

# FY2006 DEPARTMENTAL ANNUAL REPORT OF CONTINUOUS IMPROVEMENT

## Department of History Fort Hays State University

### I. Departmental Overview

The Department of History offers B.A. and M.A. degrees in history and plays a major role in preparing prospective secondary social studies teachers seeking history and government licensure. In addition, the Department of History is actively involved in FHSU distance learning programs.

#### A. Departmental Mission and Vision Statements

As a liberal arts institution, Fort Hays State University (FHSU) is committed to preparing students to participate in an increasingly complex, rapidly changing, exceptionally diverse, global environment. FHSU faculty embraces the challenge of anticipating the current and future needs of students and designing curricula to meet those needs. The university's general education program, departmental majors, and program certificates are testaments to the university faculty's commitment to meeting these needs of FHSU students.

The Department of History plays a critical role not only in fulfilling its obligations within both the university's general education program and departmental major but also in maintaining and assessing programs that meet the needs of students, faculty, the university, and many communities beyond Ellis County that FHSU serves. Accordingly, the Department of History's B.A. in History is designed to equip students with the core knowledge, skill sets, and attitudes necessary to meet current and future challenges, both locally and globally.

#### B. Departmental Goals, Objectives, and Strategic Priorities

The Department of History's basic goals, objectives, and strategic priorities rest upon three premises.

First, the department stands at the epicenter of the university's preparation of high quality history and government teachers for Kansas and the surrounding region. Given the university's foundations and long-standing tradition of teacher preparation, the department makes teacher preparation a key feature of all departmental programming at both the undergraduate and graduate levels.

Second, over the previous decade the department has adjusted its approaches to curriculum and instruction to acknowledge to overriding considerations: technology integration and the growth of history majors *not* planning to teach at any level. In the first case the department has been a leader in the use of computers, Blackboard, and other appropriate

technologies in the classroom. In the latter case, the department has dedicated itself to providing opportunities for non-teaching history majors to acquire the skills and experiences necessary for success in public history positions and in the private sector.

Finally, given its long tradition of providing high quality value within the university’s general education program, the department commits itself to teaching 100 level survey courses, particularly within the International Studies area (History 111—Modern World Civilizations Since 1500). The department firmly believes that a multicultural, global, highly nuanced approach to understanding patterns of human interactions is essential. Accordingly, the department places high priority on these areas in design and implementation of general education course development, implementation, and oversight.

## II. Departmental Highlights

### A. Departmental Productivity and Other Distinctive Departmental Accomplishments

The Department of History continued its strong traditions of preparing future teachers, providing opportunities for history majors to prepare for careers beyond the classroom, and continuing to fulfill its long-standing role within the university’s General Education curriculum, particularly in the international studies area (History 111—Modern World Civilizations Since 1500).

The 2006 fiscal year was challenging in that the department a) teacher education program passed NCATE and KSDE b) hired three new faculty members (Dr. Todd Leahy, Dr. David Bovee, and Dr. Brian Hodson) c) continued to expand its offerings within the university’s MLS program d) continued its fund-raising efforts via Tiger Call and other avenues e) received approval of a middle school history comprehensive endorsement, and f) Professor Kim Perez and Dr. David Bovee have been switched to tenure track.

### B. Performance Indicators

Key Performance Indicator	Baseline FY2004	Actual FY2005	Actual FY2006	Goal FY2007
Number of New Freshmen	15	6	14	10
Number of Transfer Students	13	8	6	6
<b>Number of Majors:</b>				
Undergraduate (first majors/second majors)	98/3	85/8	98/5	90/3
Graduate	9	6	7	5
Departmental majors	N/A	N/A	N/A	N/A
MLS students	31	41	33	30

