

ITEMS FOR DISCUSSION AND ACTION\ACADEMIC AND PERSONNEL

March 17, 2021

ACTION: **Approve Continuation of History Program at Wayne State College with Annual Monitoring**

Per Policy 4200, existing academic programs shall be reviewed every seven (7) years by each College to determine the quality and effectiveness of each program, the efficiency with which each is delivered, and to avoid unnecessary duplication. Each program is evaluated based on the minimum threshold requirements established by the Coordinating Commission for Postsecondary Education (CCPE). Should a program not meet the established thresholds, Nebraska Statute 85-1414 establishes the expectation for the institution and its governing board to complete an in-depth review. Programs continued by the governing board shall be further monitored by the governing board which shall report the status and process of the monitoring to the CCPE.

During its last review, the History Program at Wayne State College did not meet the required minimum 5-year mean threshold for number of graduates for baccalaureate programs, which is seven (7). The program has completed an in-depth review and has recommended continuation of the program. The findings of that review are provided to the Board in the attached report for approval and subsequent submission to the CCPE for consideration for continuation of the program.

The System Office and Wayne State College support the findings of the in-depth review and the recommendation for continuation of the program. For each of these in-depth reviews, the Colleges are asked to outline strategies/approaches for continuing to improve enrollments and graduate production in the future, which warrants ongoing assessment and evaluation by the Board. An annual review of enrollment and graduate numbers will be shared with the Board each Spring term to monitor progress of the program's growth related to these recruitment efforts.

The System Office and Wayne State College recommend approval of the Continuation of History Program at Wayne State College with Annual Monitoring.

ATTACHMENTS:

- 2021 WSC History Existing Program Review Report with In-Depth Review (PDF)

WSC Existing Academic Program Review Report 2021
History

1. Section One: Overview of Program Offerings

Major	Option, Concentration, Focus Area or Endorsement	Minor	Degree	Credits
History	History		BA, BS	36
History	History Subject Endorsement (7-12)		BA, BS	42
History		History		21

This program is not externally accredited.

2. Section Two (Option A): Analysis of Program, Including Adequacy of Resources and Related Concerns

Assessment

Each program assesses their area annually with both direct and indirect measures. The faculty in those areas are current with Education Department standards and make appropriate changes to the programs when necessary to meet evolving state standards. Our assessment learning objectives align with those of the American Historical Association's 2016 guidelines for History program standards, which are the best practices in our discipline.¹

Faculty

The Wayne State College History program utilizes several faculty members to deliver courses in the academic program. All faculty are terminally degreed and full-time tenured or tenure-track faculty members. Each is fully supported with an on-campus faculty office and all of the information resources and administrative/secretarial support afforded to all full-time WSC faculty.

Informational Resources

The Conn Library is open approximately 90 hours weekly, serves approximately 224,000 students, staff, faculty and community members annually. The library's information desk provides in person and telephone reference services and instruction about 72 hours weekly. Librarians provide over 200 information literacy instruction classes or guest speaking sessions annually to Wayne State College students and area high schools. Interlibrary loan arrangements with state colleges and universities as well as with libraries throughout the nation have insured that materials not housed in the collection can be made available within an average of seven working days. WSC provides Canvas services for all classes, a robust tool that can be used for remote instruction and as an adjunct for in-person classes. More than 16,000 journal titles are available in full text from the library's journal database subscriptions, including the JSTOR British political pamphlet collection.

Physical Facilities

The program is housed in Connell Hall. Originally built in 1923, it was completely renovated in 1999-2000 and has three floors. In addition to classrooms and offices for 25 faculty and staff, it contains a

¹ AHA History Tuning Project: 2016 History Discipline Core. Available online at:
<https://www.historians.org/teaching-and-learning/tuning-the-history-discipline/2016-history-discipline-core>

60-seat tiered, conference-style classroom, three distance-learning classrooms, one large computer lab, five modern technology-based teaching classrooms, a dedicated GIS lab, and a social-sciences research suite and library.

