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**HISTORY & GEOGRAPHY
DEPARTMENT**



**Comprehensive
Program Review**

Self-Study Performance Indicators

EXECUTIVE SUMMARY FOR THE B.A. HISTORY

Major Findings of the Program's Quality and Productivity

The B.A. in history at Columbus State University provides graduates with skills in written and oral communication, research and writing, critical analysis and the ability to develop and complete independent projects. The program fulfills the university mission "to promote educational, economic, social and cultural growth in Georgia and beyond" by educating graduates in skills necessary for success in careers in business, teaching, government service, legal professions and administration.

As indicated in the detailed study of the B.A. in History program below, quality indicators are generally above average. Specific strengths of the quality indicators include a highly qualified faculty whose performance in scholarship and service are very strong. The faculty offer a program which meets the needs of stakeholders and provides skills required for successful employment of its graduates. Teaching indicators are also above average.

Facilities supporting the program are below average. Monograph and hard copy journal holdings in the library limit faculty and student research. Electronic article databases do not meet the needs of history or area studies in history and geography. The purchase of JSTOR's Arts and Sciences II database will serve as a minor correction. Classroom space is restricted and offices are in need of renovation. There is no room for additional office space in the current location. Space for a History and Geography laboratory should be located and the conference room should be expanded and renovated.

Productivity is generally satisfactory to above average. The curriculum is efficient and clearly described in catalog descriptions and through quality advising. In comparison with compatible USG institutions, degree productivity is above average. For example, Armstrong Atlantic State University has similar overall student enrollments to CSU but produces over twice as many degrees annually with twice the number of full time faculty. Georgia Southern with 3.6 times as many faculty and more than twice the number of students produces just over twice as many graduates. Both Armstrong Atlantic and Georgia Southern also have graduate programs which should enhance undergraduate enrollments. The ratio of full time faculty to overall student enrollment is a predictor of degree productivity. Full time faculty teaching in the core and active in the university and community recruit highly qualified students to the program increasing retention and graduation rates.

Other productivity indicators are above average to strong. The BA Program is above average in cost effectiveness in comparison with other programs at CSU especially when the B.A. in History and Secondary Education is included in the analysis. Student diversity is below average though this is in keeping with national patterns of enrollment. Student enrollments are satisfactory.

List of Recommendations for Improving Program Quality

Many of the weaknesses in quality indicators can be addressed through managed recruitment of new full time faculty and increased funding to retain highly qualified faculty. Full time faculty teaching in the core increase retention and enrollment rates. Part time faculty can not be expected to participate in curriculum planning and development, assessment activities, and student recruitment to the program. To retain highly qualified faculty, issues of compensation must be addressed. Full time faculty require additional funds for faculty development dispersed at the department level where decisions are best made to support projects which enhance the B.A. Program in history according to the department's strategic plan.

Existing facilities require renovation and additional facilities must be acquired for faculty offices, a History and Geography laboratory and classrooms. To attract highly qualified students, the department

should also improve program marketing and enhance outreach. Operating expenses should also be increased to provide honorariums for guest speakers and travel funds.

To improve program quality:

- The Department of History and Geography has lost three of ten full time positions since 1997 although student enrollments have increased by over one-third. Full time faculty should be hired to meet the average ratio of full time faculty to overall student enrollment in Departments of History at the level of USG comprehensive state universities. For 2006 this ratio was one full time faculty member for every 662 students. This would require the addition of four full time faculty to meet current enrollment needs.
- Funding for Faculty Development should be increased to retain highly qualified faculty. These funds should be distributed at the department level in accordance with the department's Strategic Plan.
- Library funding for monographs and electronic databases in Area Studies, History and Geography should be increased.
- Additional offices and classroom space should be provided.
- Conference room should be renovated.
- Space should be located for a History and Geography laboratory.
- Operating funds should be increased for travel and support of public programs.

List of Recommendations for Improving Program Productivity

Potential for high productivity of the program is severely hindered by the lack of full time faculty teaching in the department. Quality indicators are particularly strong, yet productivity is generally average. This disconnect along with analysis of degrees granted by similar USG institutions indicates that the program has potential for significant growth in productivity if full time faculty are hired to meet the needs of the growing student population. Increased operating funds for public lectures and programs sponsored through the department will also attract highly qualified students and potential donors to the Foundation.

To Improve Program Productivity:

- Highly qualified full time faculty should be hired to replace part time faculty teaching in the core.
- Department Operating Funds to support public programs and lectures such as the local history series should be increased. (Honorariums must be paid with these funds along with costs of publicity, space rental, and travel.)

Conclusion about the Program's Viability at CSU

The B.A. in History program is a viable program at CSU that educates productive citizens in the west central Georgia region. The program supports the mission of the university while also providing employees to local businesses and institutions who possess necessary communication, research, and critical thinking skills. Many students of the program also complete the dual major in Secondary Education. Others pursue graduate education. The record of highly qualified recent hires in the Department indicates potential for increased productivity. The department is young, diverse in breadth of offering and dynamic. With additional full time hires to meet current enrollment needs program productivity will increase.

Summary Recommendation and Supporting Rationale

Enhance or Expand the Program.

Despite a thirty percent drop in full time faculty positions since 1997, the Department of History and Geography offers a quality B.A. program in history. The current Department is young, dynamic and highly qualified. Enrollments in the B.A. History and Secondary Education, a dual major offered through the department, are strong. Degree productivity in comparison with other USG programs and other departments at CSU is above average. With the addition of new full time faculty, enrollment, retention and graduation rates will increase. Investments in new full time faculty will also increase overall retention in the core. Enhancement of the current program by expanding the number of faculty and significantly increasing Faculty Development funding will facilitate and make possible plans within the department which will impact productivity.

For example, the Department plans to develop themed courses of study such as "The Borderlands" to reflect current faculty expertise and attract highly qualified students. These courses of study will be enhanced with field study during the summer months. Additional funds for Faculty Development will make these programs possible. By developing program specialties the Department of History and Geography will be better able to market the B.A. program in history.

Current needs of stakeholders and the community will also be met by enhancing the program. Base Realignment and Closure (BRAC) and the establishment of the New Infantry Museum at Fort Benning will significantly impact the Department of History and Geography. Potential demand for History degrees will most likely increase especially with the planned addition of a faculty member in Military History. Local schools will require additional social studies teachers to meet demands of new enrollments. Local businesses and institutions will hire graduates possessing communication, critical thinking and research skills to meet the needs of these new residents in the region.

The surrounding community is actively enthusiastic about history. Since fall 2006, the local public history series has attracted a cohort of over 150 regular attendees for each monthly meeting. Organized by a member of the Department, Dr. Virginia Causey, the series further substantiates the strong community interest in history. An augmentation to department operating funds to continue public history programs and lectures which enhance CSU's reputation in the community will also contribute to greater productivity by increasing donor support to the Foundation for scholarship funds or for faculty development opportunities.

The B.A. in History program has strong to very strong ratings in quality and the potential for higher productivity with enhancement of the current program.

Chapter I

Brief Program Overview

- *Describe the program, the program mission, and the relation to the Columbus State University mission.*

The B.A. in history at Columbus State University provides graduates with skills in written and oral communication, research and writing, critical analysis and the ability to develop and complete independent projects. The program is a four year liberal arts program which offers students a general education in the core curriculum as mandated by the Board of Regents and a broad training in history. Courses in history and geography teach graduates to appreciate and be tolerant of cultural, ethnic and gender difference while training students in historical thinking and offering skills for comprehension of the contemporary world. The program fulfills the university mission “to promote educational, economic, social and cultural growth in Georgia and beyond” by educating graduates in skills necessary for success in careers in business, teaching, government service, legal professions and administration. Faculty are evaluated for demonstrating “excellence in teaching in a student-centered environment, research and creative activities, service to the region and the state, and community engagement through university-community partnerships” as indicated by the program’s record of professional scholarship and service.

- *Describe how the program meets the needs of students and the demand for graduates.*

Graduates of the program are successful in their careers and also report satisfaction with the program’s contribution to lifelong learning. Demand for students with communication and research skills, training in critical thinking and the ability to work independently on projects remains strong in business and in education.

Summary Findings of the Program's Overall Quality

- *Repeat the major findings of the program's quality as reported in the executive summary and cite any additional detailed analyses, interpretations, or rationale that support this summary judgment. This summary should be consistent with the pattern of strengths and weaknesses observed among the indicators of program quality that follow.*

As indicated in the detailed study of the B.A. in History program below, analysis of quality indicators finds the following strengths and weaknesses:

Strengths

- ♦ Teaching
- ♦ Research
- ♦ Service
- ♦ Faculty
- ♦ Contribution to the University Mission
- ♦ Success of the program's graduates
- ♦ Stakeholder satisfaction
- ♦ Responsiveness to change
- ♦ Retention

Weaknesses

- ♦ Facilities (Office Space, Classroom space, Conference space, Library, Absence of History and Geography Lab)
- ♦ Faculty Compensation (Faculty Development funding, Release time for merit, Salary Compression)
- ♦ Graduation Rate
- ♦ Enrollments
- ♦ Overuse of part time faculty in the core
- ♦ Shortage of full time faculty in key areas of the major

Many of the weaknesses can be addressed through managed recruitment of new full time faculty, increased funding to retain highly qualified faculty and renovate existing facilities and better marketing of the program. Twenty-first century students believe that university degrees are gained only to make them marketable. The culture of education and pervasive anti-intellectualism in our society must be addressed by universities and university faculty.

II. A. Quality of Teaching Supporting the Program

State your assessment of the strength of the evidence of program quality on this indicator.

Above Average

- *Explain how good teaching is assessed and rewarded.*

New full time faculty are hired with evidence of success in teaching and are assigned a mentor who assists in developing syllabi, assessing program learning outcomes and general organization of the course. Faculty may request class visits by peers. Part time faculty are hired and supervised by the department chair.

All syllabi are evaluated by the chair. All student ratings are reviewed by the chair. Comparisons on key questions from the student ratings are made between those teaching survey courses in the core to assure that no faculty member falls below an acceptable average.



For full time faculty, assessment of good teaching is guided by the Criteria for Annual Review adopted by the department in 2002. Faculty prepare evidence from a menu of options to include student work, syllabi, exams, class assignments, and a sample of student ratings.

The Annual Performance Review is tied to merit raises and promotion and tenure. When funding for merit raises was at least 4%, those who performed well in teaching were rewarded appropriately. With merit raises limited to 0-2% and no cost of living raises over the last three years merit pay is not adequate to be considered a reward. The chair is left with assigning a requested teaching schedule as a reward.

- *Explain how good advising is assessed and rewarded.*

Faculty are assigned advisees by rotation. Since adjustments to Degree Evaluations must come through the chair for approval, incorrect advising is usually discovered. Additionally, advising occurs during a two week period when all faculty are required to participate. The Department Chair supervises faculty performance of this responsibility. Good advising is recognized during the Annual Performance Review.

- *Describe opportunities for interaction that occur between faculty and students outside the classroom.*

Faculty and students participate in the Fall Friendly: a social with food, flag football and other games. Faculty and students also support the CSU History Club International Student Dinner during Thanksgiving. The department has an Awards banquet each spring and participates in the graduation ceremony as well as Freshman Orientation. Faculty also encourage majors to participate in History Club events, class fieldtrips and public talks.

- *Indicate the availability of tutoring.*

Faculty keep weekly office hours and are available for assisting students. Tutoring is available for all core classes through the Academic Support Center. The Writing Center also assists students in conceptualizing, writing and organizing research papers and other written assignments. There is no History and Geography lab.

- *Describe opportunities for internships, service-learning, practica, study abroad, and career planning and placement.*

In Columbus, internships are available with the Columbus Museum, Historic Columbus Foundation and CSU Archives. Students in upper division courses often have opportunity for field work. The course in the History of the Chattahoochee Valley in Columbus, the Oral History course and Topics in Regional Geography involve students in local projects linked to local institutions. The Center for International Education offers study abroad programs in all areas of history. Students have the opportunity to study from two weeks to an academic year with local scholarships available. Since 1998, 21 students in the B.A. program have studied abroad. Two of these students participated in a semester abroad program. One student studied abroad for an entire academic year.

- *Describe methods to be pursued for program improvement*

- ♦ The Department of History and Geography is developing an assessment plan which will be in effect this academic year. Courses will be assessed on a rotating basis to better determine learning outcomes.

