

FY2009 DEPARTMENTAL ANNUAL REPORT OF CONTINUOUS IMPROVEMENT

Department of History Fort Hays State University

I. DEPARTMENTAL OVERVIEW

The Department of History offers BA and MA degrees in history and plays a vital role in preparing prospective secondary social studies teachers seeking history and government licensure. The faculty who make up the Department of History have diverse interests and provide our majors with numerous fields of inquiry. For example, Dr. David Bovee specializes in Intellectual history and American Diplomatic history; Dr. Norman Caulfield is a recognized expert in the fields of Latin American and labor history; Dr. David Goodlett's emphasis is Russian and Eastern European history; Dr. Steven Kite specializes in Public History as well as Early Modern/Modern Britain and Gilded Age America; Dr. Kimberly Perez is an expert in the History of Science; and Dr. Raymond Wilson is a recognized authority in the fields of American Indian and Western American history. Because of Dr. Leahy's departure, the department was supplemented by the one semester (Spring 2009) addition of Dr. Douglas Harvey a specialist in U.S. history. Additionally, Mr. Ray Nolan, a Ph.D. candidate at Kansas State University, held the temporary position. The course offerings in the Department of History give students a world perspective and provide for a wide variety of student interests.

The department also has an active graduate MA program. Our graduates pursue further education at Level 1 research schools, teach at area community colleges, or pursue careers in museums and archives. Enrollment in the on-campus graduate program is rising and future enrollment numbers should surpass those of previous years.

Finally, the department offers numerous distance learning opportunities. All of the department's General Education courses are available through online delivery as well as a number of more advanced, upper division courses. Additionally, the department has an active and dynamic Master's of Liberal Studies with a history concentration program that continues to be popular and in many cases stretches the department in new and unique ways.

A. Departmental Mission and Vision Statements

In an ever connected world, college graduates must be prepared to live as global citizens. They will need to understand the diverse peoples with whom they share the world. Moreover, as the world experiences a revolution in communication and information technology, college students must be trained to critically analyze the abundance of available information.

Therefore, students need to acquire the skills that allow them to communicate their knowledge and ideas.

History students develop the ability to understand varied cultures, to see current issues in an historical perspective, to appreciate the complexities of past societies, to contextualize texts and images, and to express their ideas in a clear and concise manner. Above all, the department demands that its students learn to acquire, evaluate, and interpret information. For those students seeking to teach in 5-12 education and those hoping to move into more professional positions as college instructors or public historians, the department will continue its traditional mission of providing excellent degree programs.

The History Department consists of 7 scholars who have earned or will earn their PhDs from distinguished research institutions from across the nation. History faculty are active in research, publication, presentation, and professional organizations. Department members are vital to the life of the university and the community, serving as advisors, speakers, and historical experts and consultants. The faculty is committed to excellence in teaching and advising and has won awards on these fronts.

Students majoring in the study of history will learn what they need to be world citizens as the department continues to focus on the history of diverse populations and the information and technologies that make worldwide communication possible.

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 two 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.

C. Department Productivity and Distinctive Accomplishments

The Department of History continued its strong tradition 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, especially in the international studies area.

This year, the department had a banner year in terms of scholarship. Dr. Leahy and Wilson have published their Native American movements book. In addition, Dr. Bovee completed his monograph on the Catholic rural life movement to be published by Catholic University Press. Dr. Caulfield also completed a book on labor and globalization. Dr. Wilson returned from a sabbatical and is working on a book on Carlos Montezuma. Faculty members also presented their work at various conferences. Students in the department also made a resounding impact in terms of scholarship, presenting their work at professional history conferences. Finally, Dr. Wilson received the FHSU Graduate School M.A. thesis adviser award, and Carson Norton's thesis on Generals Crook and Miles, directed by Dr. Wilson, received the best M.A. thesis award.

The department's new recruitment plan for graduate students hopes to increase its graduate SCH and M.A. degrees awarded. Undergraduate majors continue to be stable, at approximately 100 history majors. The research handbook for majors that is assigned in Historical Methods (HIST 379) continues to have an impact with helping students throughout their careers as History majors at FHSU. Finally, the department continues developing a program in Public History for students interested in museum work, editing and publishing, and archival work.

The department prepared to participate in the Fall 2009 KAMS Program, adding an additional section of History 130 and History 110 for the participants (with no new faculty hired that resulted in a reduction of upper division offerings). Additionally, the department is also participating in the Virtual College Graduate Teaching Assistant Pilot Program.

In short, the department is comprised of excellent and dedicated teachers, concerned advisors, and recognized scholars. Faculty members understand their place in the life of the university and have dedicated themselves to making FHSU a unique place for the study of history; the incorporation of new technologies and methodologies makes the students experience history in new ways. Every full-time member of the department offers an upper-division MLS history course online. This department is truly on the leading edge of historical teaching and scholarship.

