

Department of History Electronic Portfolio Assessment is composed of the following documents:

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# **Eportfolio Development Project**

June 2008

## **PHASE II: FINAL REPORT**

### **The Departmental Context**

In a faculty driven process the History department at UMKC had already decided, prior to the PEC review of 2006-07, to scrap the old mechanism for assessing student learning: a standardized exit exam of multiple-choice question based on a representative sample of historical period and places. The history faculty consensus was that it did not measure what we actually teach our students, and therefore it told us nothing about the quality of our students upon graduation. It was, in short, a waste of taxpayers' money. We had similar feelings about "course evaluations": they measure consumer satisfaction, not learning and certainly not teacher performance.

We desired to move towards a mechanism of assessing student learning outcomes that measured more accurately the strengths and weaknesses of our majors upon graduation. We chose to require, as a condition of graduation, that all students submit a portfolio of their best work from their UMKC history classes. We developed a rough outline of five objectives for student learning that fit with our pedagogical and intellectual goals for our undergraduate majors in keeping with this new requirement. Circumstantially, we also began our PEC process as required by the administration, which led us to consider how this new tool for assessing student learning might also aid us in the on-going process of program assessment. It was in this combined context that we executed Phase I of our pilot: to translate these learning objectives into a measurable rubric and develop online technology that could allow us to manage and evaluate these portfolios efficiently with the needs of students and faculty squarely in mind.

### **Overview of the Experiment**

This two-phase experiment was designed, first, to pilot a set of new student learning objectives for the history department's graduation requirement for undergraduate majors of a portfolio of their best work and, second, to pilot a technological solution to the problem of how to manage and evaluate these portfolios in an efficient yet student-centered manner.

In Phase I of the research project (see the earlier Report on Phase I), the team of Historian "piloteers" (Drs. Bergerson, Klausner, Payne, Potts, and Wray) developed a rubric of five major student learning objectives and 15 minor or sub-objectives, which this team pilot-tested in their WS 07 classes and revised accordingly. The Principle Investigators also developed a mock website to meet the needs of document storage, management and evaluation. At the end of Phase I, after careful consideration, Foliotek, an outsourced platform, was selected as the more cost effective method of providing these services. Foliotek provides not only a mechanism for assessment that is easy for faculty and students (surprisingly, their advertising slogan is right on the mark) but also a portfolio technology that could serve students after graduation in the job-search process.

During the Academic Year 2007-08, the History Department completed Phase II of the study. We implemented the new ePortfolio requirements for our undergraduate majors in history and evaluated their portfolios on the basis of the refined student learning objectives using Foliotek. In the process we engaged not only in "project evaluation" with regards to this pilot experiment but simultaneously completed the first, tentative round of "program evaluation" by which we

empirically assessed, reflected upon, revised, and improved the delivery of our instruction for our undergraduate majors.

This report describes the eportfolio mechanisms that were put into place in FS 07, the changing expectations for assessment in the profession of history, and the experience of history faculty and students in using it in the FS 07 and WS 08. This report concludes with an analysis of what we learned in the process of this pilot, and our recommendations for the possible use of the eportfolio in the History Department as well as other programs in the College.

## **The Research Team**

### History Faculty:

Andrew Stuart Bergerson, Principle Investigator in charge of Academic Programs

Gary Ebersole, 301 Instructor, FS 07

Carla Klausner, Rubric Developer

Lynda Payne, Piloteer and Rubric Developer

Patrick Peebles, 498 Instructor, FS 07

Pellom McDaniels, 301 Instructor, WS 08

Louis Potts, Piloteer, Rubric Developer, and 498 Instructor, WS 08

Shona Wray, Piloteer and Rubric Developer

### Administration:

Rick Axelson (Academic Assessment) PI in charge of Project Evaluation: Phase I

Andrew Goodenow (Information Access) PI in charge of Informational Access

Vishal Kurup (Information Access) Foliotek Site Administrator & Student/Faculty Educator

Michael Strait (Academic Assessment) PI in charge of Project Evaluation: Phase II

## **Summer 2007: Translating our Pilot onto Foliotek**

By May 2007, the piloteers decided, based on the experience of Phase I, to recommend to the department that we implement three elements of the eportfolio system—the new learning objectives, the revised rubric for evaluations, and the computerized document-management system—starting in the Fall of 2007 for all history majors. The Principle Investigators recommended to the Dean of the College of Arts and Sciences, Dr. Karen Vorst, that we choose Foliotek (<http://www.foliotek.com/>) as an outsource solution for the online document-management system. The Dean approved funding for up to 120 student accounts for history majors (\$3,600, or \$30 for each account) plus a small research stipend of \$1000 for the PI.

During July and August, Drew Bergerson worked in close cooperation with the staff of Foliotek to get trained in the use of the technology and personalize a platform that would work for the

department of history. The main task lay in translating our curricular expectations for student portfolios, and the rubric that we wished to use to evaluate the achievement of student learning objectives, into an operational platform of computerized evaluations of the student capstone project. (See Appendix 6 for history's complete rubric for evaluating student learning objectives online.) In the process, Drew learned that Foliotek had additional functionality that offered interesting possibilities for departmental use. He chose to test that functionality with regards to the creation of specific online instruments for advising and administration. These were:

1. "Profile" questions about the students (for instance, age, transfer credits, educational goals, and so on): i. e. FERPA protected questions, used solely in the aggregate, designed to help the department identify specific factors in student success at different student learning outcomes (Appendix #1)
2. An "Entrance Survey" designed to help the students to reflect on their goals for their history degree (Appendix #2a)
3. A "Program of Study" designed to aid the department in advising students and in planning for future student needs (Appendix #3a)
4. A "Degree Audit" designed to aid the department in advising students as they approach graduation (Appendix #4a)
5. An "Exit Survey" designed to help the students to reflect on the achievements of their history degree (Appendix #5a)

After presenting the results of the pilot, the rubric, and the technology to the faculty during a Fall department meeting, the History department approved Phase II of the pilot. We uploaded all the current History majors on masse into the student accounts to begin the second phase of the pilot.

Now familiar with the technology, however, it became obvious to Drew that the considerable administrative demands on the site administrator required a dedicated staff member from Instructional Technologies. Information Access generously approved the hiring of Vishal Kurup to serve as a faculty/student educator and site administrator for all Foliotek accounts. By November of 2007, after completing his training, Vishal Kurup took over the administration of the site from Drew Bergerson. Over the course of the year, his activities included verifying and setting up ePortfolio accounts for UMKC History Majors, developing tutorials and an ePortfolio website to support usage of this new tool, and visiting classes each semester to encourage usage of Foliotek. He also held regular meetings with Drew Bergerson and the undergraduate advisor.

Having a dedicated specialist in instructional technologies managing the site and providing service to the faculty and students was absolutely essential to the success of this project.

### **AY 07-08: Adapting to the New Procedures of Assessment**

The biggest challenge for students and faculty alike was to change their established habits for how they submit, discuss, and evaluate student work in keeping with these new computer technologies as well as the new culture of assessment.

Already at the start of FS 06, students were being informed that they were expected to complete a portfolio of their best work, taken from their history courses, to be evaluated for graduation.

Students could submit any work that they wished to their portfolios, but at minimum they were obliged to submit five specific objects from their career at UMKC's history department:

1. A book review
2. A historiographical essay
3. An exam essay
4. A 301WI Research Prospectus
5. A 498WI Senior Capstone Research Paper

But at this stage, students were submitting these portfolios as hard-copies, which created a massive backlog of additional reading for the faculty member assigned to review them. As of FS 07, we instructed them to use Foliotek instead as the medium for submitting electronic version of their work. At this stage, the only object that the history faculty were really going to use to evaluate the quality of our students work upon graduation was the capstone project (See Report on Phase I). History majors were informed of the new procedures in many ways:

1. In HIST 301 Historiography and Methods (the capstone prerequisite)
2. In History 498, our capstone course
3. From other instructors in their upper-division courses (typically the Piloteers)
4. Through emails and training sessions from the site administrator, Vishal Kurup
5. Through changes to the Undergraduate Handbook, and most importantly,
6. From the UG advisor as he met personally with each major.

However, the students were introduced to the portfolio requirements by and large as a graduation requirement. Although several "portfolio" items (the entrance/exit surveys, the profile questions, and the 301 or 498 papers) were *also* assignments in particular courses (301 and 498 especially), portfolio-focused assignments, or even student learning objectives, were not introduced into course syllabi for most "normal" undergraduate history courses. Certain members of the faculty chose to mention them or suggest that students submit examples of their work from that course for their portfolios; but many did not. Most emphasis on these new assessments was placed within to the two-course capstone sequence. As a result, students never came to view the portfolio as the "woof" that held the "weave" of their undergraduate coursework together (and certainly not as a tool that might help them land a job after they graduate).

Some early "results" came at the end of FS 2007, as some students were completing their 498 papers; but since they had not completed the 301 course under the new guidelines, the first real data for program review came only at the end of WS 2008. The piloteers met on 9 June 2008 in two capacities: as the final "project evaluation" committee for the Eportfolio Pilot, responsible for determining the strengths and weaknesses of these new electronic and pedagogical technologies, as well as the first post-PEC "program evaluation" committee, responsible for using the empirical data generated about our majors to reflect on ways to improve the quality of our program. This report will function in all of these capacities. Also attending this meeting were the Principle Investigators Andrew Goodenow and Michael Strait as well as a student representative from the 498 course in WS 08 to report on student experiences.

## Student Responses

In general the response of the students was tolerant. Most did not experience aversion or hostility to the process of assessing the capstone project using the new student learning objectives; and most did not mind the computer (though there are always some who resisted this shift on Luddite principles). The faculty were quite concerned that our students might experience an inordinate degree of dejection when observing their papers measured against what might be taken as rather alienating and bureaucratic language; unfortunately many students did not concern themselves very much at all with the comments of the faculty member and were interested only in the final grade. Students liked it when we articulated our expectations for student learning outcomes in advance, and they clearly benefitted from such measures as showing them the rubric, asking them to peer review fellow students' work based on the rubric, and by using the language of these student learning outcomes in our syllabi, our comments, and our classroom discussions. Students also felt, and the faculty concurred, that the computer technology helped to keep them on their deadlines, which has long been a problem for 498 papers in the past. Students also seemed to respond far more positively to the technical support provided to them by Vishal Kurup, through emails, meetings, and classroom visits, than to the technical support provided by the faculty and work study students at the history department, precisely because of his professional training in this capacity.

Still, there were many problems. Some 45% of the students refused to answer profile questions. The biggest challenge was to get the students to register with Foliotek at all. Here we should distinguish between majors in general and the students currently enrolled in either of the capstone courses (301/498). In the capstone sequence, students complied almost universally; by contrast we have rather low compliance among majors who were not yet enrolled in that sequence.

Student usage of Foliotek focused mostly on the section involving "required history projects": half of their time was spent on this section of the portfolio, and a third on "course assignments." But it is worth noting that another quarter of their time was spent on the section relating to "optional history projects," which suggests that some of our students were beginning to use Foliotek for their own purposes.

Similarly, when Piloteers suggested that students use Foliotek for submitting papers to the instructor, their compliance with this suggestion was low; but when Piloteers insisted that history majors submit papers via Foliotek, they received much higher degrees of compliance. One major problem here, however, is the fact that most of our upper-division history courses are filled with both history majors and non-history majors; and at this stage in UMKC's adoption of Foliotek, we have accounts only for those who are history majors. This makes for considerable confusion for both faculty and students when it comes to submissions and grading; this problem would only be overcome if and when Foliotek becomes more standardized in the College.

We do not think this lack of involvement was due to a distaste for technology in most cases; rather we think that students in general, and UMKC students in particular, do not want to participate in any new responsibilities, or put in the work to change their academic habits, if they do not see a direct and immediate pay-off in their academic careers. If it is not directly related to an assignment for a required course, students will not complete the work. The portfolio, seen by the students (and represented by the faculty, unfortunately) as a requirement for graduation, was quite far removed from their day-to-day coursework; so many did not register, thinking that they

would take care of this matter later in their careers. Unfortunately this misses the whole point of a portfolio, where they upload the examples of their best work as they create them, and begin to view their coursework as stages in a coherent program of study framed by the portfolio.

Similarly, students were unwilling to answer the Profile questions that we posed, resulting in very high rates of “undisclosed” answers to our questions. Some of them explained that they refused to answer these questions that they worried how this information might be used: for instance, by their instructors or by future employers. (We addressed these and other FERPA concerns in the form, but they still did not trust us, no doubt because of a growing sensitivity to the abuse of privacy on the web.) Consequently, we were not able to do the kind of analysis of this data that Foliotek makes possible: for instance, to see if certain categories of students, such as transfer students or married students, perform better or worse at some of our learning objectives for them. Indeed, Vishal Kurup advises us against trying to use their technology for reporting because the kinds of analysis that we might want would require (direct access to the Foliotek database, which the vendor is unlikely to provide). Andrew Goodenow recommends instead that we simply make those requests of Institutional Research for whom most of this data is already available and more accurate.

## **Faculty Responses**

At the outset, we would like to note that the cooperation between faculty and administrators on this project has been excellent throughout. UMKC provided us with sufficient resources and the faculty felt especially well supported by the directors and staff at Assessment and Instructional Services. The faculty also sincerely appreciated the financial resources devoted by the administration to these efforts. Similarly, the customer support staff at Foliotek spent many hours with faculty and staff on a one-to-one basis till they got it just the way we (thought we) wanted it. Given the many ways in which these relationships often go wrong, we would like to recognize one when we got it right.

Several members of the faculty did not like particular elements of the way we worded or scaled the student learning objectives. Some missed key elements of what we try to teach the students, like documentation, or felt that the emphasis of the assessment was too heavy on analysis and not enough on narration.

Others felt that the five point scale (with 0 for failure and 4 for excellence on any particular student learning object) did not allow sufficient precision for many of our students’ Capstone projects, many of which fall in that murky zone between satisfactory and good or good and excellent. The Piloteers suspect that part of the problem here lies in the fact that only a small group of faculty were active in developing the rubric: to make it work for everyone, all of the faculty must have a part in shaping its language.

Several members of the faculty were very concerned about the project in its infancy. They were suspicious of the technology as technology; they worried about the additional demands on their time relating “assessment for learning”; they resisted being asked to assume responsibility for yet another “kiosk-style” technology akin to Blackboard, Email, Imagenow, and Pathways; and they suspected that this entire process might interfere with the faculty’s ability to develop personal relationships with students.

The Piloteers found instead that the technology was easy to use, once we took the time to acquaint ourselves with its functionality; and rather than supplanting it supplemented personal relationships with students. The undergraduate advisor found it easier to keep track of and communicate with his large number of majors thanks to Foliotek. He caught two examples of students who had not met graduate requirements, when Scofield Hall had not. Lou Potts compared his experience teaching the capstone in WS 08, with Foliotek and as a research seminar with a group of students, to his prior experience two years prior teaching 498 as well as his many years of experience teaching this same course as a "senior tutorial": i. e. as a one-on-one independent reading and research courses. Introducing "assessment for learning" helped the students better meet our learning objectives for them and actually improved the quality of one-on-one mentoring, with both the primary and secondary reader of their capstone projects.

There is no doubt however: the piloteers found that there is a significant, initial investment of time required to "ramp-up" to the new technology, and there is also clearly an on-going commitment of additional time required of faculty to engage in this kind of "assessment for learning." Faculty previously wrote their responses to papers directly on the hard copy. Isolated Piloteers made the switch to totally electronic evaluations: they downloaded the student file from Foliotek, responded using the "track changes" and "comment" commands from MS Word. Most still worked with hard copies, responding with pen and paper before filling out the Foliotek evaluation; perhaps also having to download the paper themselves, which also cost personal or departmental resources. Either way, "assessment for learning" of this kind required considerable additional time and energy from the faculty member even after they became familiar with the technology as well as changed their pedagogical habits. The faculty must decide for themselves if this investment of effort is worth the pay-off.

There were some improvements made over the course of the year, as the PIs learned how to better manage the technology. In FS 07, Drew Bergerson made a number of tactical errors in the departmental Foliotek site in the planning of how evaluations were to be completed. In brief, he end-loaded all of the administrative forms and academic evaluations and made them into requirements for graduation, which placed an undue burden on students and faculty at the most difficult time of the semester: the last few weeks. This was exacerbated by the frequent problem of an unfair distribution of 498 papers on certain faculty. He, Jim Falls, and Vishal Kurup fixed this problem in WS 08 by eliminating or taking care of some of the administrative evaluations earlier in the semester, as part of 489 assignments; and giving the faculty more time to complete their evaluations. As a result, the grading went much smoother in WS 08. The result is that the faculty felt that it was less of an imposition than before. Still, the key problem is that new technologies bring new habits, and the faculty are reluctant to change their habits unless they see some tangible benefit for doing so.

That all said, the Piloteers were excited by the fact that the pilot generated a large amount of detailed and concrete data about our majors that can and will be used as a tool to help us think seriously about how to refine our teaching, improve our assessment, and redesign our curriculum. (See below in Program Assessment 2008) Although this information has many "threats to validity," it offers us far more information than we have ever had in the history of the history department at UMKC. In this fundamental sense, then, the pilot worked – even if the particular instruments or procedures for collecting this data will need lots of refining. What matters here is not that we got it right the first time, but that we created a process around which we can be holding the kinds of collaborative discussions required to build a stronger program.

## Program Evaluation 2008

In a very real sense, this entire pilot already falls under the category of “program evaluation.” Yet the Piloteers also took it as part of their task to actively engage in that first conversation about what the assessment data concerning the skills and knowledge of our students upon graduation might tell us about how to improve our program. We plan on engaging in a far more intensive process of program evaluation in the FS 08 Departmental Retreat, but we would like to address this now in brief so that the readers of this report can get a sense for the kind of analysis made possible by these social and electronic assessment technologies.

In preparation for this meeting, Vishal Kurup generated a series of reports using Foliotek’s reporting functions. This was not difficult to do: it took him about 2 days, and several conversations with Drew Bergerson to make sure that we all were on the same page. Upon request, he provided us with the following sets of aggregate data concerning the FS07 & WS08 graduating classes:

1. The results of the Profile questions (See Appendix #1)
2. The results of the Entrance Survey (See Appendix #2b)
3. The results of the Program of Study (See Appendix #3b)
4. The results of the Academic Evaluations (See Appendix #6a [Fall 2007] and 6b [Spring 2008]): i. e. the student’s scores on their Capstone project based on these 5 major and 15 minor student learning outcomes
5. The results of the Exit Survey (See Appendix #5b)

That academic evaluation consisted of two faculty reviewing the capstone project of each graduating student and measuring their work on the basis of a four-point scale for each of these twenty learning outcomes, with 0 being failure and 4 being excellence; and then also commenting qualitatively on each measure. All of these data sets combine qualitative and quantitative data, which is most important in the case of Academic Evaluations.

There were several “threats to validity” in reading these data sets. The sample is extremely small: only 10 students. Many factors could be biasing this sample in any one given year ranging from the instructor of the 498 course to climate that semester. There are multiple ways of generating these reports as well: for instance, with both evaluators considered or only one. This data must always be taken with extreme caution; it can *never* be used (as “student course evaluation” forms *too often are*) as if small differences in decimal points are really representative of any objective phenomenon (especially not as a measure of the quality of faculty instruction). Thus this data set will become useful at all only after multiple years of collecting data using the same collecting instruments. Moreover, these data sets themselves do not offer up the answers like a Djinni but can serve only as a platform for conversations about pedagogy that compares these results to the experience of the faculty and the students. This data shifts the focus of the conversation, however: where most discussions about pedagogy and curriculum in the history department have tended to center on faculty opinions, desires and needs regarding pedagogy (if for no other reason that we had no reliable data about students per se) to what the students (might) experience, desire, or need. For all of these reasons, this new procedure for assessment is valuable.

The Profile data could not yet be used to generate the kinds of reports for which we had hoped (cross-tabulating sociological factors with student outcomes, for instance), but it will clearly be useful for us. For instance, we discovered even from the ca. 45% of respondents that they were bringing an average of 14 SCHs as transfer credits from other institutions. This confirmed our suspicion about the large number of transfer students. From the Entrance Survey we learned that students were interested in a wide variety of courses – that is, a very wide breadth in our course offerings in terms of time and place is crucial in order for us to meet student interest – though it sounds like this particular cohort of students was a little more interested in ancient and medieval Europe.

The Program of Study form provided an interesting measure of student interests in particular courses and concentrations. Reports generated from it will enable us to anticipate somewhat when we need to offer what courses in what semesters, or with more than one section. WS 09, for instance, seems to be the semester of choice for some 24% of our students as the time for their capstone course. Similarly, for the first time we can get a clear sense for the kinds of courses that students wish to take for their “non-Western” requirement: this can aid us in scheduling courses that are more likely to “make.” Above all, we can get a sense for student interest in the different concentrations available in our department, and this can help us shape future course offerings, concentration offerings, and even hires. To be sure, this data must be taken with a handful of salt: what students *think* they want to learn is not always what they find most instructive or even interesting; we must still interpret this data in terms of our experience with our students over the years. But it is certainly more information than we have ever had before, and it will serve as the foundation for an interesting and serious conversation about our curriculum.

As far as the measures of student learning outcomes themselves, several aggregate scores for struck us as interesting.

1. There was a dissonance between relatively lower scores for our learning objective of “Evidence of Research” (3% at 2, but 63% at 3 and only 34% 4) as compared to the much better scores for “Evidence of Perspective: Historical Context” (10% at 2, 32% at 3, and 58% at 4). This fit with our understanding of our majors: that they tend to be better at retelling the story of other historians than conducting historical research of their own. This corresponded to the answers in the Entrance Survey, where 80% of the students wished to learn more, in their major studies, about the events and trends of history while only 45% wanted to learn more about historiographic debates.
2. Analogously, in terms of their “Evidence of Analysis”, students were much better at identifying an historical question (with 68% at 4) than coming up with their own hypotheses (with 62% at 3 and only 32% at 4). This fits with our understanding of our students in 498 in particular in that they seem relatively unprepared for the task of conducting original historical research of their own. It also corresponds to their responses on the Entrance Survey where only a quarter of them were interested in “identifying historical questions”.
3. This same interpretation is particularly true for that bottom quarter of the class (20-25% rather than 0-10%) who were performing several crucial skills only at the satisfactory level: surveying the historiographic literature, explaining their methodology, developing an argument, and reconstructing the past. The number of students who found these tasks

difficult (performing “satisfactorily” or lower) was high when compared with other learning objectives where the number of students performing at the satisfactory level tended to hover between 0-10%. Similarly, only one third of the students in their Entrance survey showed an interest in reading the historiographic literature.

4. It is also worth noting that few students, in their Entrance Survey, looked forward to learning how to make their arguments about history on-line (21%) or through verbal communication (31%). This fits also with our understanding of our students: that they are rather traditional in terms of their expectations for the habits and scope of an intellectual life.

The Piloteers feel that this kind of data “works” on three different levels. Immediately, just the fact that we have become aware of these issues will make it more likely that faculty will begin to think seriously about how to address them, in our classrooms for instance. In the medium term, we plan on bringing these data sets to the Fall Retreat where they will form one basis for a discussion about how we might wish to adjust our curriculum, individually or collectively, to address these imbalances in student performance. Some faculty already suggested developing assignments to specifically address these matters in 301 and upper division courses: that is, to begin to coordinate and plan upper-division courses and 301 with the same kind of collaborative pedagogy that we have already implemented in 498.

5. We were pleasantly surprised by the high number of capstone projects (from one half to two thirds) that were written excellently in terms of their ability to communicate their ideas and which merited a high score for overall execution; but we saw a large degree of inconsistency between these scores and the measure of “overall execution” which placed the vast majority at satisfactory.

This inconsistency raised a matter of serious concern among the faculty that had been looming behind much of the misgivings concerning any attempt to quantify the process of assigning grades to papers. In brief, the problem is the tension that all of the faculty feel between grading according to ideal standards – i. e. what an “A” paper would comprise at an Ivy League institution – and a kind of grading that recognizes the excellent growth of a particular UMKC student over the course of a particular semester or their career. This problem is not simply a matter of “norming” (getting the faculty all on one page as to the meaning of a “4” on any particular learning objective) but of deciding first which of these two scales we wish to use for measuring our students. The sense of the Piloteers was that the rubric as it existed in 2007-08 did a little of both, and that the faculty also did a little of both. We clearly needed to choose the one we believe in.

Finally, the Exit Survey provided us with an interested set of qualitative data concerning student experiences in the department, such as favourite courses, books, or events. For instance, “the History Bowl was fantastic, and should be repeated.” It also allowed them to make recommendations, of which two in particular stand out if only because of the way they relate to the changes that we are currently making to our culture of assessment:

- “I believe that more courses focusing upon theory and research methodology would be an asset to the program.”
- “[t] would effectively attract more majors to the history department by relating the

requirements more fully to the students.”

Here we see the real benefit of student-centered data collection. Clearly these mechanisms, once fine tuned, will serve the department well as a source for productive, data-driven conversations regarding the strengths and weaknesses of the history BA and history majors.

### **AY 08-09: Recommendations for the future**

Our experience with the pilot already recommends many ways in which we can improve our pedagogy and these assessment mechanisms.

1. The main problem we face is low compliance; and this is tied, in our opinion, to thinking about assessment as part of program evaluation rather than “for learning.” One overarching goal might be to better integrate eportfolios and our student learning objectives throughout our curriculum. To quote PI Michael Strait, we “need to catch them early and often”; and Michael is committed to continuing to aid us in improving our programs. We will address these issues during our Fall Retreat, but here are the suggestions from the Piloteers:
  - a. *Continue Collaborating on Curriculum.* It is clear already that we have made the right choice by changing 498 from a tutorial with an individual faculty member to a research seminar with a relatively standardized curriculum: we did not sacrifice the personal relationships with individual faculty as feared, and we have begun the process of creating a coordinated curriculum that is clearly preferable to and beneficial for students. The Piloteers were particularly impressed with the syllabus developed by Lou Potts (though in all honesty it represents the culmination of a multi-year process of sharing syllabi and refining them among faculty). Particularly effective were the ways in which he integrated portfolio assignments into coursework, his use of peer review, his uncompromising schedule for completing the work, and lots of personal interaction with the instructor. We might consider doing the same with 301 and with upper-division courses; perhaps also we might consider introducing a “gatekeeper” course at the beginning of our program in which we introduce students to our learning objectives, eportfolios, and Foliotek.
  - b. *Emphasize Learning Objectives/Portfolio Throughout the Program.* We could use “assessment” more “for learning” than just “for evaluation” by stating learning objectives in our syllabi, speaking to them in the learning process, explicitly evaluating all student work in terms of them, asking history majors to submit all assignments using Foliotek, using Foliotek to respond to student assignments, and creating assignments in our courses that correspond to the 5 required (and many other optional) assignments in the students’ portfolios. In keeping with educational research on the subject, individual faculty members might consider returning faculty comments to the students first, and only after the student replies to this commentary release the grade for the work. This will compel students to take faculty commentary more seriously. Similarly, we might consider teaching more through peer review such that students evaluate the work of their fellow students according to the department’s learning objectives. Said in another way,

we had been using these assessment tools at the “summative” level: to evaluate what students can accomplish at the end of their program. The Piloteers would like to see the conversation switch towards thinking about assessment challenges in terms of “formative” moments: when we can still help the students to reach these goals.

- c. *Support Student Compliance Better.* The difference between FS 07 and WS 08 was marked in terms of the improvement in student participation on Foliotek thanks to the visits that Vishal Kurup made to 301 and 498 classrooms. However, his presentations were largely limited to .pdf files that explained how to work with the technology. We suspect that demonstrations – specifically designed for history majors tied to specific courses, and held in computer laboratories – will go much further to bringing our students “online.” Andrew Goodenow and the staff of Instructional Access are committed to continuing to work with the Faculty of the History Department and the College to develop these technologies further.
2. Up to this point, the eportfolio experiment has been limited to the Piloteers by and large; but we have reached the capacity of what we can accomplish as a small group without the collaboration of our colleagues at large. The following steps, which we hope to begin at the Faculty Retreat in FS 08, could serve simultaneously to fix outstanding problems and develop a sense of collective ownership over the new pedagogical program:
    - a. The profile and survey questions were useful as a test run, but we now need to decide collectively on a template of questions that will serve us consistently for at least 5 years, so that we can collect the kind of data pool from which one can draw more meaningful conclusions. Specifically, the Piloteers recommend: reassuring students that Profile questions will not be used individually by instructors or employers; removing all questions from the profile that are already being collected by Institutional Research and limit the Profile questions only to the kinds of questions that IR does not collect; and making the entrance and exit questions correspond more directly to one another and to the learning objectives. We would also like to learn more about the Dean’s efforts to discover a way to better convince students to complete these surveys with all questions answered.
    - b. We plan on using the Fall Retreat to revise the wording and numbering of our 4 point scale (fail, unsatisfactory, satisfactory, good, excellent) for our learning objectives to a 7 point scale (fail, very poor, poor, average, good, very good, excellent), to afford more options for faculty to draw distinctions between satisfactory and good performance; this work has already begun by Drs. Shona Wray and Diane Mutti-Burke. We also plan on eliminating the final score of “overall performance” in order to create more of a cognitive distance between the grade that students receive for the paper and these more detailed assessment scales. We recommend “norming” the evaluation process around a process-oriented scale, in which we take into consideration the development of our students, rather than matching them to ideal standards of undergraduate achievement. Those students whose work is truly exceptional can be informed of that in qualitative terms through the portfolio evaluations.