Fiscal Resources

Each faculty member is allotted travel money for professional development and departmental budgets for purchasing resources.

3. Evidence of Demand and Efficiency (per established CCPE standards for 5-year means)

Number of Degrees/Awards in Program		SCH/FTE
Baccalaureate	7	300
Masters	5	300
Specialist	4	300

		15-16	16-17	17-18	18-19	19-20	5 yr avg
Student Credit Hours (SCH)		2,190	2,316	2,367	2,166	1,890	2,186
Faculty Full-time Equivalency (FTE)		4.18	3.79	3.84	3.63	3.69	3.82
SCH/Faculty FTE		524	611	616	598	512	572
Number of Degrees and Awards <i>(list degrees/ awards separately)</i>	BA	0	0	1	1	0	0.4
	BS	5	2	2	2	4	3.0

4. Section 4 (Option A): Justification and Evidence of Need

➤ Program is critical to the role and mission of the institution:

WSC Mission Statement:

“Wayne State College is a comprehensive institution of higher education dedicated to freedom of inquiry, excellence in teaching and learning, and regional service and development. Offering affordable undergraduate and graduate programs, the College prepares students for careers, advanced study and civic involvement. The College is committed to faculty-staff-student interaction, public service and diversity within a friendly and collegial campus community.”

From the first schools in the ancient world through the first universities of Paris, Oxford, and Harvard, to Wayne State College, founded in 1891 as the Nebraska Normal College, the study of History has been considered a key element of a well-rounded education. History is among the oldest of the Liberal Arts, so called because it was seen as vital to the education of *liberalis*, free citizens. A strong History program distinguishes a “comprehensive institution of higher education” from a technical school.

“Freedom of inquiry”

The WSC History program area promotes understanding every aspect of the human experience through thoughtful and empathetic engagement with evidence from the past. History courses examine the ways in which humans have made sense of their lives, both collectively and individually, from a wide diversity of perspectives. Through individual research projects, students have the opportunity to study individuals and events to better understand the ways in which the development of ideas of race, gender, and class both reflected and created lived realities. Such research projects can help students understand how the communities in which they were raised developed, or to explore ways of life completely foreign to them. By facilitating such evidenced-based research and discussion, the program in History contributes to Wayne State College’s dedication to freedom of inquiry.

“Excellence in teaching”

History program faculty members are dedicated to excellence as reflected in their record of achievements as scholars and teachers. History faculty members include the 2020 State Nebraska Bank & Trust Teaching Excellence Award winner, Dr. Don Hickey. He is also a nationally-recognized expert on the War of 1812 and was dubbed “Dean of 1812 scholarship” by *The New Yorker* in 2012. The History program also includes two of the three faculty members at WSC who have been awarded Fulbright fellowships for international study and research: Eric Colvard to India and Phillip Fox to Spain. These awards, along with many other accomplishments of the program faculty members, demonstrate their commitment to excellence and their peers’ recognition of it.

History faculty members draw on their expertise to facilitate learning opportunities for WSC students. This involves revisions to existing courses and improvements to the History major, History Subject Endorsement, and Social Sciences Field Endorsement curriculum as a whole.

Joseph Weixelman has transformed the traditional two-course US History survey and made it an innovative three-course sequence (HIS 280, HIS 281, and HIS 385) that immerses students in research and critical thinking to prepare pre-service teachers for their comprehensive exam and History majors for graduate school.

Since the last program review, five new undergraduate courses have been developed to address areas of student interest and are currently being added to the WSC catalog for regular course rotation. These include “History of Empire through Film,” which uses critical analysis of depictions of empire in domestic and foreign films, and “The Two World Wars, 1914-1945,” which examines both world wars and the interwar period through the lens of military history, in addition to the ways in which these wars shaped the lives of those who lived through them. Both courses have proven popular both History majors and with students from across campus.

