

FY2011 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. 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. The department hired Ms. LaGretia Copp as a temporary to replace the slot held by Dr. Steven Kite; it is hoped that that slot will be switched to tenure track asap. Because of Dr. Leahy's departure, the department still has not been able to fill that tenure slot, which Mr. Ray Nolan, a Ph.D. candidate at Kansas State University, who holds a temporary position, is occupying. Mr. Nolan can teach all the courses that Dr. Leahy and Dr. Wilson taught in addition to Middle East ones, and it is hoped that Mr. Nolan will be switched to the tenure-track position. Additionally, Mr. Nolan will direct all prospective secondary social studies teachers in the department. Mr. Travis Larsen held a temporary instructor slot during the past year. Dr. Raymond Wilson will also be retiring in June 2011, and the new chair will be *****. 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 increasing and future enrollment numbers 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 6-12 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 Ph.D.'s 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). 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 another banner year in terms of scholarship. Dr. David Bovee is conducting research on religion and the American presidents and on the evolution of the National Catholic Rural Life Conference; Dr. Norman Caulfield received the 2011 SCOLAS Harvey Johnson Award for the Best Book on Latin America (his NAFTA book), presented a paper in San Juan, Puerto Rico, and is working on other books; Dr. David Goodlett is working on 20th century political leaders and how they used language; Dr. Kim Perez and Dr. Steven Kite published an article on public history in The History Teacher, and Dr. Raymond Wilson published four articles and is working on a book on Dr. Carlos Montezuma. Mr. Nolan and Mr. Larsen are completing their dissertations. Faculty members also presented their work at various conferences and wrote book reviews for historical journals. Students in the department also made a resounding impact in terms of scholarship, publishing articles, presenting their work at professional history conferences, and receiving awards for their research papers (see IV. Supporting Materials, C. attachment).

The department's recruitment plan for graduate students is increasing its graduate SCH and M.A. degrees awarded. Undergraduate majors continue to be stable, at approximately 100 history majors. Finally, the department continues developing a program in Public History for students interested in museum work, editing and publishing, and archival work.

The department continues to participate in the KAMS Program. Additionally, the department is also participating in the Virtual College Graduate Teaching Assistant Pilot Program, with two graduate teaching assistants offering sections of Hist. 111, Modern World Civilizations.

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 has offered 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	FY2007	FY2008	FY2009	FY2010	FY2011
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Key Performance Indicator	FY2007	FY2008	FY2009	FY2010	FY2011
Freshmen [20 TH DAY FALL SEMESTER, HEADCOUNT]	15	18	17	13	18
Transfer Students [20 TH DAY FALL SEMESTER, HEADCOUNT]	12	10	8	9	10
Undergraduate (first majors/second majors) [20 TH DAY FALL SEMESTER, HEADCOUNT OF FIRST MAJORS, HEADCOUNT OF SECOND MAJORS]	104/6	87/6	79/4	87/3	83/4
Graduate Majors [20 TH DAY FALL SEMESTER, HEADCOUNT]	8	9	8	11	11
MLS Majors [20 TH DAY FALL SEMESTER, HEADCOUNT OF ADVISEES WITH 120-4901]	24	25	21	13	20
Major Retention [20 TH DAY FALL SEMESTER, PERCENT OF MAJORS RETURNING]	62.77%	55.10%	58.02%	71.23%	66.67%
Undergraduate Student Credit Hours [TOTAL UNDERGRAD SCH]	4522	4572	5115	5254	5338
Graduate Student Credit Hours [TOTAL GRAD SCH]	430	477	426	402	345
Tenured or Tenure-track Faculty (Headcount) [FTE OCCUPIED FROM POSITION CONTROL]	7	7	6	7	5
Non Tenure-Track Faculty (Headcount) [FTE OCCUPIED FROM POSITION CONTROL]	1	1	1	1	2
Other Faculty (Headcount/Sections Taught) [OTHER FACULTY AT 4 SECTIONS = 1 FTE FORMULA; INCLUDE NUMBER OF FTE AND SECTIONS TAUGHT]	4/1-3	6/1-2	6/1-2	6/1-2	6/1-2
Undergraduate Degrees [UNDERGRAD DEGREES AWARDED]	18	15	11	9	10
Graduate Degrees [GRAD DEGREES AWARDED, NOT MLS]	7	1	7	3	5
Our undergraduate credit hours continue to increase, and our graduate majors have been over 10 for the last two years. Our new freshmen and transfers have also increased as well.					
Number of books, book chapters, and refereed articles published [TOTAL NUMBER PUBLISHED]	6	5	5	3	5
Percent of faculty publishing refereed books, chapters, or articles [PERCENT OF FACULTY PUBLISHING FOR FY2011 (FACULTY PUBLISHING/TOTAL FACULTY)]	100%	40%	30%	43%	50%
Number of non-refereed articles and presentations [TOTAL NUMBER COMPLETED]	12	21	10	6	6
Percent of faculty publishing non-refereed articles or presentations	75%	85%	80%	57%	66%