- c. The Program of Study form should be updated in keeping with current faculty and courses. There are also drafts of other forms, created but not used in FS 07, that might now prove useful.
3. The work of the pilot group is complete, however; and the work of program assessment has just begun. It is now time to switch from an ad hoc committee to an institutional framework for program review. The Piloteers will recommend to the department that:
  - a. an assessment committee and officer be created to take on the responsibility of continuing the work of “assessment for learning: i. e. leading the department through these next stages of curricular development, work with Vishal on the day-to-day operation of the Foliotek site, and collect and review the data at the end of next year.
  - b. With regards to the specific data collected in 2008, we will request a full report from Vishal of all of the *qualitative* responses of all faculty to the student learning objectives highlighted above (p. 9-10) that struck our interest as worthy of closer scrutiny. These descriptions of student work will help us to better understand the nature of the problem and find possible ways to address them with curricular changes.
4. Beyond the department, we feel that the history department has gone far in scouting a potential path that other departments and the College may wish to explore. Here we would like to make the following recommendations:
  - a. Foliotek is as it advertises to be: an easy and effective solution for learning assessment that can be tailored to fit many different academic programs in the College of Arts & Sciences. We would encourage other programs to consider it seriously, through pilots of their own, as a solution for introducing “assessment for learning” directly into their pedagogical habits, and simultaneously fulfilling many of the minimal expectations for program evaluation in keeping with their own ideals for instruction in their discipline. Environmental Studies, Mathematics and Statistics, and Architecture and Urban Planning have all expressed tentative interest in participating next year.
  - b. We did not spend all of the funds allotted for this project mostly because we had fewer accounts than expected (74 Instead of 120). This left open the possibility of providing accounts to students in the Environmental Studies cluster course. We also believe that the overall cost of the pilot was quite small given the amount of work it required of the faculty: \$6000, and given the funds saved by not conducting the exit exam. In the medium term, we would therefore strongly recommend that similar funds be made available to other departments in order to “insentivize” the faculty. In particular, we believe that these costs could be shared among many interested parties: the System, Institutional Research, the Dean’s Office, the Provost’s office and so on. Drew Bergerson is happy to meet with faculty to share his department’s experiences with others.
  - c. In the long term, we hope to find a solution that will not penalize individual departments by making students pay for their Foliotek accounts in they decide to become history majors; whatever funding solutions are found they should be

careful to avoid prejudicing undergraduates. In the 2008-09 academic year, Information Access and Information Services will cover the cost of the software licenses for the groups who have expressed interest at this point. IA and IS will not cover any stipend to entice faculty to use this tool. Those responsibilities would fall to the dean of the school or department chair. If other campuses in the University of Missouri System use Foliotek as an ePortfolio solution, the per user price drops based on the total number of students. Using a system negotiated contract would allow greater savings.

## Outcomes

We are still rather far from the ideal outcome of this pilot: where the habits of eportfolio submission, evaluation, and review have become a naturalized part of everyday life in the history department; where assessment through the portfolio becomes a mechanism that allows the students to view their entire program of study in the major as part of a coherent whole. That said, this faculty-generated pilot experiment resulted in the generation of a student-centered process of “assessment for learning” using pedagogical, social, and electronic technologies that meets both the intellectual and pedagogical ideals of the faculty Piloteers and satisfaction among the students who participated in the pilot. More significantly, we have begun to institutionalize a culture of assessment “for learning” in the department.

For the Department, then, we are a far cry from where we began the process: with assessment mechanisms in which we did not have any confidence and no serious dialogue among the faculty on this matter. The Piloteers sincerely believe that a great way to start increasing the retention of student majors, and improve their skills and knowledge on graduation, would be to provide them with a coherent curriculum

For the College, this pilot has also allowed us to lay a solid foundation for other programs as they begin to experiment with revisions of their own to their assessment mechanisms. Other programs have shown an interest in cultivating a culture of “assessment for learning” as well as interest in the specific technology of Foliotek: specifically Architecture and Urban Planning, Environmental Studies, and Math. The example of the missteps taken by the history department could help them in the future as they plan their own assessment procedures.

Above all, the History department believes that we are anticipating changes that are coming within our discipline. In the March 2008 issue of *Perspectives*, the Newsmagazine of the American Historical Association (<http://www.historians.org/Perspectives/issues/2008/0803/0803pre1.cfm>, downloaded 09. June 2008), Dr. Gabrielle M. Spiegel wrote about “The Triple ‘A’ Threat: Accountability, Assessment, Accreditation” in her regular column, “From the President.” Reporting on a panel at the recent AHA discussing the Spellings Commission Report, she warned of the growing political pressure on institutions to demonstrate one’s accountability through assessment measures.

The panelists at the AHA annual meeting and other knowledgeable people agree, and caution that if we don't craft the instruments of assessment, then the state or federal government surely will, and those instruments are likely to insist on standardized measurements of learning outcomes. Should that occur, the study of history might well be

among the principal casualties, especially if the test is aimed at tracking “domain-specific knowledge” as well as more generalized analytical skills.

Still, Dr. Spiegel also reported that many history programs are experimenting with eportfolios, which “have the virtue of being based on the individual student's own work, rather than forcing all students to submit to a standardized test,” and for this reason was “the method favored by the AHA annual meeting panelists.” In the final analysis, the history department, and UMKC, is ahead of the eight ball in redesigning its curriculum, and assessment, according to practices that are pedagogically and intellectually sound.

# APPENDIX 1

## UMKC History ePortfolio Program Profile Questions and Corresponding Responses

The following information was compiled from the information that students entered when establishing their ePortfolio accounts.

Responses shown below are in the aggregate.

### AGE

Below 18	18 – 22	23 – 27	28 – 32	33 – 37	Above 37	Undisclosed
1%	31%	8%	8%	4%	3%	45%

### GENDER

FEMALE	MALE	UNDISCLOSED
33%	25%	42%

### MARITAL STATUS:

Single	Undisclosed	Legally Married	Divorced	In a long-term relationship	Engaged
45%	39%	8%	3%	3%	2%

### NUMBER OF CHILDREN THAT YOU CARE FOR ON A REGULAR BASIS:

NONE	1-2	UNDISCLOSED
51%	8%	41%

### WHEN/IF YOUR FAMILY IMMIGRATED TO THE UNITED STATES, WHAT PART OF THE WORLD DID THEY COME FROM?

Asia	Africa	Europe	Latin America	Multiple Continents	None of Your Business	Undisclosed / Other
3%	4%	37%	1%	3%	7%	45%

### ARE YOU A VETERAN OR CURRENTLY A MEMBER OF THE U.S. ARMED SERVICES?

YES	NO	NONE OF YOUR BUSINESS	UNDISCLOSED
3%	51%	1%	45%

**PLEASE CHOOSE THE DESCRIPTOR THAT BEST DESCRIBES YOUR FAMILY'S FINANCIAL RESOURCES:**

Not making ends meet	Barely Making ends meet	Making ends meet	We have enough to spare for extras but college is still killing us	Lucky not to have to think about money	Undisclosed
12%	12%	9%	20%	8%	39%

**PLEASE ENTER THE NUMBER OF HOURS PER WEEK THAT YOU PLAN ON REGULARLY WORKING DURING ACADEMIC SEMESTERS:**

16 - 20	21 - 25	26 - 30	GREATER THAN 30	UNDISCLOSED
12%	11%	7%	7%	62%

**PLEASE DESCRIBE YOUR PLACE IN THE GENERATIONS OF COLLEGE GRADUATES IN YOUR FAMILY (TAKE THE LARGEST NUMBER):**

1 <sup>st</sup> Generation	2 <sup>nd</sup> Generation	3 <sup>rd</sup> Generation	More than 3 Generations	UNDISCLOSED
28%	20%	13%	3%	36%

**WHAT KINDS OF COURSES DO YOU PLAN ON TAKING (SELECT ALL THAT APPLY):**

DAY	EVENING	WHATEVER FITS INTO MY SCHEDULE	UNDISCLOSED
43%	4%	9%	44%

**PLEASE ENTER YOUR HIGH SCHOOL GPA (AS CLOSE AS YOU CAN RECALL):**

MEAN
3.28

**PLEASE ENTER YOUR ACT SCORE IF YOU TOOK IT:**

MEAN
26

**PLEASE DESCRIBE YOUR CAREER GOALS:**

ACADEMICS	25%
ADVANCED DEGREES IN HISTORY	7%
ADVANCED DEGREES IN ANOTHER FIELD	5%
HIGH SCHOOL TEACHING	8%
LAW	11%
PUBLIC HISTORY	16%
BUSINESS	1%
OTHER	1%
UNDISCLOSED	26%

**Program Profile Data – Additional data for Transfer Students**

The following information was compiled from the information that students entered when establishing their ePortfolio accounts:

**CHECK THE NAMES OF ALL FORMER INSTITUTIONS OF HIGHER LEARNING THAT YOU HAVE ATTENDED PRIOR TO UMKC:**

AVILA COLLEGE	1%
JOHNSON COUNTY COMMUNITY COLLEGE	8%
CENTRAL MISSOURI STATE UNIVERSITY	3%
KANSAS STATE UNIVERSITY	0%
LONGVIEW COMMUNITY COLLEGE	6%
NORTHWEST MISSOURI STATE UNIVERSITY	10%
PENN VALLEY COMMUNITY COLLEGE	3%
UNIVERSITY OF KANSAS	0%
OTHER	7%
NOT INDICATED	71%

**TRANSFER CREDIT HOURS FROM ANOTHER INSTITUTION, ADVANCED PLACEMENT OR HIGH SCHOOL COLLEGE PROGRAM (ESTIMATE IF NECESSARY):**

MEAN
34

**TRANSFER CREDIT HOURS FROM ANOTHER INSTITUTION, FROM ADVANCED PLACEMENT, OR FROM THE HIGH SCHOOL/COLLEGE PROGRAM THAT YOU WILL ACTUALLY USE TOWARDS YOUR HISTORY MAJOR (ESTIMATE IF NECESSARY):**

MEAN
14

**PLEASE ENTER YOUR GPA AT THE INSTITUTION YOU MOST RECENTLY TRANSFERRED FROM:**

MEAN
3.27

The below disclaimer was listed on the program profile questionnaire. Also responses to all questions were not required.

The History Department at UMKC would like to ask you some questions about yourself. In keeping with the Federal Education Rights and Privacy Act, we will be using this information to help us understand the nature of our student body in the aggregate in order to improve the services that we provide to our students. UMKC faculty and staff will not be able to access this information about you as an individual except in those circumstances permitted under FERPA

## Entrance Survey

University of Missouri--Kansas City

**TO ANSWER THE QUESTIONS REQUIRED ON THIS FORM, CLICK ON THE BUTTON "EDIT FORM" AT THE TOP LEFT OF THIS SCREEN**

Date last modified:  

1. Rate your existing knowledge of history on a scale from 0 to 4 with 0 being no knowledge and 4 being expert knowledge.

A. How much do you know of its major events?  0  1  2  3  4

B. How much do you know about historic trends?  0  1  2  3  4

C. How much do you know about historiographic debates?  0  1  2  3  4

2. The history department at UMKC is staffed by faculty whose research and teaching specializations are listed below.

D. Which of these particular aspects of history are you especially interested ? (check all that you would want to study while you are here)

- American Studies
- Ancient History
- Arab-Israeli Conflict
- Colonial Latin American History
- Communities & Identities
- Contemporary European History
- Contemporary United States History
- Cultural History
- Early Modern European History
- Early Modern World History
- Early United States History
- Environmental History
- European Social History
- Gender History
- Globalization
- History of Everyday Life
- History of International Relations
- History of Material Culture
- History of Medicine
- History of Religions
- History of Science
- History of Sexuality
- History of Technology
- History of the Body
- Intellectual History
- Islamic History
- Japanese History
- Medieval England History
- Medieval European History
- Medieval Italy History
- Medieval Jewish History
- Medieval World History
- Middle East History
- Modern British History
- Modern European History
- Modern German History

- Modern World History
- Ottoman History
- Pre-Colonial Latin America History
- Regional History
- Renaissance History
- South Asian History
- Southern United States History
- United States Constitutional History
- United States Diplomatic History
- 19th Century United States History
- 20th Century United States History
- United States Social History
- Western United States History
- Women's History

3. Rate your skills as an historian on a scale from 0 to 4 with 0 being no experience and 4 being excellent skills.

- E. Do you feel that you are able to identify historical questions?  0  1  2  3  4
- F. Can you identify primary sources that can answer that particular historical question?  0  1  2  3  4
- G. Can you identify secondary sources that can answer that particular historical question?  0  1  2  3  4
- H. Can you critically analyze primary sources?  0  1  2  3  4
- I. Can you critically analyze secondary sources?  0  1  2  3  4
- J. Can you use them to make arguments about the past in terms of causes, consequences or the character of the past?  0  1  2  3  4
- K. Can you make those arguments verbally in classroom discussions?  0  1  2  3  4
- L. Can you make those arguments in informal prose in on-line discussion boards?  0  1  2  3  4
- M. Can you make those arguments in formal academic prose?  0  1  2  3  4
- N. Do you know how to obey the disciplinary rules of evidence for historical scholarship ?  0  1  2  3  4
- O. Can you write history arguments that convince eloquently?  0  1  2  3  4
- P. Above all, do you feel that you have discovered the thrill of historical exploration for its own sake?  0  1  2  3  4

4. Describe the areas of historical knowledge and the skills of a historian that you wish to learn more about over the course of your study in the History Department of UMKC. (check all that apply)

- A. Major events of history
- B. Historic trends
- C. Historiographic debates
- D. Aspects of history
- E. Identifying historical questions
- F. Identifying primary sources that can answer a particular historical question
- G. Identifying secondary sources that can answer a particular historical question
- H. Critically analyze primary sources
- I. Critically analyze secondary sources
- J. Using sources to make arguments about the past
- K. Using sources to make arguments verbally in classroom discussions
- L. Using sources to make arguments in informal prose in on-line discussion boards
- M. Using sources to make arguments in formal academic prose
- N. Obeying the disciplinary rules of evidence for historical scholarship
- O. Writing history arguments that convinces eloquently
- P. Discovering the thrill of historical exploration for its own sake

Describe your plan for how to learn them:

5. Describe anything that your advisors might need to know about your personal life that could create roadblocks to your success in this program:

# Entrance Survey



Date last modified: See end of report for textual responses

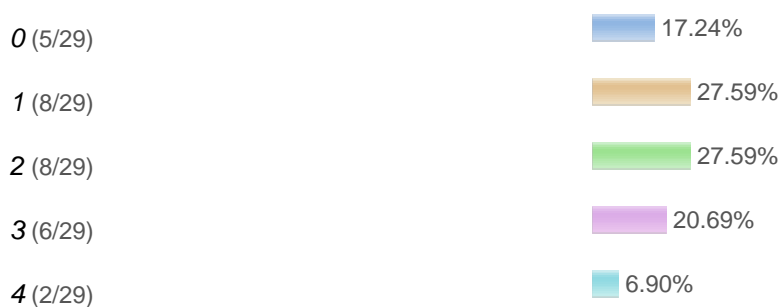
## A. How much do you know of its major events?



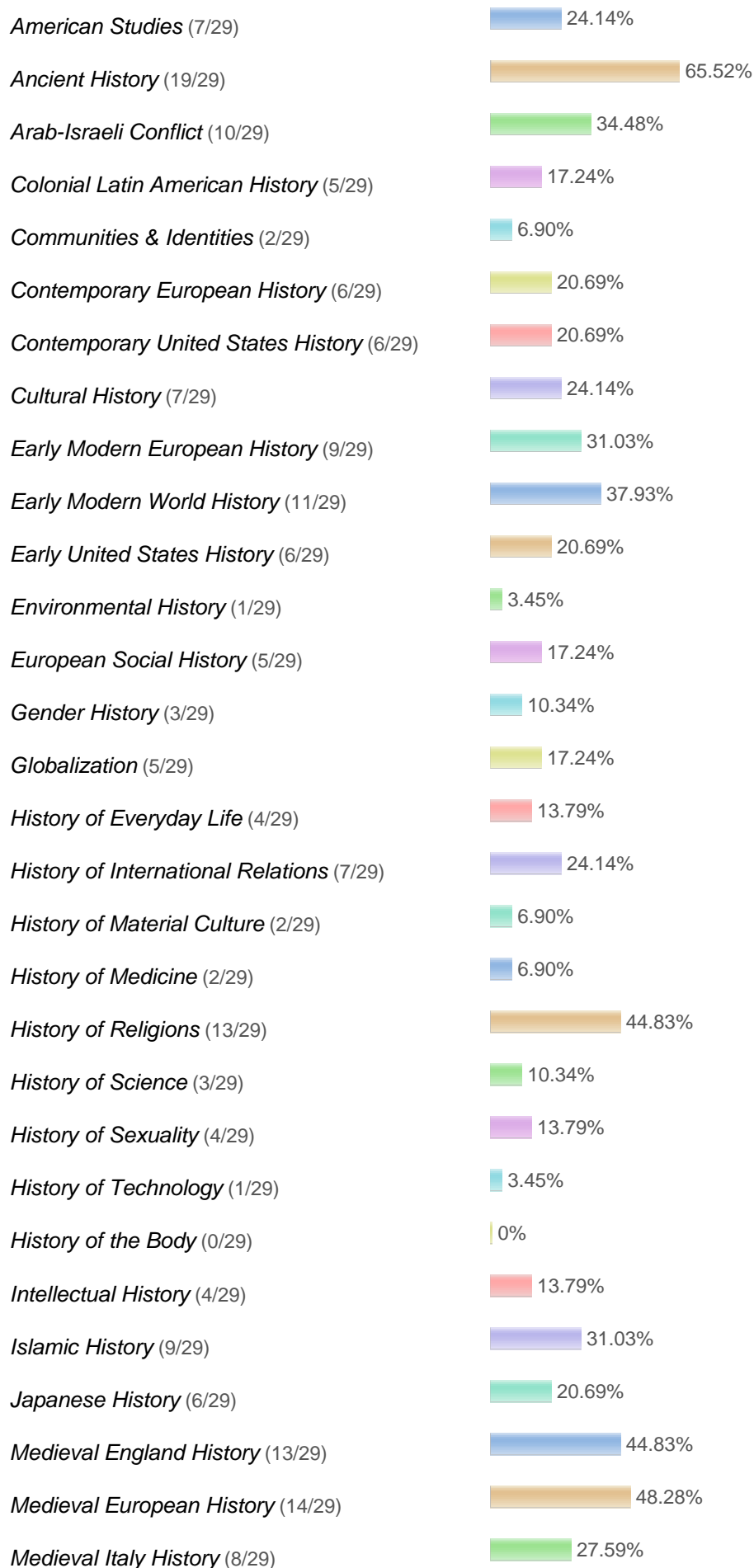
## B. How much do you know about historic trends?

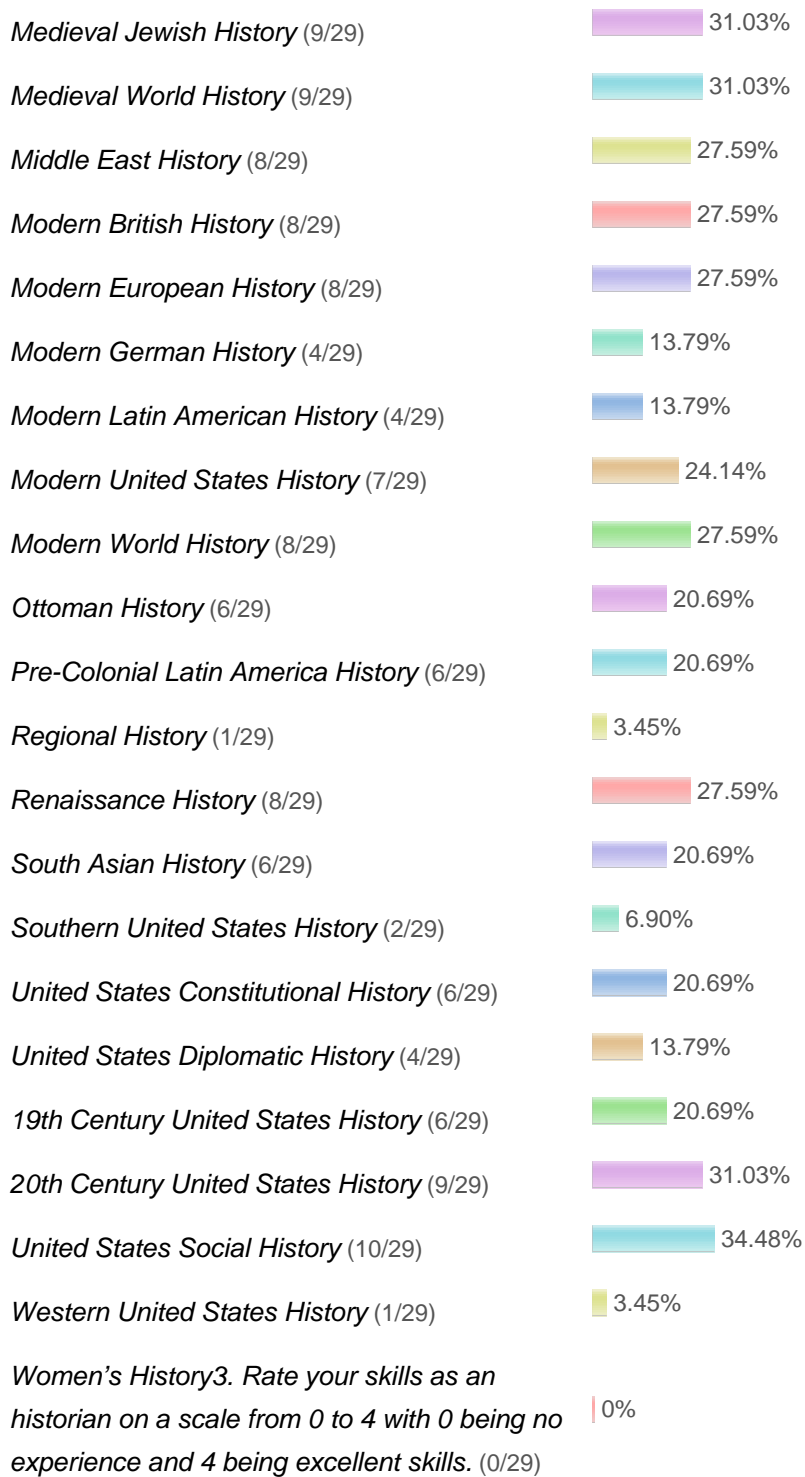


## C. How much do you know about historiographic debates?



## D. Which of these particular aspects of history are you especially interested ? (check all that you would want to study while you are here)





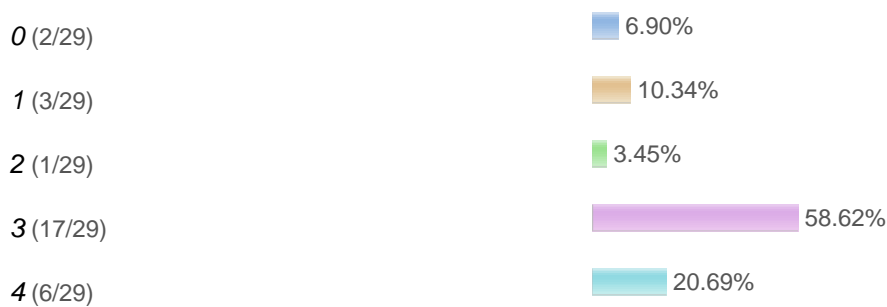
E. Do you feel that you are able to identify historical questions?



F. Can you identify primary sources that can answer that particular historical question?



G. Can you identify secondary sources that can answer that particular historical question?



H. Can you critically analyze primary sources?



I. Can you critically analyze secondary sources?



J. Can you use them to make arguments about the past in terms of causes, consequences or the character of the past?



K. Can you make those arguments verbally in classroom discussions?



L. Can you make those arguments in informal prose in on-line discussion boards?



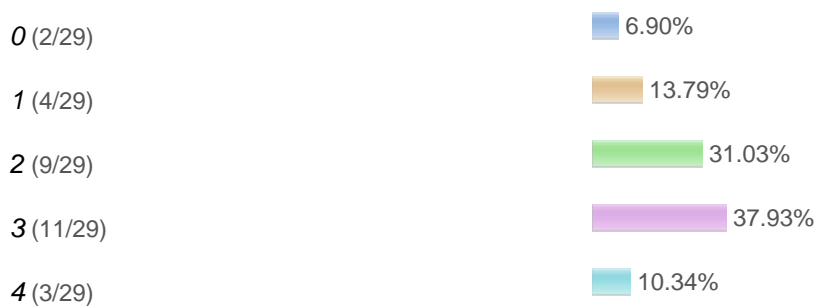
M. Can you make those arguments in formal academic prose?



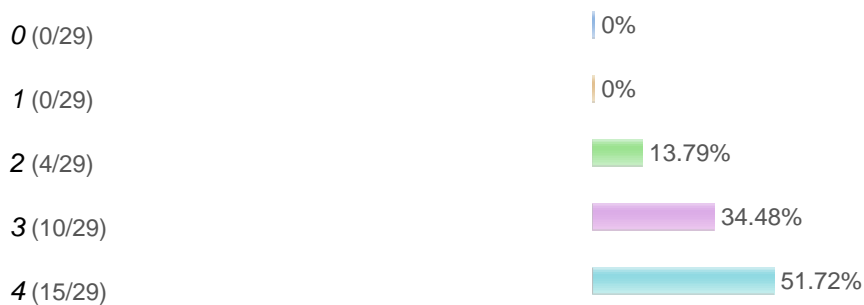
N. Do you know how to obey the disciplinary rules of evidence for historical scholarship ?



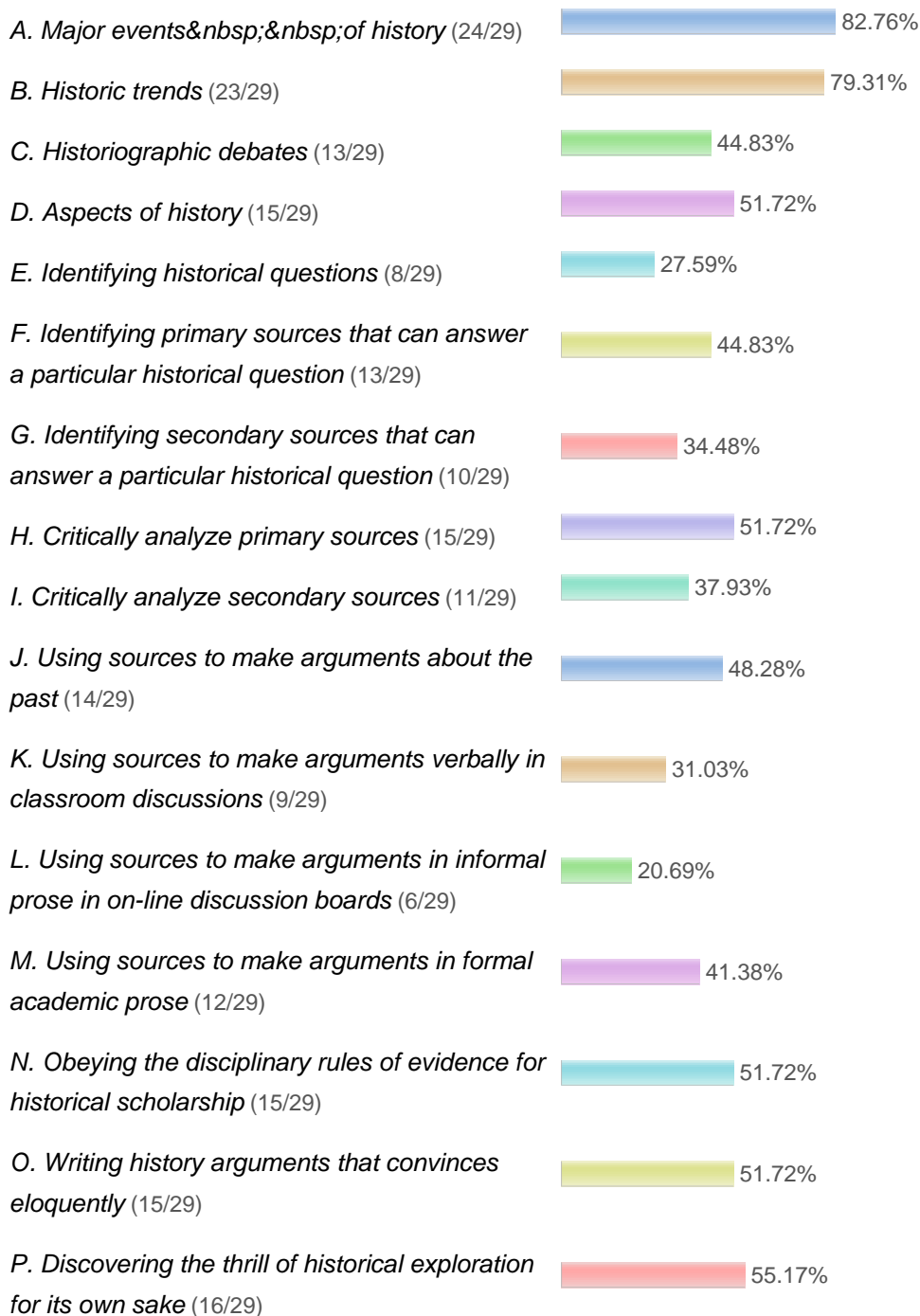
O. Can you write history arguments that convince eloquently?