II. DEPARTMENTAL PERFORMANCE METRICS

A. Department Performance Indicators

Key Performance Indicator	FY2005	FY2006	FY2007	FY2008	FY2009
Freshmen	6	15	15	18	17
Transfer Students	8	6	12	10	8
Undergraduate (first majors/second majors)	82/7	95/7	104/6	87/6	79/4
Graduate Majors	5	7	8	9	8
MLS Majors	40	32	24	25	21
Major Retention	62.07%	75%	62.77%	55.10%	58.02%
Undergraduate Student Credit Hours	4322	4614	4522	4572	5115
Graduate Student Credit Hours	657	396	430	477	426
Tenured or Tenure-track Faculty (Headcount)	6	7	7	7	6
Non Tenure-Track Faculty (Headcount)	3	1	1	1	1
Other Faculty (Headcount/Sections Taught) [OTHER FACULTY AT 4 SECTIONS = 1 FTE FORMULA; INCLUDE NUMBER OF FTE AND SECTIONS TAUGHT]	1 adjunct @ 2 sections	4 adjuncts @ 1-3 sections	4 adjuncts @ 1-3 sections	6 adjuncts @ 1-2 sections	6 adjuncts @ 1-2 sections
Undergraduate Degrees	9	14	18	15	11
Graduate Degrees	4	1	7	1	7
MLS Degrees	2	12	6	8	
Our undergraduate student credit hours have had a marked increase, and our graduate majors seem to be stabilizing. We hope to have our new freshmen majors stabilizing at about 12-15 a year.					
Number of books, book chapters, and refereed articles published	2	4	6	5	5
Percent of faculty publishing refereed books, chapters, or articles	40%	50%	100%	40%	30%
Number of non-refereed articles and presentations	10	5	12	21	10
Percent of faculty publishing non-refereed articles or presentations	50%	50%	75%	85%	80%
Number of scholarly performances and other creative activities	0	0	0	0	0
Percent of faculty in scholarly performances or other creative activities	0	0	0	0	0
Total number of external grant applications submitted/percent of faculty submitting	0	3	2	3	2
Total number of funded external grants/percent of	0%	1/33%	1/50%	0%	0%

Key Performance Indicator	FY2005	FY2006	FY2007	FY2008	FY2009
faculty funded					
<p>We had two books published, which is a major achievement (half of the faculty have had books published). Two other profs will have their books published next year. The department did very well when considering how busy the faculty is with other duties.</p>					
<p>[NOTE: Each department MUST report at least two direct measures of student learning outcomes and two indirect measures. Examples of direct measures include: first-time pass rate or average scores on standard exit exam, number of students successfully completing reviewed portfolios. Indirect measures would include student satisfaction, alumni and employer data, or any other perception based data.]</p>					
Direct Outcome 1 History 377 Approaches to U.S. History Course Grades					82% course grade average (15 students, grade range 0-98)
Direct Outcome 2 History 378 Approaches to World History Course Grades					91% course grade average (15 students, grade range 85-96)
Indirect Indicator 1 History 379 Historical Methods Paper					81% Fall 2008(10 students, range 0-95); 73% Spring 2009 (11 students, range 50-92)
Indirect Indicator 2 History 675 Seminar in History Course Grades					6 grades of A, 1 of B, and 2 of U Fall 2008; 3 grades of A, 2 of B, and 2 of U Spring 2009

Key Performance Indicator	FY2005	FY2006	FY2007	FY2008	FY2009
Senior students' Level of Academic Challenge			47.11	45.65	56.35
Senior students' Active and Collaborative Learning			40.83	32.14	47.02
Senior students' Student-Faculty Interaction			41.39	23.33	36.19
Senior students' Enriching Educational Experiences			30.82	27.78	35.26
Senior students' Supportive Campus Environment			54.17	38.89	48.81
<p>Grades for both approaches courses are good, especially when factoring in 0 total points for a student in History 377. Likewise for History 379 and History 675, again considering the students who failed the course (2 in the fall and 2 in the spring)</p>					
<p>[NOTE: Departments may pick up to three key performance indicators they currently measure but are not captured above. These measures could be used to track departmental results on specific yearly goals. Examples might include: number of SRPs attended, number of new freshmen contacted. (These will vary by department based on goals.)]</p>					
Outcome/Indicator 1 Senior Exit Interview					88% across 5 students
Outcome/Indicator 2 Graduate Exit Interview					89% across 4 students
Outcome/Indicator 3 [SPECIFIC PERFORMANCE MEASURE 3]					
<p>The seniors who graduated continued to be pleased with their history preparation. The graduate students who received their M.A. degrees were also very pleased with their graduate training.</p>					

C. Department Quality Initiatives and Results

FY2009 Quality Initiatives	Results
Scholarship Revitalization	Improving but still not where it should be. Two of the three tenure track faculty need to be more involved in scholarship as well as one of the senior faculty members.
Reexamine undergraduate curriculum	Course offerings were evaluated and will continue to be evaluated with an emphasis on preparing history majors to be critical thinkers and better researchers and writers.