- ◆ The Senior Seminar HIST 4795 has been operating as an Assessment course along with HIST 4000, Baccalaureate Exam. The Assessment Committee plans to develop data to measure student performance related to key indicators.
- ◆ Faculty will submit Teaching Portfolios for Annual Performance Review
- ◆ Development of a student handbook for advising
- ◆ Development of a handbook for new history faculty.
- ◆ Adoption of general courses guidelines for the surveys.
- ◆ Course reduction for new course development and excellence in teaching

II. B. The Quality of the Curriculum Supporting the Program

State your assessment of the strength of the evidence of program quality on this indicator.

Satisfactory

- *Describe the relationship between the program's curriculum and its outcomes.*

The Department of History learning outcomes are:

Graduates will demonstrate:

- ◆ A general knowledge of American and world history
- ◆ An awareness of varied historical interpretations
- ◆ The ability to conduct historical research
- ◆ The ability to communicate effectively both orally and in writing

The curriculum is designed to build upon skills and knowledge gained at each level. The General Curriculum survey courses, HIST 1111, 1112, 2111, 2112 and GEOG 1101 meet the needs of the core but also introduce historical context, global literacy, historical thinking and effective communication.

HIST 3125, Historical Methods serves as the gateway course to upper division courses. Students learn to synthesize sources, communicate effectively and practice professional skills of presentation, research and analysis.

Other 3000 level courses are designed to meet the needs of certificate programs and non-majors as well as introduce majors to a specific region or method of analysis.

Upper division 5000 level courses assume general knowledge of context, more developed critical thinking and writing skills and require research and reading on specialized topics.

- *Indicate how technological skills are incorporated into the program of study.*

Students receive computer literacy through a series of required core classes usually before their junior year. In the Department all full time and part time faculty use WebCT or CougarNet for instruction. Several courses are web-enhanced. In some classes students have had to develop web pages for presentation of research. Students must use technology for research as library holdings are not sufficient without databases such as World cat and Galileo. Faculty regularly communicate with students by email and require students to submit writing assignments electronically for analysis through "Turn it in." The Senior Colloquium includes a Power point presentation as part of assessment.

- *Indicate how the program is relevant to student needs.*

Graduates of history will have research skills, communication skills, and critical thinking skills relative to career needs in business. The ability to research, synthesize and analyze data is required for careers in technology, health service support, instructional technology, legal and government services. Graduates possess global literacy and skills for lifelong learning. Finally, historical thinking



contributes to civic mindedness and community service by training students to comprehend a human centered world with social groups and individuals having agency.

- *Describe how students are challenged to think across disciplines.*

History, the story of human activity across time and place, requires students to think across disciplines. Every field of study is addressed in the survey courses, as these fields often emerge from a particular historical context. In the classroom, faculty incorporate film, music, art, the physical and social sciences, and literature in historical context. In specialized classes faculty use a variety of historical sources to incorporate key material from relevant disciplines.

- *Explain how diversity, multiculturalism, and international perspectives are included in the program.*

The program requires majors in the upper division to select from a menu of courses that are divided by themes, location and different historical periods or epochs. The program does not allow the student to concentrate on just one area or on just one theme. HIST 1111, 1112 and GEOG 1101 are World Culture classes in the general curriculum. By studying the history of humans in a variety of places with varying themes students will easily comprehend multiculturalism, diversity and international themes. Courses in women’s history, African American history and Native American history easily address these themes.

Until 2002 students were not required to select a minor. Students also have the opportunity to minor in African American studies, Women’s Studies or Latin American Studies. Certificates are available in African Studies, Latin American Studies and European Union.

- *Describe methods to be pursued for program improvement.*
 - ◆ Continue hiring highly qualified faculty. Current plans call for recruitment of an Asian historian, a military historian and a medievalist or early modernist in European studies.
 - ◆ Existing faculty will be encouraged to offer thematic courses rather than courses defined by political or geographical boundaries.
 - ◆ The Department will develop one or two thematic study programs particular to faculty interests such as Borderlands Studies.
 - ◆ The Department will develop field programs in these themes.

II. C. Selectivity, Academic Achievement, and Satisfaction of Students in the Program

State your assessment of the strength of the evidence of program quality on this indicator.

Satisfactory

- *Describe the characteristics of students in the program (i.e., test scores, overall GPA, retention rates)*

Based upon three-year averages (2003-2006), history majors show an average SAT verbal score of 549 and average math score of 497. This average is higher than the average SAT Scores for 2006 for all CSU students of 518 verbal and 508 math. The average undergraduate GPA was 2.67. The overall trend has been an improvement in SAT scores for History majors

Retention rates are above campus averages. In a comparison of 40 Baccalaureate programs across campus B.A. History Retention rates are higher than 31 of 40 for 2004 and 25 of 40 for 2005.

| Major | Retention Rate Fall 2003- Fall 2004 | Retention Rate Fall 2004- Fall 2005 | Fall 1999 Cohort Graduating by 2005 | Fall 2000 Cohort Graduating by 2006 |
|--------------------------|-------------------------------------------|-------------------------------------------|----------------------------------------------|----------------------------------------------|
| History | 100% | 80% | 75% | 25% |
| History & Secondary Ed. | 63.6 | 76.9 | | |
| Mathematics | 100% | 83.3% | | 66.7% |
| English Literature | 80% | 71.4% | 62.5% | 45.5% |
| Language & Secondary Ed. | 70% | 66.7% | | |
| Political Science | 65.4% | 67.9% | 38.5% | 35.7% |
| Baccalaureate Average | 73.3% | 73.5% | 34% | 36% |

[Graph A \(Graphs begin on page 36 of this report\)](#)

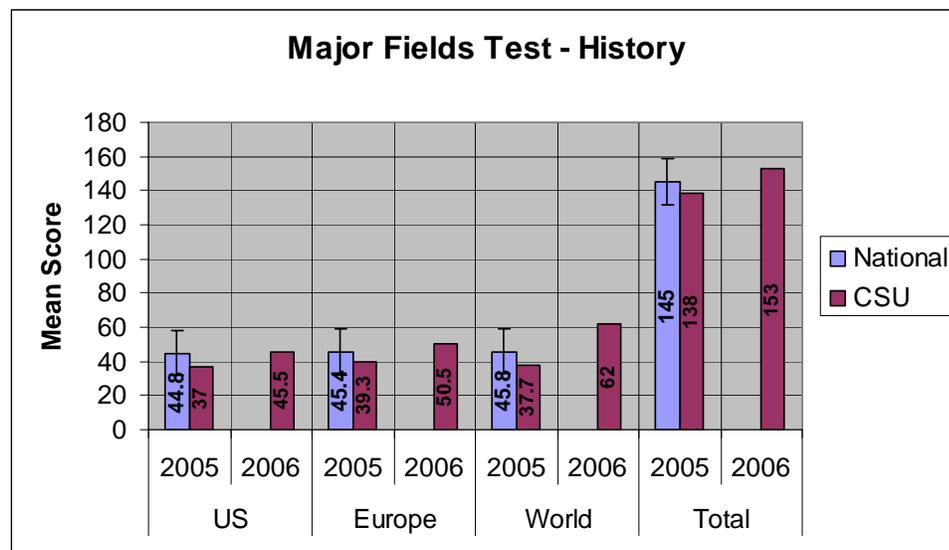
- *Describe student learning, satisfaction and evidence of success in meeting student needs and learning outcomes as reflected by major field assessment*

Student learning is measured by two exit exams: the Major Fields Test in History and a Department Baccalaureate exam.

The Department exam is developed by faculty according to course preparation. Students are given a set of objective questions, source analyses and essays based upon the courses they completed at CSU.

Performance has generally been average as completing the exam is required but a minimum pass rate is not assigned. Generally, students perform above average on content knowledge, at or below average on the essay portion of the exam and above average on source analysis.

Major Fields Tests have been completed for just three semesters. Based upon this data, history seniors at CSU are within the national mean. From 2003-2005 the mean score was 145 with a standard deviation of 13.3. The mean for seniors at CSU was 138 in 2005 and to date in 2006 it is 153.





Student satisfaction is measured by a Senior Questionnaire developed for HIST 4000. Every student cited Historical Methods and the Senior Seminar as the courses that fulfilled learning outcomes of writing and critical thinking. Although they noted that these courses were the most challenging they also indicated that they learned skills necessary for success in the major and in their careers. They also noted that the program taught them historical thinking by teaching them to compare events across time such as the conflict in Iraq and Afghanistan with connections to World War II and the Cold War.

Some of the comments made by students upon graduation demonstrate learning outcomes relative to the university mission:

- ◆ “It has helped me realize that I am a free thinker.”
- ◆ “I have learned that in today’s society it is better to try and gather a story, incident, etc. . . from every angle instead of just taking what is given to you.”
- ◆ “I have realized that I am one man living among many others in a nation which lives again amongst many others. . . My work here has greatly increased my knowledge of the world, where it’s going, and what has to be done to get it there. We need to teach our future generation to be understanding, altruistic, and unafraid of the pursuit of knowledge and tolerance.”

- *Describe methods to be pursued for program improvement*
 - ◆ Recruit highly qualified students with our new scholarship for majors.
 - ◆ The Department recently instituted a requirement of a C or better in all courses required by the major. We found that many students did not gain entry to the College of Education largely because of scores in History classes. These students who made poor academic progress in History courses remained in the B.A. in History. We anticipate the GPA of our majors to increase as a result of this change.
 - ◆ We found that many students did not have the proper reading, writing, and research skills for success in upper division history courses. This year the department implemented a prerequisite of HIST 3125 (Historical Methods) for admission to any 5000-level history course. We expect to retain students in 5000 level classes and have fewer instances of non-productive grades in these classes.
 - ◆ We plan to introduce a Department syllabus for HIST 3125, Historical Methods and HIST 4795 our capstone seminar.
 - ◆ We have added significant sections of surveys taught by part time faculty. We anticipate the development of a department guidelines based upon department established learning outcomes for this class to create a seamless transition to the gateway class, Historical Methods.

II. D. The Quality of Faculty Supporting the Program

State your assessment of the strength of the evidence of program quality on this indicator.

Very Strong

- *Describe the adequacy of faculty and staff to support the program (locations of graduate training, post-graduate training, specializations, and secondary fields).*

In just one decade’s time, our entire faculty retired and was replaced with new hires. The new hires—our new department--reflect a nationally-competitive, highly scholastic, energetic group of skilled professors with Ph.D.s from highly-ranked institutions. Additionally, the regional specialties of our current department have broadened. This injection of diverse and competitive faculty has introduced a dynamism and rigor into the department that is palpable. Our graduating majors, who witnessed a portion of this transition, regularly attest to this fact.

With current faculty we are able to staff existing content courses in upper division courses. In 1997, the department had nine full time faculty when student enrollment was just 5400. As faculty retired several positions remained unfilled. By 2006, the department had lost the equivalent of 4.5 faculty positions due to retirements and reduced teaching loads while the student population had increased to 7597. The number of full time faculty weighted according to teaching load relative to student enrollment went from 1:555 ratio in 1997 to 1:1361 ratio by 2005. Recently, we have been able to hire two new faculty. However, the size of the full time history faculty relative to the student enrollment has declined and is well below that of other history departments at State Universities in the Georgia system. Columbus State had the second highest ratio of full time history faculty to students (1:1085) enrolled in 2006, surpassed only by Albany State (1:1309). For regional universities, the university system average of full time history faculty to students was 1:662 in Fall 2006. To have the *average* ratio, CSU would have to hire four additional full time faculty.

Even with two new hires in 2006, part time faculty use will continue to exceed campus goals. In Fall 2005, 75.9% of survey classes taught at CSU were taught by part time faculty. For Fall 2006, we employed eleven part time faculty who teach 61% of all core classes. For 2006-2011, the goal of the university is to have 75% of all core classes taught by full time faculty. Part time use and the current averages of faculty to student ratios at regional USG system universities provide strong evidence for hiring four new faculty to meet current enrollments. Although our part time faculty are well qualified, their ability to attract students to the program is limited. They do not have the time to commit to activities outside the classroom and since they will not teach upper division classes, students who might want to study further with that faculty member will not have that opportunity.

Student surveys indicate an interest in Asian studies, military history, medieval and ancient history. These hires would meet program needs and the needs of the core while also attracting new student to the program through teaching in surveys.