“Regional service and development”

History faculty engagement with the community is not limited to the campus alone. WSC History faculty members share their scholarly work at regional, national, and international academic gatherings and publish in numerous peer-reviewed formats. Hickey has published *Glorious Victory: Andrew Jackson and the Battle of New Orleans* (Johns Hopkins University Press, 2015) and *The Routledge Handbook of the War of 1812* (Routledge, 2016) since the last review of the History program and has completed the manuscript for a new book on Tecumseh, in addition to publishing several articles. Fox has published an article entitled “The Advantage of Legal

Diversity for State Formation: Bourbon reforms and Aragonese law in eighteenth-century Spain” in the international journal *European History Quarterly* in 2018 and another article entitled “The Limits of Historical Inquiry: A Critique of Oliver O’Donovan’s political concepts based on Herbert Butterfield” in the national interdisciplinary journal *Fides et Historia* in 2020. Colvard published a chapter in *A History of Alcohol and Drugs in South Asia* in 2014 and numerous book reviews for peer-reviewed journals such as the *Journal of British Studies*. Both Fox and Colvard were awarded New Initiative Grants by WSC for research in the summer of 2017.

In recent years department faculty members have presented at conferences and events hosted by academic institutions and scholarly organizations around the country, including New York University, DePaul University, Grand Valley State University, Louisiana State University, the University of Tennessee, Auburn University, The Alcohol Drugs History Society, and The North American Conference of British Studies, among others. History faculty members have given numerous interviews to national and international journalists regarding their respective areas of expertise.

WSC History faculty members also perform vital roles within regional academic conferences as organizers and presenters, in addition to supporting our students as they present their own work. This engagement with the broader world includes participating in and organizing less formal presentations such as community panels and invited lectures throughout the region. For example, Weixelman participated in revising the K12 Social Studies Standards in 2018, volunteering his time and expertise to strengthen Nebraska’s education system. History faculty members also provide annual lectures for the “Global Seminar” each November which prepares Nebraska LEAD (Leadership Education/Action Development) Program Fellows for travel to foreign countries where they represent Nebraska to the world. Moreover, History faculty members maintain and oversee the WSC Anthropology Museum which hosts visits from Nebraska schools. History faculty members with the Wayne County Historical Society also participated in developing programming with WSC History students for the 2018 Humanities Nebraska Chautauqua.

“Prepares students for careers, advanced study and civic involvement”

The History program area works to prepare students for lifelong learning in several ways. First, the History faculty members at WSC play a vital role in relating historical contexts that frame today’s controversies. As the discipline of History itself is constantly evolving in response to contemporary needs, the WSC History faculty members prepare students with tools to analyze and adapt to the dynamic technological and social changes that characterizes life in the twenty-first century. These skills, taught in WSC History courses, equip students to pursue informed and productive civic engagement.

Historians study all aspects of the human past and explain how they relate to one another. For one example among many, courses at Wayne State College examine the fourteenth-century Black Death epidemic and how it transformed human history through the consideration of its movement along transcontinental trade routes, medical efforts to respond to the disease, social and psychological consequences of the disease, political responses to the economic collapse caused by it, the spread of warfare and collapse of regimes in its wake, the development of divergent religious practices to reform individuals and societies to avert future plagues, and the creation of high and low art engaging with the way in which life had changed. Such multi-causal analysis prepares students to make sense of unexpected changes that they will inevitably face

throughout their lives and careers, preparing them to be more effective civic and business leaders. This lesson was a part of our curriculum before the current COVID-19 pandemic and continues to be, showing the unexpected ways in which the study of the past can acquire urgent relevance as events unfold.

Historical knowledge is a necessary prerequisite for the analysis of contemporary social problems. Black Lives Matter and the “Me Too” movement are good examples of this. Engaging in political discussions without understanding the historical origins of the problem can only lead to frustration and further polarization. Essentially, social problems cannot be solved without understanding how they developed and how that history continues to inform contemporary perceptions. Students who have taken History courses at WSC are better equipped to meaningfully engage in the search for solutions to problems like these.

The History program area also provides essential courses for the Social Sciences Field Endorsement as well as the History major and the History Subject Endorsement. By preparing future Social Studies teachers who will serve throughout the state of Nebraska, the History program plays a critical role in preparing the next generation of civic leaders throughout the state. Recent graduates have been placed in urban schools in cities like Lincoln and Sioux City, as well as rural schools in communities like Tilden and Laurel.

