WICHITA STATE UNIVERSITY

Program Review Self-Study Template

Academic unit: History

College: LAS

Date of last review 1999

Date of last accreditation report (if relevant)

List all degrees described in this report (add lines as necessary)

Degree American History CIP* code 54.0102

Degree European History CIP code 54.0103

Degree Public History CIP code 54.0105

*To look up, go to: Classification of Instructional Programs Website, http://nces.ed.gov/ipeds/cipcode/Default.aspx?y=55

Faculty of the academic unit (add lines as necessary)

Name	Signature
George Dehner	
John E. Dreifort	
Robin C. Henry	
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Submitted by: Robert M. Owens, Assoc. Prof. and Chair Date 4/29/11
(name and title)

1. Departmental purpose and relationship to the University mission (refer to instructions in the WSU Program Review document for more information on completing this section).

a. University Mission:

Wichita State University is committed to providing comprehensive educational opportunities in an urban setting. Through teaching, scholarship and public service the University seeks to equip both students and the larger community with the educational and cultural tools they need to thrive in a complex world, and to achieve both individual responsibility in their own lives and effective citizenship in the local, national and global community.

b. Program Mission (if more than one program, list each mission): The purpose of WSU's Department of History is to illuminate the forces that have shaped our world and to provide an historical perspective for the future. To accomplish those goals, the department offers a flexible program of study. While students may focus on a specific area of concentration, the program introduces them to a variety of classes that assures them a foundation for an integrated liberal education. Combined with courses in other disciplines, the history major prepares students for entrance into a wide variety of career opportunities, including business, government, law, journalism, teaching, communication, and public affairs.

c. The role of the program (s) and relationship to the University mission: Explain in 1-2 concise paragraphs.

The University's mission of "comprehensive" education simply cannot be achieved without foundational programs like History. History courses introduce students to diverse peoples and cultures across a great expanse of time and space. History courses force students to think both critically and creatively. History courses also promote more precise communication with the written and oral word, which is a universal goal of higher education. The University's increased focus on global understanding cannot be achieved without a strong History program, working symbiotically with other core programs like Anthropology, Philosophy, Modern and Classical Languages, Sociology and Political Science.

d. Has the mission of the Program (s) changed since last review? ☐ Yes X No

   i. If yes, describe in 1-2 concise paragraphs. If no, is there a need to change?
   There is no need to change the Program's mission.

Provide an overall description of your program (s) including a list of the measurable goals and objectives of the program (s) (both programmatic and learner centered). Have they changed since the last review? No.

Goal #1: Students will possess a knowledge of American, European, and World history and geography.

Objective: Students will demonstrate knowledge of American, European, and World history and geography

Learner outcome: Each student will achieve a passing score of a A 'C' or better in all survey and upper division courses, based on the individual faculty's grading system, but within the broad definitions of the department's grading rubric.

Goal #2: Students will possess a knowledge of historical thinking, interpretations, and processes, and an ability to think critically and creatively with historical perspective and insight.

Objective: Students will demonstrate their general knowledge of history, the processes of historical inquiry, and their ability to relate information and concepts.

Learner outcome: Students will research, write, and submit for their file a research paper that addresses the particular topic within the context of comparative analysis and change over time. Students will also prepare and submit a book review.

Goal #3: Students will possess an awareness of human values and ability to articulate human cultural heritage.

Objective: Students will demonstrate their understanding of history, historical processes, and the nature of change in societies and cultures.

Learner outcome: All history majors are required to take History 698. In that class, students will engage in a systematic analysis of schools of historical thought, will explore change over time in class discussions, and will prepare narrative papers that examine their own ideas about history as an academic discipline. The paper will identify political, social (cultural), and economic forces that influence societies.

Goal #4: Students will possess an ability to communicate effectively, both orally and in writing.

Objective: Students will be able to speak and write in an effective, professional, and scholarly manner.

Learner outcome: All history majors are required to take History 300. In that class, the student is introduced to skills necessary to research a topic, and then is required to submit a twenty-page research paper. Discussion is a major component of this class as well as in History 698.