P. Above all, do you feel that you have discovered the thrill of historical exploration for its own sake?



4. Describe the areas of historical knowledge and the skills of a historian that you wish to learn more about over the course of your study in the History Department of UMKC. (check all that apply)



Describe your plan for how to learn them:

See end of report for textual responses

5. Describe anything that your advisors might need to know about your personal life that could create roadblocks to your success in this program:

See end of report for textual responses

## Textual Answers

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Date last modified:

<i>Blankenship, Matthew</i>	10/19/2007
<i>Barrett, Alex</i>	9/12/2007
<i>Striegel, Jeremey</i>	9/12/2007
<i>Mowry, Elizabeth</i>	9/12/2007
<i>Haney, Bridget</i>	9/26/2007
<i>Truman, Timothy</i>	9/18/2007
<i>Gutridge, Kimberly</i>	9/13/2007
<i>Hunt, Jordan</i>	9/14/2007
<i>Fuller, Blair</i>	9/14/2007
<i>Qualls, Adrienne</i>	10/14/2007
<i>Petrillo, Lauren</i>	9/17/2007
<i>Smith, Brian</i>	9/17/2007
<i>Myler, Marcy</i>	9/18/2007
<i>Holmes, Melanie</i>	9/18/2007
<i>Graber, Katherine</i>	9/19/2007
<i>Naqeeb, Noha</i>	9/19/2007
<i>Thompson, Michael</i>	9/6/2007
<i>Moore, Tara</i>	9/19/2007
<i>Camerlinck, David</i>	9/20/2007
<i>Chau, Amy</i>	9/20/2007
<i>Russell, Laura</i>	9/21/2007
<i>Skinner, Mallory</i>	9/23/2007
<i>Feagle, Andrew</i>	9/23/2007
<i>Brammeier, Dennis</i>	10/2/2007
<i>Pils, Kathryn</i>	10/9/2007
<i>Sisil, Katie</i>	10/29/2007
<i>Green, Daniel</i>	10/30/2007
<i>Griffith, Christopher</i>	4/19/2008
<i>thompson, james</i>	12/4/2007

Describe your plan for how to learn them:

<i>Blankenship, Matthew</i>	[No answer given]
<i>Barrett, Alex</i>	[No answer given]
<i>Striegel, Jeremy</i>	I plan to take the necessary courses to further this plan. Also, I plan to do out-of-class work/studying to make sure I learn these aspects.
<i>Mowry, Elizabeth</i>	I plan to learn about these selected areas by attending class and actively participating in it. I also enjoy reading outside of assigned texts.
<i>Haney, Bridget</i>	Primarily through the experience of writing and receiving feedback then applying that feedback directly to my work.
<i>Truman, Timothy</i>	I plan to ask questions initially and to speak up in class in order that I may increase my own awareness of the rules for academic scholarship.
<i>Gutridge, Kimberly</i>	Facilitated study inside the classroom as well as independent study outside the classroom; guest lectures; study abroad; independent reading; formal and informal conversations with fellow students; etc.
<i>Hunt, Jordan</i>	[No answer given]
<i>Fuller, Blair</i>	[No answer given]
<i>Qualls, Adrienne</i>	I want to be an archivist or a curator but none of your questions seem to address this branch of history..
<i>Petrillo, Lauren</i>	Reading above and beyond what is listed on the syllabi; taking advantage of seminar and special research for discussion with instructor and other students; participating, if possible, in SEARCH symposium.
<i>Smith, Brian</i>	[No answer given]
<i>Myler, Marcy</i>	I plan on reading all materials associated with the class before the discussions. This will allow me to participate in all discussions and gain more knowledge throughout the class. Also, I plan on writing many drafts for papers to enhance my arguments and the flow of the document.
<i>Holmes, Melanie</i>	I need to further develop my abilities to analyze resources. I plan on taking every advantage through various projects. I am excited about the opportunities I have to investigate primary resources this semester. I plan to take notice of the way other historians use primary sources to state their arguments.

I understand I should look for advisement to develop my specific needs. I must 'come out of my shell' and learn to ask for help. I plan to challenge myself in class by responding to class discussion. I am interested in genealogy and plan to seek opportunities for an internship with the National Archives and Records Administration at their Bannister location or other genealogical agencies in the area. I am interested in studying abroad in the summer of 2009. I plan to consider this more seriously this spring and investigate opportunities that would be beneficial to my studies. I would be most interested in Scotland or England so that I could investigate genealogical resources there.

<i>Graber, Katherine</i>	[No answer given]
<i>Naqeeb, Noha</i>	I am graduating very soon and I plan to get an MA and a PhD in history in order to learn all of the above.
<i>Thompson, Michael</i>	I plan on learning these skills through my classes at UMKC with the help of students and faculty. Using constructive criticism from both parties in concerns with my work I will grow as a student as well as a historian.
<i>Moore, Tara</i>	Take more classes, talk to my instructors, read Turabian very carefully.
<i>Camerlinck, David</i>	I will graduate this fall and have no other History courses to take, ergo the question does not apply to me.
<i>Chau, Amy</i>	Learn as much as I can on the skills of a historian, especially on reading comprehension. I also will learn on how to present historical documents in an appropriate way.
<i>Russell, Laura</i>	<ol style="list-style-type: none"><li>1. note subtle trends and make connections between and among cultures</li><li>2. think comparatively about historical trends and modern issues</li><li>3. learn to rely heavily on sources to provide proof of arguments</li></ol>
<i>Skinner, Mallory</i>	I plan to enroll in classes that I will find engaging and to dedicate myself to doing the best I can in those classes. My interest in a subject greatly affects how much I take from that class.
<i>Feagle, Andrew</i>	[No answer given]
<i>Brammeier, Dennis</i>	to put forth 100% effort
<i>Pils, Kathryn</i>	I plan to enroll in applicable courses and study diligently.
<i>Sisil, Katie</i>	Lots of hard work, working closely with advisers and instructors as well as any outside resources available to aid in my studies
<i>Green, Daniel</i>	Coursework, determination, critical thinking.

*Griffith, Christopher*

Stay interested

*thompson, james*

I intend to learn the items listed above by researching texts from as many perspectives as possible. Then critically analyzing their source, consistency or inconsistency with the others and comparing that with the norms of society during that time period.

5. Describe anything that your advisors might need to know about your personal life that could create roadblocks to your success in this program:

<i>Blankenship, Matthew</i>	[No answer given]
<i>Barrett, Alex</i>	[No answer given]
<i>Striegel, Jeremey</i>	[No answer given]
<i>Mowry, Elizabeth</i>	[No answer given]
<i>Haney, Bridget</i>	I am married with children but I do not see that causing a problem with the program. I do not work and have taken this time to focus on my education.
<i>Truman, Timothy</i>	[No answer given]
<i>Gutridge, Kimberly</i>	none
<i>Hunt, Jordan</i>	[No answer given]
<i>Fuller, Blair</i>	[No answer given]
<i>Qualls, Adrienne</i>	[No answer given]
<i>Petrillo, Lauren</i>	I work full time at UMKC, which limits when I can take required courses or participate in internships.
<i>Smith, Brian</i>	[No answer given]
<i>Myler, Marcy</i>	As of now I am working full time and taking night and online classes. My biggest roadblock would be that most history classes I am interested in are during the day.
<i>Holmes, Melanie</i>	<p>First of all I must tackle a foreign language. I am currently enrolled in French 110. It is a tough class and feel like it is taking much of my time. Hopefully it will become easier once I learn the basics. I understand that in order to complete these credits it will prolong my time frame for graduation.</p> <p>I am somewhat shy and still a bit overwhelmed by my new environment at UMKC. I came from a 'small pond' community college and feel like I am swimming in an ocean. I must investigate opportunities to help myself become more comfortable.</p> <p>I am a full time wife and mother about to hit thirty. Ultimately they must come first. I must work part time to keep us from drowning in debt. Fortunately my work schedule is fixed for Sat - Mon so I don't have the stress of a flex schedule. However, my inability to take classes on Mondays has been tricky. For this reason I really must plan my semesters ahead.</p>

<i>Graber, Katherine</i>	[No answer given]
<i>Naqeeb, Noha</i>	[No answer given]
<i>Thompson, Michael</i>	I work full time and plan on doing so throughout a good portion of my time at UMKC.
<i>Moore, Tara</i>	[No answer given]
<i>Camerlinck, David</i>	50/hr a week job, kids, wife, life in general. None of which can be helped by the advisor
<i>Chau, Amy</i>	I'm not a good public speaker.
<i>Russell, Laura</i>	[No answer given]
<i>Skinner, Mallory</i>	[No answer given]
<i>Feagle, Andrew</i>	[No answer given]
<i>Brammeier, Dennis</i>	n/a
<i>Pilsl, Kathryn</i>	None that I'm aware of.
<i>Sisil, Katie</i>	Overcoming 36 years of abuse and the loss of my son have left my self esteem rather low. Something that through years of therapy has become at best fragile. I am still currently working with this issue. I have dyslexia as well and struggle to keep up with notes in class. I do have accommodation's for class rooms. But more than anything my biggest road blocks are fear of success.
<i>Green, Daniel</i>	[No answer given]
<i>Griffith, Christopher</i>	[No answer given]
<i>thompson, james</i>	The only aspect of my personal life that might effect my success in this program would be the volume of activities on my schedual. Besides maintaining a full load of classes I have a part time job. I also require time for exercise and a healthy diet. Finally, I must make time for my friends and family. I guess that makes me fairly normal.

## Plan Your Program of Study

University of Missouri--Kansas City

**TO ANSWER THE QUESTIONS REQUIRED ON THIS FORM, CLICK ON THE BUTTON "EDIT FORM" AT THE TOP LEFT OF THIS SCREEN**

Date last modified:  

You can now begin to plan what courses you want to take and what concentration you may wish to select. You must do this to complete the registration as a history major. Don't worry: you can change these plans as you go along.

### Select your Capstone Sequence

All history majors must complete a capstone project. You will develop a research proposal in History 301 Historiography and Method, and you will conduct this research project in History 498WI Senior Tutorial. Select the semester and year in which you plan on graduating. Unless there is some exceptional circumstance, students take 301 in their Junior Year and 498 in their Senior Year.

When do you plan on graduating?

**WARNING:** selecting these courses for your Program of Study **DOES NOT** ensure a place in those courses during registration. You still need to register for these courses. The best way to make sure that you will get into the courses you want is to register as early as possible.

**NOTE: The advised method for planning your sequence is that you take 301 in the fall semester in the year before you graduate (i. e. Junior year) and 498 in the winter semester of the year that you are graduating (i. e. Senior year).**

301 Historiography & Method

498 Research Seminar

### Select one non-Western course that you will take or have taken:

All majors are required to take at least one history department course that examines a non-Western society. Non-Western societies include socio-cultural groups for whom a

largely non-European origin have resulted in a distinctive non-European identity. In our department non-Western courses include those which deal primarily with Africa, Asia, Latin America, the non-European peoples of the Middle East, and indigenous North Americans.

At this stage you should select only one course to meet this requirement. You are of course welcome to take other courses in this area if you are interested.

Select one non-Western course:

If you selected Special Topics above, please list the title of the course here:

### Select Courses for a Concentration

All told, you will select 10 (three credit hour) history courses. You already have selected 3: 301, 498, and a non-Western course. You should now select 5 and only 5 courses to be part of a single concentration. Then you will take 2 other elective courses in some other concentrations.

NOTE: If you decide to concentrate in "non-Western" history, then you only need to select 4 courses in your concentration, since the 5th course is already a non-Western course. In this case you should select 3 elective courses from outside the non-Western category.

Select your area of concentration below

**Please select an area of concentration from the drop down menu above before your proceed!**

**Remember:** you should revisit this program of study every semester to keep it up to date. When you would like to discuss it with your Undergraduate Advisor, use the "Request Review" tool on the right side of the screen and select your Undergraduate Advisor.

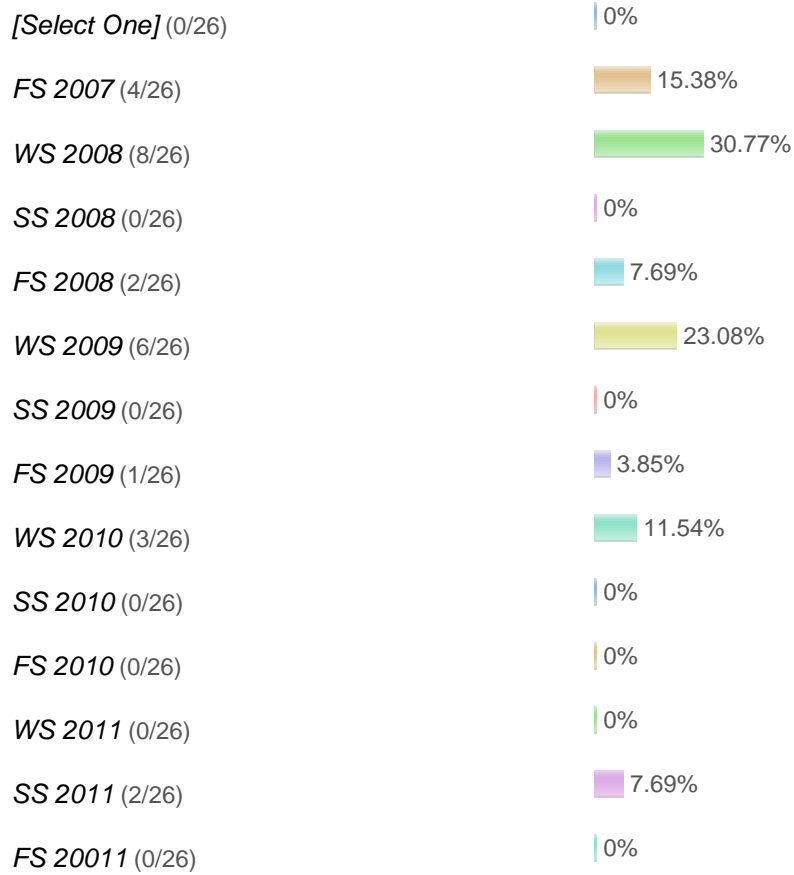
You will be notified by the Undergraduate Advisor as to the date by which you must have your Final Program of Study completed for evaluation in order to graduate.

# Plan Your Program of Study



Date last modified: See end of report for textual responses

## When do you plan on graduating?



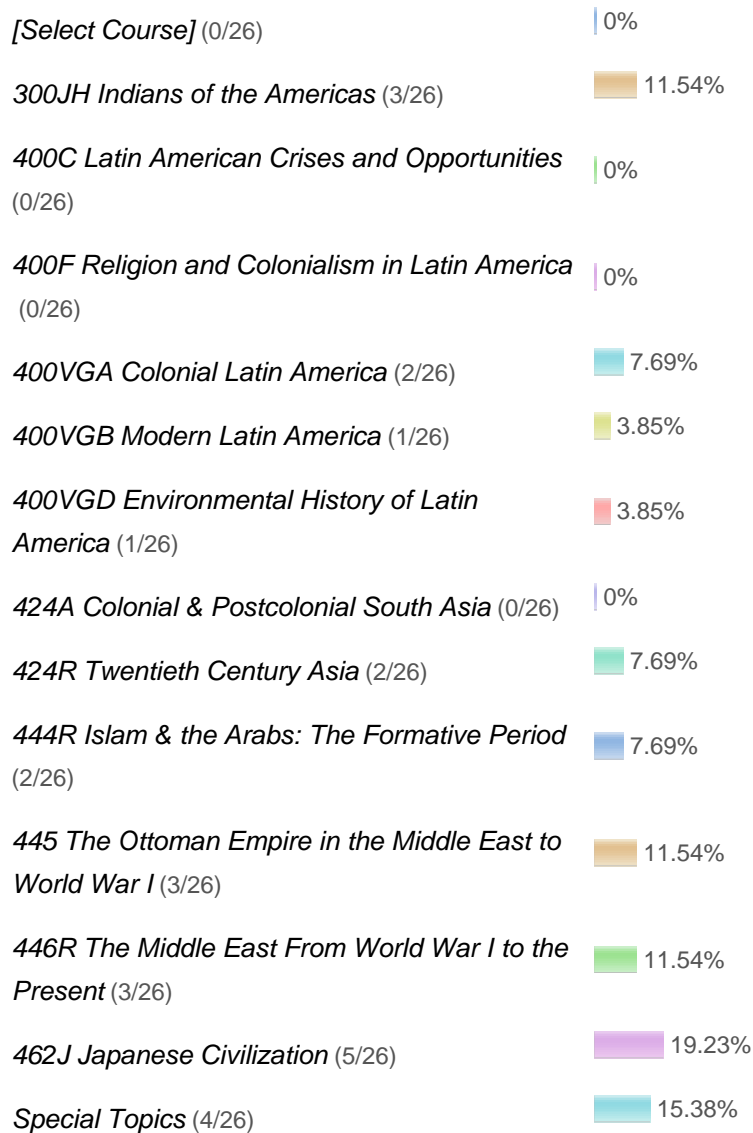
## 301 Historiography & Method

<i>[Choose Semester]</i> (1/26)	3.85%
<i>FS 2003</i> (1/26)	3.85%
<i>WS 2004</i> (0/26)	0%
<i>FS 2004</i> (0/26)	0%
<i>WS 2005</i> (0/26)	0%
<i>FS 2005</i> (3/26)	11.54%
<i>WS 2006</i> (4/26)	15.38%
<i>FS 2007</i> (4/26)	15.38%
<i>FS 2007</i> (4/26)	15.38%
<i>WS2008</i> (5/26)	19.23%
<i>FS 2008</i> (4/26)	15.38%
<i>WS 2009</i> (0/26)	0%
<i>FS 2009</i> (2/26)	7.69%
<i>WS 2010</i> (0/26)	0%
<i>FS 2010</i> (1/26)	3.85%
<i>WS 2011</i> (1/26)	3.85%
<i>FS 2011</i> (0/26)	0%

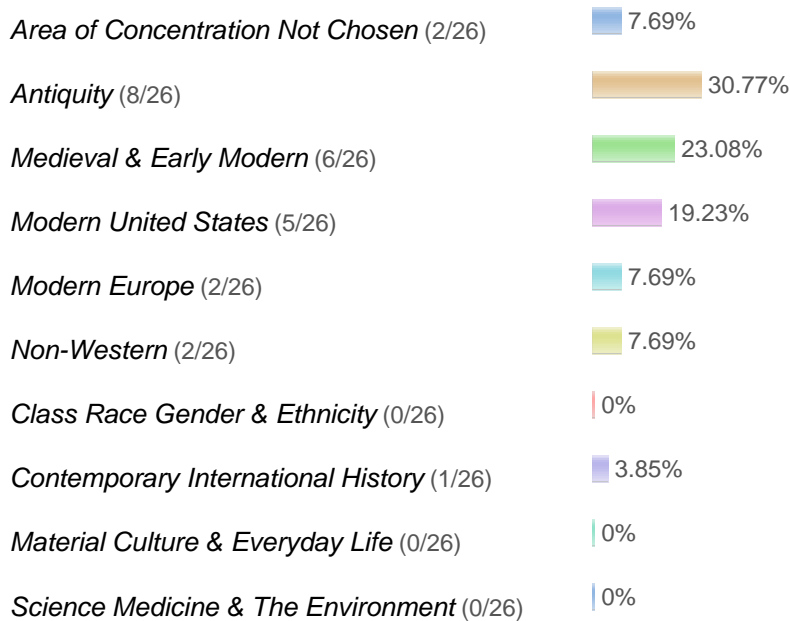
## 498 Research Seminar

<i>[Choose Semester]</i> (0/26)	0%
<i>FS 2003</i> (0/26)	0%
<i>WS 2004</i> (0/26)	0%
<i>FS 2004</i> (0/26)	0%
<i>WS 2005</i> (0/26)	0%
<i>FS 2005</i> (0/26)	0%
<i>FS 2006</i> (2/26)	7.69%
<i>WS 2006</i> (2/26)	7.69%
<i>FS 2007</i> (3/26)	11.54%
<i>FS 2007</i> (3/26)	11.54%
<i>WS2008</i> (5/26)	19.23%
<i>FS 2008</i> (3/26)	11.54%
<i>WS 2009</i> (6/26)	23.08%
<i>FS 2009</i> (0/26)	0%
<i>WS 2010</i> (3/26)	11.54%
<i>FS 2010</i> (0/26)	0%
<i>WS 2011</i> (2/26)	7.69%
<i>FS 2011</i> (0/26)	0%

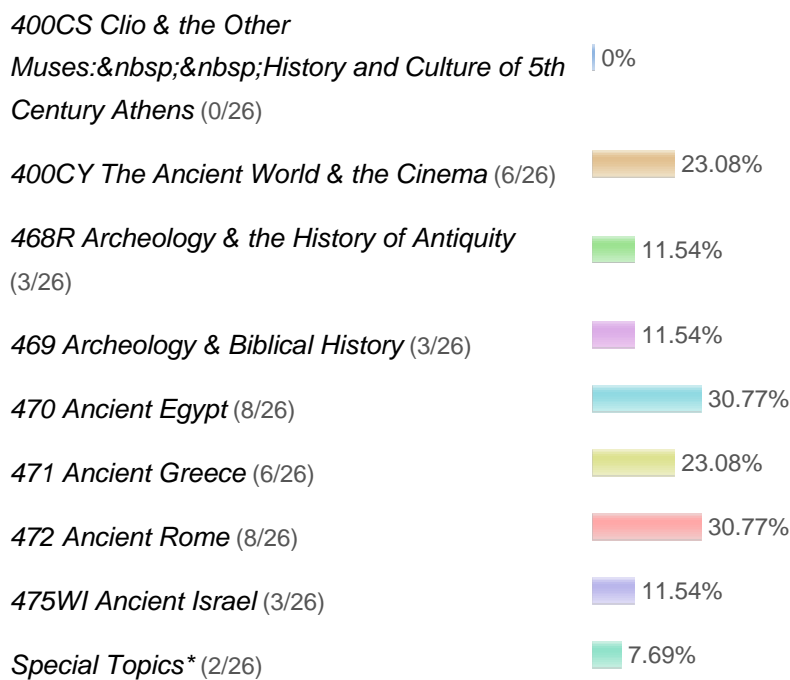
Select one non-Western course:



If you selected Special Topics above, please list the title of the course here: See end of report for textual responses



(Antiquity) Concentration Courses\_\_\_\_\_



\*If you participated in a Special Topics course, please provide the title of the course here: See end of report for textual responses

(Antiquity) Elective Courses\_\_\_\_\_

300CN <i>The World Made Modern:&amp;nbsp;&amp;nbsp; World War I &amp; Popular Film</i> (0/26)	0%
300DM <i>Dollars, Culture, &amp; America's Hemispheric Empire</i> (0/26)	0%
300DMB <i>The American South</i> (0/26)	0%
300FBA <i>History of Sexuality</i> (1/26)	3.85%
300J <i>History of Sport</i> (0/26)	0%
300JH <i>Indians of the Americas</i> (0/26)	0%
300JH <i>The West in Film:&amp;nbsp;&amp;nbsp; Fact &amp; Fiction</i> (0/26)	0%
300K <i>Masculinity in History</i> (0/26)	0%
300L <i>Labor &amp; Leisure</i> (0/26)	0%
300MBA <i>Missouri &amp; Kansas in the Era of the Border Wars</i> (0/26)	0%
300MBB <i>Social History &amp; Material Culture of 19th Century America</i> (0/26)	0%
300RH <i>History of Fatherhood</i> (0/26)	0%
300WY <i>The Sixties</i> (0/26)	0%
302 <i>America, 1000-1763:&amp;nbsp;&amp;nbsp; The Formative Era</i> (0/26)	0%
303 <i>America, 1763-1783:&amp;nbsp;&amp;nbsp; The Revolutionary Heritage</i> (0/26)	0%
304 <i>America, 1783-1828:&amp;nbsp;&amp;nbsp; The National Experience</i> (0/26)	0%
305 <i>America, 1828-1852:&amp;nbsp;&amp;nbsp; The Jacksonian Period</i> (0/26)	0%
306 <i>America, 1850-1877:&amp;nbsp;&amp;nbsp; Civil War and Reconstruction</i> (1/26)	3.85%
307 <i>America, 1877-1917:&amp;nbsp;&amp;nbsp; Development of Industrial America</i> (0/26)	0%
308A <i>America, 1914-1945:&amp;nbsp;&amp;nbsp; The Era of the World Wars</i> (0/26)	0%


















308B <i>America, 1945-Present: Our Times</i> (1/26)	3.85%
353 <i>Immigrants and Immigration in American History</i> (0/26)	0%
354R <i>Women in Modern America</i> (0/26)	0%
356 <i>Rise of the City</i> (0/26)	0%
356R <i>Kansas City: History of a Regional Metropolis</i> (0/26)	0%
357 <i>The American West</i> (0/26)	0%
360R <i>U. S. Constitutional History</i> (0/26)	0%
361 <i>American Foreign Relations</i> (0/26)	0%
365A <i>American Environmental History</i> (0/26)	0%
366R <i>American Labor History</i> (0/26)	0%
368 <i>Girlhood and Boyhood in America</i> (0/26)	0%
369 <i>Women and Work in Early America</i> (0/26)	0%
370 <i>Introduction to Material Culture</i> (0/26)	0%
392A <i>Archival Internship</i> (0/26)	0%
392B <i>Public History Internship</i> (0/26)	0%
393 <i>Museum Science</i> (1/26)	3.85%
394 <i>African American History Before 1877</i> (0/26)	0%
395 <i>African American History Since 1877</i> (0/26)	0%
400B <i>Women in Latin America</i> (0/26)	0%
400C? <i>Latin American Crises and Opportunities</i> (0/26)	0%
400CC <i>History, Culture, &amp; Nature in Sweden</i> (0/26)	0%
400CF <i>Courts &amp; Culture in the Middle Ages</i> (0/26)	0%
400CI <i>Culture, Kultur, Civilization: Identity Formation in Middle Class</i> (0/26)	0%
400CJ <i>Nordic History &amp; Culture, 1750-Present</i> (0/26)	0%

400CP <i>Silver Screen &amp; the American Dream</i> (0/26)	0%
400F <i>Religion and Colonialism in Latin America</i> (0/26)	0%
400K <i>History of Motherhood</i> (0/26)	0%
400VGA <i>Colonial Latin America</i> (0/26)	0%
400VGB <i>Modern Latin America</i> (0/26)	0%
400VGC <i>Women in Latin America</i> (0/26)	0%
400VGD <i>Environmental History of Latin America</i> (0/26)	0%
400Z <i>Kansas City Labor History</i> (0/26)	0%
401A <i>Religion in America</i> (0/26)	0%
411A <i>Medieval Civilization I</i> (0/26)	0%
411B <i>Medieval Civilization II</i> (0/26)	0%
412A <i>Gender and Family in Medieval and Early Modern Europe</i> (0/26)	0%
412B <i>The Black Death &amp; Late Medieval Society</i> (0/26)	0%
413 <i>Renaissance</i> (0/26)	0%
414 <i>Reformation</i> (0/26)	0%
415B <i>17th and 18th Century Europe</i> (0/26)	0%
416R <i>The French Revolution and Napoleon</i> (0/26)	0%
417R <i>Nations and Empires: 19th Century Europe</i> (0/26)	0%
418R <i>The Age of Extremes: 20th Century Europe</i> (0/26)	0%
419R <i>Contemporary Europe, 1930-2000</i> (0/26)	0%
424A <i>Colonial &amp; Postcolonial South Asia</i> (0/26)	0%
424R <i>Twentieth Century Asia</i> (0/26)	0%
426R <i>The Scientific Revolution, 1500-1700</i> (1/26)	3.85%
427R <i>The Darwinian Revolution, 1650-1900</i>	

(0/26)	0%
428 <i>History of the Body</i> (0/26)	0%
428B <i>Gender &amp; Medicine: Patients &amp; Practitioners from Antiquity to Present</i> (0/26)	0%
432R <i>Tudor England, 1485-1603</i> (2/26)	7.69%
433 <i>Britain, 1603-1832</i> (2/26)	7.69%
434 <i>Britain, 1832-Present</i> (0/26)	0%
435LP <i>Crime in Victorian Britain</i> (0/26)	0%
436AWI <i>Imperial Germany</i> (0/26)	0%
436BWI <i>Weimar Germany</i> (0/26)	0%
436CWI <i>Nazi Germany</i> (0/26)	0%
436DWI <i>Cold War Germany</i> (0/26)	0%
436R <i>Modern German History</i> (0/26)	0%
444R <i>Islam &amp; the Arabs: The Formative Period</i> (0/26)	0%
445 <i>The Ottoman Empire in the Middle East to World War I</i> (0/26)	0%
446R <i>The Middle East From World War I to the Present</i> (0/26)	0%
462J <i>Japanese Civilization</i> (1/26)	3.85%
473 <i>History of Astronomy</i> (1/26)	3.85%
476 <i>Medieval Jewish History</i> (2/26)	7.69%
477 <i>Modern Jewish History</i> (0/26)	0%
478 <i>The Holocaust &amp; the State of Israel</i> (2/26)	7.69%
497 <i>Project in Swedish History &amp; Culture</i> (0/26)	0%
<i>Special Topics*</i> (1/26)	3.85%

\*If you participated in a Special Topics course, please provide the title of the course here: See end of report for textual responses