WSC History majors are well-prepared for advanced study in a variety of fields. Recent program graduates have pursued graduate degrees at the University of Wisconsin-Milwaukee, the University of Nebraska-Kearney, and the University of Nebraska-Lincoln. History faculty members have also supervised ten honors theses in the last three years investigating topics ranging from “The Evolution of the Modern Woman” to “Trade in the Gold Coast.”

“Faculty-staff-student interactions”

Members of the History faculty facilitate enriching faculty-student interactions both in and out of the classroom. Upper-level History courses are small and intimate learning environments that promote thoughtful engagement between students and faculty. These close interactions enable faculty members to serve as effective mentors for students as they prepare for life after graduation. Several History courses have included a Service Learning component, providing students with the opportunity to serve the larger community while learning about the discipline. One of these projects culminated with the completion of a large-scale, graphic-designed, local history timeline which remains on permanent display at the Wayne Public Library.

The History faculty members work with History students to serve the campus community through maintaining a rotation of historically themed displays in the Connell Hall lobby and cleaning out the historic one-room schoolhouse on campus. Each year History students and faculty members organize and run Wayne State College’s Constitution Day event, which is a requirement for the institution to maintain its eligibility for federal funding (including federally funded student loans). In recent years these events have included hosting Governor Pete Ricketts (2016), a forum for the candidates running for mayor of the City of Wayne (2018), and in the time of Covid-19, a campus-wide Constitution remote learning event (2020).

History faculty members advise Phi Alpha Theta, an active honors society for student historians. WSC historians often give talks at campus-wide events and smaller-scale events such as panel discussions of historical films screened by the Film Club. Beyond campus, History faculty

members have led student trips to hear the annual Governor's Lecture in the Humanities and have facilitated participation in student conferences in Omaha and Vermillion, South Dakota. One student won an award Phi Alpha Theta Missouri Valley Conference in 2019. WSC History students benefit from close, sustained intellectual engagement with faculty members.

"Diversity within a friendly and collegial campus community"

History faculty members invest considerable time in support of curricular and co-curricular programs that elevate diversity-related issues and that educate students and community members on how to best foster a culture of inclusion. WSC historians serve on the President's Council for Diversity, support WSC's Interfaith Alliance, and take key roles in organizing and developing programming for Martin Luther King Jr. Day and other such events. The History faculty members also collaborate with other departments, students, and community members to facilitate diversity-related public events with noted guest speakers of regional and national interest.

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Titles of recent campus events featuring WSC historians include the following:

Don Hickey

"Political Division in American History"

"The Rise and Fall of Political Parties"

Eric Colvard

"Temperance and Indian Nationalism"

"The Gandhi-bot Beer Controversy"

Joseph Weixelman

"The Life of Dr. Martin Luther King Jr."

"The Harlem Renaissance"

Phillip Fox

"The Limits of Historical Inquiry"

"Church, State, and the Royal Patronage of Convents in Early Modern Spain"

➤ Program contains courses supporting general education or other programs:

History features prominently in WSC's general studies program, reflecting its value as a component of a quality college education. Each academic year History faculty members teach 17 sections of History courses (HIS 120 and HIS 150) tailored to WSC's general studies curriculum each academic year. Additionally, History survey courses (HIS 170, HIS 171, HIS 280, and HIS 281) required for the History Major, the History Subject Endorsement, and the Social Science Field Endorsement are available to all WSC students and fulfill Core Academic Tenet (CAT) #5. Students in the History program and across campus benefit from the interdisciplinary cross-pollination in these courses.

To fulfill CATs #5 and #10, 513 students enrolled in History courses during the 2019-2020 academic year, and current History enrollment data suggest that these numbers will be surpassed in 2020-2021. These sections are in high demand with enrollment typically meeting enrollment caps.