<b>Key Performance Indicator</b>	<b>Baseline FY2004</b>	<b>Actual FY2005</b>	<b>Actual FY2006</b>	<b>Goal FY2007</b>
<b>Student Credit Hour Production</b>				
Undergraduate	3710	4253	4573	4450
Graduate	371	378	399	400
<b>FTE Faculty (Headcount)</b>				
Tenured or Tenure-track Faculty (Headcount)	6	7	5	7
NonTenure-Track Faculty (Headcount)	1	1	3	1
Other Faculty (Headcount/Sections Taught)	1 adjunct @ 2 sections	1 adjunct @ 2sections	4 adjuncts @ 1-3 sections	4 adjuncts @ 1-3 sections
<b>Degrees Awarded</b>				
Undergraduate degrees	16	9	14	10
Graduate degrees	4	4	1	5
Departmental degrees				
MLS degrees	1	2	12	6
<b>Scholarly Activity (See Section IV for documentation requirement)</b>				
Number of books, book chapters, and <b>refereed</b> articles published	2	2	4	2
Percent of faculty publishing <b>refereed</b> books, chapters, or	40%	40%	50%	60%

<b>Key Performance Indicator</b>	<b>Baseline FY2004</b>	<b>Actual FY2005</b>	<b>Actual FY2006</b>	<b>Goal FY2007</b>
articles				
Number of <b>non-refereed</b> articles and presentations	12	10	5	5
Percent of faculty publishing <b>non-refereed</b> articles or presentations	60%	50%	50%	50%
Number of scholarly performances and other creative activities	0	0	0	0
Percent of faculty in scholarly performances or other creative activities	0	0	0	0
Total number of external grant applications submitted/percent of faculty submitting	2	0	3	2
Total number of funded external grants/percent of faculty funded	100%	0%	33%	50%
<b>Service Activity</b>				
Percent of faculty meeting acceptable standard of service activity	100%	100%	100%	100%
Percent of faculty meeting exceptional standard of service activity	20%	30%	20%	30%
<b>Assurance of Student Learning</b>				
Outcome/Indicator 1 Senior Exit Interview—over 95% satisfied w/ programs and faculty;	Completed	Hist. 099 Senior Assessment Required	Hist. 099 Senior Assessment Required	Hist. 099 Senior Assessment Required

<b>Key Performance Indicator</b>	<b>Baseline FY2004</b>	<b>Actual FY2005</b>	<b>Actual FY2006</b>	<b>Goal FY2007</b>
<p>need more upper division course offerings; Survey form available upon request</p> <p>Outcome/Indicator 2 NCATE Review—all our prospective secondary social studies teachers are in the acceptable (70%) or above (80%) range in the data collection. Data available upon request</p>	Data Collected	Completed	Completed	Will Complete
<p><b>Other Departmental Key Performance Indicators (up to 3 additional measures, optional)</b></p> <p>Outcome/Indicator 1 Department Newsletter, PASTIME, published once a year and on-line; Alumni responses and recommendations encouraged</p> <p>Outcome/Indicator 2 Tiger Call—contact alumni on phone and get their views and possible financial assistance</p>	Hundreds published & sent	Hundreds published & sent	Hundreds published & sent	Hundreds published & sent
	Hundreds called	Hundreds called	Hundreds called	Hundreds called

**C. Current Quality Initiatives and Results**

<b>FY 2006 Quality Initiatives</b>	<b>Results</b>
Recruit, train, and retain high quality faculty in the department in preparation for further transition, i.e. future retirements. As part of this process, development of an orientation process to the department beyond what the university presents during the full faculty	Department of History Handbook developed and distributed to all department members.

orientation.	
Continue to develop relevant, appropriate content assessment mechanisms. The comprehensive content exams piloted during FY 2004 and FY 2005 proved unwieldy, unworkable, and ultimately, unsuccessful in terms of providing reliable data.	Curriculum committee established and worked on BA and MA affinity diagrams and readjusted US and non-US history requirements.

<b>FY 2007 Quality Initiatives</b>	<b>Responsible Party, Resources, and Plan</b>
Course approvals for US Approaches and World Approaches courses which will be used for assessment.	Department chair and designated senior faculty members.
Complete new BA and MA affinity diagrams.	Department chair and designated senior faculty members.