- *Describe the support provided for faculty development.*

Support for faculty development does not meet BOR recommendations of 1% of salaries. The Travel budget for Department faculty was raised to just over \$185 per faculty member per academic year by moving funds from the Operating budget in 2004. Additional faculty development funds available through a campus wide competition rarely offer more than 20% of requested budgets for travel to present papers at conferences. There are no funds for attendance of a workshop or conference.

- *Show faculty diversity and credentials.*

Full and part time faculty are white (100%) with five of nine full time faculty being female.

Faculty credentials are as follows:

Pamela Baker, Assistant Professor

Ph.D., US History, University of Illinois at Chicago, 2003.

Dissertation: "The National Road and the Promise of Improvement, 1802-1850."

Fields: Colonial America and the United States, Early American Republic, 1788-1848, Great Britain, 1770-1832, Latin American, 1770-1940

M.A., History, University of Illinois at Chicago, 1994.

B.A. (with Distinction), History, University of Illinois at Chicago, 1991.

Virginia Causey, Associate Professor

Ph.D. in United States History, Emory University, Atlanta, GA, 1983.

Dissertation: "Glen Allan, Mississippi, 1900-1950: Change and Continuity in a Delta Community."

Fields: The History of Science, Modern Asia, Modern Europe

M.A. United States History, Emory University, Atlanta, GA, 1978.

B.A. History, Samford University, Birmingham, AL, 1975.



Becky Matthews, Assistant Professor

Ph. D. History, Auburn University, 2002.

Dissertation: "Wherever That Singing is Going: The Interaction of Crow and Euro-American Women 1880-1945."

Fields: Colonial US, Early Modern Europe

Ed.S. Social Science Education: Columbus State University, Columbus, GA, 1990.

Project Title: "The Development of Secondary Education for African American Students in Columbus, Georgia"

M.Ed., Social Science Education: Columbus State University, Columbus, GA, 1977.

B.A. History: *Summa Cum Laude*, Columbus State University, Columbus, GA, 1975.

Neal McCrillis, Associate Professor

Ph.D. Britain since 1485 University of Illinois-Chicago, 1993.

Dissertation, "The Conservative Party in the Age of Universal Suffrage: Popular Conservatism, 1918-1929."

Fields: Modern Germany, France, and European Social History

M.A. History, 1986.

Alice Pate, Associate Professor, Chair

Ph.D. Russian and East European History, Ohio State University, Columbus, Ohio, 1995.

Dissertation: "Liquidationism and the Failure of Unity: Russian Social Democracy and the St. Petersburg Metalworkers' Union, 1906-1914."

Fields: Early Modern Europe, Political Theory

M.A., 1986. Auburn University, Auburn, AL.

Thesis: "American Pacifism in the First World War: The People's Council for Peace and Justice, 1917-1920."

B.A., Auburn University, Auburn, AL, History, 1982.

Amanda Rees, Assistant Professor

Ph.D. American Studies, University of Kansas, 1998.

Dissertation: "Envisioning the Great Plains: Contemporary Narratives of the Landscape."

Fields: cultural geography, environmental history, and cultural theory.

M.A., American Studies, University of Wyoming, 1992.

Thesis: "Cultural Landscape Preservation and Federal Land Management: The Forest Service as Case Study."

B.A. (Combined Honors) Geography and American Studies. West London Institute, 1986.

Gary Sprayberry, Assistant Professor

Ph.D. US History, University of Alabama, Tuscaloosa, AL, 2003.

Dissertation: "'Town Among the Trees': Paternalism, Class, and Civil Rights in Anniston, Alabama, 1872 to Present."

Fields: Modern Europe, Southern U.S., US history since 1865

M.A., History, Jacksonville State University, 1995.

B.A., English, Jacksonville State University, 1993.

Joel Tishken, Associate Professor

Ph.D. African History. University of Texas at Austin. 2002.

Dissertation: "Prophecy and Power in Afro-Christian Churches: A Comparative Analysis of the Nazareth Baptist Church and Église Kimbanguiste."

Fields: Africa. Comparative Religions, Modern Caribbean Basin

M.A. History. University of Texas at Austin. 1997.

Thesis: "Racism and Schism in the Liberian Episcopal Church during the Nineteenth Century"

B.A. History (Honors). University of Wisconsin-Parkside, Kenosha, WI, 1993.

Doug Tompson, Associate Professor

Ph.D. Latin American History, University of Florida, 2001.

Dissertation: "Frontiers of Identity: The Atlantic Coast and the Formation of Honduras and Nicaragua, 1786-1894."

Fields: Early Modern Europe, Anthropology

M.A. History, University of Utah

Thesis: "The Cacique Mayor and the Gobernador de Indios: Indigenous Rulership in Eighteenth-Century Otavalo."

B.A. History, Northwestern University, 1990.

- Describe how part-time faculty are integrated into the program

Part time faculty teach in the core. All part time faculty have at least a master’s degree but the overwhelming majority are ABD in history. We also have a Ph.D. who is teaching in her second year and two retired faculty. Part time faculty are invited to all department functions including department meetings. Travel funds have also been offered to part time faculty presenting in regional meetings. One part time faculty member has agreed to serve on the Assessment Committee. Since there is no pay for travel and no reward for service, part time faculty most of whom live nearly one hour away can not be expected to serve on university or department committees.

- Describe methods to be pursued for program improvement.

- ♦ Continue hires in new areas to broaden our offerings in upper division core and better serve all undergraduates in the core.
- ♦ Adopt Best Practices in hiring to increase faculty diversity.
- ♦ Encourage the administration to seek new funding to meet the BOR recommendation of 1% of salaries for Faculty Development.
- ♦ Retain highly qualified faculty with merit raises and increases to faculty development funding.
- ♦ Encourage the administration to offer compensation to part time faculty for attendance at faculty meetings and service to the university.

II. E. The Quality of Facilities and Equipment Supporting the Program

- State your assessment of the strength of the evidence of program quality on this indicator.

Below Average

- Describe the condition and adequacy of available space.

Faculty offices: All current full-time faculty have individual offices with adequate computers. Desks have not been replaced in these offices for over twelve years. There are no more offices available on the floor for additional hires. Since 1997, the department has lost one office. Eleven part-time instructors share one office and two computers.

Reception area: The reception area accommodates office space for the administrative assistant and a student-assistant, both of whom have computers. Furnishings purchased in 2004, provide comfortable



seating for guests. There are no separate seating areas for a faculty coffee room. Faculty share a copier, small refrigerator and scanner for grading in a common work room shared by three departments.

Classrooms: Space is seriously inadequate. Ten years ago, Department faculty taught solely in Howard Hall, a classroom building without internal hallways, raising safety issues. Classroom size varies between 29 and 44 seats. New classroom space in the Center for Commerce and Technology has not met the needs of growth in student enrollments. The classroom buildings have inadequate temperature control and are in need of renovation. Most classrooms have multimedia capability.

Conference Room: This area, on the third floor of the Faculty Office Building is seriously inadequate. History and Geography, Political Science and Criminal Justice Departments share this space. As numbers have increased, the space has become too small to comfortably seat all full time and part time faculty. The furniture is in need of renovation. If new hires are made this academic year it may be necessary to divide the conference room into office space.

- *Describe the condition and adequacy of technology labs, equipment, and library resources.*

Technology labs: Columbus State University labs in the Schwob Library and the Commerce and Technology Building provide adequate computer access to students for research and writing. The computers include DVD and CD players and are networked to high-speed printers. In the library, students have access to CD burners, a scanner and listening stations for DVD, VHS, LPs and CDs. There is no space for a History or Geography Lab.

Library: The CSU Simon Schwob Memorial Library is not funded to the level of national benchmarks and does not meet the needs of the program for undergraduate research in most subject areas. Most significant is the CSU Archives, with approximately 2,000 linear feet of manuscripts, a repository for a valuable collection of materials related to the history of Columbus State University as well as the history of the City of Columbus and the surrounding area. Increasingly, a number of Archival resources are becoming available electronically. The recent library acquisition of American History and Life and Historical Abstracts is also noted. Hard copies of monographs remain seriously outdated. Electronic books allow faculty and staff to locate only limited new scholarship online. Database collections offered through Galileo supplement program needs by providing access to journal articles electronically. With off campus access, faculty and students can access electronic resources. Additionally, GIL express offers rapid delivery of monographs held by 34 University System of Georgia libraries. A subscription to JSTOR's Arts and Sciences I Collection, provides full-text access to back files of journals, with coverage going back to volume 1 of each title. However, the majority of these files are science related. Only 15 history journals are included. The library liaison works with faculty on the development of relevant library assignments, teaches subject-specific library classes for faculty and consults with faculty on acquisitions. Reference training remains inadequate for History and Geography projects. Especially on weekends, library staff can not adequately interpret assignments and reference needs for history classes.

- *Provide other indicators of adequacy of campus infrastructure to support the program.*

The CSU archives, described above, are crucial to history students and faculty. The Writing Center and Academic Support Center provide valuable assistance. The Center for International Education provides large meeting room facilities for special programs, such as Women's History Month and Black History presentations as well as student colloquiums.

- *Describe methods to be pursued for improvement of the program.*

Library:

- ♦ According to CSU's goals, library funding should meet national benchmarks.
- ♦ The Library should purchase JSTOR's Arts and Science Collection II as journal holdings in the library and in databases do not adequately meet needs in Slavic Studies, Middle Eastern Studies or Latin American Studies.
- ♦ The Writing Center needs more computers, more consultants and longer hours to adequately address student needs.
- ♦ The Schwob Library addition should provide more study space, meeting rooms and additional technology services for expanding enrollments.
- ♦ Expansion of monographs in hard copies.

Classroom and Office Space:

- ♦ To support new hires and part time faculty the department requires five additional offices on the Third Floor of Faculty Office Building. New space allocated to COAL can accommodate Criminal Justice on the Second Floor freeing this space for History and Geography.
- ♦ The conference room should be expanded and updated.
- ♦ Renovation of faculty offices and furniture.
- ♦ The urgency of classroom shortages must be addressed. Space is already seriously inadequate, a situation which will become more acute with new students enrolling as part of Base Realignment and Closure.
- ♦ Space and funding should be found for a History and Geography Lab and a student lounge.
- ♦ A seminar room in Howard Hall or Faculty Office Building should be developed for upper division courses.

II. F. The Quality of Research and Scholarship Supporting the Program

State your assessment of the strength of the evidence of program quality on this indicator.

Very Strong

- *Explain how faculty involve students in research.*

Research is a requirement for every upper level history and geography course. Several instructors include research components in their survey courses.

Some examples of faculty engaging students in research are quoted below:

Reagan Grimsley (Full time Archivist, teaches as overload in History): In the 2112 US survey, students utilize primary and secondary sources to compile a family history paper. In the upper level public history courses, students are actively engaged in research by completing projects which interpret history to the public. Walking tours, exhibit designs, and site surveys are recent products of each course. In particular, research compiled by the 2003 public history course will be utilized to prepare physical and virtual exhibits for the CSU 50th Anniversary.

Dr. Amanda Rees: In the cultural landscapes course (GEOG 3556) students developed local research projects. One of these papers has been accepted for publication. The Urban Class, will explore the implications for university sponsored urban redevelopment by having students complete a case study of CSU and then work to develop other case studies of university led-urban redevelopment. Students will develop analysis of their case study and make recommendations to CSU about its work in downtown Columbus.

Dr. Neal McCrillis: In the London Summer 2002 Program and CSU in Oxford Summer 2004 program, students in the upper division British history course worked on research projects together with Dr. McCrillis in the British (Newspaper) Library at Colindale and the Center for Oxfordshire Studies at the main Oxford public library.

Dr. Virginia Causey: In HIST 5568 Topics in Public History: Oral History and HIST 5105 History of Columbus and the Chattahoochee Valley, both undergraduate and graduate students collaborate with



he professor in researching the history of public education in Muscogee County. Students do research in primary and secondary sources, create interview protocols, interview narrators with schooling experiences in Muscogee County, and write a summary analysis of the research and interviews. The tapes, transcripts, and research analysis are placed in the CSU Archives.

CSU Archives: Students are also actively engaged in research in the CSU Archives, where they have the opportunity to complete professional internships and gain hands-on experience working in a professional setting.

Required Research Courses: Historical Methods (HIST 3125) is required of all History and History and Secondary Education majors during the sophomore year. Senior Research Seminar (HIST 4795) is a requirement for those approaching graduation. In this class, after reading and class discussions of historical works on an assigned theme, students write a major research paper under faculty direction. Themes and instructors vary. Upon completion of this project, each student participates in a colloquium that is similar to a presentation at a scholarly conference. The majority of 5000 level classes require a research paper.