FY2010 Quality Initiatives	Responsible Party, Resources, and Plan
Scholarship Emphasis	Department Chair will encourage ALL faculty to be more involved in scholarly activities—publishing and participating at professional conferences.
Reexamine graduate curriculum	Department of History faculty will evaluate the M.A. and MLS programs to ensure they prepare our graduates properly.

D. Institutional Quality Results

FY2009 University Initiatives	Department Activities/Results
Increase access and retention for Hispanic students	These efforts continue to be not very productive in increasing the numbers. However, two “identifiable” Hispanic majors are going to graduate.
Increase the quantity and quality of K-12 teachers educated	Our 6-12 secondary history majors are increasing in numbers and the quality of their work, according to FPA and Praxis evaluation instruments for example, is improving.
Improve undergraduate students’ foundational skills	This is still a major effort in emphasizing to undergraduates the importance of writing skills.
Enhance physical wellness of students, faculty, and staff	Emphasize the importance of eating properly and getting some physical activities. The Department Chair serves as an example of such.
Internationalize the campus and curriculum	The Department has a Hispanic professor and another professor who is nationally known for his work on Latin American issues. Both serve as role models. All the history courses stress global issues as they pertain to each individual course topic.

III. FY2009 STRATEGY AND OPPORTUNITIES FOR IMPROVEMENT

A. Departmental Reflection of Strengths, Needs, Opportunities, and Threats

[DISCUSSION OF YOUR DEPARTMENT’S STRATEGIC PLANNING PROCESS. RESULTS OF STRATEGIC PLANNING SHOULD BE RECORDED BELOW. DEPARTMENTS ARE NOT EXPECTED TO ENGAGE IN FORMAL STRATEGIC PLANNING ANNUALLY, BUT SOME SYSTEMATIC STRATEGIC PLANNING MODEL SHOULD BE IMPLEMENTED. IF A SWOT ANALYSIS IS USED, PLACE IN SPACES BELOW; IF A DIFFERENT MODEL IS USED, THEN SUBSTITUTE.]

Current Strengths	Current Needs
The Department continues to be staffed by Ph.D. tenured and tenure track professors who are known for their high standards in their courses as well as a strong group of adjuncts.	The Department needs to desperately fill a tenure track position vacated by the departure of Dr. Leahy.
Future Opportunities	Future Threats
The Department needs to continue its efforts to prepare both its teaching and non-teaching majors in future careers especially in these hard times.	<p>Budget shortfall will impact the department and university, even though efforts are being made to minimize the economic threats.</p> <p>The virtual college vs. on-campus enrollments continues to be major issues in terms of keeping the latter viable.</p> <p>The absolute need to retain quality faculty; we continue to lose too many to other institutions.</p> <p>Concurrent enrollment continues to be serious to overall student and program quality.</p>

B. Opportunities for Improvement

[NOTE: Long-term OFIs are meant to be resource-intensive changes requiring permanent or one-time resources that can favorably impact the department over the long-term.]

Long-Term Strategic Initiatives	Resources Required	Expected Result
There is a major need to increase the number of Graduate teaching assistants (GTA).	Two funded GTA positions for history at approximately \$6,000 each and the current tuition waiver.	This will increase our M.A. degree production and improve instruction in course offerings. We have several full time graduate students who would do well in additional GTA positions.

IV. SUPPORTING MATERIALS

A. Department Degree Program Affinity Diagram(s)

[ATTACH A CURRENT AFFINITY DIAGRAM FOR EACH DEGREE PROGRAM IN THE DEPARTMENT]

B. Department Staffing Plan

[ATTACH DEPARTMENT STAFFING PLAN]

C. Bibliography of Departmental Scholarly Activity

[ATTACH BIBLIOGRAPHY INCLUDING ALL SCHOLARSHIP/CREATIVE ACTIVITY COMPILED UNDER SECTION II COMPLETED BY DEPARTMENTAL FACULTY]

D. Department Program Assessment Results

[ENCLOSE MORE COMPLETE ASSESSMENT RESULTS. THIS DATA MIGHT BE IN SOME OTHER SYNTHESIZED FORMAT THAT CAN BE ATTACHED (SURVEY, TRACKING TEMPLATE, ETC.)—See three (3) attached examples]

E. Other Departmental Information

[ENCLOSE ADDITIONAL INFORMATION, ACCREDITATION, AWARDS, ETC—See attached Department of History Newsletter]

General Parameters

1. No more than 20 pages, excluding appendix information.
2. Report submitted electronically to Dean, Assistant Provost for Quality Management, and Provost.
3. Note deadlines attached below.

Annual Timeline for Department Annual Report

March 1	Draft template distributed to Deans.
April 15	Final template and Directions distributed to Department Chairs. Selected enrollment data (fall 20 th day counts) distributed to Chairs and Deans in the departmental template.
June 1	Student system information (graduates, SCH) delivered to Chairs.
June 1	Final cutoff date for elements to be considered in the Department's Annual Report.
June 30	Complete Department Annual Report due to Deans, Assistant Provost for Quality Management, and Provost. Submit electronically.
August 15	Completed College Annual Report due to Assistant Provost for Quality Management and Provost.