Assessment

At present, history majors are required to take 33 hours of history. Included in these hours are two methods classesB History 300 and History 698. The description for History 698 reads:

This capstone course engages students in a systematic analysis of major historians and schools of historical thought. Class assignments and discussions encourage students to examine their own ideas about history as an academic discipline.

One should note that history majors are required to write formally in all classes. While essays are generally a part of every exam in every history course, upper division courses require at least a book review and research paper. Consequently, the student will have ample opportunity to fulfill this evaluative component of the major.

In order to evaluate history majors, the following plan offers goal-orientated and outcomes-measurement tools. The department has a policy committee in place composed of four tenured faculty who advise the chair. This committee will serve as an assessment committee as well. The department will create and maintain a folder on each student who majors in history. Each history major will be required to write and submit for placement in a folder:

1. A book review assigned in any history class

2. Research paper from History 300

3. Systematic analysis of major historians and schools of historical thought from History 698.

☐ Yes X☐ No

e. If yes, describe the changes in a concise manner.

2a. Describe the quality of the program as assessed by the strengths, productivity, and qualifications of the faculty in terms of SCH, majors, graduates and scholarly productivity (refer to instructions in the WSU Program Review document for more information on completing this section). Complete a separate table for each program if appropriate.

Undergraduate

Last 3 Years	Tenure/Tenure Track Faculty (Number)	Tenure/Tenure Track Faculty with Terminal Degree (Number)	Instructional FTE (#): TTF= Tenure/Tenure Track GTA=Grad teaching assist O=Other instructional FTE			Total SCH - Total SCH by FY from Su, Fl, Sp	Total Majors - From fall semester	Total Grads – by FY
			TTF	GTA	O			
Year 1→	12 (Fl 2007)	12 (Fl 2007)	12.0	0.0	1.8	7,535 (08)	83 (07)	14 (08)
Year 2→	12 (Fl 2008)	12 (Fl 2008)	11.5	0.0	0.5	7,718 (09)	100 (08)	26 (09)
Year 3→	11 (Fl 2009)	11 (Fl 2009)	11.0	0.0	0.3	7,264 (10)	94 (09)	29 (10)
				Total Number Instructional (FTE) – TTF+GTA+O		SCH/ FTE	Majors/ FTE	Grads/ FTE
				↓				
Year 1→					13.8	546.0	6.0	1.0
Year 2→					12.0	643.2	8.3	2.2
Year 3→					11.3	642.8	8.3	2.6

Scholarly Productivity	Number Journal Articles		Number Presentations		Number Conference Proceedings		Performances			Number of Exhibits		Creative Work		No. Books	No. Book Chaps.	No. Grants Awarded or Submitted	$ Grant Value
	Ref	Non-Ref	Ref	Non-Ref	Ref	Non-Ref	*	**	***	Juried	****	Juried	Non-Juried				
Year 1→CY08																	
Year 2→CY09																	
Year 3→CY10																	

* Winning by competitive audition. **Professional attainment (e.g., commercial recording). ***Principal role in a performance. ****Commissioned or included in a collection. KBOR data minima for UG programs: Majors=25; Graduates=10; Faculty=3; KBOR data minima for master programs: Majors=20; Graduates=5; Faculty=3 additional; KBOR data minima for doctoral programs: Majors=5; Graduates=2; Faculty=2 additional.

Provide a brief assessment of the quality of the faculty/staff using the data from the table above. Programs should comment on details in regard to productivity of the faculty (i.e., some departments may have a few faculty producing the majority of the scholarship), efforts to recruit/retain faculty, departmental succession plans, course evaluation data, etc.

Provide assessment here: See assessment under "Graduate" below.

2b. Describe the quality of the program as assessed by the strengths, productivity, and qualifications of the faculty in terms of SCH, majors, graduates and scholarly productivity (refer to instructions in the WSU Program Review document for more information on completing this section). Complete a separate table for each program if appropriate.