Key Performance Indicator	FY2007	FY2008	FY2009	FY2010	FY2011
[PERCENT OF FACULTY COMPLETING (FACULTY PUBLISHING/TOTAL FACULTY)]					
Number of scholarly performances and other creative activities [TOTAL NUMBER OF CREATIVE PERFORMANCES]	0	0	0	0	0
Percent of faculty in scholarly performances or other creative activities [PERCENT OF FACULTY IN CREATIVE SCHOLARSHIP (FACULTY PERFORMING CREATIVE ACTIVITY/ TOTAL FACULTY)]	0	0	0	0	0
Total number of external grant applications submitted/percent of faculty submitting [TOTAL NUMBER OF EXTERNAL GRANT APPLICATIONS/PERCENT FUNDED]	2	3	2	3	1
Total number of funded external grants/percent of faculty funded [DOLLAR AMOUNT OF EXTERNAL GRANT APPLICATIONS, PERCENT OF FACULTY FUNDED]	1/50%	0%	0%	1/33%	1/100%
The faculty continues to publish or work on publications and present their research at professional and general meetings. This is indeed commendable given the fact of how busy we are and how we are operating with a faculty slot not filled.					
[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.]					
Direct Outcome 1 History 377 Approaches to U.S. History Course Grades				80% course grade average (20 students, grade range 43- 99)	87% course grade average (16 students, grade range 49- 97)
Direct Outcome 2 History 378 Approaches to World History Course Grades				89% course grade average (24 students, grade range 80- 98)	84% course grade average (17 students, grade range 56- 99)
Indirect Indicator 1 History 379 Historical Methods Papers				53% Fall 2009(12	84%course e grade

Key Performance Indicator	FY2007	FY2008	FY2009	FY2010	FY2011
				students, grade range 0-95—Note: three 0% in range); 69% Spring 2010 (11 students, grade range 0-98—Note: two 0% in range)	average Fall 2010 (8 students, grade range 50-97); 70% course grade average Spring 2011 (7 students, grade range 39-90)
Indirect Indicator 2 History 675 Seminar in History Course Grades				Fall 2009: 7 grades of A, 1 grade of D, and 1 grade of U (9 students grade range 0-99); Spring 2010: 4 grades of A, 3 grades of B, 1 grade of C, and one grade of I (9 students grade range of 72-95)	Fall 2010: 2 grades of A, 3 grades of B, 1 grade of U (grade range 0-94); Spring 2011: 2 grades of A, 6 grades of B, 1 grade of D (grade range 60-95)
Dept senior students' Level of Academic Challenge [FHSU LAC SCORE, DEPT LAC SCORE]	54.15 47.11	53.87 45.65	54.65 56.35	55.9 56.54	56.4 51.83
Dept senior students' Active and Collaborative Learning [FHSU ACL SCORE, DEPT ACL SCORE]	44.61 40.83	45.85 32.14	45.34 47.02	46.1 40.82	43.9 38.62
Dept senior students' Student-Faculty Interaction [FHSU SFI SCORE, DEPT SFI SCORE, N, %]	44.19 41.39	44.73 23.33	45.34 36.19	41.0 30.95	38.5 37.16