## (Medieval & Early Modern) Concentration Courses\_\_\_\_\_

<i>302 America, 1000-1763:&amp;nbsp;&amp;nbsp; The Formative Era (2/26)</i>	 7.69%
<i>303 America, 1763-1783:&amp;nbsp;&amp;nbsp; The Revolutionary Heritage (1/26)</i>	 3.85%
<i>394 African American History to 1877 (2/26)</i>	 7.69%
<i>400CF Courts &amp; Culture in the Middle Ages (3/26)</i>	 11.54%
<i>411A Medieval Civilization I (2/26)</i>	 7.69%
<i>411B Medieval Civilization II (2/26)</i>	 7.69%
<i>412A Gender and Family in Medieval and Early Modern Europe (3/26)</i>	 11.54%
<i>412B The Black Death &amp; Late Medieval Society (2/26)</i>	 7.69%
<i>413 Renaissance (3/26)</i>	 11.54%
<i>414 Reformation (2/26)</i>	 7.69%
<i>415B 17th and 18th Century Europe (0/26)</i>	 0%
<i>416R The French Revolution and Napoleon (1/26)</i>	 3.85%
<i>426R The Scientific Revolution, 1500-1700 (0/26)</i>	 0%
<i>432R Tudor England, 1485-1603 (2/26)</i>	 7.69%
<i>433 Britain, 1603-1832 (0/26)</i>	 0%
<i>476 Medieval Jewish History (2/26)</i>	 7.69%
<i>Special Topics* (1/26)</i>	 3.85%

\*If you participated in a Special Topics course, please provide the title of the course here: See end of report for textual responses

## (Medieval & Early Modern) Elective Courses\_\_\_\_\_

300CN <i>The World Made Modern: World War I &amp; Popular Film</i> (0/26)	0%
300DM <i>Dollars, Culture, &amp; America's Hemispheric Empire</i> (0/26)	0%
300DMB <i>The American South</i> (0/26)	0%
300FBA <i>History of Sexuality</i> (0/26)	0%
300J <i>History of Sport</i> (0/26)	0%
300JH <i>Indians of the Americas</i> (0/26)	0%
300JH <i>The West in Film: Fact &amp; Fiction</i> (0/26)	0%
300K <i>Masculinity in History</i> (0/26)	0%
300L <i>Labor &amp; Leisure</i> (0/26)	0%
300MBA <i>Missouri &amp; Kansas in the Era of the Border Wars</i> (0/26)	0%
300MBB <i>Social History &amp; Material Culture of 19th Century America</i> (0/26)	0%
300RH <i>History of Fatherhood</i> (0/26)	0%
300WY <i>The Sixties</i> (0/26)	0%
304 <i>America, 1783-1828: The National Experience</i> (0/26)	0%
305 <i>America, 1828-1852: The Jacksonian Period</i> (0/26)	0%
306 <i>America, 1850-1877: Civil War and Reconstruction</i> (1/26)	3.85%
307 <i>America, 1877-1917: Development of Industrial America</i> (0/26)	0%
308A <i>America, 1914-1945: The Era of the World Wars</i> (0/26)	0%
308B <i>America, 1945-Present: Our Times</i> (0/26)	0%
353 <i>Immigrants and Immigration in American History</i> (0/26)	0%

354R <i>Women in Modern America</i> (1/26)	3.85%
356 <i>Rise of the City</i> (0/26)	0%
356R <i>Kansas City: History of a Regional Metropolis</i> (0/26)	0%
357 <i>The American West</i> (1/26)	3.85%
360R <i>U. S. Constitutional History</i> (1/26)	3.85%
361 <i>American Foreign Relations</i> (1/26)	3.85%
365A <i>American Environmental History</i> (0/26)	0%
366R <i>American Labor History</i> (1/26)	3.85%
368 <i>Girlhood and Boyhood in America</i> (0/26)	0%
369 <i>Women and Work in Early America</i> (0/26)	0%
370 <i>Introduction to Material Culture</i> (1/26)	3.85%
392A <i>Archival Internship</i> (0/26)	0%
392B <i>Public History Internship</i> (1/26)	3.85%
393 <i>Museum Science</i> (0/26)	0%
395 <i>African American History Since 1877</i> (0/26)	0%
400B <i>Women in Latin America</i> (0/26)	0%
400C? <i>Latin American Crises and Opportunities</i> (0/26)	0%
400CC <i>History, Nature, &amp; Culture in Sweden</i> (0/26)	0%
400CI <i>Culture, Kultur, Civilization: Identity Formation in Middle Class</i> (0/26)	0%
400CJ <i>Nordic History &amp; Culture, 1750-Present</i> (0/26)	0%
400CP <i>Silver Screen &amp; the American Dream</i> (1/26)	3.85%
400CS <i>Clio &amp; the Other Muses: History and Culture of 5th Century Athens</i> (0/26)	0%
400CY <i>The Ancient World &amp; the Cinema</i> (0/26)	0%
400F <i>Religion and Colonialism in Latin America</i>	




(0/26)	0%
400K <i>History of Motherhood</i> (0/26)	0%
400VGA <i>Colonial Latin America</i> (0/26)	0%
400VGB <i>Modern Latin America</i> (0/26)	0%
400VGC <i>Women in Latin America</i> (0/26)	0%
400VGD <i>Environmental History of Latin America</i> (0/26)	0%
400Z <i>Kansas City Labor History</i> (0/26)	0%
401A <i>Religion in America</i> (0/26)	0%
417R <i>Nations and Empires: 19th Century Europe</i> (0/26)	0%
418R <i>The Age of Extremes: 20th Century Europe</i> (1/26)	3.85%
419R <i>Contemporary Europe, 1930-2000</i> (0/26)	0%
424A <i>Colonial &amp; Postcolonial South Asia</i> (0/26)	0%
424R <i>Twentieth Century Asia</i> (0/26)	0%
427R <i>The Darwinian Revolution, 1650-1900</i> (0/26)	0%
428 <i>History of the Body</i> (0/26)	0%
428B <i>Gender &amp; Medicine: Patients &amp; Practitioners from Antiquity to Present</i> (0/26)	0%
434 <i>Britain, 1832-Present</i> (0/26)	0%
435LP <i>Crime in Victorian Britain</i> (0/26)	0%
436AWI <i>Imperial Germany</i> (0/26)	0%
436BWI <i>Weimar Germany</i> (0/26)	0%
436CWI <i>Nazi Germany</i> (0/26)	0%
436DWI <i>Cold War Germany</i> (0/26)	0%
436R <i>Modern German History</i> (0/26)	0%
444R <i>Islam &amp; the Arabs: The Formative Period</i> (0/26)	0%
445 <i>The Ottoman Empire in the Middle East to</i>	

<i>World War I</i> (0/26)	0%
<i>446R The Middle East From World War I to the Present</i> (0/26)	0%
<i>462J Japanese Civilization</i> (0/26)	0%
<i>468R Archeology &amp; the History of Antiquity</i> (0/26)	0%
<i>469 Archeology &amp; Biblical History</i> (0/26)	0%
<i>470 Ancient Egypt</i> (0/26)	0%
<i>471 Ancient Greece</i> (0/26)	0%
<i>472 Ancient Rome</i> (0/26)	0%
<i>473 History of Astronomy</i> (0/26)	0%
<i>475WI Ancient Israel</i> (1/26)	3.85%
<i>477 Modern Jewish History</i> (1/26)	3.85%
<i>478 The Holocaust &amp; the State of Israel</i> (0/26)	0%
<i>497 Project in Swedish History &amp; Culture</i> (0/26)	0%
<i>Special Topics*</i> (0/26)	0%

\*If you participated in a Special Topics course, please provide the title of the course here: See end of report for textual responses

(Modern US) Concentration Courses\_\_\_\_\_

300DM Dollars, Culture, & America's Hemispheric Empire (0/26)	0%
300JH The West in Film:&nbsp;&nbsp; Fact & Fiction (0/26)	0%
300MBA Missouri & Kansas in the Era of the Border Wars (2/26)	7.69%
300MBB Social History and Material Culture of 19th Century America (0/26)	0%
300WY The Sixties (1/26)	3.85%
300DMB The American South (0/26)	0%
304 America, 1783-1828:&nbsp;&nbsp; The National Experience (2/26)	7.69%
305 America, 1828-1852:&nbsp;&nbsp; The Jacksonian Period (0/26)	0%
306 America, 1850-1877:&nbsp;&nbsp; Civil War and Reconstruction (2/26)	7.69%
307 America, 1877-1917:&nbsp;&nbsp; Development of Industrial America (1/26)	3.85%
308A&nbsp;&nbsp; America, 1914-1945:&nbsp;&nbsp; The Era of the World Wars (2/26)	7.69%
308B America, 1945-Present: Our Times (1/26)	3.85%
353 Immigrants and Immigration in American History (0/26)	0%
354R Women in Modern America (1/26)	3.85%
356 Rise of the City (0/26)	0%
356R Kansas City:&nbsp;&nbsp; History of a Regional Metropolis (0/26)	0%
357 The American West (0/26)	0%
360R U. S. Constitutional History (3/26)	11.54%
361 American Foreign Relations (2/26)	7.69%
366R American Labor History (1/26)	3.85%
395 African American History Since 1877 (1/26)	3.85%

<i>400CP Silver Screen &amp; the American Dream</i> (2/26)	 7.69%
<i>400Z Kansas City Labor History</i> (0/26)	 0%
<i>Special Topics*</i> (1/26)	 3.85%

\*If you participated in a Special Topics course, please provide the title of the course here: See end of report for textual responses

(Modern US) Elective Courses\_\_\_\_\_

300CN <i>The World Made Modern: World War I &amp; Popular Film</i> (1/26)	3.85%
300FBA <i>History of Sexuality</i> (0/26)	0%
300J <i>History of Sport</i> (0/26)	0%
300K <i>Masculinity in History</i> (0/26)	0%
300L <i>Labor &amp; Leisure</i> (0/26)	0%
300RH <i>History of Fatherhood</i> (0/26)	0%
302 <i>America, 1000-1763: The Formative Era</i> (1/26)	3.85%
303 <i>America, 1763-1783: The Revolutionary Heritage</i> (0/26)	0%
365A <i>American Environmental History</i> (0/26)	0%
368 <i>Girlhood and Boyhood in America</i> (0/26)	0%
369 <i>Women and Work in Early America</i> (1/26)	3.85%
370 <i>Introduction to Material Culture</i> (0/26)	0%
392A <i>Archival Internship</i> (0/26)	0%
392B <i>Public History Internship</i> (0/26)	0%
393 <i>Museum Science</i> (0/26)	0%
394 <i>African American History to 1877</i> (0/26)	0%
400C? <i>Latin American Crises and Opportunities</i> (0/26)	0%
400CC <i>History, Culture, &amp; Nature in Sweden</i> (0/26)	0%
400CF <i>Courts &amp; Culture in the Middle Ages</i> (0/26)	0%
400CI <i>Culture, Kultur, Civilization: Identity Formation in Middle Class</i> (0/26)	0%
400CJ <i>Nordic History &amp; Culture, 1750-Present</i> (0/26)	0%
400CS <i>Clio &amp; the Other Muses: History and Culture of 5th Century Athens</i> (0/26)	0%

400CY <i>The Ancient World &amp; the Cinema</i> (0/26)	0%
400F <i>Religion and Colonialism in Latin America</i> (0/26)	0%
400K <i>History of Motherhood</i> (0/26)	0%
400VGA <i>Colonial Latin America</i> (0/26)	0%
400VGB <i>Modern Latin America</i> (0/26)	0%
400VGC <i>Women in Latin America</i> (0/26)	0%
400VGD <i>Environmental History of Latin America</i> (0/26)	0%
401A <i>Religion in America</i> (0/26)	0%
411A <i>Medieval Civilization I</i> (1/26)	3.85%
411B <i>Medieval Civilization II</i> (0/26)	0%
412A <i>Gender and Family in Medieval and Early Modern Europe</i> (0/26)	0%
412B <i>The Black Death &amp; Late Medieval Society</i> (0/26)	0%
413 <i>Renaissance</i> (0/26)	0%
414 <i>Reformation</i> (0/26)	0%
415B <i>17th and 18th Century Europe</i> (0/26)	0%
416R <i>The French Revolution and Napoleon</i> (1/26)	3.85%
417R <i>Nations and Empires: 19th Century Europe</i> (0/26)	0%
418R <i>The Age of Extremes: 20th Century Europe</i> (0/26)	0%
419R <i>Contemporary Europe, 1930-2000</i> (0/26)	0%
424A <i>Colonial &amp; Postcolonial South Asia</i> (0/26)	0%
424R <i>Twentieth Century Asia</i> (0/26)	0%
426R <i>The Scientific Revolution, 1500-1700</i> (0/26)	0%
427R <i>The Darwinian Revolution, 1650-1900</i> (0/26)	0%
428 <i>History of the Body</i> (0/26)	0%



\*If you participated in a Special Topics course, please provide the title of the course here: See end of report for textual responses

(Modern Europe) Concentration Courses

400CI Culture, Kultur, Civilization:&nbsp;&nbsp;&nbsp;Identity Formation in Middle Class (0/26)	0%
400CJ Nordic History & Culture, 1750-Present (0/26)	0%
417R Nations and Empires:&nbsp;&nbsp;&nbsp;19th Century Europe (0/26)	0%
418R The Age of Extremes:&nbsp;&nbsp;&nbsp;20th Century Europe (1/26)	3.85%
419R Contemporary Europe, 1930-2000 (0/26)	0%
427R The Darwinian Revolution, 1650-1900 (0/26)	0%
434 Britain, 1832-Present (0/26)	0%
435LP Crime in Victorian Britain (0/26)	0%
436AWI Imperial Germany (0/26)	0%
436BWI Weimar Germany (0/26)	0%
436CWI Nazi Germany (1/26)	3.85%
436DWI Cold War Germany (0/26)	0%
436R Modern German History (0/26)	0%
444R The Arabs and Islam to 1258 (1/26)	3.85%
477 Modern Jewish History (0/26)	0%
478 The Holocaust & the State of Israel (1/26)	3.85%
Special Topics* (0/26)	0%

\*If you participated in a Special Topics course, please provide the title of the course here: See end of report for textual responses

(Modern Europe) Elective Courses

300CN <i>The World Made Modern:&amp;nbsp;&amp;nbsp;&amp;nbsp;World War I &amp; Popular Film</i> (0/26)	0%
300DM <i>Dollars, Culture, &amp; America's Hemispheric Empire</i> (0/26)	0%
300DMB <i>The American South</i> (0/26)	0%
300FBA <i>History of Sexuality</i> (0/26)	0%
300J <i>History of Sport</i> (0/26)	0%
300JH <i>Indians of the Americas</i> (0/26)	0%
300JH <i>The West in Film:&amp;nbsp;&amp;nbsp;&amp;nbsp;Fact &amp; Fiction</i> (0/26)	0%
300K <i>Masculinity in History</i> (0/26)	0%
300L <i>Labor &amp; Leisure</i> (0/26)	0%
300MBA <i>Missouri &amp; Kansas in the Era of the Border Wars</i> (0/26)	0%
300MBB <i>Social History and Material Culture of 19th Century America</i> (0/26)	0%
300RH <i>History of Fatherhood</i> (0/26)	0%
300WY <i>The Sixties</i> (0/26)	0%
302 <i>America, 1000-1763:&amp;nbsp;&amp;nbsp;&amp;nbsp;The Formative Era</i> (0/26)	0%
303 <i>America, 1763-1783:&amp;nbsp;&amp;nbsp;&amp;nbsp;The Revolutionary Heritage</i> (0/26)	0%
304 <i>America, 1783-1828:&amp;nbsp;&amp;nbsp;&amp;nbsp;The National Experience</i> (0/26)	0%
305 <i>America, 1828-1852:&amp;nbsp;&amp;nbsp;&amp;nbsp;The Jacksonian Period</i> (0/26)	0%
306 <i>America, 1850-1877:&amp;nbsp;&amp;nbsp;&amp;nbsp;Civil War and Reconstruction</i> (0/26)	0%
307 <i>America, 1877-1917:&amp;nbsp;&amp;nbsp;&amp;nbsp;Development of Industrial America</i> (0/26)	0%
308A <i>America, 1914-1945:&amp;nbsp;&amp;nbsp;&amp;nbsp;The Era of the World Wars</i> (0/26)	0%

308B <i>America, 1945-Present: Our Times</i> (0/26)	0%
353 <i>Immigrants and Immigration in American History</i> (0/26)	0%
354R <i>Women in Modern America</i> (0/26)	0%
356 <i>Rise of the City</i> (0/26)	0%
356R <i>Kansas City: History of a Regional Metropolis</i> (0/26)	0%
357 <i>The American West</i> (0/26)	0%
360R <i>U. S. Constitutional History</i> (0/26)	0%
361 <i>American Foreign Relations</i> (0/26)	0%
365A <i>American Environmental History</i> (0/26)	0%
366R <i>American Labor History</i> (0/26)	0%
368 <i>Girlhood and Boyhood in America</i> (0/26)	0%
369 <i>Women and Work in Early America</i> (0/26)	0%
370 <i>Introduction to Material Culture</i> (0/26)	0%
392A <i>Archival Internship</i> (1/26)	3.85%
392B <i>Public History Internship</i> (1/26)	3.85%
393 <i>Museum Science</i> (0/26)	0%
394 <i>African American History Before 1877</i> (0/26)	0%
395 <i>African American History Since 1877</i> (0/26)	0%
400B <i>Women in Latin America</i> (0/26)	0%
400C? <i>Latin American Crises and Opportunities</i> (0/26)	0%
400CC <i>History, Culture, &amp; Nature in Sweden</i> (0/26)	0%
400CF <i>Courts &amp; Culture in the Middle Ages</i> (0/26)	0%
400CP <i>Silver Screen &amp; the American Dream</i> (0/26)	0%
400CS <i>Clio &amp; the Other Muses: History and Culture of 5th Century Athens</i> (0/26)	0%

400CY <i>The Ancient World &amp; the Cinema</i> (0/26)	0%
400F <i>Religion and Colonialism in Latin America</i> (0/26)	0%
400K <i>History of Motherhood</i> (0/26)	0%
400VGA <i>Colonial Latin America</i> (0/26)	0%
400VGB <i>Modern Latin America</i> (0/26)	0%
400VGC <i>Women in Latin America</i> (0/26)	0%
400VGD <i>Environmental History of Latin America</i> (0/26)	0%
400Z <i>Kansas City Labor History</i> (0/26)	0%
401A <i>Religion in America</i> (0/26)	0%
411A <i>Medieval Civilization I</i> (0/26)	0%
411B <i>Medieval Civilization II</i> (0/26)	0%
412A <i>Gender &amp; Family in Medieval &amp; Early Modern Europe</i> (0/26)	0%
412B <i>The Black Death &amp; Late Medieval Society</i> (0/26)	0%
413 <i>Renaissance</i> (0/26)	0%
414 <i>Reformation</i> (0/26)	0%
415B <i>17th and 18th Century Europe</i> (0/26)	0%
416R <i>The French Revolution and Napoleon</i> (0/26)	0%
424A <i>Colonial &amp; Postcolonial South Asia</i> (0/26)	0%
424R <i>Twentieth Century Asia</i> (0/26)	0%
426R <i>The Scientific Revolution, 1500-1700</i> (1/26)	3.85%
428B <i>Gender &amp; Medicine: Patients &amp; Practitioners from Antiquity to Present</i> (0/26)	0%
432R <i>Tudor England, 1485-1603</i> (0/26)	0%
433 <i>Britain, 1603-1832</i> (1/26)	3.85%
436R <i>Modern German History</i> (0/26)	0%

445 <i>The Ottoman Empire in the Middle East to World War I</i> (0/26)	0%
446R <i>The Middle East From World War I to the Present</i> (0/26)	0%
462J <i>Japanese Civilization</i> (0/26)	0%
468R <i>Archeology &amp; the History of Antiquity</i> (0/26)	0%
469 <i>Archeology &amp; Biblical History</i> (0/26)	0%
470 <i>Ancient Egypt</i> (0/26)	0%
471 <i>Ancient Greece</i> (0/26)	0%
472 <i>Ancient Rome</i> (0/26)	0%
473 <i>History of Astronomy</i> (0/26)	0%
475WI <i>Ancient Israel</i> (0/26)	0%
476 <i>Medieval Jewish History</i> (0/26)	0%
497 Project in Swedish History & Culture (0/26)	0%
Special Topics* (0/26)	0%

\*If you participated in a Special Topics course, please provide the title of the course here: See end of report for textual responses

(non-Western) Concentration Courses\_\_\_\_\_

<i>300JH Indians of the Americas</i> (0/26)	0%
<i>400C? Latin American Crises and Opportunities</i> (0/26)	0%
<i>400F Religion and Colonialism in Latin America</i> (0/26)	0%
<i>400VGA Colonial Latin America</i> (0/26)	0%
<i>400VGB Modern Latin America</i> (0/26)	0%
<i>400VGC Women in Latin America</i> (0/26)	0%
<i>400VGD Environmental History of Latin America</i> (0/26)	0%
<i>424A Colonial &amp; Postcolonial South Asia</i> (1/26)	3.85%
<i>424R Twentieth Century Asia</i> (0/26)	0%
<i>444R Islam &amp; the Arabs: The Formative Period</i> (2/26)	7.69%
<i>445 The Ottoman Empire in the Middle East to World War I</i> (2/26)	7.69%
<i>446R The Middle East From World War I to the Present</i> (1/26)	3.85%
<i>462J Japanese Civilization</i> (1/26)	3.85%
<i>Special Topics*</i> (1/26)	3.85%

\*If you participated in a Special Topics course, please provide the title of the course here: See end of report for textual responses

(Non-Western) Elective Courses\_\_\_\_\_

300CN <i>The World Made Modern: World War I &amp; Popular Film</i> (0/26)	0%
300DM <i>Dollars, Culture, &amp; America's Hemispheric Empire</i> (0/26)	0%
300DMB <i>The American South</i> (0/26)	0%
300FBA <i>History of Sexuality</i> (0/26)	0%
300J <i>History of Sport</i> (0/26)	0%
300K <i>Masculinity in History</i> (0/26)	0%
300L <i>Labor &amp; Leisure</i> (0/26)	0%
300MBA <i>Missouri &amp; Kansas in the Era of the Border Wars</i> (0/26)	0%
300MBB <i>Social History &amp; Material Culture of 19th Century America</i> (0/26)	0%
300RH <i>History of Fatherhood</i> (0/26)	0%
300WY <i>The Sixties</i> (0/26)	0%
302 <i>America, 1000-1763: The Formative Era</i> (0/26)	0%
303 <i>America, 1763-1783: The Revolutionary Heritage</i> (0/26)	0%
304 <i>America, 1783-1828: The National Experience</i> (0/26)	0%
305 <i>America, 1828-1852: The Jacksonian Period</i> (0/26)	0%
306 <i>America, 1850-1877: Civil War and Reconstruction</i> (0/26)	0%
307 <i>America, 1877-1917: Development of Industrial America</i> (0/26)	0%
308A <i>America, 1914-1945: The Era of the World Wars</i> (0/26)	0%
308B <i>America, 1945-Present: Our Times</i> (0/26)	0%
353 <i>Immigrants and Immigration in American History</i> (0/26)	0%

354R <i>Women in Modern America</i> (0/26)	0%
356 <i>Rise of the City</i> (0/26)	0%
356R <i>Kansas City: &amp;nbsp;&amp;nbsp; History of a Regional Metropolis</i> (0/26)	0%
357 <i>The American West</i> (0/26)	0%
360R <i>U. S. Constitutional History</i> (0/26)	0%
361 <i>American Foreign Relations</i> (0/26)	0%
365A <i>American Environmental History</i> (0/26)	0%
366R <i>American Labor History</i> (0/26)	0%
368 <i>Girlhood and Boyhood in America</i> (0/26)	0%
369 <i>Women and Work in Early America</i> (0/26)	0%
370 <i>Introduction to Material Culture</i> (0/26)	0%
392A <i>Archival Internship</i> (0/26)	0%
392B <i>Public History Internship</i> (0/26)	0%
393 <i>Museum Science</i> (0/26)	0%
394 <i>African American History to 1877</i> (0/26)	0%
395 <i>African American History Since 1877</i> (0/26)	0%
400B <i>Women in Latin America</i> (0/26)	0%
400CC <i>History, Culture, &amp; Nature in Sweden</i> (0/26)	0%
400CF <i>Courts &amp; Culture in the Middle Ages</i> (0/26)	0%
400CI <i>Culture, Kultur, Civilization: &amp;nbsp;&amp;nbsp; Identity Formation in Middle Class</i> (0/26)	0%
400CJ <i>Nordic History &amp; Culture, 1750-Present</i> (0/26)	0%
400CP <i>Silver Screen &amp; the American Dream</i> (0/26)	0%
400CS <i>Clio &amp; the Other Muses: &amp;nbsp;&amp;nbsp; History and Culture of 5th Century Athens</i> (0/26)	0%
400CY <i>The Ancient World &amp; the Cinema</i> (0/26)	0%

400K <i>History of Motherhood</i> (1/26)	3.85%
400Z <i>Kansas City Labor History</i> (0/26)	0%
401A <i>Religion in America</i> (0/26)	0%
411A <i>Medieval Civilization I</i> (0/26)	0%
411B <i>Medieval Civilization II</i> (0/26)	0%
412A <i>Gender &amp; Family in Medieval &amp; Early Modern Europe</i> (0/26)	0%
412B <i>The Black Death &amp; Late Medieval Society</i> (0/26)	0%
413 <i>Renaissance</i> (1/26)	3.85%
414 <i>Reformation</i> (0/26)	0%
415B <i>17th and 18th Century Europe</i> (0/26)	0%
416R <i>The French Revolution and Napoleon</i> (0/26)	0%
417R <i>Nations and Empires: 19th Century Europe</i> (0/26)	0%
418R <i>The Age of Extremes: 20th Century Europe</i> (0/26)	0%
419R <i>Contemporary Europe, 1930-2000</i> (0/26)	0%
426R <i>The Scientific Revolution, 1500-1700</i> (0/26)	0%
427R <i>The Darwinian Revolution, 1650-1900</i> (0/26)	0%
428 <i>History of the Body</i> (0/26)	0%
428B <i>Gender &amp; Medicine: Patients &amp; Practitioners from Antiquity to Present</i> (0/26)	0%
432R <i>Tudor England, 1485-1603</i> (0/26)	0%
433 <i>Britain, 1603-1832</i> (0/26)	0%
434 <i>Britain, 1832-Present</i> (0/26)	0%
435LP <i>Crime in Victorian Britain</i> (0/26)	0%
436AWI <i>Imperial Germany</i> (0/26)	0%
436BWI <i>Weimar Germany</i> (0/26)	0%

436CWI Nazi Germany (0/26)	0%
436DWI Cold War Germany (0/26)	0%
436R Modern German History (0/26)	0%
468R Archeology & the History of Antiquity (1/26)	3.85%
469 Archeology & Biblical History (1/26)	3.85%
470 Ancient Egypt (0/26)	0%
471 Ancient Greece (0/26)	0%
472 Ancient Rome (1/26)	3.85%
473 History of Astronomy (0/26)	0%
475WI Ancient Israel (0/26)	0%
476 Medieval Jewish History (0/26)	0%
477 Modern Jewish History (0/26)	0%
478 The Holocaust & the State of Israel (1/26)	3.85%
497 Project in Swedish History & Culture (0/26)	0%
Special Topics* (0/26)	0%

\*If you participated in a Special Topics course, please provide the title of the course here: See end of report for textual responses

(Class, Race, Gender, & Ethnicity) Concentration Courses\_\_\_\_\_

300FBA <i>History of Sexuality</i> (0/26)	0%
300DMB <i>The American South</i> (0/26)	0%
300J <i>History of Sport</i> (0/26)	0%
300JH <i>Indians of the Americas</i> (0/26)	0%
300K <i>Masculinity in History</i> (0/26)	0%
300L <i>Labor &amp; Leisure</i> (0/26)	0%
300MBB <i>Social History &amp; Material Culture of 19th Century America</i> (0/26)	0%
300RH <i>History of Fatherhood</i> (0/26)	0%
353 <i>Immigrants and Immigration</i> (0/26)	0%
354R <i>Women in Modern America</i> (0/26)	0%
357 <i>The American West</i> (0/26)	0%
366R <i>American Labor History</i> (0/26)	0%
368 <i>Girlhood and Boyhood in America</i> (0/26)	0%
369 <i>Women and Work in Early America</i> (0/26)	0%
394 <i>African American History Before 1877</i> (0/26)	0%
395 <i>African American History Since 1877</i> (0/26)	0%
400B <i>Women in Latin America</i> (0/26)	0%
400K <i>History of Motherhood</i> (0/26)	0%
400Z <i>Kansas City Labor History</i> (0/26)	0%
401A <i>Religion in America</i> (0/26)	0%
412A <i>Gender &amp; Family in Medieval &amp; Early Modern Europe</i> (0/26)	0%
428 <i>History of the Body</i> (0/26)	0%
428B <i>Gender &amp; Medicine: Patients &amp; Practitioners from Antiquity to Present</i> (0/26)	0%
476 <i>Medieval Jewish History</i> (0/26)	0%
Special Topics* (0/26)	0%

\*If you participated in a Special Topics course, please provide the title of the course here: See

end of report for textual responses

(Class, Race, Gender, & Ethnicity) Elective Courses\_\_\_\_\_

300CN <i>The World Made Modern: World War I &amp; Popular Film</i> (0/26)	0%
300DM <i>Dollars, Culture, &amp; America's Hemispheric Empire</i> (0/26)	0%
300MBA <i>Missouri &amp; Kansas in the Era of the Border Wars</i> (0/26)	0%
300WY <i>The Sixties</i> (0/26)	0%
302 <i>America, 1000-1763: The Formative Era</i> (0/26)	0%
303 <i>America, 1763-1783: The Revolutionary Heritage</i> (0/26)	0%
304 <i>America, 1783-1828: The National Experience</i> (0/26)	0%
305 <i>America, 1828-1852: The Jacksonian Period</i> (0/26)	0%
306 <i>America, 1850-1877: Civil War and Reconstruction</i> (0/26)	0%
307 <i>America, 1877-1917: Development of Industrial America</i> (0/26)	0%
308A <i>America, 1914-1945: The Era of the World Wars</i> (0/26)	0%
308B <i>America, 1945-Present: Our Times</i> (0/26)	0%
356 <i>Rise of the City</i> (0/26)	0%
356R <i>Kansas City: History of a Regional Metropolis</i> (0/26)	0%
360R <i>U. S. Constitutional History</i> (0/26)	0%
361 <i>American Foreign Relations</i> (0/26)	0%
365A <i>American Environmental History</i> (0/26)	0%
370 <i>Introduction to Material Culture</i> (0/26)	0%
392A <i>Archival Internship</i> (0/26)	0%
392B <i>Public History Internship</i> (0/26)	0%
393 <i>Museum Science</i> (0/26)	0%

