

ACADEMIC PROGRAM REVIEW

Fairmont State Board of Governors

Program with Special Accreditation Program without Special Accreditation

Date Submitted December 13, 2023

Degree Program History (B.A. and B.S.)

INSTITUTIONAL RECOMMENDATION Approved by the Board of Governors (§ 5.2.8)

The institution is obligated to recommend continuance or discontinuance of a program and to provide a brief rationale for its recommendation:

- 1. Continuation of the program at the current level of activity; with or without action
- 2. Continuation of program at a reduced level of activity (for example, reducing the range of optional tracks or merging programs) or other corrective action
- 3. Identification of the program for further development (for example, providing additional institutional commitment);
- 4. Development of a cooperative program with another institution, or sharing courses, facilities, faculty, and the like;
- 5. Discontinuation of the Program

Rationale for Recommendation:

Robin K. Payne

Signature of person preparing report: _____

Chris Kast

Digitally signed by Chris Kast
Date: 2024.06.14 06:50:19 -04'00'

12/13/2023

Date

Signature of Dean _____

Wanda Phillips
Signature of Provost and Vice President for Academic Affairs: _____

Date

6-13-24

Date

Signature of President: _____

[Signature]

6/13/24

Date

Signature of Chair/Board of Governors: _____

6-13-24

Date

Executive Summary for Program Review

(not to be more than 2-3 pages)

Degree Program:	History (B.A. and B.S.)
College or School/Department:	College of Liberal Arts / Department of Social Sciences
Chair/Program Coordinator	Chuck Shields (Dept. Chair)
External Reviewer:	
Reviewer Email:	

A. Synopses of significant findings, including findings of external review (include the external reviewer(s) information).

The History Program is a service-based program on campus. With a strong presence in two categories of the university's Core Curriculum, the History Program services a wide cross-section of the university's populace. Moreover, the ways in which history courses are interwoven into the requirements of other majors (such as National Security and Intelligence, Elementary Education, and Social Studies Education) situates the History Program as an invaluable resource across campus. Moreover, the History Program has maintained a steady rate of graduates, conferring BA or BS History degrees on 14-15 students per academic year during the last review cycle. While our numbers (both in terms of majors and course enrollment) do seem to have been affected by the COVID-19 pandemic and other national trends in higher education, it appears that the history program is doing well with retention and has strong success rates in its courses. Anticipated plans for improvement (see below) take these factors into account with goals for program growth in the next review cycle.

[External reviewer comments not yet available.]

B. Plans for program improvement, including timeline

With the advent of the next five-year review cycle, the History Program will have implemented its modernized BA in History degree pathway. This will involve abolishing the existing BS in History, though elements of that pathway will be folded into the new BA in History. The new BA in History will also involve the development of a senior portfolio course, which will enable us to better address program assessment. By the end of the five-year review cycle, we will have ushered at least two classes entirely through this new curriculum and will be well-positioned to evaluate the need for additional changes. During the next review cycle we will also begin to evaluate our advanced history course offerings and will revamp the world history survey course sequencing. With projected program growth resulting from some of these changes, we hope to add an additional tenure-track faculty line within the next review cycle as well.

C. Identify weaknesses or deficiencies from the previous review and describe how these have been addressed.

The previous program review cited the need for expanding the number of faculty so that the program could better cover curriculum focusing on history outside of the United States and European history. While initial efforts to achieve this were hampered by events beyond our control (ie unanticipated faculty turn-over, the impact of the COVID-19 pandemic, etc.), we have actively endeavored to hire

faculty that will diversify our course offerings. During the last academic year (2022/2023) we successfully hired two new tenure-track historians, which has provided a great deal of stability to the program as it currently stands. The previous program review also commented on our BS and BS degree offerings in history. Noting that the framework was unusual but not without value, the past external reviewers indicated that the history program should evaluate those requirements in order to ensure that the history program was fulfilling its mission of “educating global citizen leaders.” The curriculum revision we have recently initiated addresses some of the concerns raised by those reviewers.