Key Performance Indicator	FY2007	FY2008	FY2009	FY2010	FY2011
Dept senior students' Enriching Educational Experiences [FHSU EEE SCORE, DEPT EEE SCORE, N, %]	33.44 30.82	34.09 27.78	34.72 35.26	34.0 32.03	32.9 29.32
Dept senior students' Supportive Campus Environment [FHSU SCE SCORE, DEPT SCE SCORE, N, %]	59.06 54.17	57.30 38.89	59.57 48.81	60.3 39.68	60.8 55.56
Number of NSSE participants [NUMBER OF DEPT SR STUDENTS, PERCENT]	9 21%	7 19.4%	10 27.8%	7 31.8%	9 33.3%
<p>Grades continue to be very good for both approaches courses and for the seminars (the few students who do not do well is a given in said courses). In Historical Methods, the same findings hold true. The instructors continue to identify and try to work with the "weaker" students in these courses</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				Data amassed from Fall 2008 to Spring 2010 reveals a 90.7% undergraduate student satisfaction with the department and program	Data amassed from Fall 2008 to Spring 2011 reveals a 91.4% undergraduate student satisfaction with the department and program
Outcome/Indicator 2 Graduate Exit Interview				91.4% graduate student satisfaction with the department and program	Data amassed from Fall 2008 to Spring 2011 reveals a 91.8% graduate student satisfaction with the department and program

Key Performance Indicator	FY2007	FY2008	FY2009	FY2010	FY2011
Outcome/Indicator 3 (Specific Performance Measure 3)					
<p>The department continues to be pleased with the results of our exit surveys, which are slightly higher this year. We will monitor results and focus on areas that can be improved.</p>					

C. Department Quality Initiatives and Results

FY2011 Quality Initiatives	Results
Scholarship Emphasis	Faculty performance has been historically uneven. All faculty have indicated they are engaged in scholarly pursuits. Faculty know the scholarly requirements, however two tenured members continue to be reminded.
Graduate Curriculum	The MLS and M.A. graduate curricula are sound and prepare our graduate students to be critical thinkers and to hone their research and writing skills. Our M.A. theses continue to receive Grad. School awards for best FHSU M.A. theses.

FY2012 Quality Initiatives	Responsible Party, Resources, and Plan
Scholarship Emphasis	All faculty members should be engaged in scholarly activities. The Chair will continue emphasizing this to the department, which has a noteworthy reputation for its scholarship at FHSU.
Engaging History Majors	The Chair will continue to emphasize that ALL faculty need to engage majors more, e.g., having students wanting to take additional courses from faculty members and directing M.A. theses.

D. Institutional Quality Results

FY2011 University Initiatives	Department Activities/Results
Increase access and retention for Hispanic students	The department has a GTA who is Hispanic and has three or four majors who are Hispanic. Demographics of the region remain a challenge to this initiative.
Increase the quantity and quality of K-12 teachers educated	The department continues to assess its teacher education program and continues to produce high quality prospective secondary social studies teachers (grades 6-12). This is reflected in the performance of our teaching majors.
Improve undergraduate students' foundational skills	The department continues to emphasize research and writing skills. Our majors continue to win best paper awards at conferences and to publish.
Enhance physical wellness of students, faculty, and staff	The current chair serves as an example of one who is actively engaged in physical wellness.
Internationalize the campus and curriculum	The department has one Hispanic professor and another professor who is nationally known for his work on Latin American issues. All history faculty stress world/international issues in their courses and take special interest in working with international students.

III. FY2011 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
Full-time faculty possesses the Ph.D. and all are tenured. The temporary faculty are all ABD and actively completing their dissertations. The department has a sound reputation for its scholarly activities and its classroom teaching. Our teacher education program also receives high praise.	The department still needs to fill the temporary slots with two tenure-track faculty. Professor LaGretia Copp and Professor Ray Nolan, two temps, would be excellent additions to our full-time faculty.
Future Opportunities	Future Threats
With the economic woes still persisting, the department needs to work hard in its efforts to prepare its majors for future career opportunities.	These are: budget shortfalls; virtual college vs. on campus courses, i.e., the need to keep the latter viable; the need to retain high quality faculty; and the threats to our M.A. program on campus, which has been producing M.A. students since the 1930s. Additionally, all of our GTA students and other graduate students have completed the M.A. for the last several years, won awards for their theses, and have gone on to work on their Ph.D. degrees or other employment using their historical skills.