<i>400C? Latin American Crises and Opportunities</i> (0/26)	0%
<i>400CC History, Nature, &amp; Culture in Sweden</i> (0/26)	0%
<i>400CF Courts &amp; Culture in the Middle Ages</i> (0/26)	0%
<i>400CI Culture, Kultur, Civilization:&amp;nbsp;&amp;nbsp;&amp;nbsp;Identity Formation in Middle Class</i> (0/26)	0%
<i>400CJ Nordic History &amp; Culture, 1750-Present</i> (0/26)	0%
<i>400CP Silver Screen &amp; the American Dream</i> (0/26)	0%
<i>400CS Clio &amp; the Other Muses:&amp;nbsp;&amp;nbsp;&amp;nbsp;History and Culture of 5th Century Athens</i> (0/26)	0%
<i>400CY The Ancient World &amp; the Cinema</i> (0/26)	0%
<i>400F Religion and Colonialism in Latin America</i> (0/26)	0%
<i>400VGA Colonial Latin America</i> (0/26)	0%
<i>400VGB Modern Latin America</i> (0/26)	0%
<i>400VGC Women in Latin America</i> (0/26)	0%
<i>400VGD Environmental History of Latin America</i> (0/26)	0%
<i>411A Medieval Civilization I</i> (0/26)	0%
<i>411B Medieval Civilization II</i> (0/26)	0%
<i>412B The Black Death &amp; Late Medieval Society</i> (0/26)	0%
<i>413 Renaissance</i> (0/26)	0%
<i>414 Reformation</i> (0/26)	0%
<i>415B 17th and 18th Century Europe</i> (0/26)	0%
<i>416R The French Revolution and Napoleon</i> (0/26)	0%
<i>417R Nations and Empires:&amp;nbsp;&amp;nbsp;&amp;nbsp;19th</i>	0%

Century Europe (0/26)

418R *The Age of Extremes: 20th Century Europe* (0/26) 0%

419R *Contemporary Europe, 1930-2000* (0/26) 0%

424A *Colonial & Postcolonial South Asia* (0/26) 0%

424R *Twentieth Century Asia* (0/26) 0%

426R *The Scientific Revolution, 1500-1700* (0/26) 0%

427R *The Darwinian Revolution, 1650-1900* (0/26) 0%

432R *Tudor England, 1485-1603* (0/26) 0%

433 *Britain, 1603-1832* (0/26) 0%

434 *Britain, 1832-Present* (0/26) 0%

435LP *Crime in Victorian Britain* (0/26) 0%

436AWI *Imperial Germany* (0/26) 0%

436BWI *Weimar Germany* (0/26) 0%

436CWI *Nazi Germany* (0/26) 0%

436DWI *Cold War Germany* (0/26) 0%

436R *Modern German History* (0/26) 0%

444R *Islam & the Arabs: The Formative Period* (0/26) 0%

44R *The Arabs and Islam to 1258* (0/26) 0%

445 *The Ottoman Empire in the Middle East to World War I* (0/26) 0%

446R *The Middle East From World War I to the Present* (0/26) 0%

462J *Japanese Civilization* (0/26) 0%

468R *Archeology & the History of Antiquity* (0/26) 0%

469 *Archeology & Biblical History* (0/26) 0%

470 *Ancient Egypt* (0/26) 0%

471 *Ancient Greece* (0/26) 0%

472 Ancient Rome (0/26)	0%
473 History of Astronomy (0/26)	0%
475WI Ancient Israel (0/26)	0%
477 Modern Jewish History (0/26)	0%
478 The Holocaust & the State of Israel (0/26)	0%
497 Project in Swedish History & Culture (0/26)	0%
Special Topics* (0/26)	0%

\*If you participated in a Special Topics course, please provide the title of the course here: See end of report for textual responses

(Contemporary International History) Concentration Courses

300DM Dollars, Culture, & America's Hemispheric Empire (1/26)	3.85%
300CN The World Made Modern: World War I & Popular Film (0/26)	0%
361 American Foreign Relations (1/26)	3.85%
400C? Latin American Crises and Opportunities (0/26)	0%
400VGB Modern Latin America (0/26)	0%
418R The Age of Extremes: 20th Century Europe (1/26)	3.85%
419R Contemporary Europe, 1930-2000 (1/26)	3.85%
424A Colonial & Postcolonial South Asia (0/26)	0%
424R Twentieth Century Asia (0/26)	0%
446R The Middle East From World War I to the Present (1/26)	3.85%
477 Modern Jewish History (0/26)	0%
478 The Holocaust & the State of Israel (0/26)	0%
Special Topics* (0/26)	0%

\*If you participated in a Special Topics course, please provide the title of the course here: See end of report for textual responses

## (Contemporary International History) Elective Courses

300DMB <i>The American South</i> (0/26)	0%
300FBA <i>History of Sexuality</i> (0/26)	0%
300J <i>History of Sport</i> (0/26)	0%
300JH <i>Indians of the Americas</i> (0/26)	0%
300K <i>Masculinity in History</i> (0/26)	0%
300L <i>Labor &amp; Leisure</i> (0/26)	0%
300MBA <i>Missouri &amp; Kansas in the Era of the Border Wars</i> (0/26)	0%
300MBB <i>Social History and Material Culture of 19th Century America</i> (0/26)	0%
300RH <i>History of Fatherhood</i> (0/26)	0%
300WY <i>The Sixties</i> (0/26)	0%
302 <i>America, 1000-1763: The Formative Era</i> (0/26)	0%
303 <i>America, 1763-1783: The Revolutionary Heritage</i> (0/26)	0%
304 <i>America, 1783-1828: The National Experience</i> (0/26)	0%
305 <i>America, 1828-1852: The Jacksonian Period</i> (0/26)	0%
306 <i>America, 1850-1877: Civil War and Reconstruction</i> (0/26)	0%
307 <i>America, 1877-1917: Development of Industrial America</i> (0/26)	0%
308A <i>America, 1914-1945: The Era of the World Wars</i> (1/26)	3.85%
308B <i>America, 1945-Present: Our Times</i> (0/26)	0%
353 <i>Immigrants and Immigration in American History</i> (0/26)	0%
354R <i>Women in Modern America</i> (0/26)	0%
356 <i>Rise of the City</i> (0/26)	0%

356R <i>Kansas City: &amp;nbsp;&amp;nbsp; History of a Regional Metropolis</i> (0/26)	0%
357 <i>The American West</i> (0/26)	0%
360R <i>U. S. Constitutional History</i> (0/26)	0%
365A <i>American Environmental History</i> (0/26)	0%
366R <i>American Labor History</i> (0/26)	0%
368 <i>Girlhood and Boyhood in America</i> (0/26)	0%
369 <i>Women and Work in Early America</i> (0/26)	0%
370 <i>Introduction to Material Culture</i> (0/26)	0%
392A <i>Archival Internship</i> (0/26)	0%
392B <i>Public History Internship</i> (0/26)	0%
393 <i>Museum Science</i> (0/26)	0%
394 <i>African American History to 1877</i> (0/26)	0%
395 <i>African American History Since 1877</i> (0/26)	0%
400B <i>Women in Latin America</i> (0/26)	0%
400CC <i>History, Nature, &amp; Culture in Sweden</i> (0/26)	0%
400CF <i>Courts &amp; Culture in the Middle Ages</i> (0/26)	0%
400CI <i>Culture, Kultur, Civilization: &amp;nbsp;&amp;nbsp;&amp;nbsp;Identity Formation in Middle Class</i> (0/26)	0%
400CJ <i>Nordic History &amp; Culture, 1750-Present</i> (0/26)	0%
400CP <i>Silver Screen &amp; the American Dream</i> (0/26)	0%
400CS <i>Clio &amp; the Other Muses: &amp;nbsp;&amp;nbsp;&amp;nbsp;History and Culture of 5th Century Athens</i> (0/26)	0%
400CY <i>The Ancient World &amp; the Cinema</i> (0/26)	0%
400F <i>Religion and Colonialism in Latin America</i> (0/26)	0%
400K <i>History of Motherhood</i> (0/26)	0%

400VGA Colonial Latin America (0/26)	0%
400VGC Women in Latin America (0/26)	0%
400VGD Environmental History of Latin America (0/26)	0%
400Z Kansas City Labor History (0/26)	0%
401A Religion in America (0/26)	0%
411A Medieval Civilization I (0/26)	0%
411B Medieval Civilization II (0/26)	0%
412A Gender and Family in Medieval and Early Modern Europe (0/26)	0%
412B The Black Death & Late Medieval Society (0/26)	0%
413 Renaissance (0/26)	0%
414 Reformation (0/26)	0%
415B 17th and 18th Century Europe (0/26)	0%
416R The French Revolution and Napoleon (0/26)	0%
417R Nations and Empires: 19th Century Europe (1/26)	3.85%
426R The Scientific Revolution, 1500-1700 (0/26)	0%
427R The Darwinian Revolution, 1650-1900 (0/26)	0%
428 History of the Body (0/26)	0%
428B Gender & Medicine: Patients & Practitioners from Antiquity to Present (0/26)	0%
432R Tudor England, 1485-1603 (0/26)	0%
433 Britain, 1603-1832 (0/26)	0%
434 Britain, 1832-Present (0/26)	0%
435LP Crime in Victorian Britain (0/26)	0%
436AWI Imperial Germany (0/26)	0%
436BWI Weimar Germany (0/26)	0%

436CWI Nazi Germany (0/26)	0%
436DWI Cold War Germany (0/26)	0%
436R Modern German History (0/26)	0%
444R The Arabs and Islam to 1258 (0/26)	0%
445 The Ottoman Empire in the Middle East to World War I (0/26)	0%
462J Japanese Civilization (0/26)	0%
468R Archeology & the History of Antiquity (0/26)	0%
468R Archeology & the History of Antiquity (0/26)	0%
469 Archeology & Biblical History (0/26)	0%
470 Ancient Egypt (0/26)	0%
471 Ancient Greece (0/26)	0%
472 Ancient Rome (0/26)	0%
473 History of Astronomy (0/26)	0%
475WI Ancient Israel (0/26)	0%
476 Medieval Jewish History (0/26)	0%
497 Project in Swedish History & Culture (0/26)	0%
Special Topics* (0/26)	0%

\*If you participated in a Special Topics course, please provide the title of the course here: See end of report for textual responses

(Material Culture & Everyday Life) Concentration Courses

300L Labor & Leisure (0/26)	0%
300MBB Social History & Material Culture of 19th Century America (0/26)	0%
300RH History of Fatherhood (0/26)	0%
368 Girlhood and Boyhood in America (0/26)	0%
369 Women and Work in Early America (0/26)	0%
370 Introduction to Material Culture (0/26)	0%
392A Archival Internship (0/26)	0%
392B Public History Internship (0/26)	0%
393 Museum Science (0/26)	0%
400CC History, Culture, & Nature in Sweden (0/26)	0%
400K History of Motherhood (0/26)	0%
400AB Modern German History (0/26)	0%
401A Religion in America (0/26)	0%
428 History of the Body (0/26)	0%
428B Gender & Medicine; Patients & Practitioners from Antiquity to Present (0/26)	0%
436AWI Imperial Germany (0/26)	0%
436BWI Weimar Germany (0/26)	0%
436CWI Nazi Germany (0/26)	0%
436DWI Cold War Germany (0/26)	0%
468R Archeology & the History of Antiquity (0/26)	0%
469 Archeology & Biblical History (0/26)	0%
497 Project in Swedish History & Culture (0/26)	0%
Special Topics* (0/26)	0%

\*If you participated in a Special Topics course, please provide the title of the course here: See end of report for textual responses

(Material Culture & Everyday Life) Elective Courses

300CN <i>The World Made Modern: World War I &amp; Popular Film</i> (0/26)	0%
300DM <i>Dollars, Culture, &amp; America's Hemispheric Empire</i> (0/26)	0%
300DMB <i>The American South</i> (0/26)	0%
300FBA <i>History of Sexuality</i> (0/26)	0%
300J <i>History of Sport</i> (0/26)	0%
300JH <i>Indians of the Americas</i> (0/26)	0%
300JH <i>The West in Film: Fact &amp; Fiction</i> (0/26)	0%
300K <i>Masculinity in History</i> (0/26)	0%
300MBA <i>Missouri &amp; Kansas in the Era of the Border Wars</i> (0/26)	0%
300WY <i>The Sixties</i> (0/26)	0%
302 <i>America, 1000-1763: The Formative Era</i> (0/26)	0%
303 <i>America, 1763-1783: The Revolutionary Heritage</i> (0/26)	0%
304 <i>America, 1783-1828: The National Experience</i> (0/26)	0%
305 <i>America, 1828-1852: The Jacksonian Period</i> (0/26)	0%
306 <i>America, 1850-1877: Civil War and Reconstruction</i> (0/26)	0%
307 <i>America, 1877-1917: Development of Industrial America</i> (0/26)	0%
308A <i>America, 1914-1945: The Era of the World Wars</i> (0/26)	0%
308B <i>America, 1945-Present: Our Times</i> (0/26)	0%
353 <i>Immigrants and Immigration in American History</i> (0/26)	0%

354R <i>Women in Modern America</i> (0/26)	0%
356 <i>Rise of the City</i> (0/26)	0%
356R <i>Kansas City: &amp;nbsp;&amp;nbsp; History of a Regional Metropolis</i> (0/26)	0%
357 <i>The American West</i> (0/26)	0%
360R <i>U. S. Constitutional History</i> (0/26)	0%
361 <i>American Foreign Relations</i> (0/26)	0%
365A <i>American Environmental History</i> (0/26)	0%
366R <i>American Labor History</i> (0/26)	0%
394 <i>African American History Before 1877</i> (0/26)	0%
395 <i>African American History Since 1877</i> (0/26)	0%
400B <i>Women in Latin America</i> (0/26)	0%
400C? <i>Latin American Crises and Opportunities</i> (0/26)	0%
400CF <i>Courts &amp; Culture in the Middle Ages</i> (0/26)	0%
400CI <i>Culture, Kultur, Civilization: &amp;nbsp;&amp;nbsp; Identity Formation in Middle Class</i> (0/26)	0%
400CJ <i>Nordic History &amp; Culture, 1750-Present</i> (0/26)	0%
400CP <i>Silver Screen &amp; the American Dream</i> (0/26)	0%
400CS <i>Clio &amp; the Other Muses: &amp;nbsp;&amp;nbsp; History and Culture of 5th Century Athens</i> (0/26)	0%
400CY <i>The Ancient World &amp; the Cinema</i> (0/26)	0%
400F <i>Religion and Colonialism in Latin America</i> (0/26)	0%
400VGA <i>Colonial Latin America</i> (0/26)	0%
400VGB <i>Modern Latin America</i> (0/26)	0%
400VGC <i>Women in Latin America</i> (0/26)	0%

<i>400VGD Environmental History of Latin America</i> (0/26)	0%
<i>400Z Kansas City Labor History</i> (0/26)	0%
<i>411A Medieval Civilization I</i> (0/26)	0%
<i>411B Medieval Civilization II</i> (0/26)	0%
<i>412A Gender &amp; Family in Medieval &amp; Early Modern Europe</i> (0/26)	0%
<i>412B The Black Death &amp; Late Medieval Society</i> (0/26)	0%
<i>413 Renaissance</i> (0/26)	0%
<i>414 Reformation</i> (0/26)	0%
<i>415B 17th and 18th Century Europe</i> (0/26)	0%
<i>416R The French Revolution and Napoleon</i> (0/26)	0%
<i>417R Nations and Empires: 19th Century Europe</i> (0/26)	0%
<i>418R The Age of Extremes: 20th Century Europe</i> (0/26)	0%
<i>419R Contemporary Europe, 1930-2000</i> (0/26)	0%
<i>424A Colonial &amp; Postcolonial South Asia</i> (0/26)	0%
<i>424R Twentieth Century Asia</i> (0/26)	0%
<i>426R The Scientific Revolution, 1500-1700</i> (0/26)	0%
<i>427R The Darwinian Revolution, 1650-1900</i> (0/26)	0%
<i>432R Tudor England, 1485-1603</i> (0/26)	0%
<i>433 Britain, 1603-1832</i> (0/26)	0%
<i>434 Britain, 1832-Present</i> (0/26)	0%
<i>435LP Crime in Victorian Britain</i> (0/26)	0%
<i>436R Modern German History</i> (0/26)	0%
<i>444R Islam &amp; the Arabs: The Formative Period</i> (0/26)	0%
<i>444R The Arabs and Islam to 1258</i> (0/26)	0%

<i>445 The Ottoman Empire in the Middle East to World War I</i> (0/26)	0%
<i>446R The Middle East From World War I to the Present</i> (0/26)	0%
<i>462J Japanese Civilization</i> (0/26)	0%
<i>470 Ancient Egypt</i> (0/26)	0%
<i>471 Ancient Greece</i> (0/26)	0%
<i>472 Ancient Rome</i> (0/26)	0%
<i>473 History of Astronomy</i> (0/26)	0%
<i>475WI Ancient Israel</i> (0/26)	0%
<i>476 Medieval Jewish History</i> (0/26)	0%
<i>477 Modern Jewish History</i> (0/26)	0%
<i>478 The Holocaust &amp; the State of Israel</i> (0/26)	0%
<i>Special Topics*</i> (0/26)	0%

\*If you participated in a Special Topics course, please provide the title of the course here: See end of report for textual responses

(Science, Medicine, & The Environment) Concentration Courses\_\_\_\_\_

<i>300JH The West in Film:&amp;nbsp;&amp;nbsp; Fact &amp; Fiction</i> (0/26)	0%
<i>365A American Environmental History</i> (0/26)	0%
<i>400CC History, Nature, &amp; Culture in Sweden</i> (0/26)	0%
<i>400VGD Environmental History of Latin America</i> (0/26)	0%
<i>412B The Black Death &amp; Late Medieval Society</i> (0/26)	0%
<i>426R The Scientific Revolution, 1500-1700</i> (0/26)	0%
<i>427R The Darwinian Revolution, 1650-1900</i> (0/26)	0%
<i>428 History of the Body</i> (0/26)	0%
<i>428B Gender&amp;nbsp;&amp;nbsp;&amp;nbsp;Medicine:&amp;nbsp;&amp;nbsp;&amp;nbsp;Patients &amp; Practioners From Antiquity to Present</i> (0/26)	0%
<i>473 History of Astronomy</i> (0/26)	0%
<i>497 Project in Swedish History &amp; Culture</i> (0/26)	0%
<i>Special Topics*</i> (0/26)	0%

\*If you participated in a Special Topics course, please provide the title of the course here: See end of report for textual responses

(Science, Medicine, & The Environment) Elective Courses\_\_\_\_\_

300CN <i>The World Made Modern: World War I &amp; Popular Film</i> (0/26)	0%
300DM <i>Dollars, Culture, &amp; America's Hemispheric Empire</i> (0/26)	0%
300DMB <i>The American South</i> (0/26)	0%
300FBA <i>History of Sexuality</i> (0/26)	0%
300J <i>History of Sport</i> (0/26)	0%
300K <i>Masculinity in History</i> (0/26)	0%
300L <i>Labor &amp; Leisure</i> (0/26)	0%
300MBA <i>Missouri &amp; Kansas in the Era of the Border Wars</i> (0/26)	0%
300MBB <i>Social History and Material Culture of 19th Century America</i> (0/26)	0%
300RH <i>History of Fatherhood</i> (0/26)	0%
300WY <i>The Sixties</i> (0/26)	0%
302 <i>America, 1000-1763: The Formative Era</i> (0/26)	0%
303 <i>America, 1763-1783: The Revolutionary Heritage</i> (0/26)	0%
304 <i>America, 1783-1828: The National Experience</i> (0/26)	0%
305 <i>America, 1828-1852: The Jacksonian Period</i> (0/26)	0%
306 <i>America, 1850-1877: Civil War and Reconstruction</i> (0/26)	0%
307 <i>America, 1877-1917: Development of Industrial America</i> (0/26)	0%
308A <i>America, 1914-1945: The Era of the World Wars</i> (0/26)	0%
308B <i>America, 1945-Present: Our Times</i> (0/26)	0%
353 <i>Immigrants and Immigration in American History</i> (0/26)	0%

354R <i>Women in Modern America</i> (0/26)	0%
356 <i>Rise of the City</i> (0/26)	0%
356R <i>Kansas City: &amp;nbsp;&amp;nbsp; History of a Regional Metropolis</i> (0/26)	0%
357 <i>The American West</i> (0/26)	0%
360R <i>U. S. Constitutional History</i> (0/26)	0%
361 <i>American Foreign Relations</i> (0/26)	0%
366R <i>American Labor History</i> (0/26)	0%
368 <i>Girlhood and Boyhood in America</i> (0/26)	0%
369 <i>Women and Work in Early America</i> (0/26)	0%
370 <i>Introduction to Material Culture</i> (0/26)	0%
392A <i>Archival Internship</i> (0/26)	0%
392B <i>Public History Internship</i> (0/26)	0%
393 <i>Museum Science</i> (0/26)	0%
394 <i>African American History Before 1877</i> (0/26)	0%
395 <i>African American History Since 1877</i> (0/26)	0%
400B <i>Women in Latin America</i> (0/26)	0%
400C? <i>Latin American Crises and Opportunities</i> (0/26)	0%
400CF <i>Courts &amp; Culture in the Middle Ages</i> (0/26)	0%
400CI <i>Culture, Kultur, Civilization: &amp;nbsp;&amp;nbsp; Identity Formation in Middle Class</i> (0/26)	0%
400CJ <i>Nordic History &amp; Culture, 1750-Present</i> (0/26)	0%
400CP <i>Silver Screen &amp; the American Dream</i> (0/26)	0%
400CS <i>Clio &amp; the Other Muses: &amp;nbsp;&amp;nbsp; History and Culture of 5th Century Athens</i> (0/26)	0%
400CY <i>The Ancient World &amp; the Cinema</i> (0/26)	0%

400F Religion and Colonialism in Latin America (0/26)	0%
400K History of Motherhood (0/26)	0%
400VGA Colonial Latin America (0/26)	0%
400VGB Modern Latin America (0/26)	0%
400VGC Women in Latin America (0/26)	0%
400Z Kansas City Labor History (0/26)	0%
401A Religion in America (0/26)	0%
411A Medieval Civilization I (0/26)	0%
411B Medieval Civilization II (0/26)	0%
412A Gender & Family in Medieval & Early Modern Europe (0/26)	0%
413 Renaissance (0/26)	0%
414 Reformation (0/26)	0%
415B 17th and 18th Century Europe (0/26)	0%
416R The French Revolution and Napoleon (0/26)	0%
417R Nations and Empires: &nbsp;&nbsp; 19th Century Europe (0/26)	0%
418R The Age of Extremes: &nbsp;&nbsp; 20th Century Europe (0/26)	0%
419R Contemporary Europe, 1930-2000 (0/26)	0%
424A Colonial & Postcolonial South Asia (0/26)	0%
424R Twentieth Century Asia (0/26)	0%
432R Tudor England, 1485-1603 (0/26)	0%
433 Britain, 1603-1832 (0/26)	0%
434 Britain, 1832-Present (0/26)	0%
435LP Crime in Victorian Britain (0/26)	0%
436AWI Imperial Germany (0/26)	0%
436BWI Weimar Germany (0/26)	0%
436CWI Nazi Germany (0/26)	0%



## Textual Answers

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### Date last modified:

<i>Test, Student</i>	9/26/2007
<i>Blankenship, Matthew</i>	10/19/2007
<i>Wright, Rebecca</i>	12/4/2007
<i>Striegel, Jeremey</i>	9/17/2007
<i>Mowry, Elizabeth</i>	9/23/2007
<i>Truman, Timothy</i>	9/18/2007
<i>Gutridge, Kimberly</i>	9/17/2007
<i>Fuller, Blair</i>	9/17/2007
<i>Qualls, Adrienne</i>	10/14/2007
<i>Petrillo, Lauren</i>	9/17/2007
<i>Smith, Brian</i>	9/17/2007
<i>Mylar, Marcy</i>	9/18/2007
<i>Holmes, Melanie</i>	4/25/2008
<i>Graber, Katherine</i>	9/19/2007
<i>Naqeeb, Noha</i>	9/19/2007
<i>Thompson, Michael</i>	9/19/2007
<i>Moore, Tara</i>	9/19/2007
<i>Camerlinck, David</i>	9/20/2007
<i>Chau, Amy</i>	9/20/2007
<i>Russell, Laura</i>	9/21/2007
<i>Skinner, Mallory</i>	9/23/2007
<i>Feagle, Andrew</i>	9/23/2007
<i>Brammeier, Dennis</i>	10/2/2007
<i>Pisli, Kathryn</i>	10/9/2007
<i>Green, Daniel</i>	10/30/2007
<i>thompson, james</i>	12/4/2007

If you selected Special Topics above, please list the title of the course here:

<i>Test, Student</i>	[No answer given]
<i>Blankenship, Matthew</i>	[No answer given]
<i>Wright, Rebecca</i>	[No answer given]
<i>Striegel, Jeremey</i>	[No answer given]
<i>Mowry, Elizabeth</i>	[No answer given]
<i>Truman, Timothy</i>	400C Archaeology & The Idea of Prehistory
<i>Gutridge, Kimberly</i>	[No answer given]
<i>Fuller, Blair</i>	[No answer given]
<i>Qualls, Adrienne</i>	[No answer given]
<i>Petrillo, Lauren</i>	300CM: Mexico, Central America & the Human Condition
<i>Smith, Brian</i>	[No answer given]
<i>Mylar, Marcy</i>	[No answer given]
<i>Holmes, Melanie</i>	[No answer given]
<i>Graber, Katherine</i>	History of Ancient Israel
<i>Naqeeb, Noha</i>	[No answer given]
<i>Thompson, Michael</i>	[No answer given]
<i>Moore, Tara</i>	[No answer given]
<i>Camerlinck, David</i>	[No answer given]
<i>Chau, Amy</i>	[No answer given]
<i>Russell, Laura</i>	[No answer given]
<i>Skinner, Mallory</i>	[No answer given]
<i>Feagle, Andrew</i>	[No answer given]
<i>Brammeier, Dennis</i>	[No answer given]
<i>Pils, Kathryn</i>	[No answer given]
<i>Green, Daniel</i>	[No answer given]
<i>thompson, james</i>	[No answer given]

\*If you participated in a Special Topics course, please provide the title of the course here:

<i>Test, Student</i>	[No answer given]
<i>Blankenship, Matthew</i>	[No answer given]
<i>Wright, Rebecca</i>	[No answer given]
<i>Striegel, Jeremey</i>	[No answer given]
<i>Mowry, Elizabeth</i>	[No answer given]
<i>Truman, Timothy</i>	[No answer given]
<i>Gutridge, Kimberly</i>	Introduction to Prehistoric and Classical Archaeology
<i>Fuller, Blair</i>	[No answer given]
<i>Qualls, Adrienne</i>	[No answer given]
<i>Petrillo, Lauren</i>	[No answer given]
<i>Smith, Brian</i>	[No answer given]
<i>Mylar, Marcy</i>	[No answer given]
<i>Holmes, Melanie</i>	[No answer given]
<i>Graber, Katherine</i>	History 472P Study Abroad Rome
<i>Naqeeb, Noha</i>	[No answer given]
<i>Thompson, Michael</i>	[No answer given]
<i>Moore, Tara</i>	[No answer given]
<i>Camerlinck, David</i>	[No answer given]
<i>Chau, Amy</i>	[No answer given]
<i>Russell, Laura</i>	[No answer given]
<i>Skinner, Mallory</i>	[No answer given]
<i>Feagle, Andrew</i>	[No answer given]
<i>Brammeier, Dennis</i>	[No answer given]
<i>Pils, Kathryn</i>	[No answer given]
<i>Green, Daniel</i>	[No answer given]
<i>thompson, james</i>	[No answer given]

\*If you participated in a Special Topics course, please provide the title of the course here:

<i>Test, Student</i>	[No answer given]
<i>Blankenship, Matthew</i>	[No answer given]
<i>Wright, Rebecca</i>	[No answer given]
<i>Striegel, Jeremey</i>	[No answer given]
<i>Mowry, Elizabeth</i>	[No answer given]
<i>Truman, Timothy</i>	[No answer given]
<i>Gutridge, Kimberly</i>	[No answer given]
<i>Fuller, Blair</i>	[No answer given]
<i>Qualls, Adrienne</i>	[No answer given]
<i>Petrillo, Lauren</i>	[No answer given]
<i>Smith, Brian</i>	[No answer given]
<i>Mylar, Marcy</i>	[No answer given]
<i>Holmes, Melanie</i>	[No answer given]
<i>Graber, Katherine</i>	[No answer given]
<i>Naqeeb, Noha</i>	[No answer given]
<i>Thompson, Michael</i>	[No answer given]
<i>Moore, Tara</i>	[No answer given]
<i>Camerlinck, David</i>	[No answer given]
<i>Chau, Amy</i>	[No answer given]
<i>Russell, Laura</i>	[No answer given]
<i>Skinner, Mallory</i>	[No answer given]
<i>Feagle, Andrew</i>	[No answer given]
<i>Brammeier, Dennis</i>	[No answer given]
<i>Pils, Kathryn</i>	[No answer given]
<i>Green, Daniel</i>	America in the 1960's
<i>thompson, james</i>	[No answer given]