Graduate

Last 3 Years	Tenure/Tenure Track Faculty (Number)	Tenure/Tenure Track Faculty with Terminal Degree (Number)	Instructional FTE (#): TTF= Tenure/Tenure Track GTA=Grad teaching assist O=Other instructional FTE			Total SCH - Total SCH by FY from Su, Fl, Sp	Total Majors - From fall semester	Total Grads – by FY
			TTF	GTA	O			
Year 1→	*10	*10	*10	*5	*	N/A	43 (07)	7 (08)
Year 2→	*10	*10	*10	*5	*	N/A	32 (08)	7 (09)
Year 3→	*9	*9	*9	*5	*	N/A	38 (09)	5 (10)
			Total Number Instructional (FTE) – TTF+GTA+O			SCH/ FTE	Majors/ FTE	Grads/ FTE
			↓					
Year 1→					N/A	N/A	N/A	N/A
Year 2→					N/A	N/A	N/A	N/A
Year 3→					N/A	N/A	N/A	N/A

Scholarly Productivity	Number Journal Articles		Number Presentations		Number Conference Proceedings		Performances			Number of Exhibits		Creative Work		No. Books	No. Book Chaps.	No. Grants Awarded or Submitted	$ Grant Value
	Ref	Non-Ref	Ref	Non-Ref	Ref	Non-Ref	**	***	****	Juried	*****	Juried	Non-Juried				
Year 1→CY08	5	4		21										2	3	1	700
Year 2→CY09	5	0		22										1	1		
Year 3→CY10	3	2		9										3	0	3	7776

** Winning by competitive audition. ***Professional attainment (e.g., commercial recording). ****Principal role in a performance. *****Commissioned or included in a collection. KBOR data minima for UG programs: Majors=25; Graduates=10; Faculty=3; KBOR data minima for master programs: Majors=20; Graduates=5; Faculty=3 additional; KBOR data minima for doctoral programs: Majors=5; Graduates=2; Faculty=2 additional.

*From the table on page 3, indicate number of faculty (and instructional FTE) teaching in the graduate program.

Provide a brief assessment of the quality of the faculty/staff using the data from the table above. Programs should comment on details in regard to productivity of the faculty (i.e., some departments may have a few faculty producing the majority of the scholarship), efforts to recruit/retain faculty, departmental succession plans, course evaluation data, etc.

Provide assessment here:

The Department of History displays a consistent record of scholarly production in the form of book reviews, scholarly articles, conference paper presentations, and books. Both junior and senior faculty take publication seriously, as is also

shown by the data. Encouraging and supporting scholarly endeavors is a key tactic for recruiting and retaining high-quality faculty. These efforts have been negatively impacted in recent years by budget cuts, which temporarily suspended internal travel/research grants, and the inability to give merit pay increases to faculty who richly deserve them. Nevertheless the History Department continues to publish its research.

3.Academic Program: Analyze the quality of the program as assessed by its curriculum and impact on students. Complete this section for each program (if more than one). Attach program assessment plan (s) as an appendix (refer to instructions in the WSU Program Review document for more information).

Degree program: History

a. For undergraduate programs, compare ACT scores of the majors with the University as a whole.

Last 3 Years	Total Majors - From fall semester	ACT – Fall Semester (mean for those reporting)	
		Majors	All University Students - FT
Year 1→	83 (07)	23.6	22.7
Year 2→	100 (08)	24.1	22.9
Year 3→	94 (09)	23.3	23.0

KBOR data minima for UG programs: ACT ≤20 will trigger program.

b. For graduate programs, compare graduate GPAs of the majors with University graduate GPAs.*

Last 3 Years	Total Admitted - By FY	Average GPA (Admitted) – Domestic Students Only (60 hr GPA for those with ≥54 hr reported) By FY		
		GPA of those Admitted	College GPA	University GPA
Year 1→	19 (08)	3.40	3.49	3.52
Year 2→	14 (09)	3.49	3.51	3.49
Year 3→	28 (10)	3.38	3.53	3.49

*If your admission process uses another GPA calculation, revise table to suit program needs and enter your internally collected data.

c. Identify the principle learner outcomes (i.e., what skills does your Program expect students to graduate with). Provide aggregate data on how students are meeting those outcomes. Data should relate to the goals and objectives of the program as listed in 1e.

