



Program Review Self-Study Template

Academic unit: History _____

College: Liberal Arts and Sciences _____

Date of last review 2011 _____

Date of last accreditation report (if relevant) n/a _____

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?v=55>

Faculty of the academic unit (add lines as necessary)

Name	Signature
Travis Bruce _____	4/11/2014
Dehner, George _____	3/27/14
Dreifort, John _____	3/31/14
Henry, Robin _____	3/27/14
Hundley, Helen _____	3/27/14
_____	2-21-14

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:

The mission of Wichita State University is to be an essential educational, cultural, and economic driver for Kansas and the greater public good.

b. Program Mission (if more than one program, list each mission):

The purpose of the department of history at Wichita State University is to illuminate the forces that have shaped our world and to provide a 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 study of history prepares students for entrance

- e. Provide an overall description of your program (s) including a list of the measurable goals and objectives of the program (s) (programmatic). Have they changed since the last review?

Yes No

If yes, describe the changes in a concise manner.

and geography.

Objective: Students will demonstrate knowledge of American, European, and

1. The first part of the document discusses the importance of maintaining accurate records of all business transactions.

2. This section outlines the various methods used to collect and analyze data for the study.

3. The results of the study are presented in the following table, which shows a clear trend over time.

4. It is important to note that the data was collected from a representative sample of the population.

5. The findings of this study have significant implications for the field of research.

6. Further research is needed to explore the underlying causes of the observed phenomena.

7. The conclusions drawn from this study are based on the available data and should be interpreted accordingly.

8. The authors would like to thank the funding agency for their support and assistance throughout the project.

9. The information provided in this document is for informational purposes only and should not be used as a substitute for professional advice.

10. The document is subject to change without notice and is provided as is, without any warranty of any kind.

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18. The document is intended to provide a comprehensive overview of the current state of the field.

19. The document is a valuable resource for researchers and practitioners alike.

20. The document is a testament to the hard work and dedication of the authors and their colleagues.

21. The document is a contribution to the body of knowledge in the field and is intended to inspire further research.

22. The document is a reflection of the current state of the field and is intended to provide a snapshot of the current research.

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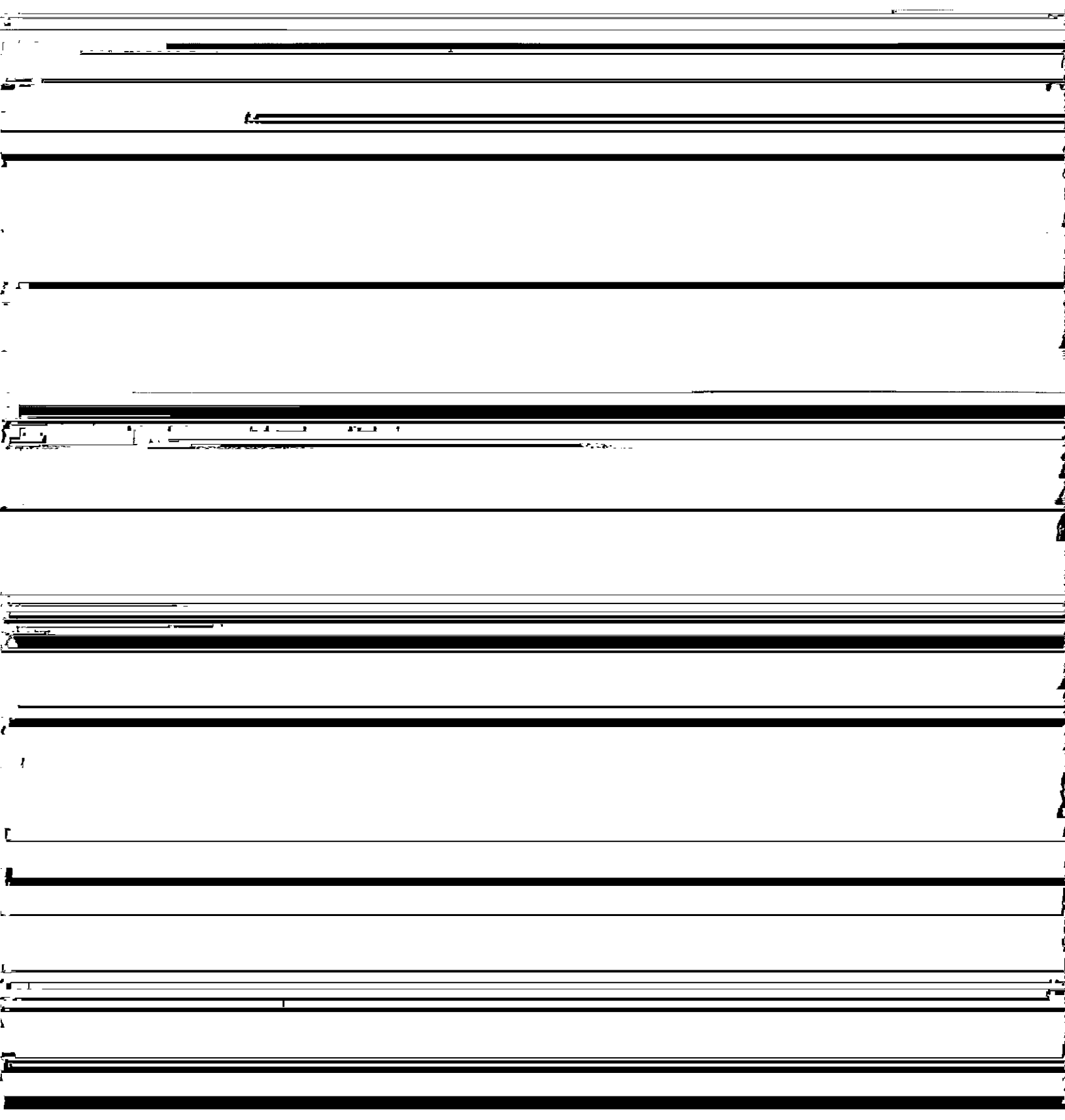
writing.