D. Five-year trend data on graduates and majors enrolled (Data will be provided by the Director of Institutional Research and Effectiveness).

			HEPC Series 10		
AY	*Enrollment	**Degree Awarded	Productivity Standards Programs are required to meet at least one of the indicators listed below.		
2022-23	40	12	Average of Five Most Recent Years		
2021-22	41	11			
2020-21	50	17			
2019-20	47	14			
2018-19	57	15			
5-YR AVG	47	13.8	Degree Level	*Enrollment	**Degree Awarded
			Baccalaureate	47	13.8
			Masters	0	0
* Unduplicated academic year head count					
** IPEDS Graduation data (July 1 - June 30)					

E. Summary of assessment model and how results are used for program improvement (A full Assessment Report is in TaskStream and can be downloaded or viewed by academic year for summation).

At this time, history faculty are responsible for assessment of their individual courses in relationship to the history program student learning outcomes. The current outcomes have six objectives: acquiring general historical knowledge, thinking critically and analyzing historical sources, communicating effectively in written and oral formats, understanding the values and worldviews of the past, incorporating a knowledge of geography into the historical idiom, and understanding how history is affected by society, economics, international relations, culture, the environment, and politics. The program utilized multiple assessment tools in its course offerings, with particular attention paid to exams that measure retention of knowledge and skills and writing assignments that encourage and guide critical thinking and analysis. Efforts have been made to strengthen our overall program assessment model; however, turn-over in history faculty has rendered this endeavor difficult. Moving forward, the history faculty aim to work collectively to develop a comprehensive assessment model in order to better utilize its results for course and program improvement. See Action Plan for Improvement below.

F. Data on student placement (e.g., number of students employed in positions related to the field of study or pursuing advanced degrees).

The history program remains unable to effectively track its graduates. Anecdotally, we know that our graduate tend to gravitate towards professions in teaching and service. A number of our majors also earn a Social Studies Education degree or plan to go into the university’s MAT program upon completion of their history degree with the intention of working in the K-12 school system. Others go

into public history fields, such as working in museums or for organizations like the National Park Services. Many of our graduates go into fields that are not-specific to history but utilize the skillsets history majors acquire, such as business, national security, and law enforcement. Finally, many of our graduates intend to (and do) go on to advanced graduate studies in history graduate programs or law school. As the university continues to strengthen its capabilities in institutional data collection, we hope to acquire better evidence of these trends. The senior portfolio course that is in development will also enable us to better converse with our graduates about their post-graduation plans.

V. FINANCIAL HEALTH

The **financial health** of a program refers to the cost and revenue portion of the program. This analysis reveals the extent to which the program is contributing to the institution's financial health and if additional resources are necessary to sustain the program.

The metrics below represent required program financial data to be collected in reviewing the financial health of the program [IEO supplied for the report].

Category	Metric	2020	2021	2022	2023	Change
Revenue	General Tuition and Fee Revenue	\$1,257,577	\$1,256,006	\$1,010,500	\$958,711	-24%
	Program Fee Revenue	\$15,143	\$14,254	\$11,483	\$11,907	-21%
	Course Fee Revenue	\$83,070	\$140,958	\$126,135	\$127,614	54%
Expenses	Direct Costs	\$299,655	\$298,722	\$295,405	\$241,934	-19%
	Indirect Departmental Costs	\$65,187	\$41,601	\$62,978	\$77,193	18%
	Indirect College Costs	\$27,866	\$13,103	\$3,363	\$13,901	-50%
	Indirect Institutional Costs	\$313,946	\$456,765	\$586,368	\$275,720	-12%
Net Position without Indirect Institutional Costs		\$963,081	\$1,057,793	\$786,371	\$765,203	-21%
Net Position Per Credit Hour Delivered with Indirect Institutional Costs		\$147.20	\$134.46	\$56.64	\$151.50	3%