strength of the program, as demonstrated in this review, I have approved two searches to replace faculty who are either retiring or are serving the institution in an administrative role.

I also concur with the dean's recommendations.

Finally, I am asking that over the next year or so faculty holistically review the overall design of their program(s) within the framework of UAA's dual mission and make changes accordingly. As per accreditation standards, degrees must demonstrate breadth, depth, and appropriate sequencing of coursework. UAA's core competencies provide a mechanism for breadth, as do the general education requirements for associate's and baccalaureate degrees. Whenever possible, students are able to complete UAA programs within the Board of Regents' minimum credit requirements, ensuring programs are affordable financially and in terms of a student's commitment of time. UAA programs provide clear and streamlined pathways into and through the credential, not requiring specific Tier 1 and Tier 2 GERs, ensuring no hidden prerequisites, requiring prerequisites only when clearly tied to success in the course, and, whenever possible, standardizing prerequisites across courses at a particular level within the credential. Credentials within the same discipline or related disciplines clearly stack one within the next, providing students flexible, streamlined opportunities to earn one credential and return to UAA at a later time to complete the next level. Finally, programs formally acknowledge appropriate alternative credit paths, allowing students to take advantage of prior learning and avoid unnecessary credit accumulation.

**Provost's decision:** Continuation -- Program is successfully serving its students and meeting its mission and goals. No immediate changes necessary, other than regular, ongoing program improvements.

**Interim Progress Report:** N/A**Follow-up Program Review:** N/A**Next regular Program Review:** AY2030**Provost's signature:**

DocuSigned by:  
  
AE7EE55F615543D...

**Date:** May 9, 2025