Objective: Students will be able to speak and write in a clear and concise manner.



Analysis: Determines the extent to which learning outcomes are being achieved and leads to decisions and actions to improve the program. The analysis and evaluation should align with specific learning outcomes and consider all the following factors: *(faint text)*

learning outcomes as well as whether the learning outcomes need to be revised

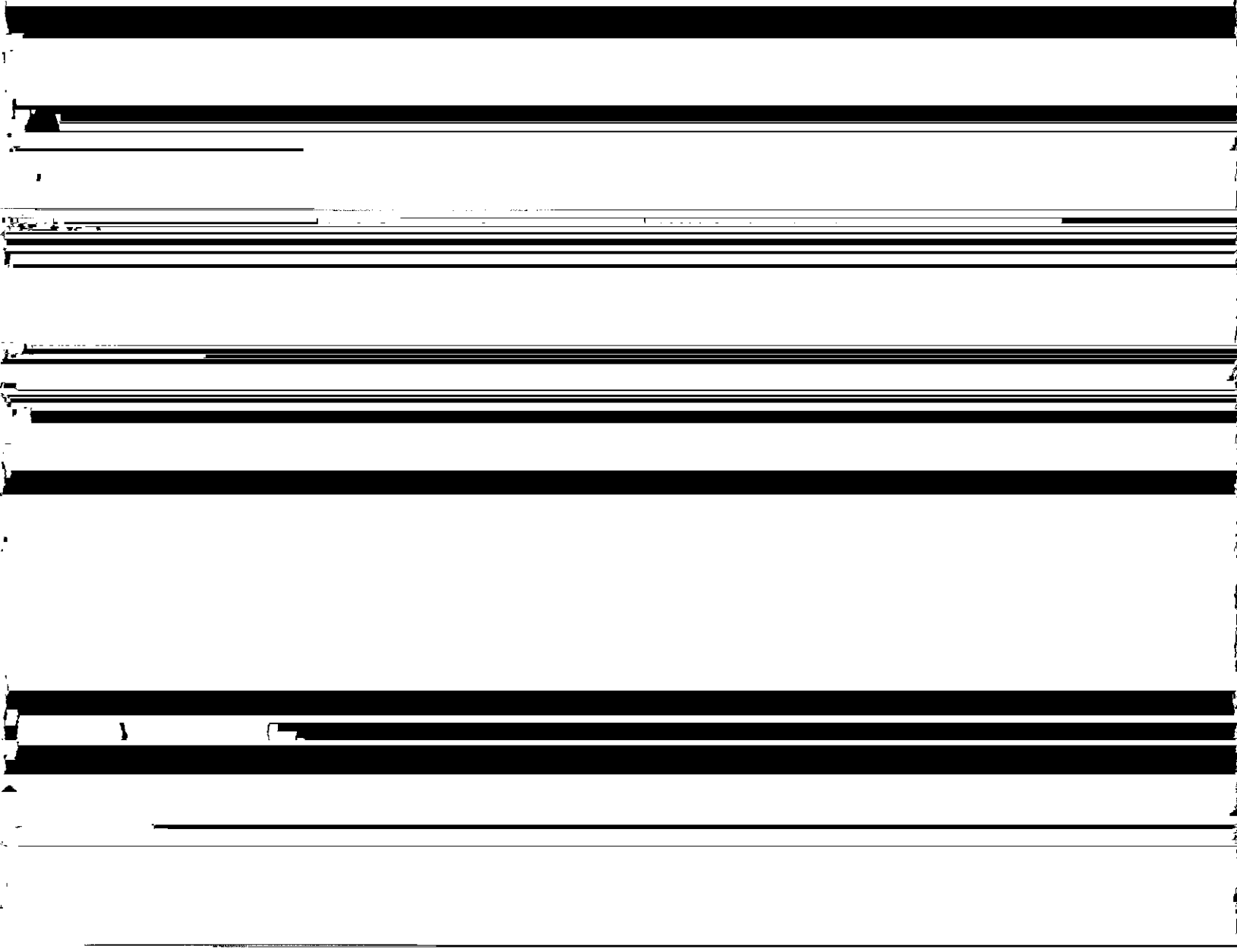


justify this plan as a valid assessment tool, particularly since the courses are taught by different faculty on a rotating basis.

- d. Provide aggregate data on student majors satisfaction (e.g., exit surveys), capstone results, licensing or certification examination results (if applicable), 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 outcomes of the program as listed in 3c).

Evaluate table 10 from the Office of Planning and Analysis regarding student satisfaction data.

Learner Outcomes (e.g., capstone, licensing/certification exam pass-rates) by year, for the last three years				
Year	N	Name of Exam	Program Result (percent satisfied or	National Comparison±



<p>Course content in courses with General Education listing</p>	<p>See Section 3 chart regarding HIST 300 and HIST 698.</p>	<p>All general education related courses offer opportunities to think critically, write, conduct analytical reasoning.</p>
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- 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).

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. For programs/departments with concurrent enrollment courses (per KBOR policy) provide the

assessment of such courses over the last three years (disaggregated by each year) that assures grading standards (e.g., papers, portfolios, quizzes, labs, etc.) course management, instructional delivery, and content meet or exceed those in regular on-campus sections.

Provide information here:

N/A

- g. Indicate whether the program is accredited by a specialty accrediting body including the next review date and concerns from the last review.

Provide information here:

Daughters of the American Revolution Endowed Scholarship, the Lee and Helen Kamen Scholarship and the Bill and Donna Ard Endowed Scholarship. Papers are eligible for the Lee and Helen Kamen as

Award for outstanding paper in an upper division history course. In addition to Graduate teaching assistantships, graduates students are eligible for the John L Rydjord Award for academic achievement. Graduate papers may be submitted for the Fiske Hall Award for outstanding paper in a

4. 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).