Learner Outcomes (most programs will have multiple outcomes)	Measurement (e.g., rubric, portfolios, rubrics, writing samples, exams)	Results
Each student will achieve a passing score of a "C" or better in all survey and upper division courses, based on the individual faculty's grading system, but within the broad definitions of the department's grading rubric	Grade of "C" or better in all courses.	Folders reviewed twice a year, progress evaluated by the policy committee.
Students will research, write, and submit for their file a research paper that addresses the particular topic within the context of comparative analysis and change over time. Students will also prepare and submit a book review.	Copies of research papers (typically from History 300) and book reviews (from 300 and 698) are collected and stored in a locked file. The grades (though not student names) are collected for statistical analysis.	Same as above.

All history majors are required to take History 300 – Introduction to Research and Writing – and History 698 – Historiography.	See above. History 300 papers are 20pp.+ in length. A paper and classroom discussion are major components of 698.	Same as above.

d. Provide aggregate data on student majors satisfaction (e.g., exit surveys), capstone results, licensing or certification examination results, employer surveys or other such data that indicate student satisfaction with the program and whether students are learning the curriculum (for learner outcomes, data should relate to the goals and objectives of the program as listed in 1e). – [Data not available.]

Student Satisfaction (e.g., exit survey data on overall program satisfaction).* If available, report by year, for the last 3 years			Learner Outcomes (e.g., capstone, licensing/certification exam pass-rates) by year, for the last three years				
Year	N	Result (e.g., 4.5 on scale of 1-5, where 5 highest)	Year	N	Name of Exam	Program Result	National Comparison±
1		M.A. -2006-2010 – 78% satisfied or higher, 4.02 mean on scale of 1-5, 5 being highest	1				
2		Undergraduate – N/A	2				
3			3				

*Available for graduate programs from the Graduate School Exit Survey. Undergraduate programs should collect internally. ± If available.

e. Provide aggregate data on how the goals of the *WSU General Education Program* and *KBOR 2020 Foundation Skills* are assessed in undergraduate programs (optional for graduate programs).

Goals/Skills Measurements of: -Oral and written communication -Numerical literacy -Critical thinking and problem solving -Collaboration and teamwork -Library research skills -Diversity and globalization	Results	
	Majors	Non-Majors
Oral and written communication – Hist 300 and 698 – 5-yr average	300 – 86% success 698 – 85.4% success	N/A

Note: Not all programs evaluate every goal/skill. Programs may choose to use assessment rubrics for this purpose. Sample forms available at: http://www.aacu.org/value/rubrics/

f. Provide a brief assessment of the overall quality of the academic program using the data from tables in 3a – 3e and other information you may collect, including outstanding student work (e.g., outstanding scholarship, inductions into honor organizations, publications, special awards, academic scholarships, student recruitment and retention). Also indicate whether the program is accredited by a specialty accrediting body including the next review date and concerns from the last review.

Provide assessment here: History majors, both undergraduate and graduate, exhibit both a high rate of success and satisfaction. Our students are members of Phi Alpha Theta (the national History honors society), and/or the Society for Public Historians. Some also publish in the Department's own journal, the *Fairmount Folio*. We have sent graduate students to further their studies at Iowa State University, the University of Iowa Law School, and Duke University. One of our graduate students won last year's

Dora Wallace Hodgson award for best M.A. thesis, and subsequently won the Midwestern Association of Graduate Students award for that same thesis. The History Department is not accredited by any external body.

4a. Analyze the student need and employer demand for the program. Complete for each program if appropriate (refer to instructions in the WSU Program Review document for more information on completing this section).

Utilize the table below to provide data that demonstrates student need and demand for the program.

