

UNIVERSITY OF GUAM
College of Liberal Arts & Social Sciences
Rubric for Analysis of Major Programs *History*

Types of Data				Comments
1 External recognition and measures of quality of the program (list)	Statement/list adequately addresses data request	Statement/list somewhat addresses data request; requires clarification	Statement/list not provided or does not address data request	CLASS awards are not external recognition
2 All course outlines have been revised to reflect both program and course Student Learning Outcomes and assessment plan (copy of assessment plan and program SLOs)	Statement adequately addresses data request	Statement somewhat addresses data request; requires clarification	Statement does not address data request or no statement provided	no copy of assessment plan and program SLOs.
3 Centrality to mission	Statement adequately describes program's centrality to mission	Statement somewhat describes program's centrality to mission; requires clarification	Statement does not describe program's centrality to mission or no statement provided	
4 Support of strategic initiatives (which ones and how)	Statement adequately identifies and describes strategic initiatives	Statement somewhat identifies and describes strategic initiatives; requires clarification	Statement does not identify or describe strategic initiatives or no statement provided	
5 Meeting student and regional needs (evidence to support this)	Statement adequately addresses requested data with evidence	Statement somewhat addresses requested data with some evidence	Statement does not address requested data; statement lacks evidence; or no statement provided	
6 Completed program reviews with recommendations acted upon (last review and actions taken)	Statement adequately addresses data request	Statement somewhat addresses data request; requires clarification	Statement not provided or does not address data request	
Six page limit	6 pages	less than 6 pages	exceeds 6 page limit	

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October 4, 2007

ANALYSIS OF UNDERGRADUATE MAJOR PROGRAMS

HISTORY PROGRAM

1. EXTERNAL RECOGNITION AND MEASURES OF QUALITY OF THE PROGRAM.
 - A. **Student Achievement:** Although we have not systematically tracked our History Program graduates, we know of several who have successfully transitioned either into the work force as Social Science teachers in the Guam Public School System or into graduate programs.
 - B. **Awards received by faculty:**
 - Dr. Donald Platt received the UOG Faculty Award for Excellence in Teaching in 2003, and again in 2006. Prior to that, he had been awarded the 2001 UOG Faculty Award for Excellence in Service.
 - Dr. Anne Perez Hattori received the CLASS Faculty Award for Excellence in Research in 2007 and, in 2005, the "Humanities Scholar of the Year" award from the Guam Humanities Council.
 - Dr. Lawrence Cunningham received the CLASS Part-Time Faculty Award for Excellence in Teaching in 2004.

2. COURSE OUTLINES WITH STUDENT LEARNING OBJECTIVES AND ASSESSMENT PLANS IN PLACE

- A. **Course Outlines with Student Learning Objectives in place:** This work is underway. In the 2002 History Program Review, Faculty identified six student learning objectives, and since then began exploring methods to assess the attainment of these goals.

The History Program Student Learning Objectives, articulated in the 2002 Program Review (2), are:

- Analytical reading
- Critical evaluation of historical evidence
- Logical organization of information
- Independent historical research
- Clear and persuasive written expression of historical analyses
- Clear and persuasive oral expression of historical analyses

- B. **Assessment Plan:** The History Program has adopted one preliminary assessment tool for use by the entire History Program. In addition, each of the history Faculty has devised an assessment plan appropriate to his/her particular course.

Page two contains the "Preliminary Assessment Tool for History Classes" form, and pages three through six contain a sample assessment activity from Dr. Platt's HI 202 (Modern America) class.

COURSE NUMBER: HI _____

COURSE TITLE: _____

SEMESTER: _____

PRELIMINARY ASSESSMENT TOOL FOR HISTORY CLASSES
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I. In the past two weeks, after having read the assigned readings and attended the class sessions, list four things you have learned about History for the period covered that you did not know before you took this course.

1)

2)

3)

4)

II. How did this new information change your previous understanding of the events covered in the text and class sessions?

UOG HISTORY PROGRAM

EXAMPLE OF ASSESSMENT ACTIVITY IN HI 202 (MODERN AMERICA)

One learning objective for the HI 202 (Modern America) class is for the students to understand what helped spark the modern Civil Rights movement in the 1950s. One major spark was the murder of 14-year-old Emmett Till in Money, Mississippi, in August 1955.

In his 2001 book, *Classroom Assessment: Principles and Practice for Effective Instruction* (2nd ed.), James H. McMillan describes assessment as taking place before, during, and after instruction. Here is how the American History professor applied those three phases of assessment to teaching about the Emmett Till murder.

“BEFORE” PHASE OF ASSESSMENT

In the “before” phase, one goal is to determine how much the students already know about the subject. In the example from HI 202, the professor found that at the start of the class session, none of the students had ever heard of Emmett Till, and the required textbook for the course made no mention of him.