Further, faculty encourage students to submit papers for publication or for presentation at conferences such as those held by Phi Alpha Theta. Currently, there is a plan to send at least one student to Phi Alpha Theta's annual conference.

- *Describe how faculty research relates to the program mission.*

Faculty research has multiple benefits, which are shared with students. These include:

- ♦ Exploring “new ways of thinking about the human condition”
- ♦ Awareness and evaluation of a variety of historical interpretations in order to develop their own points of view.
- ♦ Enthusiasm about research which can generate classroom excitement about fresh approaches to historical topics.
- ♦ Serving as role models for student researchers.
- ♦ Publications and presentations that enhance the department's reputation, thus attracting quality students as majors.

- *Describe mentoring and professional development opportunities for faculty.*

The Department Chair assigns a mentor for each new faculty member, selecting someone with similar academic interests if possible. Also, the Department is strongly collegial. Faculty knows they can call on each other for assistance, advice, and even occasionally guest lectures for their classes.

A portion of the department's operating budget is assigned to Faculty Travel. Currently, these funds amount to just over \$180 per faculty member annually. Until Fall 2006, additional Faculty Development funds have been awarded to faculty through a university wide committee. Generally, these awards are far below requested amounts for travel to present at meetings. Funds for research during summer semester can be more substantial.

- *List faculty publications, papers given, and public lectures*

A complete list of faculty publications, conference papers and public lectures can be found at <http://history.colstate.edu/facultyresearch>

The most significant publications and recent presentations and lectures are indicated below.

Dr. Virginia Causey

Publications

Multiple entries in *Dictionary of Georgia History*, in multivolume *Dictionary of United States History*. New Providence, NJ: New Library Press, 2006.

“The More Things Change, the More They Stay the Same: *The Strike That Changed New York* (book review). *Journal of American Ethnic History*, Spring 2005.

“Social Science Research and the Objectives of School Desegregation Cases:

Exploring Teacher Efficacy as an Educational Vestige” *Equity & Excellence in Education*, April 2005..

“Race and the Demonsthenian Literary Society at the University of Georgia, 1950-1964” for the *Georgia Historical Quarterly*, May 2005.

With Gober, Debbie. “Model of Appropriate Practice (MAP) for Teacher Candidates” in *Assessing Education Candidate Performance: A Look at Changing Practices*, E.J. Elliott, editor, pp. 49-53. Washington, DC: National Council for Accreditation of Teacher Education (NCATE), 2003.

Native Lands: Indians and Georgia. Curriculum Guide published online by the Atlanta History Center. Location: <http://www.atlantahistorycenter.com/teachers/html/resourceshome.htm>, 2003.

“The Long and Winding Road: School Desegregation in Columbus, Georgia, 1963-1997.” *Georgia Historical Quarterly*, 85:(Fall 2001).

With Armento, Beverly J. “Strategies for Increasing Achievement in History.” In *Educating Everybody’s Children: More Teaching Strategies for Diverse Learners*, Vol. 2. Alexandria, VA: Association for Supervision and Curriculum Development, 2001.

“Facilitating Critical Reflection on Diversity Issues Through E-Mail Response Journals.” *Perspectives in Education* 2: 2001.

With Thomas, Christine; Armento, Beverly J. “‘Cultural Diversity Is Basically a Foreign Term to Me’: The Challenges of Diversity for Preservice Teacher Education.” *Teaching and Teacher Education* 16: (January 2000).

“Drafted Into the Front Lines”: Teacher Efficacy During School Desegregation in Columbus, Georgia, 1968-1975.” *Research in the Schools* 6, (2). (Fall 1999).

with George Mills and John Lee. (1997). *Work ‘N Progress: Lessons in the History of American Labor for Middle and Secondary Students*. Curriculum guide published by the Southern Labor Archives, Pullen Library Special Collections, Georgia State University. Location: <http://www.library.gsu.edu/spcoll/Labor/wnp/>

Conference Presentations

Five conference presentations on pedagogy and local history at the Georgia Association of Historians Annual Meeting 2004-2006.

Public Lectures

“Writing-to-Learn: Using Low Stakes Writing to Engage Students.” Luncheon Conversation sponsored by the Center for Quality Teaching and Learning, CSU, March 2005.

Three public lectures on women and popular music and local women’s suffrage.

Sixteen workshops on history of music, women, Native Americans, diversity and teaching.

Dr. Becky Matthews

Publications

Through A Different Lens: Crow Indians and Protestant Missionaries, University of Nebraska Press (Forthcoming)

Grandmother’s Grandchild, My Crow Indian Life, By Alma Hogan Snell, ed. Becky Matthews, University of Nebraska Press, 2000.

Conference Presentations

“‘Tie It on the Tree Day,’ Reinterpreting Interactions Between Protestant Missionaries and Crow Indian People.” American Society for Ethnohistory, Williamsburg, VA, November 2006.

“Capable of Civilization and Christianization, Crow and Euro-American Women in the Early Reservation Years.” Georgia Association of Historians, Columbus, GA, April 2005.



Public Lectures

“Capable of Civilization and Christianization, Interactions Between Crow and Euro-American Women” Auburn University, Women’s History Month Program, Keynote Speaker, March 2005.
Fourteen lectures on Native American and Missionary history at local churches and community organizations, 2003-2006.

Dr. Neal McCrillis

Publications

The British Conservative Party in the Age of Universal Suffrage: Popular Conservatism, 1918-1929 (Columbus: Ohio State University Press, 1998)
“Atomic Anxiety in Cold War Britain: Science, Sin and Uncertainty in Nuclear Monster Films,” George Aichele and Richard Walsh, eds., *Screening Scripture: Intertextual Connections Between Scripture and Film* (Harrisburg, Pennsylvania: Trinity Press International, 2002), pp. 42-57.
“Simply Try for One Hour to Behave Like Gentleman”: British Cinema during the Early Cold War, 1945-1960,” *Film and History*, 31.2 (2001): 6-12.
Three encyclopedia articles and one book review.

Conference Presentations

“Memorials of the Great War in Oxford, England,” Georgia Association of Historians, Columbus, Georgia, 8 April 2005 and at the Southern Historical Association/Southern Conference of British Studies, Memphis, 5 November 2004.
“Re-thinking the British Conservative Party in the Twentieth Century,” The Historical Society, Boothby Harbor, 4 June 2004.
“British Comedy Films during the Cold War: Signs of Discord in the Anglo-American Special Relationship,” Southern Historical Association/Southern Conference of British Studies, Louisville, 11 November 2000

Public Lectures

Eleven public lectures on International Education, British Conservatism and World War I memorials at CSU, the Rotary Club, local high schools and USG institutions.

Dr. Alice Pate

Publications

Liquidationism and the Failure of Unity: Russian Social Democracy and the St. Petersburg Metalworkers’ Union, 1906-1914 book manuscript under consideration.
“Generational Conflict and the Gurian Republic in Georgia to 1905” *Russian History*, forthcoming.
“Bakhtin contra Marx and Lenin: A Polyphonic Approach to Russia’s Labor and Revolutionary Movements.” *Russian History* vol. 31 no. 4 (Winter 2004): 387-417.
“The Implementation of Social Insurance Law of 1912” in *Russia in the European Context, 1789-1914: A Member of the Family*. Palgrave MacMillan, 2005.
Michael Melancon and Alice Pate, eds. *New Labor History: Worker Identity in Late Imperial Russia*. Slavica, 2002.
“Obshchestvennost’ and St. Petersburg Workers, 1906-1914” *Revolutionary Russia*, December 2002.
“Liquidationism and the Failure of Unity: Russian Social Democracy and the St. Petersburg Metalworkers’ Union, 1908-1914.” *New Labor History*, 2002.

“Russian Labor History at the End of the Twentieth Century: Old Directions and New Problems.” pp. 57-61. *Sotsial’no-gumanitarnie nauki v vishei shkole na rubezhe XX-XXI vv. problemi i puti resheniia: materiali vserossooskoi nauchno-prakticheskoi konferentsii*, 23-24 iunia 2000 g. Birk 2000. Two book reviews and two encyclopedia articles.

Conference Presentations

“Preparing Teachers in Georgia: World History as a Theory,” American Historical Association, 7 January 2006.

“Grigorii Uratadze and the Georgian Mensheviks” Study Group on the Russian Revolution, Nottingham, UK, 5 January 2006.

“Pacifism and Civil Liberties in the US during the First World War” National Labor Conference, Wright State University, Detroit, MI, October 2003.

Twenty seven presentations including annual paper presentations at the Southeast World History Association (regional), the Southern Conference of Slavic Studies (regional) and the American Association for the Advancement of Slavic Studies (national).

Public Lectures

Ten lectures at Columbus State, the Third World Seminar series and in the community on Russian history and contemporary affairs.

Dr. Amanda Rees

Publications

Editor, The Great Plains Region 2004 American Regional Cultures Series. Westport, CT.: Greenwood. “A Classless Society: Dude Ranching in the Tetons 1908-1955.” *Annals of Wyoming* Fall: 2-20. (referred), 2005.

“The Buffalo Commons: Plains Residents Responses to a Radical Vision” 2005 *Great Plains Quarterly*, Summer, Vol. 25, No 3. 161-172. (referred)

Wildscapes, Dudescapes, and the Dude Ranching Aesthetic: Grand Teton National Park 1908-1940. 2005. UW-NPS Research Center Report.

Conference Presentations

“Dudes and Dudeens Go West: Tourism, Popular Culture and the Production of the American West” America Studies Association, Oakland, October 2006.

“Dudes in the Tetons: Lost Dude Ranches, Lost Dude Movies, and the Production of Region” American Association of Geographers, Chicago, March 2006.

“Constructing the American West: Dude Ranching, Class, and Popular culture 1920-1945” SEDAAG, West Palm Beach, November, 2005.

“Class and the Dudescape: Dude Ranching in Grand Teton National Park 1908-1955” Association of American Geographers, Denver, March 2005.

Public Lectures

Ten public lectures at Columbus State University, local schools, University of Wyoming and County Historical Societies.

Dr. Joel Tishken

Publications

Prophets, Prophecy, and Power: A Comparative Analysis of the Nazareth Baptist Church and Église Kimbanguiste. (submitted for review with Ohio University Press)

Òba Kòso: The Multiple Images of Sàngó in West Africa and the African Diaspora. ed. by Joel E. Tishken, Akintunde Akinyemi, and Toyin Falola. Bloomington: Indiana University Press, (contracted).

Edited journals:

Nova Religio, 12: 3 (Feb. 2009) special edition on African Christianity



Bulletin of World History, (Feb. 2007) special edition on Religion in World History
“The History of Prophecy in West Africa.” *History Compass* (contracted)
“Lies Teachers Teach about World Religious History.” *Bulletin of World History*, (Feb. 2007)
“African Independence Movements.” In *Atlantic Worlds*, ed. by Kevin Roberts and Toyin Falola.
Bloomington: Indiana University Press, (forthcoming).
“Whose Nazareth Baptist Church?: Prophecy, Power, and Schism in South Africa.” *Nova Religio* 9: 4
(May 2006): 79-97.
“Christianity in Colonial Africa.” In *Africa*, Vol. 3, ed. by Toyin Falola. Durham: Carolina Academic
Press, 2002, 157-81.
Sixteen encyclopedia articles and one book review.

Papers Given

“The Zions of Africa: Non-Nicean Christianities of Modern Africa.” 16th International Meeting of the
World History Association, Milwaukee, WI. (proposal submitted)
“Passing the Mantle in the Nazareth Baptist Church: A Quest for Prophetic Authenticity in South
Africa.” 49th Annual Meeting of the African Studies Association, San Francisco, CA, 2006. (on
program)
“Lies Teachers Teach about World Religious History.” 15th Annual Meeting of the World History
Association, Long Beach, CA, 2006.
“Whose Nazareth Baptist Church?: Prophecy, Power, and Schism in South Africa.” 33rd Annual
Meeting of the Georgia Association of Historians, Columbus, Georgia, 2005.
Seven additional conference presentations at the Annual Meeting of the Southeast World History
Association.