B. Opportunities for Improvement

[DISCUSSION OF IDENTIFIED OPPORTUNITIES FOR IMPROVEMENT, WHICH MAY REQUIRE RESOURCES. THESE IDENTIFIED OPPORTUNITIES SHOULD ALIGN WITH ACTION PLAN REQUESTS GENERATED FOR UNIVERSITY STRATEGIC PLANNING.]

Opportunity for Improvement	Resources Required	Expected Result and Completion Date
The department has 5 GTA slots. It is essential to keep the 5 slots. The positions are competitive and greatly help the department and graduate students in the process.	Graduate School assistantships are essential and should be increased. There is a need for new computers for our GTA students.	Retaining our 5 GTA slots will encourage applications from prospective graduate students both in Kansas and elsewhere. These GTA awards will help us to continue to recruit top students.
[BRIEF DISCUSSION OF OFI]	[BRIEF DISCUSSION OF ALL NECESSARY RESOURCES]	[BRIEF IMPLEMENTATION PLAN INCLUDING EXPECTED OUTCOMES]

		AND SCHEDULE]
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IV. SUPPORTING MATERIALS

A. Department Degree Program Affinity Diagram(s)

**College of Arts and Sciences
Affinity Diagram for Degree Programs**

What are the **elements/building blocks** of a B.A. degree program in History that will meet the educational needs of the prospective History major?

Characteristics of History Majors	Expected Learning Outcomes	Curriculum	Assessment Approach And Methods	Results
<p><u>Knowledgeable</u> They discover and master the basic factual information concerning the institutional, cultural technological, social, political, economic, and intellectual legacies of past civilizations.</p> <p><u>Analytical</u> They probe the meaning of what they study, comprehend historical facts in terms of the historical frameworks out of which these facts arose, and seek interconnections among historical events.</p> <p><u>Insightful/Creative</u> They use their factual information to form valid interpretations in order to secure understanding; they recognize the roots of contemporary conditions and problems in the past as well as the persistence in the present of the values and mindsets of former eras.</p> <p><u>Humane/Objective</u> They comprehend, interpret, and appreciate cultural diversity as part of their efforts to deal with the complexities of the modern world; they are tolerant, capable of critical thinking, and aware of the dilemmas posed by the human condition.</p> <p><u>Skilled in Communication</u> They know how to conduct meaningful research and how to impart their findings to others in articulate, effective, and persuasive fashions.</p> <p><u>Professional</u></p>	<p><u>Goal</u> To secure a perception of what constitutes the field of history and the study of history. The learner will (1) demonstrate comprehension of fundamental historical knowledge in broad, general survey courses; (2) advance to building upon and deepening this basic comprehension, in more intensive, detailed courses devoted to narrower topics; (3) realize that historical understanding involves not just a grasp of chronology but also the exercise of judgment, analytical skills, the integration of factual material, and insight.</p> <p><u>Goal</u> To create the global view (world-mindedness) required by well-informed participants in today's society. The learner will (1) be able to explain the evolution of the United States and the development of a range of other western and nonwestern societies as well; (2) prove capable of evaluating all civilizations objectively, with an appreciation of their contributions to humanity and with an ability to discuss their shortcomings; (3) perceive the cultural, economic, political, and intellectual interaction among diverse societies and throughout time.</p> <p><u>Goal</u> To produce individuals who have the practical skills of critical thinking, curiosity,</p>	<p><u>Develops Historical Perspective</u> HIST 110 World Civilization to 1500 HIST 111 Modern World Civilization HIST 130 U.S. History to 1877 HIST 131 U.S. History since 1877 (Proficiency in HIST 110, HIST 111, HIST 130, and HIST 131 may be demonstrated by either completing each of the courses or achieving a score of at least 70 percent on each of the Department's History Proficiency Examinations; HIST 130 and HIST 131 required of teaching majors) HIST 377 Approaches to U.S. History HIST 378 Approaches to World History</p> <p><u>Develops Historical Perspective</u> Four electives (12 hrs.) in upper division United States history courses One elective (3 hrs.) in upper division European history courses One elective (3 hrs.) in upper division World history courses Two elective s (6 hrs.) in upper division European OR World history courses</p> <p><u>Develops Research Skills</u> HIST 379 Historical Methods HIST 675 Seminar in History (applied to</p>	<p>The progress toward all goals is measured by the following methods/instruments:</p> <ol style="list-style-type: none"> 1. Senior Exit Survey and Interview administered in the Fall, Spring or Summer semester of Senior year. 2. Alumni satisfaction survey administered regularly beginning in the third year following graduation. 3. Portfolios of material collected from majors in HIST 379, HIST 479, and HIST 675 during their undergraduate years at FHSU. Portfolios contain: <ol style="list-style-type: none"> a) Papers to demonstrate the development of research and writing skills, critical thinking, and scholarly ability for HIST 379 and HIST 675. b) Teaching units to demonstrate development of knowledge content, writing objectives, daily lesson plans, exam construction, technology skills, and student activities by teaching majors in HIST 479. 4. Content Competency Exams and other 	<p>HIST 379 Grade Distribution</p> <p>HIST 675 Grade Distribution</p> <p>Course Grade Distribution for U.S. History Approaches and World History Approaches</p> <p>Senior Exit Survey and Interview</p> <p>(Dr. Kim Perez will be in charge of data collection and interpretation for the B.A. in history artifacts and will be assisted by faculty members teaching the above identified courses).</p>