\*If you participated in a Special Topics course, please provide the title of the course here:

<i>Test, Student</i>	[No answer given]
<i>Blankenship, Matthew</i>	[No answer given]
<i>Wright, Rebecca</i>	[No answer given]
<i>Striegel, Jeremey</i>	[No answer given]
<i>Mowry, Elizabeth</i>	[No answer given]
<i>Truman, Timothy</i>	[No answer given]
<i>Gutridge, Kimberly</i>	[No answer given]
<i>Fuller, Blair</i>	[No answer given]
<i>Qualls, Adrienne</i>	[No answer given]
<i>Petrillo, Lauren</i>	[No answer given]
<i>Smith, Brian</i>	[No answer given]
<i>Mylar, Marcy</i>	[No answer given]
<i>Holmes, Melanie</i>	[No answer given]
<i>Graber, Katherine</i>	[No answer given]
<i>Naqeeb, Noha</i>	[No answer given]
<i>Thompson, Michael</i>	[No answer given]
<i>Moore, Tara</i>	[No answer given]
<i>Camerlinck, David</i>	[No answer given]
<i>Chau, Amy</i>	[No answer given]
<i>Russell, Laura</i>	[No answer given]
<i>Skinner, Mallory</i>	[No answer given]
<i>Feagle, Andrew</i>	[No answer given]
<i>Brammeier, Dennis</i>	[No answer given]
<i>Pils, Kathryn</i>	Medieval England
<i>Green, Daniel</i>	[No answer given]
<i>thompson, james</i>	[No answer given]

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<i>Striegel, Jeremey</i>	[No answer given]
<i>Mowry, Elizabeth</i>	[No answer given]
<i>Truman, Timothy</i>	[No answer given]
<i>Gutridge, Kimberly</i>	[No answer given]
<i>Fuller, Blair</i>	[No answer given]
<i>Qualls, Adrienne</i>	[No answer given]
<i>Petrillo, Lauren</i>	[No answer given]
<i>Smith, Brian</i>	[No answer given]
<i>Mylar, Marcy</i>	[No answer given]
<i>Holmes, Melanie</i>	[No answer given]
<i>Graber, Katherine</i>	[No answer given]
<i>Naqeeb, Noha</i>	[No answer given]
<i>Thompson, Michael</i>	[No answer given]
<i>Moore, Tara</i>	[No answer given]
<i>Camerlinck, David</i>	[No answer given]
<i>Chau, Amy</i>	[No answer given]
<i>Russell, Laura</i>	[No answer given]
<i>Skinner, Mallory</i>	[No answer given]
<i>Feagle, Andrew</i>	[No answer given]
<i>Brammeier, Dennis</i>	[No answer given]
<i>Pils, Kathryn</i>	[No answer given]
<i>Green, Daniel</i>	[No answer given]
<i>thompson, james</i>	[No answer given]

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<i>Mowry, Elizabeth</i>	[No answer given]
<i>Truman, Timothy</i>	[No answer given]
<i>Gutridge, Kimberly</i>	[No answer given]
<i>Fuller, Blair</i>	[No answer given]
<i>Qualls, Adrienne</i>	[No answer given]
<i>Petrillo, Lauren</i>	496 (Mutti Burke)
<i>Smith, Brian</i>	[No answer given]
<i>Mylar, Marcy</i>	[No answer given]
<i>Holmes, Melanie</i>	[No answer given]
<i>Graber, Katherine</i>	[No answer given]
<i>Naqeeb, Noha</i>	[No answer given]
<i>Thompson, Michael</i>	[No answer given]
<i>Moore, Tara</i>	[No answer given]
<i>Camerlinck, David</i>	[No answer given]
<i>Chau, Amy</i>	[No answer given]
<i>Russell, Laura</i>	[No answer given]
<i>Skinner, Mallory</i>	[No answer given]
<i>Feagle, Andrew</i>	[No answer given]
<i>Brammeier, Dennis</i>	[No answer given]
<i>Pils, Kathryn</i>	[No answer given]
<i>Green, Daniel</i>	[No answer given]
<i>thompson, james</i>	[No answer given]

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<i>Mowry, Elizabeth</i>	[No answer given]
<i>Truman, Timothy</i>	[No answer given]
<i>Gutridge, Kimberly</i>	[No answer given]
<i>Fuller, Blair</i>	[No answer given]
<i>Qualls, Adrienne</i>	[No answer given]
<i>Petrillo, Lauren</i>	[No answer given]
<i>Smith, Brian</i>	[No answer given]
<i>Mylar, Marcy</i>	[No answer given]
<i>Holmes, Melanie</i>	[No answer given]
<i>Graber, Katherine</i>	[No answer given]
<i>Naqeeb, Noha</i>	[No answer given]
<i>Thompson, Michael</i>	[No answer given]
<i>Moore, Tara</i>	[No answer given]
<i>Camerlinck, David</i>	[No answer given]
<i>Chau, Amy</i>	[No answer given]
<i>Russell, Laura</i>	[No answer given]
<i>Skinner, Mallory</i>	[No answer given]
<i>Feagle, Andrew</i>	[No answer given]
<i>Brammeier, Dennis</i>	[No answer given]
<i>Pils, Kathryn</i>	[No answer given]
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<i>thompson, james</i>	[No answer given]

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<i>Truman, Timothy</i>	[No answer given]
<i>Gutridge, Kimberly</i>	[No answer given]
<i>Fuller, Blair</i>	[No answer given]
<i>Qualls, Adrienne</i>	[No answer given]
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<i>Smith, Brian</i>	[No answer given]
<i>Mylar, Marcy</i>	[No answer given]
<i>Holmes, Melanie</i>	[No answer given]
<i>Graber, Katherine</i>	[No answer given]
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<i>Thompson, Michael</i>	[No answer given]
<i>Moore, Tara</i>	[No answer given]
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<i>Chau, Amy</i>	[No answer given]
<i>Russell, Laura</i>	[No answer given]
<i>Skinner, Mallory</i>	[No answer given]
<i>Feagle, Andrew</i>	[No answer given]
<i>Brammeier, Dennis</i>	[No answer given]
<i>Pils, Kathryn</i>	[No answer given]
<i>Green, Daniel</i>	[No answer given]
<i>thompson, james</i>	[No answer given]

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<i>Striegel, Jeremey</i>	[No answer given]
<i>Mowry, Elizabeth</i>	[No answer given]
<i>Truman, Timothy</i>	[No answer given]
<i>Gutridge, Kimberly</i>	[No answer given]
<i>Fuller, Blair</i>	[No answer given]
<i>Qualls, Adrienne</i>	[No answer given]
<i>Petrillo, Lauren</i>	[No answer given]
<i>Smith, Brian</i>	[No answer given]
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<i>Graber, Katherine</i>	[No answer given]
<i>Naqeeb, Noha</i>	[No answer given]
<i>Thompson, Michael</i>	[No answer given]
<i>Moore, Tara</i>	[No answer given]
<i>Camerlinck, David</i>	[No answer given]
<i>Chau, Amy</i>	[No answer given]
<i>Russell, Laura</i>	[No answer given]
<i>Skinner, Mallory</i>	[No answer given]
<i>Feagle, Andrew</i>	[No answer given]
<i>Brammeier, Dennis</i>	[No answer given]
<i>Pils, Kathryn</i>	[No answer given]
<i>Green, Daniel</i>	[No answer given]
<i>thompson, james</i>	[No answer given]

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<i>Test, Student</i>	[No answer given]
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<i>Wright, Rebecca</i>	[No answer given]
<i>Striegel, Jeremey</i>	[No answer given]
<i>Mowry, Elizabeth</i>	[No answer given]
<i>Truman, Timothy</i>	[No answer given]
<i>Gutridge, Kimberly</i>	[No answer given]
<i>Fuller, Blair</i>	[No answer given]
<i>Qualls, Adrienne</i>	Chinese History, Indian history, Russian History *all transferred*
<i>Petrillo, Lauren</i>	[No answer given]
<i>Smith, Brian</i>	[No answer given]
<i>Mylar, Marcy</i>	[No answer given]
<i>Holmes, Melanie</i>	[No answer given]
<i>Graber, Katherine</i>	[No answer given]
<i>Naqeeb, Noha</i>	[No answer given]
<i>Thompson, Michael</i>	[No answer given]
<i>Moore, Tara</i>	[No answer given]
<i>Camerlinck, David</i>	[No answer given]
<i>Chau, Amy</i>	[No answer given]
<i>Russell, Laura</i>	[No answer given]
<i>Skinner, Mallory</i>	[No answer given]
<i>Feagle, Andrew</i>	[No answer given]
<i>Brammeier, Dennis</i>	[No answer given]
<i>Pils, Kathryn</i>	[No answer given]
<i>Green, Daniel</i>	[No answer given]
<i>thompson, james</i>	[No answer given]

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<i>Striegel, Jeremey</i>	[No answer given]
<i>Mowry, Elizabeth</i>	[No answer given]
<i>Truman, Timothy</i>	[No answer given]
<i>Gutridge, Kimberly</i>	[No answer given]
<i>Fuller, Blair</i>	[No answer given]
<i>Qualls, Adrienne</i>	[No answer given]
<i>Petrillo, Lauren</i>	[No answer given]
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<i>Russell, Laura</i>	[No answer given]
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<i>Feagle, Andrew</i>	[No answer given]
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<i>Gutridge, Kimberly</i>	[No answer given]
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<i>Green, Daniel</i>	[No answer given]
<i>thompson, james</i>	[No answer given]

\*If you participated in a Special Topics course, please provide the title of the course here:

<i>Test, Student</i>	[No answer given]
<i>Blankenship, Matthew</i>	[No answer given]
<i>Wright, Rebecca</i>	[No answer given]
<i>Striegel, Jeremey</i>	[No answer given]
<i>Mowry, Elizabeth</i>	[No answer given]
<i>Truman, Timothy</i>	[No answer given]
<i>Gutridge, Kimberly</i>	[No answer given]
<i>Fuller, Blair</i>	[No answer given]
<i>Qualls, Adrienne</i>	[No answer given]
<i>Petrillo, Lauren</i>	[No answer given]
<i>Smith, Brian</i>	[No answer given]
<i>Mylar, Marcy</i>	[No answer given]
<i>Holmes, Melanie</i>	[No answer given]
<i>Graber, Katherine</i>	[No answer given]
<i>Naqeeb, Noha</i>	[No answer given]
<i>Thompson, Michael</i>	[No answer given]
<i>Moore, Tara</i>	[No answer given]
<i>Camerlinck, David</i>	[No answer given]
<i>Chau, Amy</i>	[No answer given]
<i>Russell, Laura</i>	[No answer given]
<i>Skinner, Mallory</i>	[No answer given]
<i>Feagle, Andrew</i>	[No answer given]
<i>Brammeier, Dennis</i>	[No answer given]
<i>Pils, Kathryn</i>	[No answer given]
<i>Green, Daniel</i>	[No answer given]
<i>thompson, james</i>	[No answer given]

## Verify Prerequisites

University of Missouri - Kansas City

**TO ANSWER THE QUESTIONS REQUIRED ON THIS FORM, CLICK ON THE BUTTON "EDIT FORM" AT THE TOP LEFT OF THIS SCREEN**

Date last modified:  

To become a history major, you must complete a two course prerequisite sequence in World History to 1600 and since 1600 (History 206 and 208). **Note:** If you declared history as your major prior to 2007, you may have completed the alternate prerequisite sequence of Western Civilization to 1600 and since 1600 (History 201 and 202).

### Introductory History Course 1

Institution where course was taken:

UMKC course (or the UMKC course for which you have taken an equivalent at another institution):

Semester course was taken:

Year course was taken:

### Introductory History Course 2

Institution where course was taken:

UMKC course (or the UMKC course for which you have taken an equivalent at another institution):

Semester course was taken:

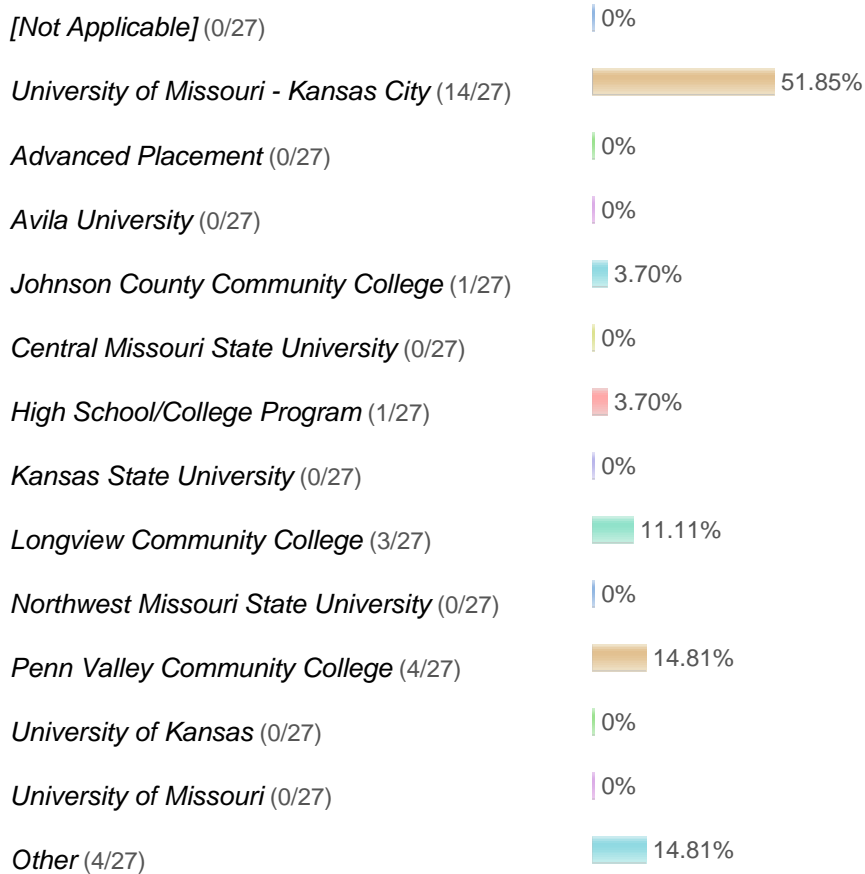
Year course was taken:

# Verify Prerequisites



Date last modified: See end of report for textual responses

Institution where course was taken:



UMKC course (or the UMKC course for which you have taken an equivalent at another institution):

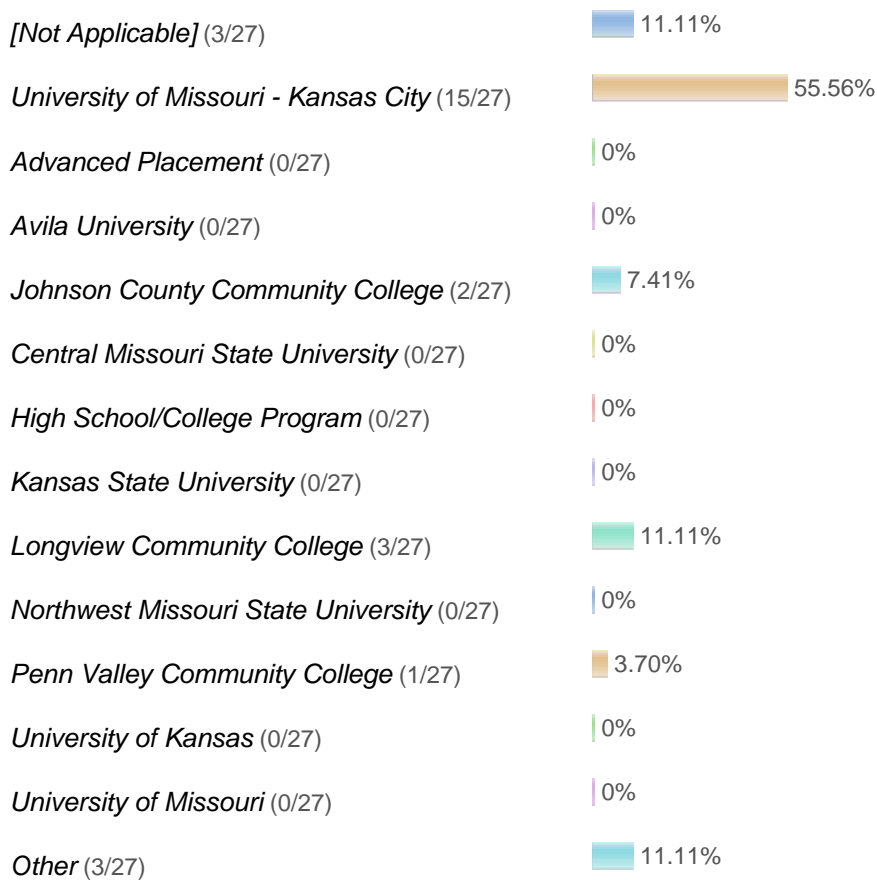


Semester course was taken:



Year course was taken: See end of report for textual responses

Institution where course was taken:



UMKC course (or the UMKC course for which you have taken an equivalent at another institution):



Semester course was taken:



Year course was taken: See end of report for textual responses

## Textual Answers

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### Date last modified:

<i>Blankenship, Matthew</i>	10/19/2007
<i>Barrett, Alex</i>	9/12/2007
<i>Striegel, Jeremey</i>	9/12/2007
<i>Mowry, Elizabeth</i>	9/12/2007
<i>Jeep, Marie</i>	10/26/2007
<i>Haney, Bridget</i>	9/26/2007
<i>Truman, Timothy</i>	9/18/2007
<i>Gutridge, Kimberly</i>	9/13/2007
<i>Fuller, Blair</i>	9/14/2007
<i>Petrillo, Lauren</i>	9/17/2007
<i>Smith, Brian</i>	9/17/2007
<i>Mylar, Marcy</i>	9/18/2007
<i>Holmes, Melanie</i>	9/18/2007
<i>Graber, Katherine</i>	9/20/2007
<i>Naqeeb, Noha</i>	9/19/2007
<i>Thompson, Michael</i>	9/12/2007
<i>Moore, Tara</i>	9/19/2007
<i>Camerlinck, David</i>	9/20/2007
<i>Chau, Amy</i>	9/20/2007
<i>Russell, Laura</i>	9/21/2007
<i>Francis, Celeste</i>	11/2/2007
<i>Skinner, Mallory</i>	9/23/2007
<i>Feagle, Andrew</i>	9/23/2007
<i>Brammeier, Dennis</i>	10/2/2007
<i>Pisli, Kathryn</i>	10/9/2007
<i>Sisil, Katie</i>	10/29/2007
<i>Green, Daniel</i>	10/30/2007

Year course was taken:

<i>Blankenship, Matthew</i>	2000
<i>Barrett, Alex</i>	2006
<i>Striegel, Jeremey</i>	2007
<i>Mowry, Elizabeth</i>	2007
<i>Jeep, Marie</i>	2006
<i>Haney, Bridget</i>	2005
<i>Truman, Timothy</i>	1999
<i>Gutridge, Kimberly</i>	2003
<i>Fuller, Blair</i>	2004
<i>Petrillo, Lauren</i>	1999
<i>Smith, Brian</i>	2007
<i>Mylar, Marcy</i>	2007
<i>Holmes, Melanie</i>	2005
<i>Graber, Katherine</i>	2003
<i>Naqeeb, Noha</i>	2005
<i>Thompson, Michael</i>	2005
<i>Moore, Tara</i>	2004
<i>Camerlinck, David</i>	2003
<i>Chau, Amy</i>	2007
<i>Russell, Laura</i>	2006
<i>Francis, Celeste</i>	2004
<i>Skinner, Mallory</i>	2004
<i>Feagle, Andrew</i>	2007
<i>Brammeier, Dennis</i>	2002
<i>Pisl, Kathryn</i>	2007
<i>Sisil, Katie</i>	2006
<i>Green, Daniel</i>	2004

Year course was taken:

<i>Blankenship, Matthew</i>	2005
<i>Barrett, Alex</i>	2006
<i>Striegel, Jeremey</i>	[No answer given]
<i>Mowry, Elizabeth</i>	[No answer given]
<i>Jeep, Marie</i>	2007
<i>Haney, Bridget</i>	2006
<i>Truman, Timothy</i>	2004
<i>Gutridge, Kimberly</i>	2005
<i>Fuller, Blair</i>	2006
<i>Petrillo, Lauren</i>	[No answer given]
<i>Smith, Brian</i>	2007
<i>Mylar, Marcy</i>	2005
<i>Holmes, Melanie</i>	2007
<i>Graber, Katherine</i>	2004
<i>Naqeeb, Noha</i>	2006
<i>Thompson, Michael</i>	2006
<i>Moore, Tara</i>	2005
<i>Camerlinck, David</i>	2005
<i>Chau, Amy</i>	2007
<i>Russell, Laura</i>	2006
<i>Francis, Celeste</i>	2006
<i>Skinner, Mallory</i>	2005
<i>Feagle, Andrew</i>	2007
<i>Brammeier, Dennis</i>	2003
<i>Pils, Kathryn</i>	2004
<i>Sisil, Katie</i>	2007
<i>Green, Daniel</i>	2005

**Exit Survey**

University of Missouri--Kansas City

**TO ANSWER THE QUESTIONS REQUIRED ON THIS FORM, CLICK ON THE BUTTON "EDIT FORM" AT THE TOP LEFT OF THIS SCREEN**Date last modified:  **1. Curricular Opportunities**

Of all the books you read in UMKC history courses, which was the most memorable and why?

What were the two or three best courses you took in the history department? Describe what made each one memorable.

In what areas would you like to see the history department offer more or new courses?

Have you or will you also complete another major or minor at UMKC?

 Yes  NoIf so in what field? 

How might the history department attract more majors?

Did you participate in a study abroad program?

 Yes  No

Rate your experience on a scale from 1 to 5 if 1 is terrible and 5 is excellent.

 1  2  3  4  5What was its name? 

Did you participate in an independent research course?

 Yes  No

Rate your experience on a scale from 1 to 5 if 1 is terrible and 5 is excellent.

 1  2  3  4  5

Did you participate in an earn and learn partnership with a faculty member as their research assistant?

 Yes  No

Rate your experience on a scale from 1 to 5 if 1 is terrible and 5 is excellent.

 1  2  3  4  5What was the name of the research project? 

Did you participate in an public events organized by the history department (history club, public lectures by visiting scholars, conferences, symposia, etc.)?

 Yes  No

Rate your experience on a scale from 1 to 5 if 1 is terrible and 5 is excellent.

 1  2  3  4  5

Which were the most memorable?



Given the opportunity, would you have enrolled in a special class for prospective history majors  Yes  No in the fall of your first year at UMKC?

Do you think that a first-year seminar would be a beneficial thing to offer?  Yes  No

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Professors are increasingly using Blackboard for sharing assignments with students, for online discussion, and for group projects.

Did Blackboard improve, hinder, or make no difference in your education?  Improve  Hinder  Make no difference

Would you like to see more use of Blackboard in history courses?  Yes  No

If so, how?

# Appendix 5b – Spring 2008 Exit Survey

## Responses

The following information was compiled from the information that students submitted as part of a voluntary exit survey at the time of graduation.

### **1. Of all the books you read in UMKC history courses, which was the most memorable and why?**

- The Trojan War by Barry Strauss was the most memorable of all the books I read in UMKC history courses because it was written fairly recently.
- "The Rise and Fall of Anne Boleyn" by Retha M. Warnicke, in Dr. Falls Tudor England class, summer of 2006. Tudor England was an extremely interesting period of study for me, and I have always been curious about the life of Anne Boleyn. This book was very useful in separating out different theories about her life and death and explaining the contemporary reasons/superstitions for which her behavior was called into question. I had also purchased this book prior to registering for the course but hadn't had a chance to read it. Studying this woman in a classroom setting was much more valuable in the long run.
- Politics in the Roman Republic-- A feel for what the Roman political scene was and how it changed.
- I enjoyed The Pastons that we read in Medieval England. I like it when teachers include primary documents in their text requirements for the course and not just secondary sources. The text was fun and very informative.
- I enjoyed reading all the books on the Tudor England Course booklist.
- The American West by Robert V. Hine and John Mack Faracher was one of my favorites.
- Queen Elizabeth book - interesting look at power/symbolism/woman ruler
- I would have to say Candide. The reasoning behind this is rather interesting. For one of our Cabarets, one of our performers sang a song from the opera Candide. It sparked my interest and I bought it and watched it. I was able to further understand the text and share it with more and more people.

- Literature of Ancient Egypt had the most interesting pieces which mirrored Machiavelli's The Prince in tone and content. That stuck out to me.
- Material Culture Studies in America: An Anthology, edited by Thomas J. Schlereth. I feel that Schlereth's collection of essays did a great job at demonstrating new and interesting ways I can approach historical research. While the book is written to students of material culture, the book's overall scope was so wide that it continued to affect my thinking beyond the confines of the class it was assigned in.

## 2. What were two or three best courses you took in the history department?

- The two or three best courses I took in the history department were 400CY Cc: Ancient World/Cinema; 400I Teaching Regional History at Watkins Mill; and, 416R The French Rev & Napoleon. 400CY was memorable in the interdisciplinary challenges in it. 400I was memorable in the preparation required in it. 416R was memorable due to my interest in modern European history.
- Introduction to Prehistoric and Classical Archaeology, Dr. Rabb, Fall 2007 - following my study abroad in Pompeii/Rome with Dr. Jones in Summer 2007, this course helped to emphasize my interest in archaeology. The assignments challenged me more than any other in my time at UMKC and also helped me to understand the rewards and challenges of this field of study. HIST 472P/497 - Study Abroad to Rome/Pompeii - For obvious reasons, I will remember my third visit to Italy in Summer 2007. This trip allowed me to travel in an educational setting, and I learned more about Italy and archaeology on this trip than in my previous two trips. Additionally, I will be spending at least three months in Italy this summer visiting additional (and some of the same) archaeological sites and possibly doing some additional research.
- Ancient Rome - A real feel for the way historians debate over even well known topics.
- Kansas City History - A view of the city new and old. To see what the city used to be.
- I particularly enjoyed Dr Falls' class, Tudor England, as I am very interested in the Tudors and in British history in general. I also enjoyed my Senior Tutorial because Dr Payne was my mentor and was very involved and supportive in my project. Senior Tutorial can be very intimidating, but Dr Payne made the process very smooth and approachable.
- Senior Thesis - because I learned a lot from Dr Payne Tudor England
- The American West really renewed for me a fascination with the nineteenth century. Middle Eastern History, WWI to present was really interesting. It was good to discover the recent history of the region. especially because of certain circumstances in the world The Renaissance of Europe was also a very interesting book. How European culture transitioned from medieval culture to the modern era was remarkable and encompassing.

- History of the Tudors. Covers some of the most important rulers in English history. History of Middle East - Ottoman empire - present. Important for understanding today's issues.
- Western Civ to 1600-It was my first lecture hall history course. It was filled with a lot of great information and sparked my interest in history. Plus, the course introduced me to Dr. Falls, someone who has fed my enthusiasm for history over the years. Ancient Rome-It was fun just learning about an ancient society. It was also my first senior level course that I took as a sophomore/junior and did well in it.
- Ancient Rome, Ancient Greece and Modern Britain were my most favorite. The Ancients stick out because of my interest in classical literature and ancient civilizations. Modern Britain was a fun departure from the Ancient, and well organized and interesting.
- Historiography and Method (Viviana Grieco): I feel that Dr. Grieco's introduction to the methods of actual historical research was just the shock-therapy I needed to jolt me out of being a mere history-buff into something resembling an actual historian. Introduction to Material Culture (Linna Place): Dr. Place's class showed me that history classes can get away from story-telling, focus upon theory, and still be quite interesting. America 1763-1783: The Revolutionary Heritage (Lou Potts): I feel that Dr. Potts' ability to blend the story-element of history on a chronological timeline with an emphasis upon analytical thinking made me consider the American Revolution in ways that had never occurred to me.

### **3. In what areas would you like to see the history department offer more or..?**

- Modern Europe is an area in which I would like to see the history department offer more or new courses.
- Archaeology
- More history of intellectuals. Less social history. Less racial awareness. Less American Studies and more real history.
- I would particularly like Russian history classes to be offered and more nineteenth century Europe.
- More courses on British imperialism, a greater variety on the medieval muslim world, and medieval Britain
- Medieval history! If there is a market for it? Surely there are plenty of medievalists out there!
- World War II
- More Eastern focused courses!!! I wanted to learn more about India, Japan, China, and Russia!
- More military history would be wonderful!
- I believe that more courses focusing upon theory and research methodology would be an asset to the program.