Public Lectures

“Prophets, Pastors, and Priests: The History of African Christianity,” “Dreaming Your Way to Power:
Prophecy and Leadership Succession in the Nazareth Baptist Church of South Africa,” Washington
State University, Pullman, WA, 2006.
“Priests, Pastors, and Prophets: The Development of Afro-Christianity” Roanoke College, Salem, VA,
(2005).
Twenty three additional public lectures at Columbus State University, local high schools and churches
on African history and religion.

Dr. Douglas Tompson

Publications

“The Establecimientos Costeros of Bourbon Central America, 1787-1800: Problems and Paradox in
Spain’s Occupation of the Atlantic Coast,” forthcoming in *The Social and Political Impact of the
Bourbon Reforms in Central America, 1759-1808*, eds. Jordana Dym and Christophe
Belaubre (University Press of Colorado, December 2006).
“‘Useful Laborers’ and ‘Savage Hordes’: Hispanic Central American Views of Afro-Indigenous
Identity in the Nineteenth Century.” *Transforming Anthropology* 12:1 & 2 (2004), 21-29.
“Masters of Ceremony: The British Monarchical Project in Mosquitia, 1800-1860.” *South Eastern
Latin Americanist* 43:3 (Winter 2000), 1-20.
One book review.

Papers Given

“Refugiados liberados y esclavos asalariados: Entre la esclavitud y la libertad en la costa atlántica de
Honduras,” VIII Congreso Centroamericano de Historia, Antigua, Guatemala, July 10-14, 2006.
“Freed Refugees and Salaried Slaves: Between Slavery and Freedom on the Atlantic Coast of
Honduras,” Allen Morris Conference on the History of Florida and the Atlantic World, Tallahassee,

Florida, February 24-25, 2006.

“Territory, Sovereignty and National Identity: Honduras, Nicaragua and the Incorporation of the Atlantic Coast, 1859-1894,” 52nd annual meeting of the Southeastern Council on Latin American Studies, Nashville, Tennessee, April 7-9, 2005.

“Los establecimientos costeros en la época borbónica, 1787-1800: Problemas y paradojas de la colonización española en la costa atlántica centroamericana,” VII Congreso Centroamericano de Historia, Tegucigalpa, Honduras, July 19-23, 2004.

“Territorio, Soberanía e Identidad Nacional: Honduras, Nicaragua y la Incorporación de la Costa Atlántica en el Siglo XIX,” VII Congreso Centroamericano de Historia, Tegucigalpa, Honduras, July 19-23, 2004.

“The Establecimientos Costeros of Bourbon Central America, 1787-1800: Sites of International and Interethnic Contact,” 24th International Congress of the Latin American Studies Association, Dallas, Texas, March 27-29, 2003.

- *Describe methods to be pursued for program improvement.*
 - ♦ Funds for travel to conferences must be expanded to \$1000 per faculty member per academic year.
 - ♦ CSU should fund faculty development according to BOR requirements of 1% of salaries each academic year.
 - ♦ Additional funds for full year paid sabbaticals should be located.
 - ♦ Introduction of a master’s program in history will increase student research.
 - ♦ Expanding the internship program through solidifying contacts and commitments with local organizations will also enrich student research opportunities.
 - ♦ Faculty course release for special research or public programs projects.

II. G. The Quality of Service Supporting the Program

State your assessment of the strength of the evidence of program quality on this indicator.

Very Strong

- *Describe projects completed and outcomes which contribute to the program, department, college, institution, community, and/or the region.*

A complete list of faculty service can be found at: <http://history.colstate.edu/facultyservice.asp>
Service which is department-sponsored and unique to history faculty and students includes the following:

Virginia Causey: “Red Clay, White Water, and Blues,” year long local history series coordinated through the department, 2006-7, Early Mentoring Program Coordinator, 2003-
Reagan Grimsley: Phi Alpha Theta Advisor, 2004-6
Alice Pate: CSU History Club Advisor, 1997-2006, STEADY program, 2004-6, Department of History and Geography Newsletter, annually 2004-
Amanda Rees: Geography Awareness Week, 2005-
Gary Sprayberry: CSU History Club Advisor, 2006-
Joel Tishken: Phi Alpha Theta Advisor, 2006-, STEADY program, 2006-

 - 1) CSU History Club: Since 1998, the History Club has sponsored History in Film showings, field trips to local historic sites, Memphis, TN, Mobile AL, Washington DC and New Orleans. The Club is open to all students interested in history regardless of major. Each Thanksgiving the club sponsors a dinner for International Students at CSU.
 - 2) Phi Alpha Theta: The national history honors society recognizes academically successful history students and organizes a state and national meeting each year.
 - 3) STEADY program: This program was designed to mentor first and second year secondary teachers by providing content information from a faculty member in the teaching field along with pedagogical guidance from faculty in the College of Education. It was funded by a two year grant.

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- 4) Early Mentoring program: Prior to admission in the practicum education courses, majors in the B.A. in History and Secondary Education submit a portfolio of writing samples. A panel composed of one department faculty member and one secondary teacher assess the portfolio for content knowledge and writing and research skills.
 - 5) Fall “Friendly:” This is an annual event sponsored by the department each fall. It is a department-wide picnic designed for students to get to know history faculty.
 - 6) Geography Awareness Week: In 1987, U.S. President Ronald Reagan signed legislation establishing the third week in November as Geography Awareness Week (GAW). It is an annual celebration to promote geographic literacy. Geography Awareness Week occurs in every November with a new theme selected each year.

Department committees have proposed a new Master’s program and developed a plan for Assessment.

College Level Service

Curriculum Committee – Joel Tishken, Neal McCrillis, Doug Tompson
 Personnel Committee- Virginia Causey, Neal McCrillis
 Post Tenure Committee- Alice Pate, Virginia Causey

Service on Major University Committees

Academic Advisory Council –Neal McCrillis Alice Pate,
 Academic Standards Committee – Alice Pate, Doug Tompson
 African Studies Committee – Joel Tishken
 Chairs’ Assembly (Secretary 2005-6 and Chair 2006-7) – Alice Pate
 Curriculum Committee – Joel Tishken, Neal McCrillis, Doug Tompson
 European Studies Committee – Neal McCrillis, Alice Pate
 Faculty Advisors for Student Organizations- Alice Pate, Becky Matthews, Doug Tompson, Joel Tishken
 Faculty Development Committee – Neal McCrillis
 Faculty Senate – Virginia Causey, Neal McCrillis, Alice Pate, Amanda Rees
 Graduation and Special Events – Virginia Causey
 Hunter Lecture Committee – Virginia Causey, Doug Tompson,
 International Education – Neal McCrillis, Alice Pate, Doug Tompson
 Latin American Studies Committee – Doug Tompson

Community Service

Virginia Causey - “Red Clay, White Water, and Blues” local history series, Muscogee County School District Oral History Project, Academic Decathlon
 Becky Matthews – Chattahoochee Indian Heritage Association, Southern Indian Reunion, First Presbyterian Church
 Neal McCrillis - Historic District Preservation Society; Rotary Club; Commission for International Relations and Cultural Liaison Encounters (CIRCLE), Columbus Consolidated Government; Friendship and Resources for International Edification and Nurturing Zones (FRIENZ)
 Alice Pate - Historic District Preservation Society; Muscogee County Democratic Party Chair; P-16 Social Studies Task Force; South Columbus Task Force (Education Committee)
 Amanda Rees – Chattahoochee Riverkeeper Education program 2005
 Doug Tompson - Columbus Hockey Association Youth Ice Hockey Coach

State and Regional Service

Becky Matthews – Liaison for Development of Early College Initiative

Neal McCrillis - USG European Council; USG Asia Council, USG Study Abroad Committee, USG System Council for International Coordinators, Southern Conference of British Societies, Georgia Consortium for International Education

Alice Pate – DOE Advisory Council for Social Studies, 2006- ;P-16 Reform, Chair Social Studies; Georgia Performance Standards revision, Department of Education 2005-6; Southeast World History Association, Conference organizer, President; Georgia Association of Historians, Executive Board, Secretary; USG European Council; Director and co-director, Study Abroad Program in St, Petersburg

Joel Tishken - Program Chair for Southeast World History Association Meeting, Program Committee for GAH 2005.

National Service

Alice Pate - General Editor Allan K. Wildman Series. The series has produced two books and is currently reviewing three manuscripts for publication in 2007.

Amanda Rees – Crossroads Project of American Studies Association.

Joel Tishken - Program Chair for World History Association, 2004-7

II. H. Program Honors & Awards

State your assessment of the strength of the evidence of program quality on this indicator.

Satisfactory

Program Accreditation is not possible for history.

II. I. Exceptional Achievements & Honors of the Program's Students, Graduates, & Faculty

State your assessment of the strength of the evidence of program quality on this indicator.

Satisfactory

- *Identify the exceptional achievements and honors received by the program's students, graduates, and faculty over the past five years which reflect on the quality of the program.*

Students:

Paul Witkowski presented a paper at the National meeting of Phi Alpha Theta.

Anna Mion received the Faculty Cup, the highest honor at CSU for a graduating senior.

Ed Howard received the Georgia Legislative Award in 2006.

Joshua Swint was accepted into the Peace Corps in 2006.

Sean Norman and David Klin received the Alonzo Biggs Scholarship.

Faculty:

Neal McCrillis, Doug Tompson, Alice Pate and Joel Tishken were inducted into Phi Beta Delta

Neal McCrillis and Virginia Causey were inducted in Phi Alpha Theta.

Amanda Rees was awarded a Princeton Fellows grant for research in 2006.

Alice Pate was invited to present research twice at the Russian Revolution Study Group in UK.



II. J. General Success of the Program's Graduates

State your assessment of the strength of the evidence of program quality on this indicator.

Above Average

- *Report the results of the department's assessments of the general success of the program's graduates such as licensure or certification rates, job offers, job placement statistics, average salaries, subsequent career advancement, test scores, admissions to post-baccalaureate programs, etc.*

The Department mailed a questionnaire to 298 alumni with degrees in history during fall 2006. Sixty eight forms were returned. According to the survey, graduates of the B.A. in history have been generally successful. Though 25.5% of those responding began careers in teaching only 19.1% are currently teachers. Over half of the graduates have completed or will complete a master's degree and 12.8% have a Ph.D. Over one-fourth have careers in business.

The respondents currently have high salaries well above the national median 40.4% making over \$60,000 and 31.9% from \$40-60,000. Many hold administrative positions (19.1%) or professional positions (31.9%). Though over 60% completed additional education beyond the B.A., another 23% desire further education at the master's or doctorate level.

Professional historical associations do not collect data on history graduates with career outside outside academe.

Employee satisfaction can be inferred from the data that demonstrates a substantial increase in salaries and positions requiring management and administrative skills. Alumni also report that the program provided them opportunities needed for success in their careers.

II. K. Stakeholder Satisfaction with the Program

State your assessment of the strength of the evidence of program quality on this indicator.

Above Average

- *Report the results of surveys of students, alumni, employers, community partners, etc. concerning their satisfaction with the quality of the program and its learning experiences and any program improvements initiated as a function of such feedback over time.*

Respondents to the Fall 2006 survey indicated that skills necessary for their success in current careers included writing, speaking, utilization of computer skills and the ability to argue persuasively. Nearly, 90% indicated the need for skills in developing independent projects. These skills are equivalent to those of the program mission.

Additionally, alumni indicated satisfaction with lifelong learning skills gained from the program including an appreciation of different cultures, American culture, historical programs and books.

II. L. Program's Responsiveness to Change & Improvement

State your assessment of the strength of the evidence of program quality on this indicator.

Very Strong

- *Cite the most significant examples of improvements made in the program over the last seven years in response to changing conditions, new external requirements, and/or departmental assessment initiatives.*

Since 1999, the Department of History and Geography has revised the Senior Seminar, Baccalaureate Exam, Senior Seminar, and Independent Study courses. These courses now have a standardized syllabus which is shaped by the department mission and expected learning outcomes.

The Department began requiring completion of HIST 3125, Historical Methods before entry to 5000 level courses to provide students with the opportunity to develop research and writing skills necessary for success in the program.

In 2003, the department began requiring four semesters of Foreign Language.

In Fall 2006, the department began requiring a "C" or better in all history courses for majors.

In 2004, the faculty began Early Mentoring for all History and Secondary Education students. These students are also assigned advisors in the department until they are enrolled as student teachers.

In 2005, the Department began work on an assessment plan. We are revising our mission, designing measurable learning outcomes and beginning assessment of lower and upper division courses.