Undergraduate

Majors						Employment of Majors*						
Last 3 FYs – Su, Fl, and Sp	No. new applicants or declared majors	No. who enter or are admitted in the major	No. enrolled one year later	1 Year Attrition %	Total no. of grads	Average Salary	Employment % In state	Employment % in the field	Employment: % related to the field	Employment: % outside the field	No. pursuing graduate or professional education	Projected growth from BLS**
Year 1→		66	48	27	14 (08)							Current year only ↓
Year 2→		76	45	41	26 (09)		2				4	
Year 3→		73	46	37	29 (10)						5	11%

Race/Ethnicity by Major***											Race/Ethnicity by Graduate***								
	NRA	H	AI/AN	A	B	NH/PI	C	MR	UNK	NRA	H	AI/AN	A	B	NH/PI	C	MR	UNK
Year 1→		5	2	2	4		61				5					13		4
Year 2→		9	2	2	4		73				2					22		1
Year 3→		12	2	1	2		67	1			1					22		4

* May not be collected every year

** Go to the U.S. Bureau of Labor Statistics Website: http://www.bls.gov/oco/ and view job outlook data and salary information (if the Program has information available from professional associations or alumni surveys, enter that data)

*** NRA=Non-resident alien; H=Hispanic; AI/AN=American Indian/ Alaskan Native; A=Asian; B=Black; NH/PI=Native Hawaiian/Pacific Islander; C=Caucasian; MR=Multi-race; UNK=Unknown

KBOR data minima for UG programs: Majors=25; Graduates=10; Faculty=3; KBOR data minima for master programs: Majors=20; Graduates=5; Faculty=3 additional; KBOR data minima for doctoral programs: Majors=5; Graduates=2; Faculty=2 additional.

Provide a brief assessment of student need and demand using the data from the table above. Include the most common types of positions, in terms of employment, graduates can expect to find.

Provide assessment here: See assessment under 4.b.

4b.Analyze the student need and employer demand for the program. Complete for each program if appropriate (refer to instructions in the WSU Program Review document for more information on completing this section).

Utilize the table below to provide data that demonstrates student need and demand for the program.

Graduate

Majors						Employment of Majors*						
Last 3 FYs – Su, Fl, and Sp	No. new applicants or declared majors	No. who enter or are admitted in the major	No. enrolled one year later	1 Year Attrition %	Total no. of grads	Average Salary	Employment % In state	Employment % in the field	Employment: % related to the field	Employment: % outside the field	No. pursuing graduate or professional education	Projected growth from BLS**
Year 1→					7 (08)							Current year only ↓
Year 2→					7 (09)							
Year 3→					5 (10)							11%

Race/Ethnicity by Major***											Race/Ethnicity by Graduate***								
	NRA	H	AI/AN	A	B	NH/PI	C	MR	UNK	NRA	H	AI/AN	A	B	NH/PI	C	MR	UNK
Year 1→																7		
Year 2→																6		1
Year 3→																5		

* May not be collected every year

** Go to the U.S. Bureau of Labor Statistics Website: http://www.bls.gov/oco/ and view job outlook data and salary information (if the Program has information available from professional associations or alumni surveys, enter that data)

*** NRA=Non-resident alien; H=Hispanic; AI/AN=American Indian/ Alaskan Native; A=Asian; B=Black; NH/PI=Native Hawaiian/Pacific Islander; C=Caucasian; MR=Multi-race; UNK=Unknown

KBOR data minima for UG programs: Majors=25; Graduates=10; Faculty=3; KBOR data minima for master programs: Majors=20; Graduates=5; Faculty=3 additional; KBOR data minima for doctoral programs: Majors=5; Graduates=2; Faculty=2 additional.

Provide a brief assessment of student need and demand using the data from the table above. Include the most common types of positions, in terms of employment, graduates can expect to find.