Evaluate tables 11-15 from the Office of Planning Analysis for number of applicants, admits, and

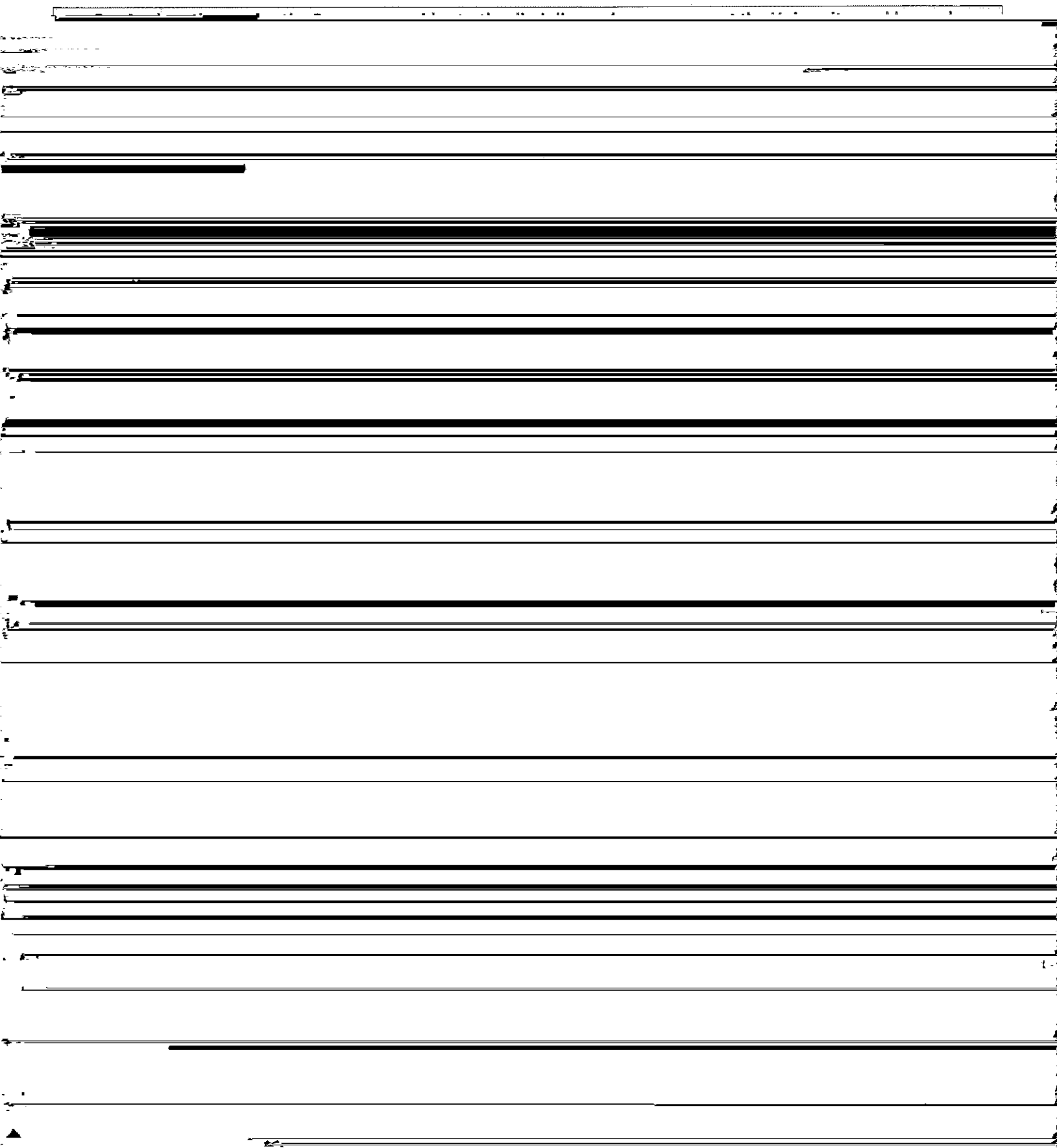
enrollments and percent URM students by student level and degrees conferred.

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

Employment of Majors*						
Average Salary	Employment	Employment % in the	Employment: % related to	Employment: % outside the	No. openings	Projected growth from BLS** Current year only.

pursuing graduate education at the Ph.D. level.

A History major provides students with an important skill set for any number of career paths. The ability to



7. Summary and Recommendations

7.1. Provide a summary of the report including an overview evaluating the strengths and concerns. List

- Goals:
- 1) Restore faculty lines.
 - 2) In so doing, increase faculty diversity.

Provide assessment here:

History is considered a foundational discipline for Liberal Arts education, and therefore vital for any