In 2005, the department began administration of the Major Fields Test to better assess our students in comparison with other universities.

In Fall 2004, the Department published its first Newsletter and two years later developed an alumni survey.

- *Comment on how frequently the program's faculty are engaged in program assessment activities, comprehensive program evaluations, and fine tuning of the program and its requirements.*

Our assessment plan will assess specific courses over three semesters. We will regularly assess the Senior Seminar and Historical Methods. Comprehensive Program Review is mandated every seven years. We regularly fine tune our curriculum as new faculty are added to the department.

II. L. Summary Findings of the Program's Overall Productivity

Repeat the summary conclusion about the strength of the program's overall productivity as reported in the executive summary and cite any additional detailed analyses, interpretations, or rationale that support this summary judgment. This summary conclusion should be consistent with the pattern of strengths and weaknesses observed among the indicators of program productivity that follow.

The B.A. in History program is staffed by highly qualified faculty active in research and scholarship who dedicate time to university and community service while pursuing excellence in teaching. Despite inadequacies in facilities and poor support for faculty development, graduates demonstrate academic success and career satisfaction as well as an appreciation for the contributions the program has made to their overall intellectual development.

Chapter III

III. A. Enrollment of Students in the Program

State your assessment of the strength of the evidence of program quality on this indicator.

Satisfactory

- Analyze and interpret the numbers of majors enrolled in the program and the enrollment trends of these majors for the past five years.

The number of history majors has remained consistent over the past five years. The number of history and secondary education majors show robust growth since the establishment of the program just three years ago. Since these students are advised and instructed by the department of History and Geography until they are admitted into the Teacher Education Department, the number of combined majors indicates substantial growth especially when compared with general trends. Such growth is even more significant as the history department has had seven full time faculty over the past five years.

Total enrollment by major in the Baccalaureate programs grew by an average of 6.6% for all programs at CSU for the years 2003-6.

| Major Program | 2003 | 2004 | 2005 | 2006 | Growth Rate 2003-6 |
|----------------------------------------|------------|------------|------------|------------|--------------------|
| History Majors | 72 | 74 | 74 | 76 | 5.5% |
| History and Secondary Education Majors | 70 | 84 | 91 | 94 | 25.5% |
| Total History/ History Ed. | 142 | 158 | 165 | 170 | 16.5% |
| English Majors | 13 | 122 | 134 | 129 | 14.2% |
| English and Secondary Ed Majors | 55 | 64 | 69 | 55 | 0% |
| Total English | 168 | 186 | 203 | 184 | 9.5% |
| Political Science Majors (B.S. & B.A.) | 121 | 144 | 133 | 104 | -16.3% |
| Mathematics Majors (B.S. & B.A.) | 27 | 33 | 31 | 39 | 44.4% |
| Math & Secondary Ed Majors | 45 | 47 | 52 | 36 | -20% |
| Total Mathematics | 72 | 80 | 83 | 75 | 4.2% |

[Graph B](#)

- For undergraduate programs, compare the strength of the numbers of the upper division majors and enrollment trends for this program with the enrollment trends of upper division declared majors in other undergraduate programs at CSU.

Taking history and history education majors together, growth trends are strong for upper division majors, increasing from 69 majors in 2003-2004 to 94 majors in 2005-2006. A comparison of enrollment trends in the major and enrollments in upper division indicate that retention rates for History and History/Secondary Education Majors are well above those for all Mathematics and Political Science Majors and above those for all English majors.

| Comparison of Enrollment Trends and Upper Division Enrollments | 2003-04 | As % of Majors Enrolled | 2004-05 | As % of Majors Enrolled | 2005-06 | As % of Majors Enrolled |
|-----------------------------------------------------------------------|----------------|--------------------------------|----------------|--------------------------------|----------------|--------------------------------|
| Upper Division History Majors | 38 | 52.8 | 39 | 52.7 | 42 | 56.8 |
| Upper Division History & Secondary Ed Majors | 31 | 44.3 | 40 | 47.6 | 52 | 55.3 |
| Upper Division English Majors | 50 | 44.2 | 58 | 47.5 | 76 | 56.7 |
| Upper Division English & Secondary Ed Majors | 17 | 30.9 | 28 | 43.8 | 30 | 43.5 |
| Upper Division Political Science Majors | 48 | 39.7 | 51 | 35.4 | 54 | 40.6 |
| Upper Division Mathematics Majors | 10 | 37 | 15 | 45.5 | 16 | 51.6 |
| Upper Division Math & Secondary Ed Majors | 19 | 42.2 | 21 | 44.7 | 22 | 42.3 |

[Graph C](#)

- *Describe methods to be pursued for program improvement.*
 - ♦ The university has revised Visitation Day programs to include an academic component.
 - ♦ The Department is participating in programs sponsored by the Advising Center to recruit new majors.
 - ♦ Introduction of an M.A. in History would enhance the department's reputation and attract new majors.
 - ♦ Based upon surveys of seniors and majors completed 2005-6, additional hires in Asian and Military history would attract new students.
 - ♦ Department faculty will participate in visits to local high schools to recruit highly qualified students.
 - ♦ Update the website to include success stories and the "Careers in History" brochure.

III. B. Annual Degree Productivity of the Program

State your assessment of the strength of the evidence of program quality on this indicator.

Above Average

- *Analyze and interpret the numbers of degrees granted annually (fiscal year) by this program and trends of the program's productivity over the past five years.*
- *Compare the strength of the program's degree productivity with the productivity of other programs at CSU and offer possible explanations for this program's unusually high or low graduation rate if applicable.*

The number of degrees granted has been fairly consistent over the five year period. History's degree production is similar to the trends in political science and math. English has seen more growth in degree productivity than history. The drop in degrees for 2005 may reflect new requirements introduced since 2003 which have raised academic standards in the program.



Enrollments in the new B.A. in History and Secondary Education dual major have grown faster than the B.A. in History. We anticipate a related growth in degree production. Some majors are enrolled the Dual Major program which should produce graduates during the next academic year.

There is a disconnect between the survey and upper division classes as most surveys are taught by part time faculty. Retention rates are reduced by the lack of continuity between the survey and upper division classes.

| | 2001 | 2002 | 2003 | 2004 | 2005 |
|-------------------------------------------------------|------|------|------|------|------|
| Number of degrees awarded to History Majors | 11 | 9 | 14 | 14 | 9 |
| Number of degrees awarded to English Majors | 6 | 5 | 18 | 17 | 15 |
| Number of degrees awarded to Political Science Majors | 2 | 8 | 5 | 3 | 7 |
| Number of degrees awarded to Mathematics Majors | 5 | 3 | 2 | 0 | 4 |

[Graph D](#)

- *Describe methods to be pursued for program improvement.*
 - ♦ Requiring HIST 3125 for all majors as a prerequisite to 5000 level courses should assure that students have the skills necessary to make steady progress toward graduation.
 - ♦ Creation of an Advising Handbook for students.
 - ♦ Creation of standard course guidelines for surveys to make the transition to upper level courses smooth.
 - ♦ Replacement of part time faculty teaching in the core with full time faculty to meet CSU goals.

III. C. Program Completion Efficiency & Graduation Rate

State your assessment of the strength of the evidence of program quality on this indicator.

Satisfactory

- *Analyze and interpret the program’s graduation rate.*

History’s graduation rate for the two cohorts below averages 40%, a slightly better graduation rate than Political Science, but below English and Math. History’s graduation rate is above the institutional average.
- *Compare the program’s graduation rate with those of other programs at CSU and offer possible explanations for this program’s unusually high or low graduation rate if applicable.*

| Six-Year Graduation Rate | Percentage of Fall 1999 cohort graduating by 2005 | Percentage of Fall 2000 cohort graduating by 2006 | Average graduation rate for Fall 1999 plus Fall 2000 cohort |
|--------------------------|---------------------------------------------------|---------------------------------------------------|-------------------------------------------------------------|
| History | 75 % (3 of 4) | 25 % (2 of 8) | 40% |
| English | 62.5 % (5 of 8) | 45.5 % (5 of 11) | 52% |
| Political Science | 38.5 % (5 of 13) | 35.7 % (5 of 14) | 37% |
| Math | 0 in cohort | 66.7 (2 of 3) | 33.4% |
| Institutional Rate | 34% | 36% | 35% |

[Graph E](#)

- *Describe methods to be pursued for program improvement.*
 - ◆ The Department has adopted new requirements and a standardized syllabus for required courses in the program.
 - ◆ Juniors and seniors will have stronger preparation in research and writing after finishing HIST 3125 and will be able to succeed in upper division classes.
 - ◆ Advising handbook for students to strengthen advising and mentoring.
 - ◆ Replace part time faculty with full time faculty.

III. D. Efficiency & Clarity of the Program's Course Requirements

State your assessment of the strength of the evidence of program quality on this indicator.

Above Average

- *Analyze the published course requirements for program completion in terms of the simplicity and efficiency of the program's curricular design and the degree to which program requirements are communicated clearly and effectively.*

Areas F, G, H, and I are clear and easily understood in the B.A. in history program. In Area F, students must complete the second year of a foreign language. They must complete the core world history courses. Students then have a range of choices for the remaining two courses. Area G requires three discrete courses offered every fall and spring semester. The remaining courses are chosen from a menu divided by geographical area. In Area H students take additional history or geography coursework and pursue a minor of their choice spelled out in the academic catalog. Area I allows 12 hours of electives.

The History & Secondary Education program is a dual major. Students must complete the same courses in Areas A-F. In Areas G and H, the courses required for teacher certification are listed separately.

- *Comment on the ease with which majors understand and successfully navigate through the required curriculum for program completion.*

Transfer students have some difficulty with core requirements especially the Georgia legislative requirement in Georgia History and Constitution. Although the catalog stated that HIST 3125 should be completed in the sophomore year students ignored this requirement which in many cases slowed their progress through upper division courses requiring these skills. Many students continue to be confused by the language requirement in Area B.

- *Describe methods to be pursued for program improvement.*
 - ◆ The Department will adopt an annual required meeting for all majors during the first week of classes each fall where course requirements are reviewed and students are informed about opportunities for student internships and department activities.



III. E. Frequency and Sequencing of Course Offerings Required for Program Completion

State your assessment of the strength of the evidence of program quality on this indicator.

Satisfactory

- Analyze and interpret the scheduling and enrollment history of courses required for program completion, giving particular focus to the regularity, frequency, and sequencing of course offerings required for program completion.

The courses required for completion of the B.A. in history include core courses in world and United States history, HIST 3125 Historical Methods, HIST 4795 Senior Seminar, and HIST 4000 Baccalaureate Exam. All are offered each fall and spring semester so students have ample opportunity to take the courses at the appropriate time in their degree program. Core courses are also offered during summer semester.

Core courses are usually full by the end of early registration. HIST 3125 fills to capacity each semester during early registration. The enrollment in HIST 4795 and HIST 4000 averages 5-8 students per semester.

The history courses required for completion of the B.A. in history and secondary education include the three courses above plus HIST 3105 History of Georgia. HIST 3105 has been offered fall, spring, and summer semester since 2005-2006, and it usually fills to capacity. The history department, of course, has no control over the scheduling of courses required for this degree in the College of Education.

Students are expected to select courses in U.S., European or World courses in Area G. Course enrollments and rotation are indicated by the table below:

| Sections offered– Area G | F 06 | Sp 06 | F 05 | Sp 05 | F 04 | Sp 04 | F 03 | Sp 03 | F 02 | Sp 02 |
|-----------------------------|------|-------|------|-------|------|-------|------|-------|------|-------|
| US | 5 | 3 | 3 | 4 | 2 | 3 | 4 | 2 | 5 | 2 |
| Europe* | 3 | 2 | 2 | 2 | 3 | 2 | 1 | 1 | 1 | 1 |
| World | 4 | 4 | 2 | 8 | 6 | 3 | 5 | 3 | 4 | 2 |
| Area H - electives | 2 | 1 | 1 | | | | | 1 | | |

*European offerings include courses taught by visiting scholars.

[Graph F](#)

Upper division US enrollments as well as World offerings have grown while European offerings remain constant only with sections taught by Visiting Scholars.

- Describe methods to be pursued for program improvement.
 - Faculty should be hired to teach the European component of Area G and perhaps to enhance elective offerings in methods courses such as Public History and Film.
 - In the near future it may be necessary to offer three sections of HIST 3125 per academic year as enrollments increase.
 - Continual review of course rotation and deactivation of inactive courses.