### III. Strategic Plan and Opportunities for Improvement for FY2007

#### A. Departmental Reflection of Strengths, Weaknesses, Opportunities, and Threats

NOTE: The Department of History engages in regular, on-going strategic planning. The chair of the department in consultation with senior faculty members routinely assesses current and likely future circumstances as both a part of the university’s regular action-planning process and AQIP assessment program. Additionally, strategic planning issues are addressed regularly in department sub-committee and full department meetings.

<b>Strengths</b>	<b>Weaknesses/Needs</b>
Traditionally, the department has attracted and retained high quality faculty who are accomplished teachers and scholars.	Faculty performance in the areas of research and creative activity has been historically uneven.
<b>Opportunities</b>	<b>Threats</b>
With the department’s traditional focus on teacher preparation, and the expanded opportunities for funding in support of teacher training, the department is well-positioned to seek out additional venues and sources of funding in support of its traditional mission.	Extracurricular college credit (concurrent enrollment) constitutes a long-term, significant threat to overall student and program quality.
With the addition of an MA emphasis in Public History, the department is at the	The department and the university in general, face significant challenges in the recruitment and retention of high-quality faculty, particularly in the area of minority hires.

<p>forefront of offering non-teaching history majors an avenue and is in the position to acquire additional sources of funding in the area of museum studies.</p>	<p>The MLS program constitutes a threat to the department. As more and more students avail themselves of this opportunity, more time is being spent on virtual students than on on-campus students.</p> <p>Outside interference regarding scheduling and selection of Virtual College classes as well as in the internal dynamics of the department pose an acute threat to program quality and jeopardizes future initiatives.</p>
---	---

**B. Opportunities for Improvement**

<b>Short Term OFI</b>	<b>Resources Required</b>	<b>Expected Outcome and Completion Date</b>
M.A. Public History emphasis	2 new course offerings	Increase number of students in on-campus M.A. program. On-going completion date.

<b>Long Term Strategic Initiatives</b>	<b>Resources Required</b>	<b>Expected Outcome</b>
Increase on-campus Graduate Assistantships including an MLS concentration in history Graduate Assistant	Funding of at least 1-2 new graduate assistantship allocation	Stronger on-campus M.A. program and a stronger Virtual College MLS program with a history emphasis

**IV. Supporting Materials**

**A. Department Degree Program Affinity Diagram(s)**

Available from the Department Chair upon request.

**B. Department Staffing Plan**

Available from the Department Chair upon request.

**C. Bibliography of Departmental Scholarly Activity**

Bovee, David. "Luigi G. Ligutti" *Iowa Biographical Dictionary*.

Caulfield, Norman. *North American Labor Markets: A Graphical Portrait*. Washington D.C.: Secretariat of the Commission for Labor Cooperation, 2005.

Goodlett, David. "Civilisation vs. Democracy: The Battle Between Winston Churchill and David Lloyd George..." *Journal of European Studies* 2005.

Leahy, Todd. "Beef Instead of Bayonets: Cultural Mores and the Failure of Assimilation on the Kiowa-Comanche Reservation." *The Chronicles of Oklahoma*. 2005.

Wilson, Raymond. "Stephen A. Ambrose" and "Tony Hillerman" *Cyclopedia of World Authors*. 2005.

Wilson, Raymond . "Leonard Peltier." *The Seventies in America*. 2005.

8 book reviews published by department faculty in professional history journals.  
8 conference presentation/attendance by department faculty.

**D. Department Program Assessment Results**

Copies of B.A. and M.A. exit interviews and surveys available from department chair upon request.

**E. Other Departmental Information**

The Department of History did extremely well in recruiting new faculty to replace the five who left. The department returns to full-strength with seven tenure/tenure track members and one temporary faculty member.

**F. Special AQIP Report**

AQIP reporting information required here in the future. Nothing required this year.