<p>They have the outlook, talent, and technical skills which make them valued and influential members of the university community and successful after graduation in a variety of careers.</p>	<p>objectivity, investigative technique, writing ability, and computer literacy. The learner will (1) develop proficiency in research and express the results of that research in an environment where discussion of scholarship is encouraged; (2) take advantage of opportunities to use advanced technology in classroom work, study, and research; (3) through examinations, papers and discussions, improve upon his/her facility to advance arguments, seek interrelationships, demonstrate understanding, and produce new awareness, all of which will be evaluated by the firmest standards of scholarship, logic, and truth.</p>	<p>Historical Perspective requirement)</p> <p><u>Develops Teaching Skills (For Teaching Majors Only)</u></p> <p>HIST 277 Early Field Experiences HIST 479 Methods of Teaching Secondary Social Studies</p>	<p>assignments in Approaches to U.S. History and Approaches to World History.</p> <p>In addition, all courses are evaluated each semester by students to measure the effectiveness of content and presentation.</p>	
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College of Arts and Sciences Affinity Diagram for Degree Programs

What are the **elements/building blocks** of a M.A. degree program in History that will meet the educational needs of the prospective History major?

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<p><u>Knowledgeable</u> They discover and master the basic factual information concerning the institutional, cultural, technological, social, political, economic, and intellectual legacies of past civilizations.</p> <p><u>Analytical</u> They probe the meaning of what they study, comprehend historical facts in terms of the historical frameworks out of which these facts arose, and seek interconnections among historical events.</p> <p><u>Insightful/Creative</u> They use their factual information to form valid interpretations in order to secure understanding; they recognize the roots of contemporary conditions and problems in the past as well as the persistence in the present of the values and</p>	<p><u>Goal</u> To increase historical knowledge and promote understanding of what constitutes advanced historical study. The learner will (1) augment his/her already existing store of factual data concerning historical eras; (2) deepen historical perceptions in intensive, challenging learning situations; (3) be encouraged to the fullest exercise of judgment, analytical skills, synthesis, and insight.</p> <p><u>Goal</u> To develop and refine the global view (world-mindedness) required by well-informed participants in today's world and especially by professional educators. The learner</p>	<p>Total Program (30 hrs.)</p> <p><u>Develops Knowledge</u> Six or seven electives (18-21 hrs.) in graduate courses, divided between United States and European/World history.</p> <p><u>Develops Professional Awareness</u> HIST 675 Graduate Seminar in History (I), and a choice of HIST 675 Graduate Seminars in History (II), HIST 878 Graduate Practicum in History/Portfolio (3 hrs. OR 6 hrs.), or HIST 899 Graduate Thesis in History (6 hrs.)</p>	<ol style="list-style-type: none"> The academic progress of all degree candidates is monitored by Graduate Advisor and History Department Graduate Committee. Degree candidates must pass a written and/or oral examination covering all of their graduate work; candidates are evaluated on the basis of their demonstration of factual knowledge, use of critical thinking, and capacity for interpretive analysis. Degree candidates must submit electronically an approved copy of a research paper, 	<p>HIST 675 Grade Distribution</p> <p>Exit Interview & Survey</p> <p>Alumni Survey</p> <p>(Dr. Kim Perez will be in charge of data collection and interpretation for the M.A. in History artifacts. The faculty member who teaches HIST 675 during a given semester assists Dr. Perez in the process.)</p>