III. F. Enrollment in the Program's Required Courses

State your assessment of the strength of the evidence of program quality on this indicator.

Satisfactory

- Analyze and interpret the strength of the enrollments in the courses required for program completion.

Course enrollment in required courses is extremely robust. HIST 3125 and HIST 3105 usually fill to capacity with a waiting list of students who request overrides into these courses. HIST 4795 and HIST 4000 are limited to 10 students; enrollment averages between 5 and 8 students.

| Course Enrollment— Required Courses | Fall 2006 | Spring 2006 | Fall 2005 | Spring 2005 | Fall 2004 | Spring 2004 | Fall 2003 | Spring 2003 |
|----------------------------------------|--------------|----------------|--------------|----------------|--------------|----------------|--------------|----------------|
| HIST 3125 | 29 | 49 | 30 | 29 | 19 | 24 | 30 | n/a |
| HIST 4795 | 6 | 5 | 4 | 3 | 4 | 8 | 6 | 5 |
| HIST 4000 | 8 | 4 | 6 | 5 | 6 | 7 | 5 | 7 |

[Graph G](#)

- Comment on differences between core and elective course enrollments as well as differences among courses required for optional tracks or concentrations. Identify any required courses that are dropped from the schedule of classes frequently due to low enrollment and which majors must complete through approved substitutions or directed studies.

Core courses generally fill to capacity during early registration. If the history department had more faculty, more core courses could be offered and filled due to the high demand for these courses.

Enrollment is limited to 30 students in 3000-level courses and to 25 students in a 5000-level course with joint undergraduate and graduate enrollments.

Required courses are never dropped from the schedule due to low enrollment. On the contrary, the history department cannot always meet the demand of students for required courses. HIST 3125 is full during early registration as is HIST 3105 the required course for History and Secondary Education majors. For the last two years there has been a waiting list for HIST 3125.

| Course Enrollment— Required Courses | Fall 2006 | Spring 2006 | Fall 2005 | Spring 2005 | Fall 2004 | Spring 2004 | Fall 2003 | Spring 2003 |
|----------------------------------------|--------------|----------------|--------------|----------------|--------------|----------------|--------------|----------------|
| HIST 3125 | 29 | 24 | 30 | 29 | 19 | 24 | 30 | n/a |
| HIST 4795 | 6 | 5 | 4 | 3 | 4 | 8 | 6 | 5 |
| HIST 4000 | 8 | 4 | 6 | 5 | 6 | 7 | 5 | 7 |
| HIST 3105 | 28 | 29 | 30 | n/a | 29 | n/a | 28 | n/a |

[Graph H](#)

| Enrollment— Core and Upper Division | Fall 2006 | Spring 2006 | Fall 2005 | Spring 2005 | Fall 2004 | Spring 2004 | Fall 2003 | Spring 2003 |
|----------------------------------------------------|----------------------|------------------------|----------------------|------------------------|----------------------|------------------------|----------------------|------------------------|
| HIST 1111 | 172 | 129 | 127 | 190 | 166 | 202 | 200 | 144 |
| HIST 1112 | 80 | 120 | 109 | 77 | 123 | 135 | 179 | 179 |
| HIST 2111 | 450 | 64 | 374 | 404 | 438 | 255 | 360 | 383 |
| IST 2112 | 540 | 390 | 589 | 317 | 284 | 336 | 318 | 234 |
| GEOG 1101 | 116 | 119 | 119 | 40 | 120 | 123 | 126 | 83 |
| IST 3169 | n/a | n/a | 30 | 32 | n/a | n/a | n/a | n/a |
| IST 3135 | n/a | 3 | n/a | 18 | n/a | 18 | n/a | n/a |
| HIST 5545 | n/a | n/a | 23 | n/a | 20 | n/a | n/a | n/a |
| HIST 5575 | 25 | 21 | 25 | 11 | n/a | 15 | n/a | n/a |

[Graph I](#)

| Average Course Enrollment | 1000 level | 2000 level | 3000 level | 4000 level | 5000 level |
|--------------------------------------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|
| 2003-04 | 36.1 | 37.7 | 24.2 | 3.4 | 9.4 |
| 2004-05 | 31.6 | 34.4 | 21.7 | 3.7 | 3.7 |
| 2005-06 | 27.3 | 33.2 | 24.0 | 3.7 | 10.9 |

[Graph J](#)

- *Describe methods to be pursued for program improvement.*
 - ◆ In Fall 2007, students will have a minimum requirement of three of six 5000 level courses in Area G which should further encourage students to complete HIST 3125 as sophomores.
 - ◆ Demand for World History classes has also increased while the ability of the department to offer these classes has declined. Only three full time faculty teach the World survey and two of those faculty have administrative duties with reduced teaching loads. The addition of additional full time faculty to teach world history in the core would alleviate this problem.

III. G. Diversity of the Program’s Majors and Graduates

State your assessment of the strength of the evidence of program productivity on this indicator.

Below Average

- *Analyze and interpret the gender, ethnicity, nationality, and age of the majors and graduates in the program.*

The average age of majors remains steady at 25; however the cohort of students under 21 is increasing. Currently 30% of majors are under 21. The fastest growing age cohort is 31-40 though this group comprises just 13.7% of all majors. The largest age group is 21 to 25. Although this age group has declined in recent years they make up 35.6 % of the enrollment on average for the last three years.

The majority of majors are white (79.5%) and male (60%), with no international students graduating as history majors. African American students are the next largest ethnic group who along with two Hispanic, one American Indian and two Multiracial students comprise 25.9 % of the students enrolled in the major.

These figures are similar to national figures of graduates in history compiled by the American Historical Association and published in their publication, *Perspectives* in 2005.

- *Comment on the program’s success and distinctiveness in enrolling and graduating a diverse mix of students.*

The department’s enrollment does not reflect the current university wide enrollment figures according to ethnic origin which is 60% white, 31% African American, 3% Hispanic and 60% female. The department could better reflect the composition of CSU’s student body by increasing the current percentage of majors who are African-American, Asian, Hispanic or female.

- *Describe methods to be pursued for program improvement.*
 - ♦ Recent faculty hires and the expanded course offerings they can bring to the catalog in the areas of African-American history and women’s history improve the department’s prospects for attracting prospective majors from more diverse backgrounds. It is hoped that the potential hiring of a full-time Asian historian would have a similar effect.
 - ♦ Recent hires have made the department majority female. With female role models as professors and as a chair, women may be more encouraged to join the program.
 - ♦ The Department must take a more active role in Enrollment services by visiting high schools to recruit more diverse students.
 - ♦ Faculty will become more involved in outreach programs, community service, and public lectures serving diverse populations.

III. H. Cost-Effectiveness of Instructional Delivery in the Program’s Home Department

State your assessment of the strength of the evidence of program productivity on this indicator.

Above Average

- *Contrast the instructional cost-effectiveness of this program’s home department with others at CSU.*

| | 2003/4 | 2004/5 | 2005/6 | 3 Year Average |
|--------------------------------------------------------|--------|--------|--------|----------------|
| Cost per History major | 8,006 | 6774 | 7040 | 7273 |
| Cost per Credit Hour Including Secondary Ed Dual Major | 4059 | 3173 | 3157 | 3463 |
| Program Cost per Credit Hour | 71 | 63 | 57 | 64 |
| Cost per Headcount | 3429 | 3494 | 3672 | 3532 |
| Institutional Cost per Credit Hour | 160 | 162 | 170 | 492 |
| Full Time Faculty | 7 | 7 | 7 | 7 |
| Part Time Faculty | 4 | 7 | 11 | 7 |

[Graph K](#)



- *List the principal factors that cause this program’s home department to appear to be unusually cost-effective (i.e., have a low ratio of instructional expenses per weighted credit hour of instruction) or to appear to be unusually costly (i.e., have a high cost per credit hour).*

Over the last several years 60-75% of the core has been taught by part time faculty, drastically cutting the cost per credit hour.

One faculty member in the department is the administrator for International Education, holds an endowed chair and generates just 6 credit hours per fiscal year. This greatly impacts the department’s cost effectiveness.

The new dual major in History and Secondary Education is attractive to many students drawn to the study of history as it allows them to complete the B.A. and receive certification as a high school teacher. This major attracts many who might major in history alone if the Dual Major did not exist. These majors must be considered in the program’s cost effectiveness analysis as they are advised in the department and are receiving the same instruction in history as those seeking only the B.A..

- *Comment on the degree to which this program contributes to or detracts from the cost-effectiveness of the department.*

The B.A. in History is less cost effective than the B.A. in History and Secondary Education, however without the dual major students seeking Teacher certification would probably finish a B.A. in History. Combined with the dual major the B.A. in History and Secondary Education programs offered by the department are more cost effective than the average program at CSU.

- *Describe methods to be pursued for program improvement.*
 - ◆ Enrollment trends indicate continued growth in the dual degree program.
 - ◆ The addition of new faculty who will energize the department and attract new majors is especially significant.

III. I. Program’s Responsiveness to State Needs and Employer Demand for Program Graduates

State your assessment of the strength of the evidence of program productivity on this indicator.

Above Average

- *Comment on the demand for graduates of this program, followed by an assessment of the program’s success in responding productively to such need and demand.*

Students completing the B.A. in history develop skills necessary for careers in business, teaching, law, and government service. History Majors are hired by businesses requiring problem solving, research, writing and critical thinking skills. Global competency is also required by major companies. Locally these companies include AFLAC, TSYS and Blue Cross/Blue Shield. Many majors pursue graduate study in History or Education, seek a Teaching Certificate or other credentials such as a degree in law. The History and Geography department’s preparation of teachers, particularly through the History and Secondary Education major, constitutes an essential part of CSU’s response to the state’s need for qualified secondary school educators. Locally, three social studies openings remained unfilled in

Muscogee County this academic year. Male teachers are in especially high demand. Counties such as Gwinnett and Cobb are consistently understaffed. New requirements for content knowledge have also sent many teachers back to the classroom for credentialing.

- *List the factors that limit the program’s ability to be more productive and responsive to these needs and demands.*

The most significant internal limitation on the program’s potential for growth would appear to be the small number of faculty available to offer courses to students seeking to obtain degrees in the program. The low salaries provided to educators across the board represent an external limitation, reducing the number of students who may be drawn to history education. During recent years the department has been involved in a concerted effort to improve the preparation and quality of its history education graduates. This ongoing project is centered upon the Early Mentoring Program, wherein upper-division students must submit a portfolio of their written work for constructive criticism and assessment by history faculty and Columbus-area secondary-school educators.

Students approach higher education as vocational education. They do not realize that the skills offered by a liberal arts education are required by careers in business and other professional careers while also providing opportunities for lifetime learning. Most people change careers at least once in their lifetime making a liberal arts education desirable for success in most fields and in life.

- *Describe methods to be pursued for program improvement.*
 - ♦ As most majors do not become teachers the department must market the B.A. in History degree to those seeking skills required by major national and international corporations.

III. J. Position of the Program’s Annual Degree Productivity among Comparable USG Programs

State your assessment of the strength of the evidence of program productivity on this indicator.

Above Average

- *Identify the ranking of this program relative to comparable programs in the University System of Georgia (or region or nation) in terms of the number of degrees granted annually.*

The ratio of full time faculty to students and the existence of graduate programs directly impact comparative figures for degrees granted annually. Larger USG history departments with full time faculty teaching in the core and in more subject areas have more opportunities to attract students to the major. Obviously, if the pool of possible majors is larger the raw number of majors will be higher.

| USG Institution | Full Time Faculty | Student Enrollment Fall 2004 | Graduate Program | Average Degrees conferred annually 2002-2005 |
|-------------------------------------|-------------------|------------------------------|------------------|----------------------------------------------|
| Columbus State University | 7 | 7,224 | No | 12 |
| Armstrong Atlantic State University | 15 | 7,009 | Yes | 21 |
| State University of West Georgia | 18 | 10,216 | Yes | 18 |
| Georgia Southern University | 25 | 16,100 | Yes | 25 |

This conclusion is supported by analyzing degree production at Albany State which had the highest student to faculty ratio in 2004 (1:1223) and no graduate program and averages 3 degrees annually. In 2006, Columbus State had the second highest full time history faculty to student ratio (1:1085) among USG regional universities.