**4. Have you or will you also complete another major or minor at UMKC?**

Yes	No
50%	50%

**5. If so in what field?**

- Classical and Ancient Studies
- Philosophy
- English and Classics
- English
- French + Spanish
- Political Science, Classical Studies

**6. How might the history department attract more majors?**

- I would effectively attract more majors to the history department by relating the requirements more fully to students.
- Many people I talk to say they dislike history because they don't want to memorize facts and dates. This is history in the high school context, however. If there is a way that we could emphasize that history is about concepts and critical thinking rather than memorization, or the ways in which past history affects us today, I think more people would be attracted to this field of study.
- More of a philosophical approach to topics.
- As a history major, it was very easy for me to complete the requirements for the Classics major also, as many of the classes overlapped. I think enforming many Classics majors of this would encourage many of them to double major.
- I believe that students at the survey level need to be aware of the importance history has on our present society. There seems to be a mindset among most young people that because it happened 40, 60 or 200 years ago, that it does not matter. But it does.
- Emphasis on how a history major might help in career.
- Offer more varied courses outside of Europe.
- Military history would attract more students. Also, a combined History and teaching certificate program (not History Education, but actually a History major, with initial certification combined) would be a great addition for people who want to pursue a graduate degree and teach while in graduate school.
- I suppose work with area high schools and/or community colleges. I'll allow that I have no idea what "work with" might entail, but it's like they always say, "get 'em while they're young."

**7. Did you participate in a study abroad program?**

Yes	No
20%	80%

**8. Did you participate in an independent research course?**

Yes	No
10%	90%

**9. Did you participate in and earn and learn partnership with a faculty member?**

Yes	No
10%	90%

**10. Did you participate in a public event organized by the history department?**

Yes	No
60%	40%

**11. Rate your experience on a scale from 1 to 5 (where 1 is terrible and 5 is excellent)**

1	2	3	4	5
40%	0%	0%	2%	60%

**12. Which events were the most memorable?**

- Stanley Lombardo's reading of "The Odyssey" visiting archaeologist from Washington University, Cahokia Mounds project
- Lectures
- I attended several lectures by visiting professors. Their lectures were usually very interesting and applicable to what I have been studying. We had one particular guest lecturer from the University of Edinburgh who lectured on Statius and his poetry who was very memorable.
- History Bowl. Fun event. Attention to History department
- The History Bowl was fantastic, and should be repeated.

**13. Given the opportunity, would you have enrolled in a special class for prospective history majors in the fall of your first year at UMKC?**

Yes	No
80%	20%

**14. Do you think that a first-year seminar would be a beneficial thing to offer?**

Yes	No
80%	20%

**15. Did Blackboard improve, hinder or make no difference in your education?**

Improve	Hinder	Made no difference
60%	0%	40%

**16. Would you like to see more use of Blackboard in history courses?**

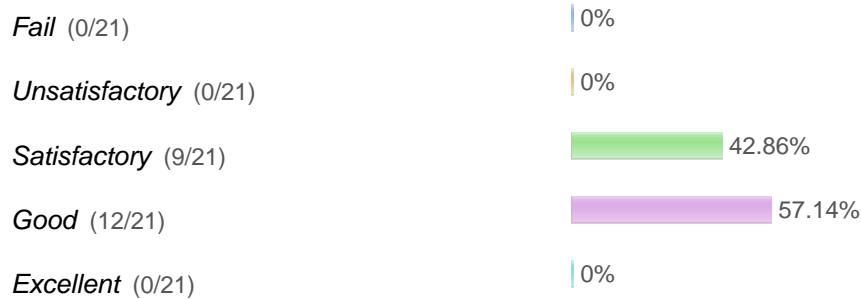
Yes	No
70%	30%

**17. If so, how?**

- More use of Blackboard in history courses can be effective through sharing in the classes which fall into the area of history all the assignments for students on them.
- I would prefer the closer connect with professors through classroom discussions, but it is useful to have a syllabus, assignment descriptions, and readings posted online so that they can be accessed at any time and place.
- Posting of notes and resources online.
- Everything - documents/grades etc on there by each teacher.
- If anything, for grades! Being able to see one's progress in the course is a very useful tool. In addition, having access to the syllabus and any additional materials would be very beneficial. Some suggested materials: supplemental readings, links to websites, maps, etc

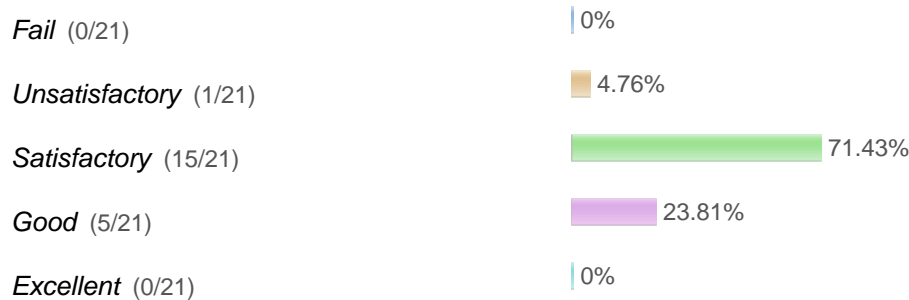
## Evidence of Knowledge of the Past

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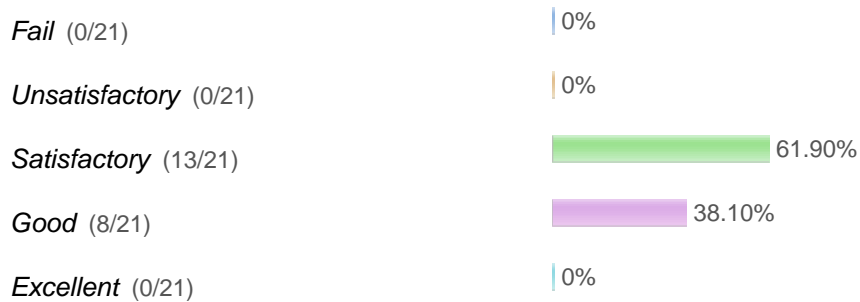


## Evidence of Perspectives

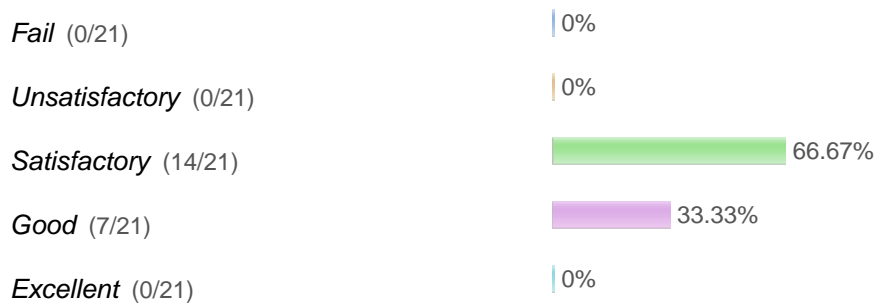
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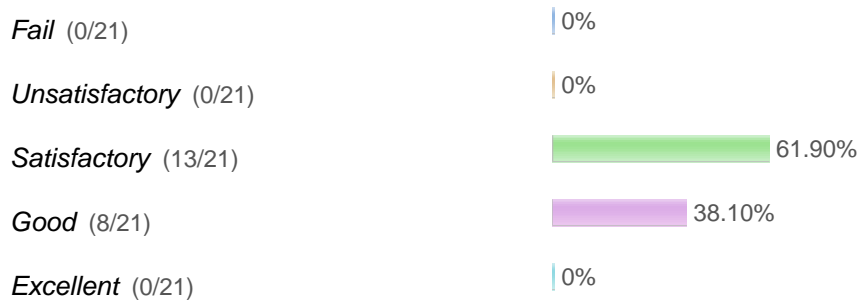
### 2.1 Human Experience



### 2.2 Processess of Change

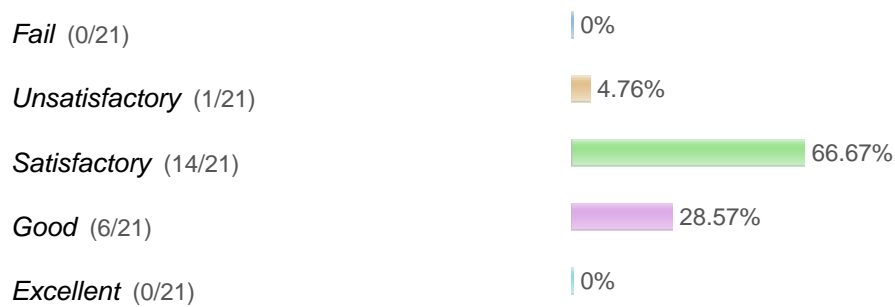


## 2.3 Historical Context



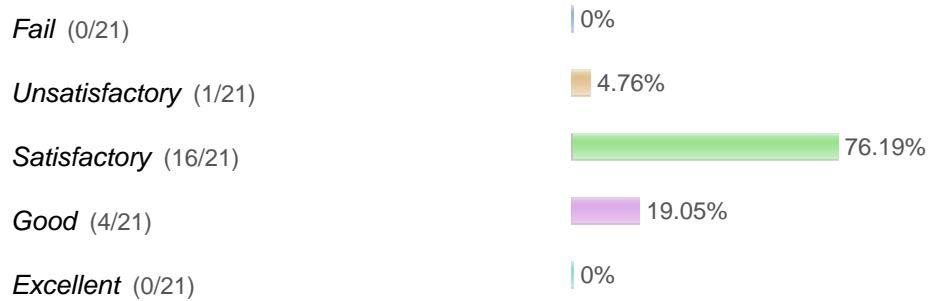
## Evidence of Research

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## Evidence of Analysis

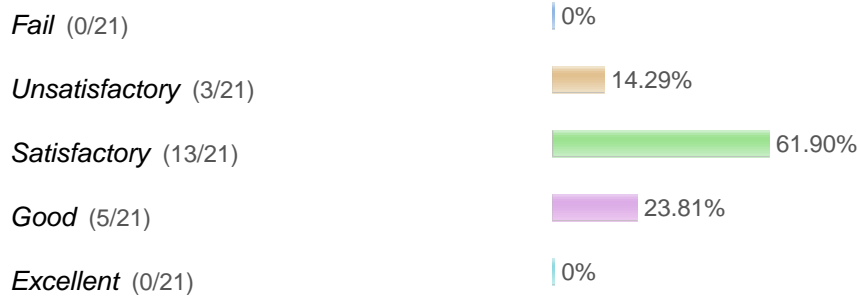
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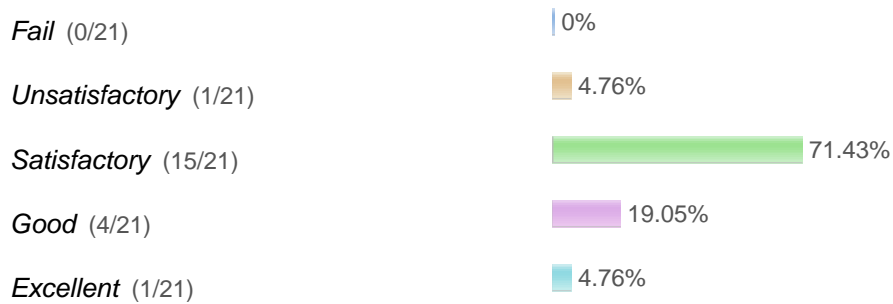
## 4.1 Identify a question



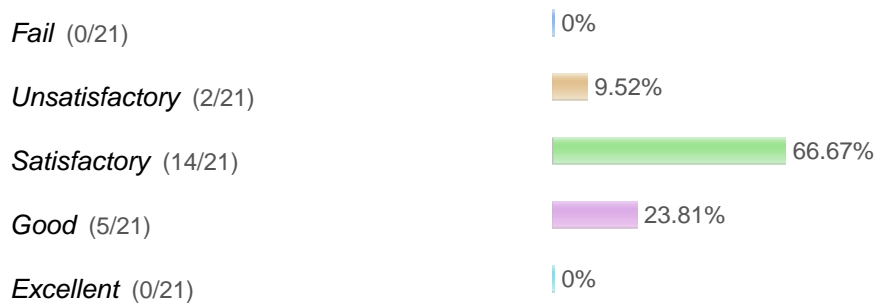
## 4.2 Literature



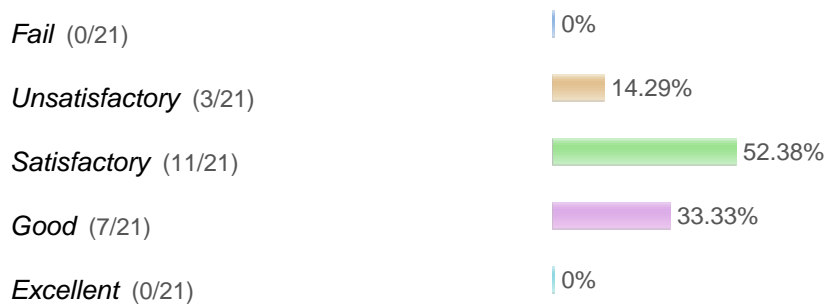
## 4.3 Hypothesis



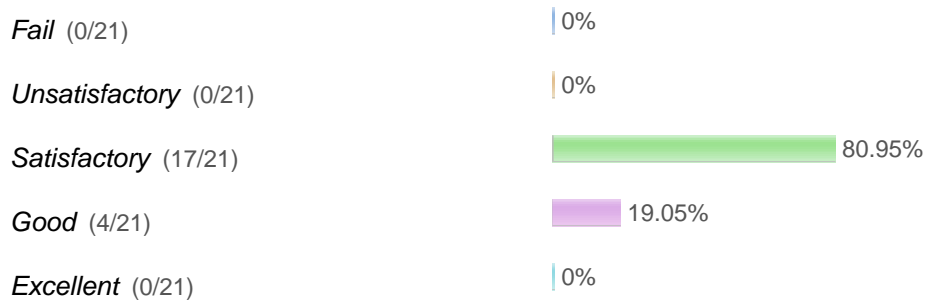
## 4.4 Methodology



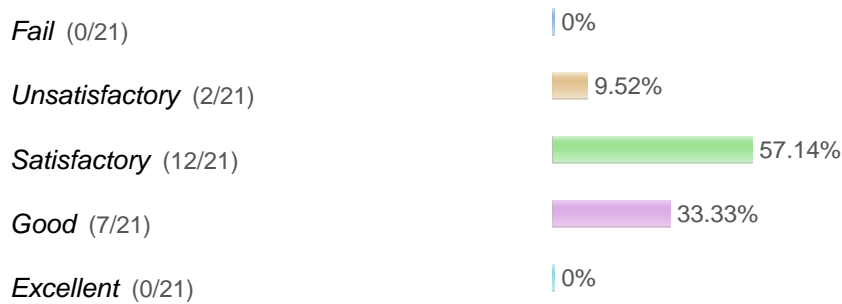
## 4.5 Primary Sources



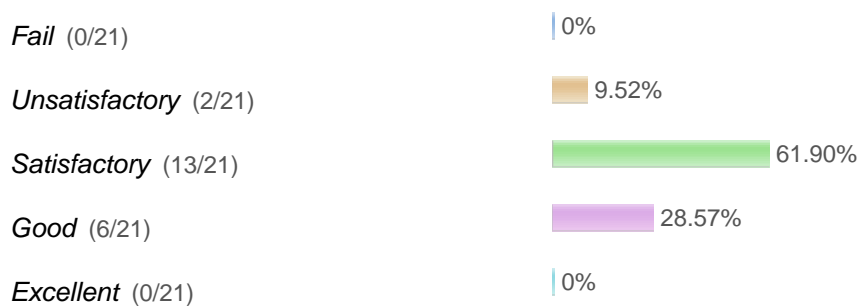
#### 4.6 Reconstruct the Past



#### 4.7 Argument

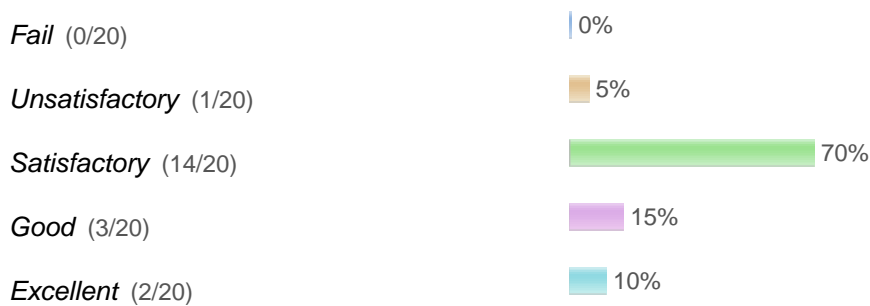


#### 4.8 Conclusion

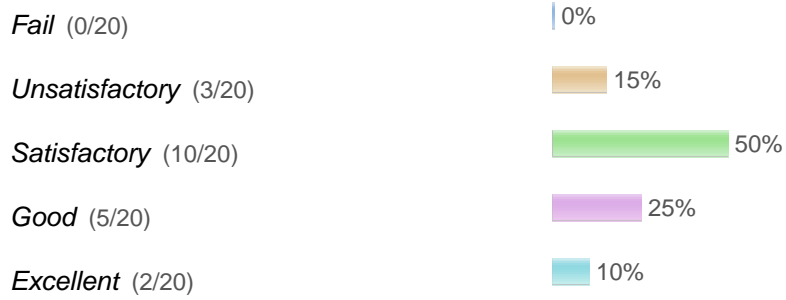


### **Evidence of Communication**

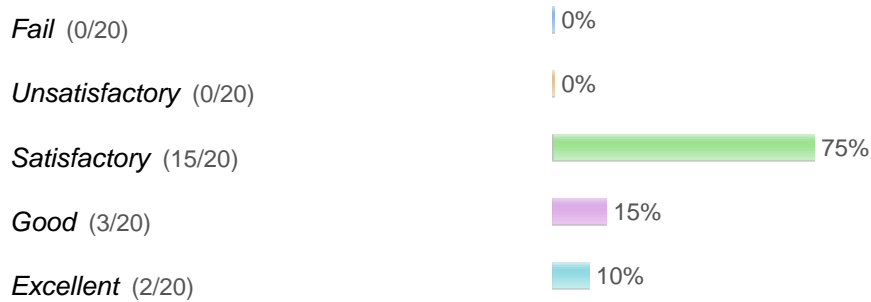
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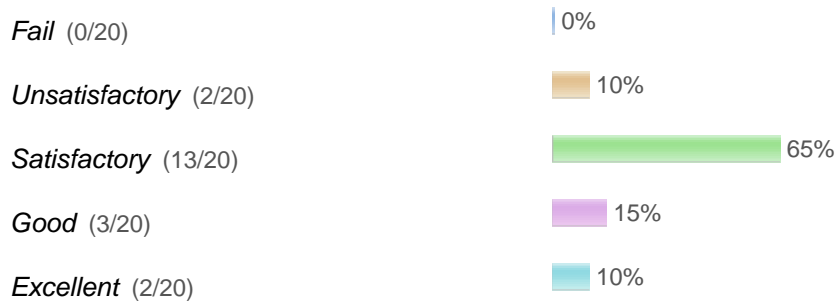
### 5.1 Organization



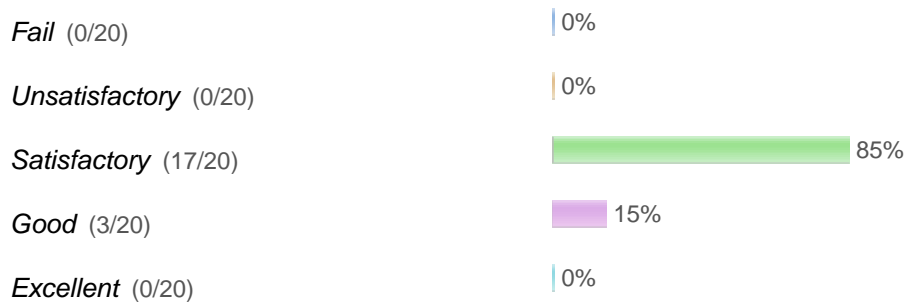
### 5.2 Proper documentation



### 5.3 Grammar

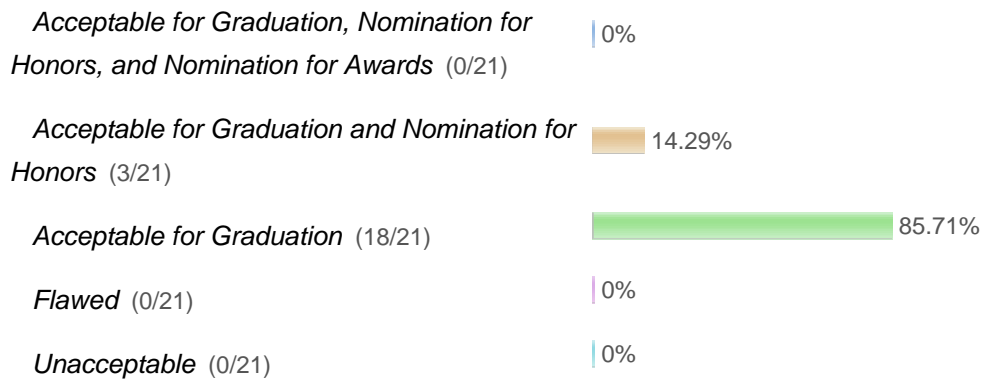


### 5.4 Feedback

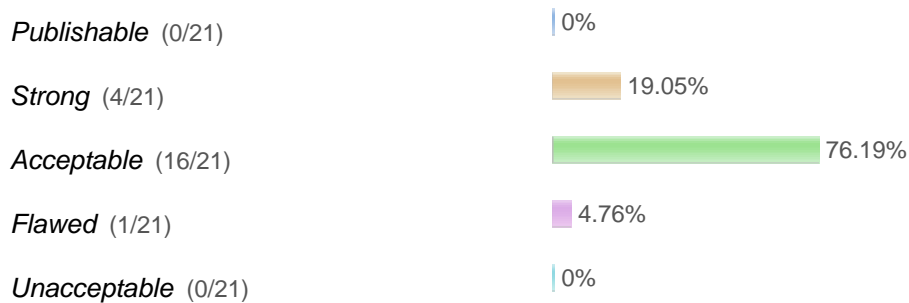


## Evidence of Overall Execution

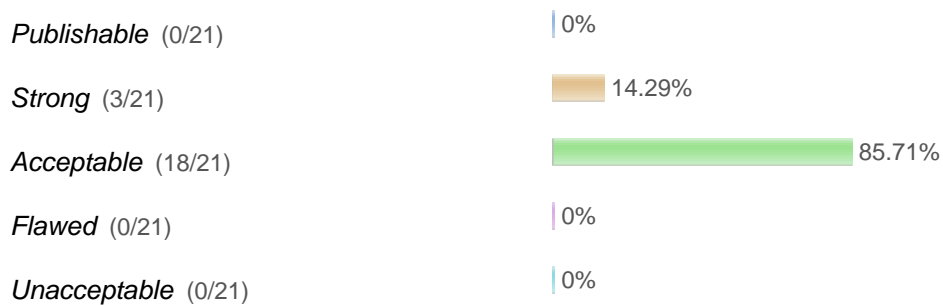
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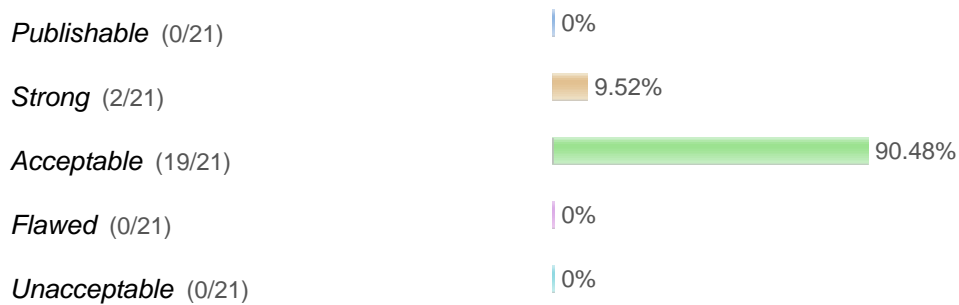
### 6.1 Interpretative Coherence



### 6.2 Originality



### 6.3 Consistency of Quality

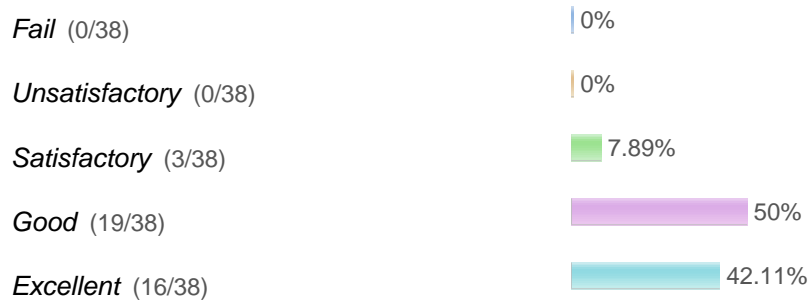


# Spring 2008 Academic Evaluation



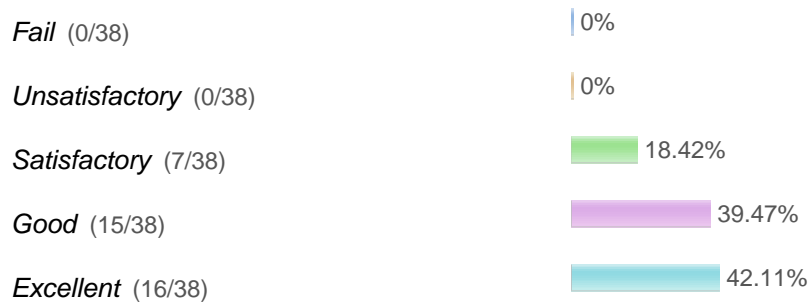
## Evidence of Knowledge of the Past

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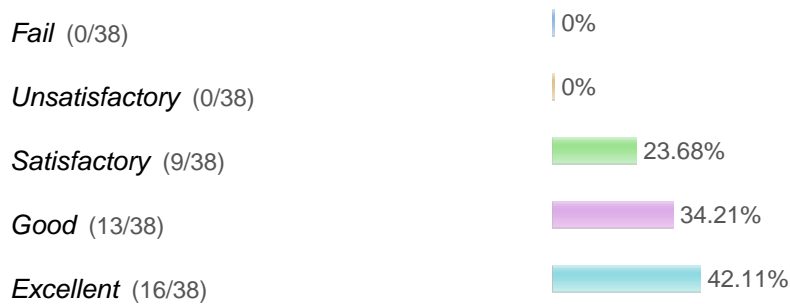


## Evidence of Perspectives

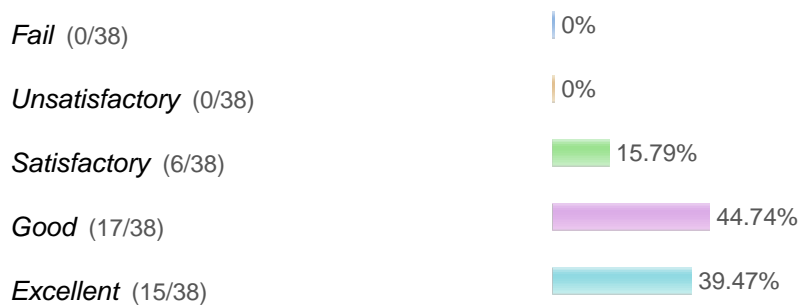
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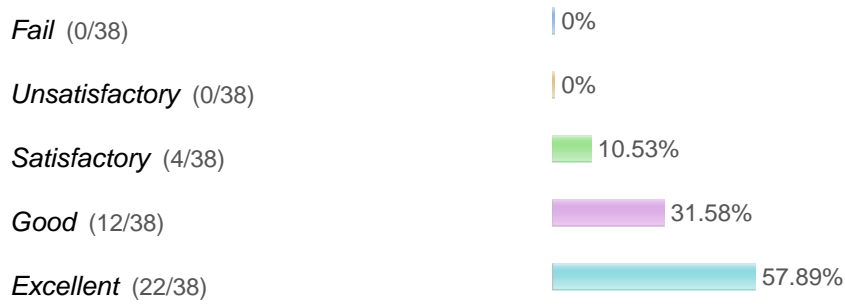
### 2.1 Human Experience



### 2.2 Processess of Change

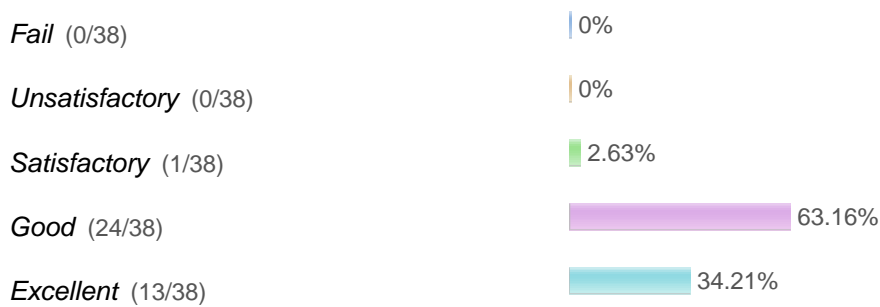


## 2.3 Historical Context



## Evidence of Research

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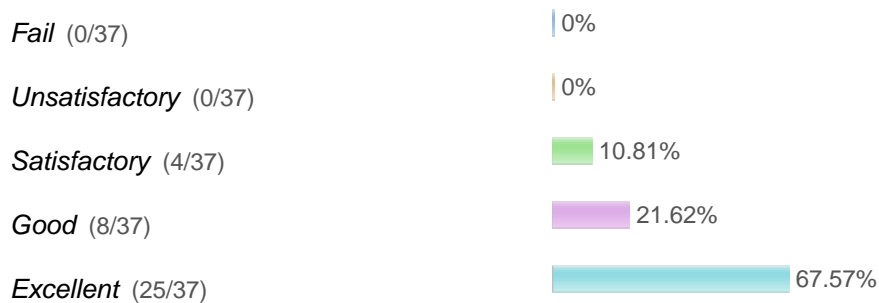