Total Enrollments in History Courses by Academic Term for CAT #5 and CAT #10

	Fall 2019	Spring 2020	Fall 2020	Spring 2021	Total
CAT #5	112	86	124	113	435
CAT #10	185	130	150	132	597

Due to the high demand for teachers, especially in WSC’s rural context, the teacher preparation program at WSC meets its obligation to provide qualified new Social Studies teachers to Nebraskan schools to teach Social Studies. A significant amount of social sciences content is historical in nature, as is content in courses for the field and subject endorsements at WSC.

The History courses required for the Social Sciences Field Endorsement are designed to prepare students for the difficult Praxis II comprehensive content exam required of all Social Science teachers. As 40% of the questions are from the discipline of History (with the other 60% being divided by the six disciplines of Political Science, Geography, Economics, Psychology, Sociology and Anthropology) its importance is clear. Furthermore, this breakdown in social science disciplines is roughly parallel to the reality that Social Science teachers face in the schools. Easily half of the courses they teach revolve around the History curriculum. As the 2019 Social Studies standards for Nebraska ask for a multidisciplinary approach, the emphasis our historians place on understanding Geography, Political Science, and Economics as a part of History also contributes to students mastering the field. Indeed, the help and support of our fellow faculty members in the History, Politics and Geography Department make it possible for us to prepare our Social Science teachers to make a difference in the lives of their students.

Because of the number of History courses in the History Subject Endorsement and Social Science Field Endorsements, the History major enables students who discover that they do not want to teach the opportunity to complete their degree without pursuing teaching certification. If they make this decision by the beginning of their junior year, there is often time to complete a minor in some other field in addition to the History major and still graduate on time. In this way, the History major not only improves our teacher preparation program but also supports WSC’s commitment to student retention and graduation for those who change their professional plans during their undergraduate career.

Elementary Education majors at Wayne State are advised to take History courses since History is one of the main Social Studies fields taught in elementary school. Middle School teachers often choose Social Studies as one of the subject areas and History is the largest component of the area. Secondary teachers who choose a History or Social Sciences endorsement must have a minimum of thirty hours in History, more than any other field of the Social Sciences. The Praxis II comprehensive exam contains more History questions than any other field and these are often of an advanced nature. Many of the skills needed for the Social Sciences field endorsement require supervised research projects which are often key components of upper-division History courses.

Lastly, WSC faculty members also supports WSC's Master of Science in Education program by offering graduate-level History content courses. WSC historians have developed over a dozen graduate courses to meet the demand. Most of our Social Science Masters students in Curriculum and Instruction take History as one of their two fields. Their capstone projects usually revolve around a historical topic as well.

Additionally, History course offerings contribute to the minor in Philosophy, which includes two upper-level History courses (HIS 305 and HIS 310), and the minor in International Studies, which includes two History survey courses (HIS 170 and HIS 171).

- Student or employer demand, or demand for intellectual property is high and external funding would be jeopardized by discontinuing the program:

History attracts students doing work in other majors (e.g., business and the hard sciences) simply because people find our courses interesting. Students registering for classes at a higher education institute expect to find History courses available. While it is no secret that there are few job openings for bachelor-trained Historians *as* historians on the current job market, there is high demand for the skills possessed by bachelor-trained historians. Analysis and argumentation are key skills taught in History courses and students across majors seek them out, even if they are reluctant to commit to a major or minor.

Recent data-driven analyses of the career trajectory of History majors finds that they have high employment rates and find enriching and lucrative careers in a wide variety of professions and occupations. Paul Sturtevant analyzed data from the US Census Bureau's American Community Survey from 2010-2014 and demonstrated the wide-ranging career success of History majors despite the enduring consequences of the Great Recession. He noted that "History majors seem particularly well-prepared for, and attracted to, certain careers. Nearly one in five goes into education—just over half as primary-, middle-, and high-school teachers. Another 15 percent enter management positions in business, and 11 percent go into the legal professions (most becoming lawyers)."² A Georgetown University study on the value of different college majors found similar results, with History as one of the majors that is most dispersed across various occupations, yet also the liberal arts major with the highest rate of full-time employment.³ A recently updated report from [payscale.com](https://www.payscale.com) had similar findings, showing that History majors' mid-career earnings are in the middle of the pack for those with bachelor's degrees, placing 417th out of 834 listed majors. This ranking located History majors near Business Administration and Accounting (#403), Nursing (#416), Biology (#420), and Communication (#425)⁴