Provide assessment here:

A History major provides students with an important skill set for any number of career paths. The ability to write, think, and analyze data critically, and to express oneself with precision and clarity, are foundational to both History and a liberal education in general. These are also skills that many fields, especially business, often find wanting in new employees. The general decline of high school graduates' preparedness in basic communicative skills - see Bob Wise's "High Schools at the Tipping Point" in *Educational Leadership* vol. 65 #8 (May 2008) – makes History's emphasis on writing especially crucial for young people about to enter the workforce. As noted by the American Historical Association, (http://www.historians.org/pubs/Free/careers/Index.htm), undergraduate History majors have an exceptionally broad selection of careers to choose from: "advertising executive, analyst, archivist,

broadcaster, campaign worker, consultant, congressional aide, editor, foreign service officer, foundation staffer, information specialist, intelligence agent, journalist, legal assistant, lobbyist, personnel manager, public relations staffer, researcher, teacher. … More specifically, though, with your degree in history you can be an educator, researcher, communicator or editor, information manager, advocate, or even a businessperson." The WSU History Department has been particularly fortunate in securing generous donations from History alumni who went on to more lucrative endeavors like business or law.

In large part because history majors have so many different career options, starting salaries, and estimates of such, vary considerably:

From our (incomplete) Institutional Research data, from a May 2009 survey, History BA's noted a starting salary range from $23,000 - $50,000, with a median starting salary of $34,500.

According to the Bureau of Labor Statistics, median annual wages in May 2008 were $45,020 for archivists, $47,220 for curators, and $36,660 for museum technicians and conservators

According to student reviews.com – avg. salary for History major – starting 43,770; ten years out avg. =$87,508

According to payscale.com - http://www.payscale.com/best-colleges/degrees.asp - history majors can expect starting salaries of about - $38,500, with a mid-career median of - $73,000.

"The College Majors Handbook" found that salaries for history majors average $45,900 per year, better than the average for all social scientists but still about 5 percent below the average for all workers with a bachelor's degree.

History majors who work for private, for-profit firms, the handbook shows, earned nearly $50,000, while self-employed history majors with their own businesses earn an average of $65,200 annually.

In sum, though History majors do not typically earn exceptionally high starting salaries, they are eminently employable, and according to the Bureau of Labor Statistics, History and related field educators are part of a growing sector of the economy.

5.Analyze the cost of the program and service the Program provides to the discipline, other programs at the University, and beyond. Complete for each program if appropriate (refer to instructions in the WSU Program Review document for more information on completing this section).

Percentage of SCH Taken By (last 3 years)			
Fall Semester	Year 1 -2007	Year 2 – 2008	Year 3 - 2009
UG Majors	9.7	14.3	13.3
Gr Majors	6.4	4.7	6.0
Non-Majors	83.9	81.0	80.7

a. Provide a brief assessment of the cost and service the Program provides. Comment on percentage of SCH taken by majors and non-majors, nature of Program in terms of the service it provides to other University programs, faculty service to the institution, and beyond.

Provide assessment here: The History Department's 5-yr average credit hour production from FY2006-2010 was 7,702. Almost 4800 of those hours were in lower division courses, with only 2926 going to upper division or graduate courses. Non-majors consistently account for between 80-86% of History credit hours taken. Thus the History Department makes a major contribution to general education production for both LAS and the University. Crunching the numbers, History faculty credit hours provided for approximately $184,000 more than the unit's operating costs from FY2006-2010. The History Dept. contributes to General Education by offering five Introductory courses, numerous Further Studies courses, and two Issues and Perspectives courses. The Dept. contributes to other programs by offering History 131 and 132, each of which fulfills the LAS requirement for all students for a course in U.S. government. The History faculty are consistently recognized for excellent teaching, most recently with Dr. John Dreifort's winning of the University's 2011 John R. Barrier Distinguished Teacher Award.

The department offers Kansas history, which is required of all students in the teacher licensure program, and a number of courses in the teacher education general education, elementary, and secondary licensure programs. History offers undergraduates a B.A. in History and a B.A. in International Studies. The latter prepares students for careers in international organizations, U.S. government, and international business. Graduate students may specialize in either U.S. or European history for their M.A., and our Public History program trains grad students to serve as museum or archival personnel – many work in that capacity now in Kansas and surrounding states. In addition, the program's general education contributions and work with students from related disciplines – Philosophy, Women's Studies, Anthropology, English, etc., reinforce the overall mission of LAS.

6.Report on the Program's goal (s) from the last review. List the goal (s), data that may have been collected to support the goal, and the outcome. Complete for each program if appropriate (refer to instructions in the WSU Program Review document for more information on completing this section).