## Evidence of Analysis

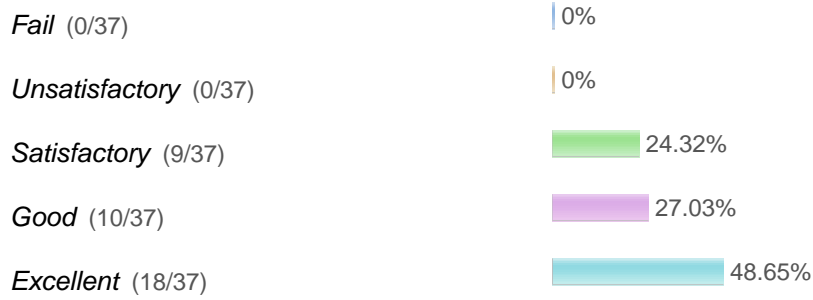
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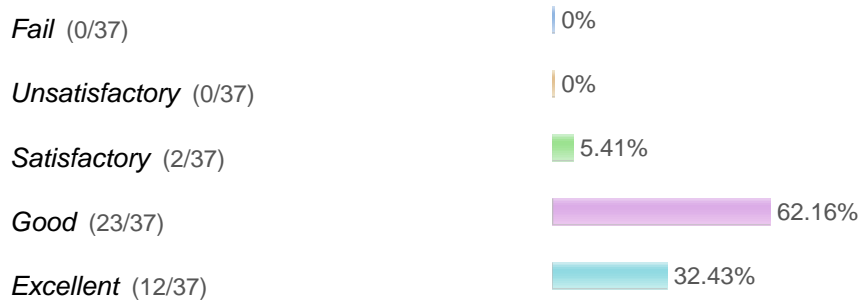
## 4.1 Identify a question



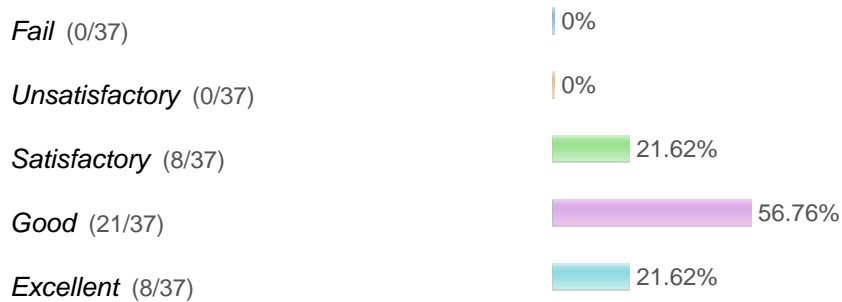
## 4.2 Literature



## 4.3 Hypothesis



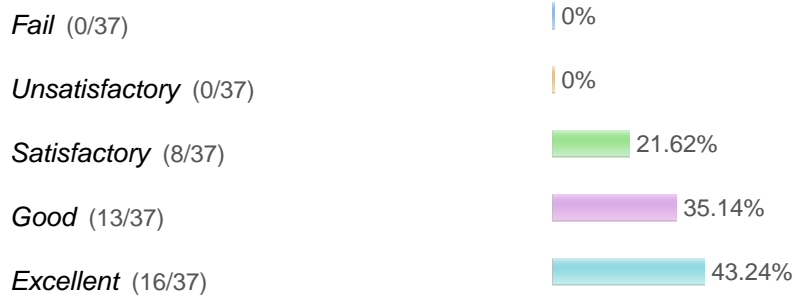
## 4.4 Methodology



## 4.5 Primary Sources



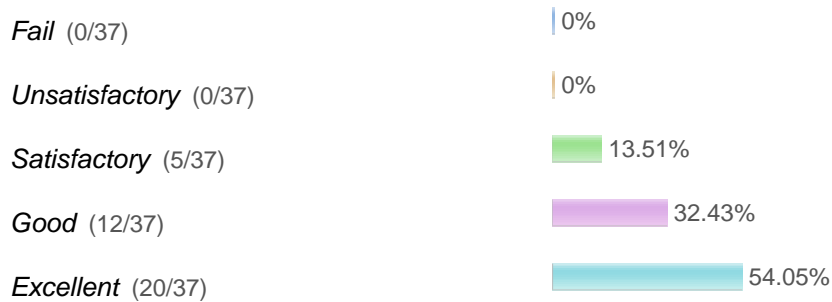
#### 4.6 Reconstruct the Past



#### 4.7 Argument

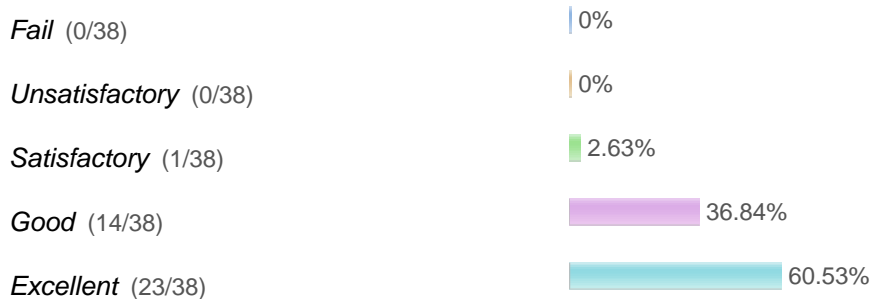


#### 4.8 Conclusion



### **Evidence of Communication**

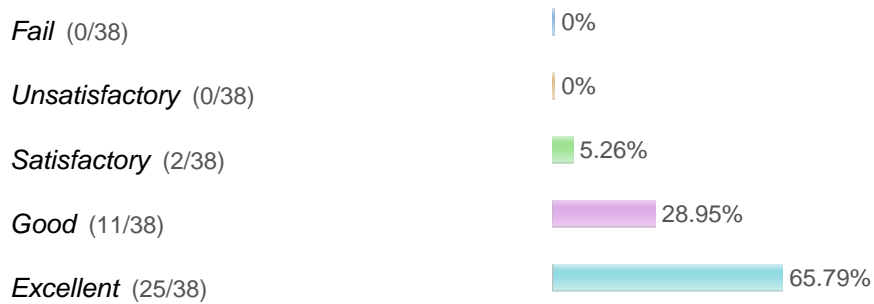
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### 5.1 Organization



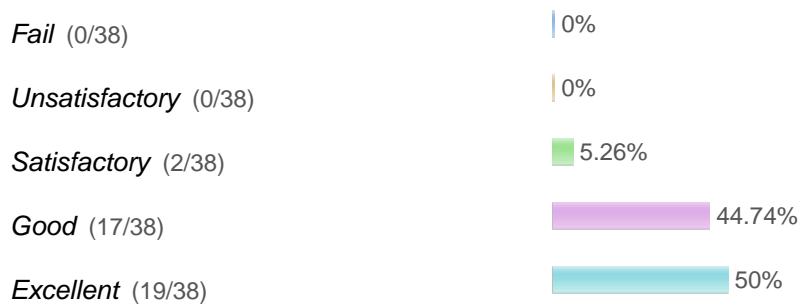
### 5.2 Proper documentation



### 5.3 Grammar

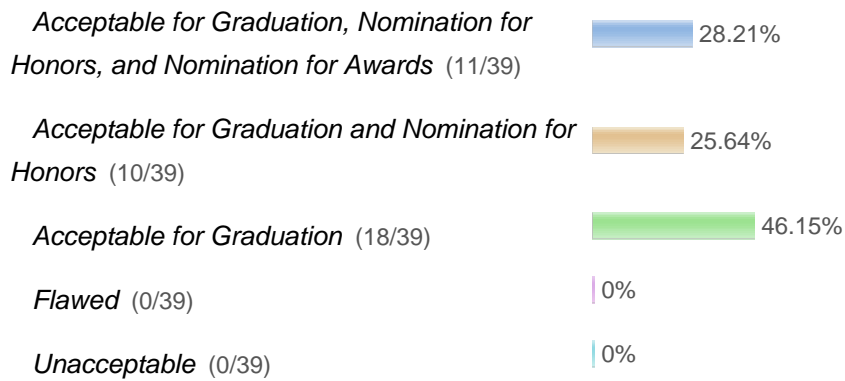


### 5.4 Feedback

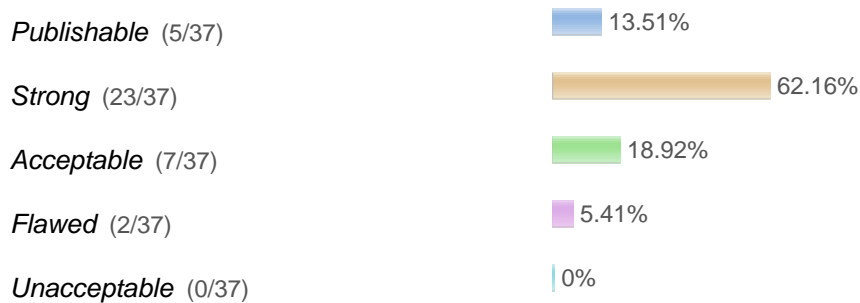


## Evidence of Overall Execution

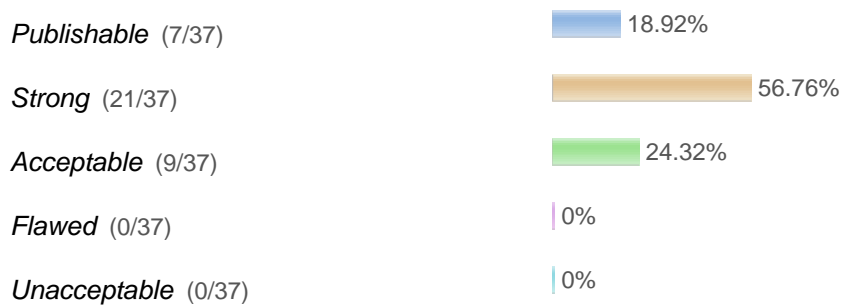
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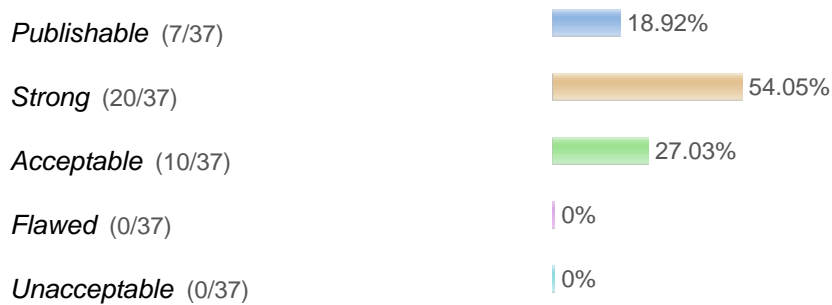
### 6.1 Interpretative Coherence



### 6.2 Originality



### 6.3 Consistency of Quality



# UMKC History Department Pilot “Rubric” defining Student Learning Objectives & Scoring Guide for Undergraduate Portfolios

## 1. Evidence of Knowledge of the Past

Acquire knowledge of the world’s civilizations and peoples, and their political, economic, social, and cultural histories.

Gain in-depth knowledge of a historical field

Gain exposure to a range of historical subjects outside the concentration.

### Key

Level	Evidence
Fail (0 pts.)	The student's work fails to demonstrate historical knowledge, misrepresents and distorts the past (i.e. plagiarizes the work of others, is intellectually dishonest, or some combination of the above).
Unsatisfactory (1 pts.)	The student's work exhibits shallow and inadequate knowledge of the topic with an unacceptable number of factual errors in content.
Satisfactory (2 pts.)	The student's work exhibits barely adequate knowledge of the topic with many factual errors in content.
Good (3 pts.)	The student's work demonstrates considerable knowledge of the topic with few factual errors in content.
Excellent (4 pts.)	The student's work demonstrates rich and deep knowledge of the topic with no factual errors in content.

## 2. Evidence of Perspective

Develop a historical understanding of the relationships between phenomena (e.g. multicultural society, an interdependent world, class race and gender, society and the environment, and so on)

Understand the variety and complexity of the human experience.

Foster an appreciation for processes of change.

Appreciate the value of interdisciplinary perspectives and methods.

### Expectations Rubric: (Sub-Objectives)

2.1 Human Experience: The student's work represents a deep and rich understanding of the variety and complexity of the human experience.

2.2 Processes of Change: The student's work fosters a holistic appreciation for the processes of change.

2.3 Historical Context: The student's work is framed within the historical context.

For Each: Fail (0 pts.)Unsatisfactory (1 pts.)Satisfactory (2 pts.)Good (3 pts.)Excellent (4 pts.)

### Perspectives Overall:

#### Key

Level	Evidence
Fail (0 pts.)	The student's work fails to demonstrate historical perspective.

Unsatisfactory (1 pts.)	The student's work exhibits shallow and inadequate historical perspective.
Satisfactory (2 pts.)	The student's work exhibits barely adequate historical perspective.
Good (3 pts.)	The student's work demonstrates considerable historical perspective.
Excellent (4 pts.)	The student's work demonstrates rich and deep historical perspective.

### 3. Evidence of Research

Locate printed and online information sources to research a topic exhaustively.

Research Overall:

#### Key

Level	Evidence
Fail (0 pts.)	The student's work fails to identify and locate appropriate sources (printed, archival, online, oral, aural, visual, artifactual, and so on).
Unsatisfactory (1 pts.)	The student's work inadequately identifies and locates appropriate sources (printed, archival, online, oral, aural, visual, artifactual, and so on).
Satisfactory (2 pts.)	The student's work superficially identifies and locates appropriate sources (printed, archival, online, oral, aural, visual, artifactual, and so on).
Good (3 pts.)	The student's work convincingly identifies and locates appropriate sources (printed, archival, online, oral, aural, visual, artifactual, and so on).
Excellent (4 pts.)	The student's work creatively and exhaustively identifies and locates appropriate sources (printed, archival, online, oral, aural, visual, artifactual, and so on).

### 4. Evidence of Analysis

Critically evaluate secondary, textual evidence by identifying a thesis, noting sources and methods used in argument, discerning the conclusions and determining the perspective, bias, and reliability of the argument.

Think critically, and master the art of interpretive analysis based on the widest possible array of primary sources: written, material, and other cultural texts.

#### Expectations Rubric: (Sub-Objectives)

- 4.1 Identify a question: The student's work identifies a problem about our understanding of the past that needs a new answer.
- 4.2 Literature: The student's work identifies, analyzes, and takes a position within the historiographic and/or theoretical literature as appropriate.
- 4.3 Hypothesis: The student's work formulates and introduces a hypothesis.
- 4.4 Methodology: The student's work explains an historical methodology for investigating and interpreting the primary sources.
- 4.5 Primary Sources: The student's work identifies and analyzes an appropriate set of primary sources.
- 4.6 Bias: The student's work determines perspective, bias, and reliability of the sources.
- 4.7 Reconstruct the Past: The student's work creatively and critically evaluates the evidence to build a new interpretation of the past.

4.8 Conclusion: The student's work concludes with a serious engagement with the topic.  
 For Each: Fail (0 pts.)Unsatisfactory (1 pts.)Satisfactory (2 pts.)Good (3 pts.)Excellent (4 pts.)

Analysis Overall:

**Key**

Level	Evidence
Fail (0 pts.)	The student's work fails to exhibit analysis.
Unsatisfactory (1 pts.)	The student's work exhibits inadequate analysis.
Satisfactory (2 pts.)	The student's work exhibits barely adequate analysis.
Good (3 pts.)	The student's work demonstrates considerable analysis.
Excellent (4 pts.)	The student's work demonstrates rich and deep analysis.

**5. Evidence of Communication**

Write clear, well organized, properly documented, and grammatical prose.

Expectations Rubrics: (Sub-Objectives)

5.1 Organization

**Key**

Level	Evidence
Fail (0 pts.)	The student's work fails to present the topic in a clear, well organized form.
Unsatisfactory (1 pts.)	The student's work inadequately presents the topic in a clear, well organized form. There are an overabundance of errors.
Satisfactory (2 pts.)	The student's work adequately presents the topic in a clear, well organized form. There are an unacceptable number of errors. There are an acceptable number of errors.
Good (3 pts.)	The student's work effectively presents the topic in a clear, well organized form. There are very few errors.
Excellent (4 pts.)	The student's work engagingly presents the topic in a clear, well organized form. There are no errors.

5.2 Proper documentation

**Key**

Level	Evidence
Fail (0 pts.)	The student's work fails to present the topic in a clear, well organized, and grammatically correct form. There are an unacceptable number of errors.
Unsatisfactory (1 pts.)	The student's work inadequately presents the topic in an unclear, disorganized, and grammatically incorrect form. There are an unacceptable number of errors.

Satisfactory (2 pts.)	The student's work adequately presents the topic in a clear, well organized, and grammatically correct form with an acceptable number of errors.
Good (3 pts.)	The student's work effectively presents the topic in a clear, well organized, and grammatically correct form with very few errors.
Excellent (4 pts.)	The student's work creatively and engagingly presents the topic in a clear, well organized, and grammatically correct form with no errors.

### 5.3 Grammar

#### Key

Level	Evidence
Fail (0 pts.)	The student's work fails to present the topic in a grammatically correct form. There are an over-abundance of errors in grammar that inhibit understanding significantly.
Unsatisfactory (1 pts.)	The student's work inadequately presents the topic in a grammatically correct form. There are an unacceptable number of errors in grammar that inhibit understanding significantly.
Satisfactory (2 pts.)	The student's work adequately presents the topic in a grammatically correct form. There are an acceptable number of errors in grammar that inhibit understanding insignificantly.
Good (3 pts.)	The student's work effectively presents the topic in a grammatically correct form. There are very few errors in grammar that inhibit understanding.
Excellent (4 pts.)	The student's work engagingly presents the topic in a grammatically correct form. There are no errors in grammar that inhibit understanding.

### 5.4 Feedback

For Each: Fail (0 pts.)Unsatisfactory (1 pts.)Satisfactory (2 pts.)Good (3 pts.)Excellent (4 pts.)

### Communication Overall:

#### Key

Level	Evidence
Fail (0 pts.)	The student's work fails to demonstrate communication skills.
Unsatisfactory (1 pts.)	The student's work exhibits shallow and inadequate communication skills.
Satisfactory (2 pts.)	The student's work exhibits barely adequate communication skills.
Good (3 pts.)	The student's work exhibits considerable communication skills.
Excellent (4 pts.)	The student's work demonstrates rich and deep communication skills.

## 6. Evidence of Overall Execution

The ability to execute successfully an entire project in academic history from conception to dissemination: a project that is driven by an internally coherent interpretation of the past, that makes a new and original contribution to our understanding of those events, and that represents a consistently excellent example of undergraduate scholarship in history.

## Expectations Rubrics:

### 6.1 Interpretative Coherence

#### Key

Level	Evidence
Publishable (4 pts.)	Each part of the project supports the interpretation of the others and the whole, while no part contradicts or undermines the others; the interpretation is as a whole very convincing.
Strong (3 pts.)	Each part of the project supports the interpretation of the others and the whole, while no part contradicts or undermines the others; an interpretation is present but not always convincing.
Acceptable (2 pts.)	Some part of the project are not sufficiently related to other parts of the interpretation, but no part contradicts or undermines the others.
Flawed (1 pts.)	Internal contradictions in the argument undermine the credibility of the project as a whole; it is not acceptable for graduation.
Unacceptable (0 pts.)	Elements required for academic-historical interpretation are fundamentally flawed or missing; it is not acceptable for graduation.

### 6.2 Originality

#### Key

Level	Evidence
Publishable (4 pts.)	The project as a whole contributes something truly new and original to our understanding of the past with a new and original method, theory, interpretation, explanation, or original combination of several of the above.
Strong (3 pts.)	The project as a whole makes a serious effort to discover something new and original in our understanding of the past with a new and original method, theory, interpretation, explanation, or original combination of several of the above.
Acceptable (2 pts.)	The project as a whole reiterates our existing understandings of the past on the basis of an existing method, theory, interpretation, explanation, though it may combine several of these in an original way.
Flawed (1 pts.)	The project offers nothing new or original; it is wholly redundant and therefore unacceptable for graduation.
Unacceptable (0 pts.)	The project plagiarizes existing understandings of the past or in some other way engages in intellectual dishonesty; it is not consistent with the standards of academic scholarship.

### 6.3 Consistency of Quality

#### Key

Level	Evidence
Publishable (4 pts.)	The project overall is of a consistent quality throughout that it is ready to be submitted for publication in an appropriate academic medium for undergraduate history.
Strong (3 pts.)	The project overall is of mostly consistent quality that it could be submitted for publication in an appropriate academic medium for undergraduate history if it is revised as recommended.
Acceptable (2 pts.)	The project overall is sufficiently consistent in quality that it is acceptable for graduation, but it would require

	considerable work to make it ready to submit for publication.
Flawed (1 pts.)	The project overall is inconsistent in quality; it is not acceptable for graduation. Revision as per faculty instructions and resubmission is required.
Unacceptable (0 pts.)	The project overall makes serious errors that suggest a fundamental misunderstanding of the nature of historical scholarship; it is not consistent with the standards of academic scholarship.

### Summary Assessment of Entire Project:

#### Key

Level	Evidence
Acceptable for Graduation, Nomination for Honors, and Nomination for Awards (4 pts.)	The actual approval for graduation and awarding of honors and awards is determined by a complete review of the student's portfolio, grade point average, and so on.
Acceptable for Graduation and Nomination for Honors (3 pts.)	The actual approval for graduation and awarding of honors is determined by a complete review of the student's portfolio, grade point average, and so on.
Acceptable for Graduation (2 pts.)	The actual approval for graduation is determined by a complete review of the student's portfolio, grade point average, and so on.
Flawed (1 pts.)	Unacceptable for graduation
Unacceptable (0 pts.)	Academic probation recommended

## UMKC History Department Student Learning Objectives & Scoring Guide for Undergraduate Portfolios.

Correspondence between Portfolio Ratings and Classic Academic Grades:

Performance Descriptor	Portfolio Numerical Scale	Typical Grading Scale
Fail	0 pts.	F
Unsatisfactory	1 pts.	D
Poor	2 pts.	C-/D+
Average	3 pts.	C
Satisfactory	4 pts.	B-/C+
Good	5 pts.	B
Very Good	6 pts.	A-/B+
Excellent	7 pts.	A

## 1. Evidence of Knowledge of the Past

Acquire knowledge of the world's civilizations and peoples, and their political, economic, social, and cultural histories.

Gain in-depth knowledge of a historical field

Gain exposure to a range of historical subjects outside the concentration.

(No distinct Subobjective Scores: One Score for All)

### Knowledge

Fail (0 pts.)	The student's work fails to demonstrate historical knowledge, or misrepresents or distorts the past (i.e. plagiarizes the work of others, is intellectually dishonest, or some combination of the above).
Unsatisfactory (1 pts.)	The student's work exhibits <b>inadequate</b> knowledge of the topic with an unacceptable number of factual errors in content.
Poor (2 pts)	The student's work exhibits <b>superficial</b> knowledge of the topic <b>with a high number of</b> factual errors in content.
Average (3 pts.)	The student's work exhibits <b>barely adequate</b> knowledge of the topic with <b>few</b> factual errors in content.
Satisfactory (4 pts)	The student's work demonstrates <b>adequate</b> knowledge of the topic with <b>few or no</b> factual errors in content.
Good (5 pts.)	The student's work demonstrates <b>moderate</b> knowledge of the topic with few <b>or no</b> factual errors in content.
Very Good (6 pts.)	The student's work demonstrates <b>considerable</b> knowledge of the topic with no factual errors in content.
Excellent (7 pts.)	The student's work demonstrates <b>richly comprehensive</b> knowledge of the topic with no factual errors in content.

## 2. Evidence of Perspective

Develop a historical understanding of the relationships between phenomena (e.g. multicultural society, an interdependent world, class race and gender, society and the environment, and so on)

Understand the variety and complexity of the human experience.

Foster an appreciation for processes of change.

Appreciate the value of interdisciplinary perspectives and methods.

### Sub-Objectives:

2.1 Human Experience: The student's work represents a deep and rich understanding of the variety and complexity of the human experience.

2.2 Processes of Change: The student's work fosters a holistic appreciation for the processes of change.

2.3 Historical Context: The student's work is framed within the historical context.

*All Objectives and Subobjectives are scored using the same descriptors.*

### Perspective:

Fail (0 pts.)	The student's work <b>fails</b> to demonstrate historical perspective.
Unsatisfactory (1 pts.)	The student's work exhibits <b>inadequate</b> historical perspective.
Poor (2 pts)	The student's work exhibits <b>superficial</b> historical perspective.
Average (3 pts)	The student's work exhibits <b>barely adequate</b> historical perspective.
Satisfactory (4 pts.)	The student's work demonstrates <b>adequate</b> historical perspective.
Good (5 pts.)	The student's work demonstrates <b>moderate</b> historical perspective.
Very Good (6 pts)	The student's work demonstrates <b>considerable</b> historical perspective.
Excellent (7 pts.)	The student's work demonstrates <b>richly comprehensive</b> historical perspective.

### 3. Evidence of Research

Locate printed and online information sources to research a topic exhaustively. (No Subobjectives)

#### Research:

Fail (0 pts.)	The student's work <b>fails</b> to identify and locate appropriate sources (printed, archival, online, oral, aural, visual, artifactual, and so on).
Unsatisfactory (1 pts.)	The student's work <b>inadequately</b> identifies and locates appropriate sources (printed, archival, online, oral, aural, visual, artifactual, and so on).
Poor (2 pts)	The student's work <b>superficially</b> identifies and locates appropriate sources (printed, archival, online, oral, aural, visual, artifactual, and so on).
Average (3 pts)	The student's work <b>marginally</b> identifies and locates appropriate sources (printed, archival, online, oral, aural, visual, artifactual, and so on).
Satisfactory (4 pts.)	The student's work <b>adequately</b> identifies and locates appropriate sources (printed, archival, online, oral, aural, visual, artifactual, and so on).
Good (5 pts.)	The student's work <b>convincingly</b> identifies and locates appropriate sources (printed, archival, online, oral, aural, visual, artifactual, and so on).
Very Good (6 pts)	The student's work <b>thoroughly</b> identifies and locates appropriate sources (printed, archival, online, oral, aural, visual, artifactual, and so on).
Excellent (4 pts.)	The student's work <b>creatively</b> and <b>exhaustively</b> identifies and locates appropriate sources (printed, archival, online, oral, aural, visual, artifactual, and so on).

## 4. Evidence of Analysis

Critically evaluate secondary, textual evidence by identifying a thesis, noting sources and methods used in argument, discerning the conclusions and determining the perspective, bias, and reliability of the argument.

Think critically, and master the art of interpretive analysis based on the widest possible array of primary sources: written, material, and other cultural texts.

### Sub-Objectives:

- 4.1 Identify a question: The student's work identifies a problem about our understanding of the past that needs a new answer.
- 4.2 Literature: The student's work identifies, analyzes, and takes a position within the historiographic and/or theoretical literature as appropriate.
- 4.3 Hypothesis: The student's work formulates and introduces a hypothesis.
- 4.4 Methodology: The student's work explains an historical methodology for investigating and interpreting the primary sources.
- 4.5 Primary Sources: The student's work identifies and analyzes an appropriate set of primary sources.
- 4.6 Bias: The student's work determines perspective, bias, and reliability of the sources.
- 4.7 Reconstruct the Past: The student's work creatively and critically evaluates the evidence to build a new interpretation of the past.
- 4.8 Conclusion: The student's work concludes with a serious engagement with the topic.

*All Objectives and Subobjectives are scored using the same descriptors.*

### Analysis:

Fail (0 pts.)	The student's work <b>fails</b> to exhibit analysis.
Unsatisfactory (1 pts.)	The student's work exhibits <b>inadequate</b> analysis.
Poor (2 pts)	The student's work exhibits <b>superficial</b> analysis
Average (3 pts.)	The student's work exhibits <b>barely adequate</b> analysis.
Satisfactory (4 pts)	The student's work demonstrates <b>adequate</b> analysis
Good (5 pts.)	The student's work demonstrates <b>convincing</b> analysis.
Very Good (6 pts)	The student's work demonstrates <b>thorough</b> analysis
Excellent (7 pts.)	The student's work demonstrates <b>truly sophisticated</b> analysis.

## 5. Evidence of Communication

Write clear, well organized, properly documented, and grammatical prose.

*All Objectives and Subobjectives are scored using the same descriptors.*

### Sub-Objectives

5.1 Organization

5.2 Proper documentation

5.3 Grammar

<b>Communication:</b>	<b>Overall</b>
Fail (0 pts.)	The student's work exhibits an <b>overabundance</b> of formal and stylistic errors that <b>significantly</b> inhibit understanding.
Unsatisfactory (1 pts.)	The student's work exhibits <b>inadequate</b> communication skills with an <b>unacceptable</b> number of formal and stylistic errors that <b>significantly</b> inhibit understanding.
Poor (2 pts)	The student's work exhibits <b>superficial</b> communication skills with <b>many</b> formal and stylistic errors that inhibit understanding.
Average (3 pts.)	The student's work exhibits <b>barely adequate</b> communication skills with <b>few</b> formal and stylistic errors that inhibit understanding.
Satisfactory (4 pts)	The student's work demonstrates <b>adequate</b> communication skills with <b>few or no</b> formal and stylistic errors that inhibit understanding.
Good (5 pts.)	The student's work demonstrates <b>moderate</b> communication skills with <b>no significant</b> formal and stylistic errors that inhibit understanding.
Very Good (6 pts)	The student's work demonstrates <b>effective</b> communication skills with <b>no significant</b> formal and stylistic errors that inhibit understanding.
Excellent (7 pts.)	The student's work demonstrates <b>sophisticated</b> communication skills with <b>no significant</b> formal and stylistic errors that inhibit understanding.