<p>mindsets of former eras.</p> <p><u>Humane/Objective</u> They comprehend, interpret, and appreciate cultural diversity as part of their efforts to deal with the complexities of the modern world; they are tolerant, capable of critical thinking, and aware of the dilemmas posed by the human condition.</p> <p><u>Skilled in Communication</u> They know how to conduct meaningful research and how to impart their findings to others in articulate, effective, and persuasive fashions.</p> <p><u>Professional</u> They have the outlook, talent, and technical skills which make them valued and influential members of the university community and successful after graduation in a variety of careers.</p>	<p>will (1) comprehend the evolution of western and nonwestern cultures; (2) prove his/her capability for evaluating the significance of these civilizations with impartiality and acumen; (3) recognize the cultural, economic, political, and intellectual interaction among diverse societies across time.</p> <p><u>Goal</u> To provide intellectual and professional growth. The learner will (1) gain awareness of the more important contemporary theories, fields, approaches, and techniques in the academic discipline of history; (2) improve his/her ability to conduct original research and defend the results of that research in discussions with colleagues and mentors; (3) develop confidence as a historian, one who sees the enduring relevance of the past to present.</p>		<p>written under the guidance of a graduate faculty member, to prove their ability to conduct original research, integrate the results into a cogent argument, and exhibit intellectual integrity.</p> <p>4. All courses are evaluated each semester by students to measure the effectiveness of content and presentation.</p> <p>5. Candidate Exit Survey administered in final semester of degree program.</p> <p>6. Alumni satisfaction survey administered regularly, beginning in the third year following graduation.</p>	
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B. Department Staffing Plan

College of Arts and Sciences

**Department Staffing Plan and Assignments (Current Scenario)
Department of HISTORY
Date Completed – 8/30/10**

(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)	(10)	
Historical Department Needs	Faculty Member	Current Faculty Expertise	Retirement (Birthdate)	Assigned Instructional/Admin FTE	Rank Current	Date	Degree Completed	Track	Current Salary In Line	Nat'l Average For Discipline/Rank
World History/ European History	K. Perez	History of Science Research Methods Medieval History Ren. And Ref.		1.0	Asst. Prof.	2006	Ph.D.	Tenure Track		
U.S. History/ Antebellum America American West	Raymond Nolan*	Early 19 th cent. U.S. Col./Rev. America American West American Indian		1.0	Instructor	2008	M.A.	Tenure Track*		
World History/ US Diplomatic	D. Bovee	Intellectual Social/Cultural U.S. Diplomatic		1.0	Asst. Prof.	2005	Ph.D.	Tenure		
Public History/ Modern Europe/Early Modern Europe	T. Larsen**	Mod. Wld. Civ. U.S. Survey		1.0	Instructor	2006	M.A.	Tenure Track**		