Indeed, we see similar results for our own students based on data collected by WSC's Career Services office. Several students who have or plan to attend law school, including some current

² Paul B. Sturtevant, "History is not a Useless Major: Fighting Myths with Data," *Perspectives in History* Vol. 55, Iss. 4 (April 2017). Available online at: <https://www.historians.org/publications-and-directories/perspectives-on-history/april-2017/history-is-not-a-useless-major-fighting-myths-with-data>

³ Anthony P. Carnevale, Jeff Strohl, and Michelle Melton, "What's it Worth? The Economic Value of College Majors," Georgetown University Center on Education and the Workforce (2011), 25, 137, 142-143. Available online at: <https://cew.georgetown.edu/cew-reports/whats-it-worth-the-economic-value-of-college-majors/>

⁴ "College Salary Report (Updated for 2020)" by Payscale.com. Available online at: <https://www.payscale.com/college-salary-report/majors-that-pay-you-back/bachelors>

RLOP scholarship recipients, have majored in History. Other recent History majors have gone on to graduate school to pursue a Master of Library & Information Science and Master of Arts in History degrees or to careers in business at a variety of firms throughout Nebraska and neighboring states.

History Education Subject Endorsement students over the last five years have also been placed in schools throughout Nebraska and the region at high rates, as have students graduating with the closely related Social Sciences Field Endorsement. These students meet the important need for teachers in rural and urban schools alike.

The study of History is also of significant value for students, whether majors or not, who will leave Wayne State College to enter a multicultural society and a globalized economy. The economy of rural Nebraska is intimately tied to international trade, which is highlighted by the fact that Terry Branstad, former governor of Iowa, recently served as US Ambassador to China. This insight is part of the reason for the emphasis on global understanding in General Studies CAT #10. Course offerings in History equip Wayne State College students to understand and navigate their world by explaining how it came into being. Such an understanding can help students identify new business opportunities and communicate more effectively because of their greater cultural awareness

- Program provides unique access to an underserved population or geographical area:

There is no state-wide requirement for a mandatory exam in History for high school graduates in Nebraska. Because of the lack of a state-wide standard, some students from underserved areas may arrive at WSC with a lack in historical knowledge and reasoning. Though northeast Nebraska features highly diverse population, some areas are fairly homogenous with limited exposure to people of different backgrounds and their stories. For these students, the History program provides students from Nebraska and throughout the region with opportunity to learn about the world and their own region through introductory and advanced coursework that complements a wide variety of programs of study across campus.

WSC History courses also include the stories of marginalized individuals and communities from across the United States and the world, which helps students from a variety of backgrounds connect to the material. For example, World History discussion of colonization in the Caribbean is a point of contact for the growing number of students at WSC from Curaçao. Similarly, coursework on the United States shows how demographically significant minority populations in northeast Nebraska, such as Native Americans, African Americans, and Latinos, have played important roles in shaping larger narratives of American History.

- Program meets a unique need in the region, state, or nation:

The study of History has become vitally important for our society over the last decade as issues of racial injustice leap to the forefront of public debate in the Black Lives Matter Movement. History provides the context for understanding how racism has developed and is perpetuated by societal structures. This fact has been borne out by the lessons Weixelman has presented for the podcasts of "That Ain't Right," facilitated by other WSC faculty members and community leaders, who have appreciated its relevance. As this corner of Nebraska faces the most extreme incarnation of racism against Nebraska's native tribes, Weixelman's work on teaching Native

American History to undergraduates and graduates has helped our students appreciate Native American culture and contributions to the national story. His work with the Niobrara School District in 2019 and 2020 was part of this. Teachers studied national Native American History and specifically, the history and culture of tribes within Nebraska.