“DURING” PHASE OF ASSESSMENT

In the “during” phase, the professor needed to choose the proper strategy and activity to teach them about Till’s murder in August 1955 and its significance for the Civil Rights movement (among other things, his murder inspired Rosa Parks not to give up her seat on the bus in December 1955). The professor thought the most effective tool was to show them a recent excellent documentary about Till’s murder that was broadcast on PBS. Fortunately, PBS’s web site for the documentary included a transcript of the program, so the professor downloaded it and made copies for the students to use as they watched the video. The transcript was quite useful since the strong southern accent of some of the interviewees would be hard to decipher without it, and the students would also have a document available when reviewing for the exam.

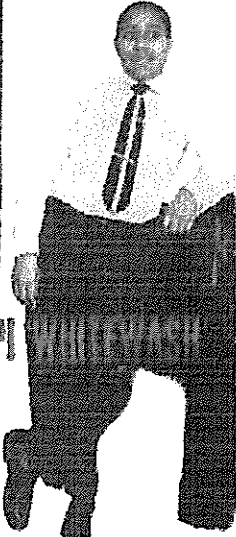
As they watched the video, the professor displayed some scans he had made to further illustrate and reinforce what they were watching. The image that shocked them the most and stuck in their minds was the picture of Till’s grossly disfigured corpse. His mother wanted the world to see what his murderers had done to her son. In this way, she could dramatically portray the plight of African-Americans in the south under “Jim Crow” segregation.

SCANNED IMAGES OF EMMETT TILL
SHOWN ALONG WITH THE DOCUMENTARY





... haven't died in 1955," mother cried at graveside.



Chicago path Emmett L. Till was plump, handsome.

Because the gang-faction May slaying of Rev. George W. Lee in Helzoni and the courthouse yard August slaying of Lamar D. Smith in Brookhaven have both remained unsolved, the Urban League's usually soft-spoken Lester Granger has feared that he expects the murderers to go "unpunished," despite Mississippi Governor Hugh White's assurances that "the courts will do their duty" in the wolf-whistle lynching of

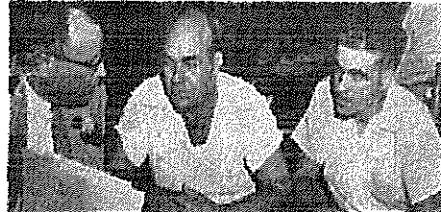


George Jackson crushed boy's skull, shot him, mutilated his feet.

WILL MISSISSIPPI

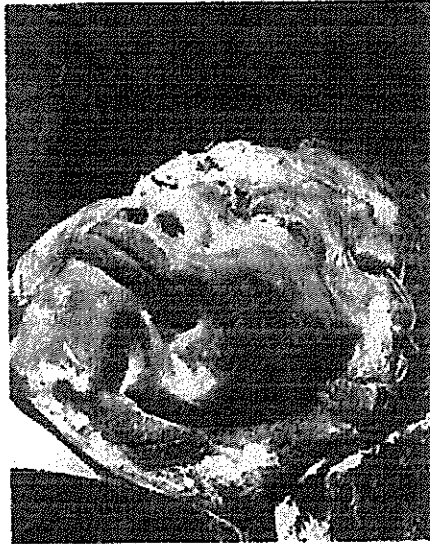
... the horribly mutilated body of 14-year-old Emmett Louis Till was lowered into the cold ground of a Chicago cemetery many days and many miles away from the watery Mississippi grave his kidnap-murderers intended for him, his distraught mother screamed to the world that his death be avenged. But as time wore on and southern justice began to bear its strange fruit, national leaders, the heave-

THE EMMETT TILL SLAYING?



Boys Never Told Grandfather About 'Incident'

who escaped after the crime, told JET:
 "When the men came, screaming and all, Grandma tried to awaken Bobo and hide him outside. But the men stormed in and told her to get back in bed and shut up before they beat 'hell' out of her.
 "Grandma knew about the 'incident' because we'd told her and not Grandpa, who would have gotten angry at us. We'd gone into town Wednesday and were watching some boys playing checkers in front of the store. Somebody said there was 'a pratty lady' in the store and Bobo said he was going inside to buy some bubble gum.
 "After a while, we went in and got Bobo but he stopped in the doorway and whistled at the lady. She got angry and followed us out, then ran toward a car. Some one hollered, 'She's getting a gun' and we ran."



“AFTER” PHASE OF ASSESSMENT

Finally, in the “after” phase of assessment, the professor had to determine how well each student had learned the material. His method was to include the murder of Emmett Till as a Short ID item on the exam, and information about his murder could also be used in a long essay about race relations from the 1950s to the 1990s. On the exam, every student was able to answer correctly the item regarding Till’s murder. What is interesting about this example is that even though all the students answered correctly, several of them missed other Short ID items that were taken from their textbook and that contained less information than was found in the documentary’s transcript. The professor thinks the combination of text and images helped to reinforce their learning about Emmett Till.