Latin Am./ U.S. History/ Mod. Wld. History	N. Caulfield	Latin America Mexico Mexican Amer. Late 19th cent. U.S. U.S. Civil War Labor/Social	1951	1.0	Prof.	2000 Ph.D.	Tenure
Interim Chair American West/ U.S. History/ Teaching Meth.	R. Wilson	American West American Indian 20 th cent. US Sec. Teaching Meth.	1945	0.5 0.5	Prof.	1988 Ph.D.	Tenure
Mod. Wld. History/ Modern Eur./Mod. Far East	D. Goodlett	19th & 20th cent. Eur. Russia/Soviet Southeastern Europe Modern Far East	1951	1.0	Assoc. Prof.	2008 Ph.D	Tenure

Continue on next page

College of Arts and Sciences

Department Staffing Plan and Assignments (Projected Scenario))

Department of HISTORY

Date Completed - 4/22/11

(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)	(10)	
Historical Department Needs	Faculty Member	Current Faculty Expertise	Retirement (Birthdate)	Assigned Instructional/ Admin FTE	Rank Current	Date	Degree Completed	Track	Current Salary In Line	Nat'l Average For Discipline/ Rank
World History/ European History	K. Perez	History of Science Research Methods Medieval History Ren. And Ref. Public History.		1.0	Asst. . Prof.	2006	Ph.D.	Tenure Track		
Latin Am./ U.S. History/ Mod. Wld. History	N. Caulfield	Latin America Mexico Mexican Amer. Late 19th cent. U.S. U.S. Civil War Labor/Social	1951	1.0	Prof.	2000	Ph.D.	Tenure		
Interim Chair U.S. History/ American West/ Teaching Meth.	R. Wilson	Administration American West American Indian 20 th cent. U.S. Sec. Teaching Meth.	1945	0.5 0.5	Prof.	1988	Ph.D.	Tenure		
Mod. Wld. History/ Modern Eur./Mod. Far East	D. Goodlett	19th & 20th cent. Eur. Russia/Soviet Southeastern Europe Modern Far East	1951	1.0	Assoc. Prof.	2008	Ph.D.	Tenure		
Public History* U.S. to Civil War	History Faculty*	Public History Col/Rev America Early Nat. Period		1.0	Asst. Prof.		Ph.D.	Tenure Track		
World History** England World Civs	LaGretia Copp**	African British History		1.0	Asst. Prof		Ph.D.	Temporary		
World History/ U.S. Diplomatic/ Virtual College Courses	D. Bovee	Intellectual Social/Cultural U.S. Diplomatic		1.0	Asst Prof.	2006	Ph.D.	Tenure Track		
TOTAL				7.0						

*Tenure track search for this slot that is currently held by Raymond Nolan, the temporary.

**Temporary position for this slot that is currently held by Travis Larsen, an emergency hire

C. Bibliography of Departmental Scholarly Activity

Dr. David Bovee: Chaired session at Kansas Association of Historians; evaluated world history text for Bedford/St. Martins; conducting research on religion and the American presidents and on the National Catholic Rural Life Conference.

Dr. Norman Caulfield: Received the 2011 SCOLAS Harvey Johnson Award for the Best Book on Latin America (his NAFTA book); presented paper at the Southwest Council of Latin American Studies in San Juan, Puerto Rico; working on two other books; evaluated a book manuscript for the University of Illinois Press.

Dr. David Goodlett: Researching a book on 20th century political leaders and how they used language.

Dr. Kim Perez: Published "It's Not the End of the World But You Can See It From Here: The Importance of Local History in a Rural Setting," THE HISTORY TEACHER, February 2011; received Herbert Hoover Travel Grant and researched at the Hoover Presidential Library, working on Lou Henry Hoover and science and nature interests.

Dr. Raymond Wilson: Published articles on Howdy Doody, the Cisco Kid, and Alger Hiss in THE FORTIES IN AMERICA; published an article on the estrangement of the Eastmans in SOUTH DAKOTA HISTORY; appointed to the Governor's Blue Ribbon Panel on Kansas History; received the FHSU Graduate School Lifetime Achieve Award for M.A. theses.

Professor Ray Nolan: Presented a paper on Indian sovereignty at the Missouri Valley History Conference; working on completion of his Ph.D. dissertation.

Professor Travis Larsen: Working on completion of his Ph.D. dissertation.