Although this program review includes a recent nadir in WSC enrollment, the most recent data reflects significant improvements in the number of students in our program. In 2019-20 the number of graduates increased to 4, and we are on track to graduate 6 majors and 2 minors in History in 2020-2021. Additionally, there are currently 3 History majors and 11 History Subject Endorsement students enrolled with freshmen class standing, and admissions data for the class entering in Fall 2021 is even stronger.

Since Social Science Field Endorsement enables graduates to teach a wider variety of courses, we advise students to pursue the Social Science Field Endorsement instead of the History Subject Endorsement for their own benefit after graduation. They continue to take a significant number of upper-division History courses, but do not show up in this report because of this advice. They function as a cohort along with the History majors and the History Subject Endorsement students. Students pursuing each of these degrees benefits from the existence of all three programs of study.

With demographic shifts, both regionally and nationally, northeast Nebraskans must reckon and engage with past generations' treatments of questions of gender, race, religion, and nationality. An understanding of where we have been is crucial to the development of a sense of where we could and should go in the future. Through classroom instruction, public talks, panel discussions, student mentoring, and scholarly publications, History faculty members play a critical role in this process.

Plan for future growth:

Marketing and Outreach

The Wayne State College History Program, as part of its recruitment plan, has developed a robust program to increase the number of History majors and to retain them through to graduation.

WSC History faculty engage in a number of community events and projects to raise the profile of the program. These include numerous service-learning projects, working with the city on public historical displays, meeting with students from local high schools, and participating in public talks both on campus and in the community. They also host school groups that come for tours of the Anthropology Museum, which is managed and programmed by History faculty.

Program Curriculum Reforms and New Course Offerings

The WSC History program has introduced a number of changes to respond to student interest since the last program review, developing several new courses, including *Empire in Film*, *The Two World Wars*, *Mind-Altering Substances in World History*, and *Warfare and Society in World History*. These courses have drawn students from other majors based on student interest. WSC History faculty coordinate across disciplines to bolster other programs with new History offerings. For example, another new course, *The Age of Enlightenment*, is being developed to serve majors and support the Philosophy minor. It will be taught in Spring 2022.

Recruitment and Retention Initiatives and Goals

As a result of these efforts, the History program has experienced increasing enrollment in the History major and the History Subject Endorsement. Although this program review includes a recent nadir in WSC enrollment, the most recent data reflects significant improvements in the number of students in the program. In 2019-20 the number of graduates increased to 4, and the program is on track to graduate 6 majors and 2 minors in History in 2020-2021. Additionally, there are currently 3 History majors and 11 History Subject Endorsement students enrolled with freshmen class standing, and admissions data for the class entering in Fall 2021 is even stronger.

The most recent numbers reflect this growth in the current number of History majors enrolled at WSC:

Major/Concentration	Fall 2016	Fall 2017	Fall 2018	Fall 2019	Fall 2020
History/Hx endorsements	17	28	34	23	27

As these numbers reflect, the current number of recent graduates entered WSC when there were fewer students in the program. With more students in the program now, the program anticipates growth in the number of graduates in the History major and History Subject Endorsement over the coming years.

Many History majors choose the field after they come to campus and have the opportunity to take coursework at the undergraduate level. To help better serve the student body and encourage students to consider the History major, the department advertises the History major and History classes around campus.

History faculty have also retooled the department's General Studies courses to emphasize discussions and increase student engagement, which has been positively received by students. These changes are possible because of WSC and NSCS's commitment to in-person teaching at the moment, setting us apart from the virtual and remote-learning History offerings at other institutions in the region. These efforts serve the campus community while also helping to build the program by attracting new majors and minors.

Additionally, History faculty are designing a summer History camp for pre-college students that would increase awareness of the program with potential students and provide educational opportunities for students around the region.

The History program has set the following goals for new student recruitment in their 2021 History Recruitment Plan:

- Freshman: 5
- Transfers: 2
- Graduate (Focus Area): 1-2

Meeting these goals will bring the program grow well beyond the 7 majors graduated per academic year.