3. **CENTRALITY TO MISSION:** The History Program fulfills UOG's Mission in various ways.
 - A. *Inina yan Diskubre, To Enlighten and Discover:* The History Program features four highly qualified full-time Faculty with a range of expertise. Through instruction in our various History courses, the Program promotes the search for and dissemination of knowledge, wisdom and truth. Student enlightenment and discovery is also promoted in History courses, as we exercise our students' critical thinking skills through in-class activities (debates, discussions, presentations), essay exams, and research papers that require the students to use objective facts to wrestle with the subjective issues of causation and meaning in history.
 - B. *Setbisio, To Serve:* The History Program serves the communities of Guam, and the larger Pacific-Asia region, by offering courses that examine the history of these areas, by conducting research on regionally-relevant topics, and by providing community service projects that engage both Faculty and students in various issues related to Pacific and Asian history and culture.
4. **SUPPORT OF STRATEGIC INITIATIVES**
 - A. **Academic Quality:** The academic quality of the History Program has been enhanced in recent years, largely because of three developments:
 - the acquisition of two additional full-time faculty (Dr. Yucheng Qin, Asian History, hired in 2004, and Dr. Lawrence Cunningham, Pacific History, full-time since 2006), thus increasing the range of teaching and research expertise within the program;
 - technological innovations incorporated into our primary classroom, HSS 302, thus enabling the Faculty to incorporate the latest advances in historical pedagogy; and
 - improvements to our pool of part-time Faculty. Each semester, the History Program relies heavily on a pool of part-time Faculty to teach numerous sections of World History and Guam History, and our part-time pool is now comprised of dynamic and innovative instructors who work closely with the full-time Faculty to deliver rigorous classroom instruction, develop critical reading and thinking skills among our students, and incorporate diverse forms of written and oral expression into their assessment instruments.
 - B. **Student Success:** The History Program works to increase student success by providing a classical foundation in world history, followed by rigorous instruction in areas of Pacific, Asian, and US History. History graduates now in graduate school or teaching in secondary schools attest to the Program's success.
 - C. **Land Grant Mission and Community Engagement:** History Program Faculty and students are all engaged in projects related to the Pacific-Asia region, some as service projects and others as educational ventures. Just a few examples of these include a historical tour to Vietnam conducted in 2006 by Dr. Platt, Dr. Cunningham's on-going service work with the Traditional Seafaring Society, the 2005 and 2006 East Asian Film Festivals organized by Dr. Qin, and the service work of Dr. Hattori's History of Guam classes at the Gef Pa'go Cultural Center and Historic Inalahan. Additionally, all four of the History Faculty conduct regionally relevant research, and are also frequently called upon to provide historical expertise to government agencies, local media, and other local entities that deal with history in the Pacific and Asia.

5. MEETING STUDENT AND REGIONAL NEEDS:

- A. **Student needs:** The History Program's Credit Hour Production (CHP) is relatively high – in Fall 2007, our CHP was 1587, ranking third in CLASS programs and sixth in University programs (based on two sets of data given to CLASS faculty by the Dean). This demonstrates that the History Program serves the needs of the UOG student body by aggressively providing multiple sections of several high-demand courses. Many of these fulfill General Education requirements, in particular, HI 121: World History I, HI 122: World History II, and HI 211: History of Guam.
- B. **Regional needs:** Through in-class activities, as well as in the service projects of individual Faculty, History Program students and Faculty meet regional needs by working closely with a number of local community organizations. Some examples of these include:

Guam Humanities Council: service as "Humanities Scholars" on council projects
 Guampedia, Guam's On-Line Encyclopedia: service as chairpersons of the Ancient Chamorro and Chamorro Cultural Foundations task forces, preparing the list of encyclopedia entries to be contained within the website, soliciting the submission of encyclopedia entries from appropriate authors, supervising and editing the entries, peer review editing of other entries
 Guam Preservation Trust: service on historical restoration projects, such as providing consultation on questions of historical interpretation
 Guam Visitors Bureau: work on grant projects dealing with Chamorro culture
 Historic Inalahan Foundation: service projects with the Gef Pa'go Cultural Center and Historic Inalahan Foundation
 Traditional Seafaring Society: service as advisors and grant-writers
 U.S. National Park Service: participation in programs related to World War II, Iwo Jima, Ritidian Nature Center, and the War in the Pacific Park

6. COMPLETED PROGRAM REVIEWS, WITH RECOMMENDATIONS ACTED UPON

From 2002 History Program Review

Years Covered:	1995-2002
Date Completed:	2002
Recommendations:	Actions Taken:
I. Need for three additional Faculty members -- Modern Europe, East Asian, Pacific History	Two of the three have been successfully hired: in 2004, an East Asian historian (Dr. Qin), and in 2006, a Pacific historian (Dr. Cunningham). The History Program has again made the request for a European history position.