History Majors:

Brian Gribben published "Waving the Bloody Newsprint: Partisan Coverage of Populism in Ellis County, Kansas, 1891-1896," in HERITAGE OF THE GREAT PLAINS and received the FHSU Graduate School Best M.A. thesis award.

Chris Dinkel presented "Moon Rocks and Mediations: Cooperation and Competition in Space Race Diplomacy," and Carol Johnson presented "Montanism: A Late Classical Period Movement within Christianity," and Gary Younger presented "Reactionary Policies: American Neutrality in the Spanish Civil War," at the Kansas Association of Historians. Both Chris and Gary received the FHSU Graduate School Best M.A. thesis award for their theses.

Brianna Kendig won the Best Undergraduate Paper Award for her seminar paper, "The Delphic Oracles," at the Kansas Association of Historians.

D. Department Program Assessment Results

Comparison of Historical Methods (HIST 379) and Seminar in History (HIST 675)

We have data for 34 students who have taken both Historical Methods (HIST 379) and Seminar (HIST 675), and have completed the latter since spring 2007. The other students that are listed on the data sheet are students that we do not have complete data for because they have either dropped out of the program or have not yet completed Seminar, OR they are graduate students. From this data we are able to draw a couple conclusions about how the work of our Teacher Education majors compares to our General History majors in these two foundation courses. Before I interpret the data and draw my conclusions it is first essential to discuss briefly the purpose of both Historical Methods and Seminar.

Historical Methods is a core course that we use to teach all history students the research skill they will need as a historian (according to the College of Arts and Sciences Affinity Diagram for the B.A. in History). In this course students are taught the essential steps for doing research and writing a research paper and are required to complete a 15-20 page original research paper. Historical Methods is a prerequisite to Seminar because they apply the skills they learned in the former class to the latter class. Seminars are a variable topics course that required students to master the literature in the topic the instructor is offering. This is done through joint readings and discussion. Students are also required to complete a lengthy (20-25 pages) original research paper on a subtopic of the overall course topic. This course allows students to both develop a historical perspective and develop their research skills.

The data that we have collected from these courses allow us to draw the conclusion that the majority of students, both Teacher Education and General History Majors, increased their grades from Historical Methods (HIST 379) to Seminar (HIST 675).

The data shows that seven (7) Teacher Education majors and thirteen (12) General History majors have increased their grade. If you break the data up and look at it according to Teacher Education Majors and General History Majors we see two things: First, slightly more Teacher Education Majors maintain (4) or decrease (4) their grades from Methods to Seminar (8 total) than increase their grades (7 total). However, fewer students maintain (5) or decrease their grades (3) from Methods to Seminar (8 total) than students who increase their grades (12 total). This is likely attributed to the fact that Teacher Education Majors tend to do better in Historical Methods and there is less room for improvement than General Education Majors who tend to do worse and have a lot of room for improvement. These results indicate that Historical Methods prepares students to be successful in Seminar by teaching them the necessary skills.

The other conclusion that can be drawn from the data is that Teacher Education majors tend to have less variation in their grades for both Historical Methods and Seminar than General History majors. In Historical Methods, ten (10) of the fifteen (15) Teacher Education students that we had complete data for received an A, while non-teaching or General History majors were more variable (A=5, B=5, C=4, D=1, U=4). The data for Seminar demonstrates that Teacher Education majors consistently earned the higher grades (A=7, B=6, C=1, D=2) and no U's, while General History majors were more variable and did receive the lowest two grades (A=10, B=4, C=3, D=1, U=2). We can conclude from this that even though we have a number of high quality students who are majoring in General History and are mastering the needed skills, Teacher Education majors are more consistent as a group about scoring higher grades.

	Teacher Education majors	General History majors		Teacher Education majors	General History majors
HIST 379			HIST 675		
A	10	5		7	10
B	0	5		6	4
C	4	4		1	3
D	1	1		2	1
U	0	4		0	2

**Total
number
students**

15

19



16

20

E. Other Departmental Information

[Please see the email attachment of the Department of History Newsletter for this section.](#)

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, NSSE) 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.