(For Last 3 FYs)	Goal (s)	Assessment Data Analyzed	Outcome
	Majors demonstrate ability to conduct and present original historical research with primary sources.	Course grade of 'C' or better for History 300	2008 – 92% 2009 – 84.6% 2010 – 87.5%
	Majors demonstrate working knowledge of various schools of historical thought and intellectual change over time.	Course grade of 'C' or better for History 698	2008 - 90.3% 2009 – 90% 2010- 86.6%

7. Summary and Recommendations

a. Set forth a summary of the report including an overview evaluating the strengths and concerns. List recommendations for improvement of each Program (for departments with multiple programs) that have resulted from this report (relate recommendations back to information provided in any of the

categories and to the goals and objectives of the program as listed in 1e). Identify three year goal (s) for the Program to be accomplished in time for the next review.

The History Department continues to produce cost-efficient credit hours and to maintain high standards of faculty scholarship. Our students continue to receive an education that prepares them for a host of careers and activities after graduation, including graduate studies at first tier research institutions. History majors, especially in the field of social science and related education, can expect a continuing need for their services.

One area of significant concern is the reduction, largely through un-replaced retirements, of the History faculty, which now numbers only 10, where it was 15 only seven years ago. For example, we have counted at least 8 prospective graduate students who did not apply when they learned that we no longer had a Medieval specialist. This gap in our offerings could do serious damage to our M.A. program in the coming years, as Medieval was our second-most popular graduate specialization after U.S.

Dept. Strengths: - faculty dedicated to scholarly publication and quality teaching

Dept. Weaknesses: - faculty attrition – un-replaced retirements, etc.

- low pay for teaching assistants makes recruiting and retaining highest quality graduate students difficult.

Dept. Opportunities: – If allowed to fill faculty vacancies, the current academic job market offers an enticing array of exceptionally qualified, dynamic candidates who could significantly improve the breadth and depth of the department's teaching and research/publishing capabilities. Diversity – in methodology, experience and elsewhere – could be dramatically improved, strengthening our ability to serve an increasingly diverse student population in an increasingly interconnected, globalized learning environment.

Dept. Threats: -salary compression will likely make recruiting and retaining best quality faculty more difficult if current trends continue.

-faculty attrition would appear to be the single greatest threat to our program, as each loss noticeably diminishes our capabilities to offer the broad-based learning experience that our students deserve and demand. Similar sized (and even smaller) universities will soon be able to overtake our recruiting and retention efforts is this trend continues, simply for our want of faculty to offer courses in popular fields – Medieval, Modern Europe, etc.

Goals: 1) Restore faculty lines.

2) In so doing, increase faculty diversity.

3) Continue, or even exceed, current levels of scholarly production and teaching excellence.

Provide assessment here:

History is considered a foundational discipline for Liberal Arts education, and therefore vital for any comprehensive university. The History Department at WSU makes a significant contribution to its college, its university, and the state of Kansas. Through its many General Education survey courses, as well as specifically required courses for Kansas teachers, such as The History of Kansas, the Dept. contributes to education in the state on a great many levels. History Dept. faculty are nationally recognized scholars as well, furthering the greater base of academic knowledge through their research, publications, and presentations. We might also add that the History Dept. is cost-efficient, with a net return of over $180,000 for the university over the Financial Years 2006-2010.

The History Dept. continues to draw high-quality students, with majors' median ACT scores being higher than the University average. Our majors receive, especially through History 300 and History 698, good practical training in the skills necessary to gather, analyze, and present historical data to a broader audience. Our students, graduate and undergraduate, through participation in our *Fairmount Folio*, also receive firsthand experience in scholarly publication. Data indicates that employers' demand for History and related B.A.s is growing, and we must strive to meet that demand while maintaining quality control. Our graduate students report a high level of satisfaction with the program, and we take great pride in having sent some of them on to prestigious research universities to further their training.

The History faculty continue to publish their research, despite a number of budgetary handicaps in recent years, as well as to consistently display a commitment to excellent teaching.