- *Describe methods to be pursued for program improvement.*
 - ◆ Expand the number of full time faculty teaching in the core.
 - ◆ Support the activities of the CSU History Club
 - ◆ Participate in Majors Fairs sponsored by the Advising Center.
 - ◆ Support “Careers in History Day” sponsored annually by the Columbus Museum
 - ◆ Increase faculty presence and interaction with student organizations across campus

III. K. This Program’s Contribution to Achieving CSU’s Mission

- *List the substantive contributions this program makes to the achievement of CSU’s published statement of institutional mission.*

“Columbus State University’s mission is to promote educational, economic, social and cultural growth in Georgia and beyond.”

Graduates holding the B.A. in history have salaries well above the national median. Over 70% are paid more than \$40,000 annually. Graduates also indicate satisfaction with skills gained through the study of history and with life long learning benefits of the study of history. Three of five have obtained additional certification, credentialing or advanced degrees.

“The university is dedicated to excellence in teaching in a student-centered environment, research and creative activities, service to the region and the state, and community engagement through university-community partnerships.”

The Department’s quality of teaching is above average offering opportunities for independent projects, research, field work and student publication. The quality of research in the department is very strong.

Faculty regularly speak publicly in the community, collaborate with local teachers and school boards and are active in community organizations. Internships and other community partnerships exist and are being expanded.

- *Describe methods to be pursued for program improvement.*
 - ◆ The Department must actively recruit students interested in history who seek careers outside teaching. Success stories need to be told on the department webpage and in other public relations materials.
 - ◆ Faculty will continue development and expansion of community partnerships.

Chapter IV

Conclusion about the Program's Viability at CSU

Repeat the conclusion about the program's viability at CSU as reported in the executive summary and cite any additional detailed analyses, interpretations, or rationale that support this summary judgment.

The B.A. in History program produces graduates in liberal arts with twenty-first century skills necessary to succeed in business, administration, government service, legal careers and education. Alumni express satisfaction with the program and contribute to the economic and social growth of the city, state and region. Faculty teaching in the program showcase their research and scholarship through publications, participation in conferences, public talks and partnerships with museums, historic foundations and educational institutions. They remain active in the local community. Students progress through the program at a rate comparable to other programs at CSU and the overall cost of the program when combined with the dual major in Secondary Education is below average for the university. Annual degree production, enrollments in the major and graduation rates are impacted by the small number of faculty teaching in the program relative to overall student enrollments.

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Chapter V

Program Improvement Plan

Highlight the department's plans, priorities, and timetable for improving the program's quality and productivity if the program is judged to be viable.

To support the goals of the University System of Georgia and Columbus State University has developed a set of plans and priorities.

Attracting and retaining high quality and diverse students

- Continue replacing part time faculty with full time faculty in the core
 - Hire a military historian and develop a partnership with the new Infantry Museum
 - Hire an Asian Historian
 - Hire a Europeanist
- Increase the scope of course offerings
- Develop additional minors such as the Geography minor proposed for 2007-8
- Adoption of the M.A. Program
- Develop a thematic course of study program in Borderlands or other subjects relative to faculty expertise to include a department sponsored field program and learning experiences
- Locate resources for a History and Geography Lab
- Revise the webpage to showcase student success including testimonials
- Advising Handbook for students
- Increase faculty involvement in CSU sponsored Study Abroad Programs to include a summer program in Moscow, Latin America and other areas of faculty expertise.
- Increased community outreach to diverse populations
- Visits to area high schools to promote Careers in History
- Promotion of Biggs Scholarship

Retaining high quality faculty

- Pursue funds for Faculty Development, Full year paid sabbaticals
- Course reductions for merit
- Office Renovation
 - Conference Room renovation
 - History faculty handbook
- Formalize a mentoring program for all faculty
- Two annual Department research presentations

Raising and maintaining academic standards

- Implement an Assessment plan
- Develop course guidelines for surveys
- Standardized syllabus in HIST 3125
- Department Participation in QEP

Chapter VI

Summary Recommendation

Highlight the department's recommendations, rationale, plans, and timetable for expanding, maintaining, reducing, or consolidating/discontinuing the program.

If the B.A. Program is to be maintained additional faculty must be hired and funding for recruiting and retaining highly qualified faculty must be allocated. Enrollments, retention and degree production are directly related to the number of full time faculty active in scholarship and service. The Department of History and Geography has one of the lowest ratios of faculty to overall student population of any history department in the University System of Georgia. If enrollments rise as expected with Base Realignment and Closure, it will be necessary to hire additional faculty to meet enrollment needs. Expansion of course offerings and the introduction of an M.A. Program will contribute to greater increases in enrollment, graduation and retention.

Beginning Spring 2007 the department will prepare implementation of an Assessment Plan and if funds are available will hire an Asian Historian and Military Historian. The letter of intent has been submitted for the M.A. program and the department will respond to BOR recommendations as they are made hoping to implement the new program by Fall 2008. Faculty will also prepare an Advising Manual for students and a new History Faculty Handbook.

As funds and space become available the department will expand into offices vacated on the third floor of Faculty Office building and seek a location for a History and Geography lab. Renovation of faculty offices and the conference room will be expanded. Faculty will address salary compression, faculty development and release time for merit through appropriate faculty governance and planning committees.

As part of overall strategic planning the department will develop learning experiences particular to faculty expertise and introduce specialized studies in Borderlands or other subjects. By spring 2008, faculty will have plans for a field program in the U.S. West and begin plans for a department sponsored program in Moscow.

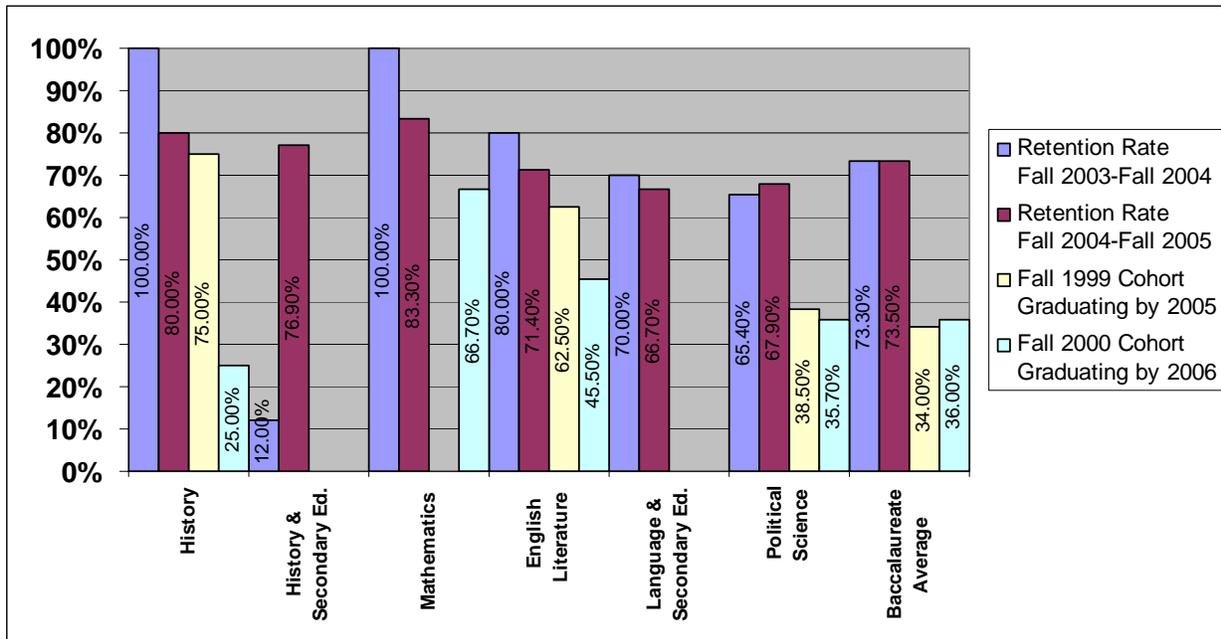
In fall 2008 and after, the department will seek approval for positions in European history, Colonial America, Public History and in thematic studies which complement current faculty expertise. It will be necessary to hire a geographer with expertise in global studies and perhaps GIS skills within the next three years to meet the needs of the core.

Full time faculty will plan to present at least one paper a year at a major conference in their field. Service activities in the community will be expanded over the next few years to target underrepresented and diverse groups. Changes to public relations materials and the webpage will be implemented. Continued advisement of student organizations, university service and the development of course guidelines for core courses and teaching portfolios will enhance the department and improve teaching.

Graphs

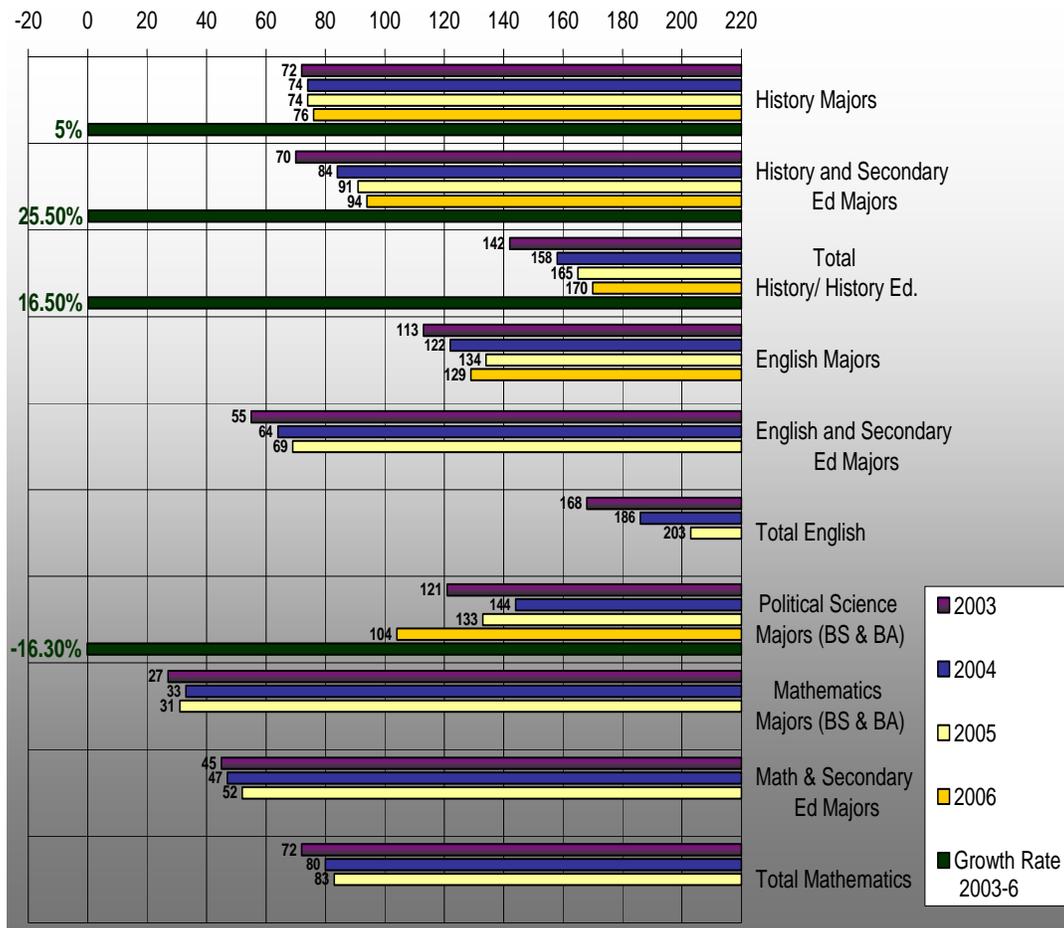
Graph A

| Major | Retention Rate Fall 2003- Fall 2004 | Retention Rate Fall 2004- Fall 2005 | Fall 1999 Cohort Graduating by 2005 | Fall 2000 Cohort Graduating by 2006 |
|--------------------------|-------------------------------------------|-------------------------------------------|----------------------------------------------|----------------------------------------------|
| History | 100% | 80% | 75% | 25% |
| History & Secondary Ed. | 63.6 | 76.9 | | |
| Mathematics | 100% | 83.3% | | 66.7% |
| English Literature | 80% | 71.4% | 62.5% | 45.5% |
| Language & Secondary Ed. | 70% | 66.7% | | |
| Political Science | 65.4% | 67.9% | 38.5% | 35.7% |
| Baccalaureate Average | 73.3% | 73.5% | 34% | 36% |



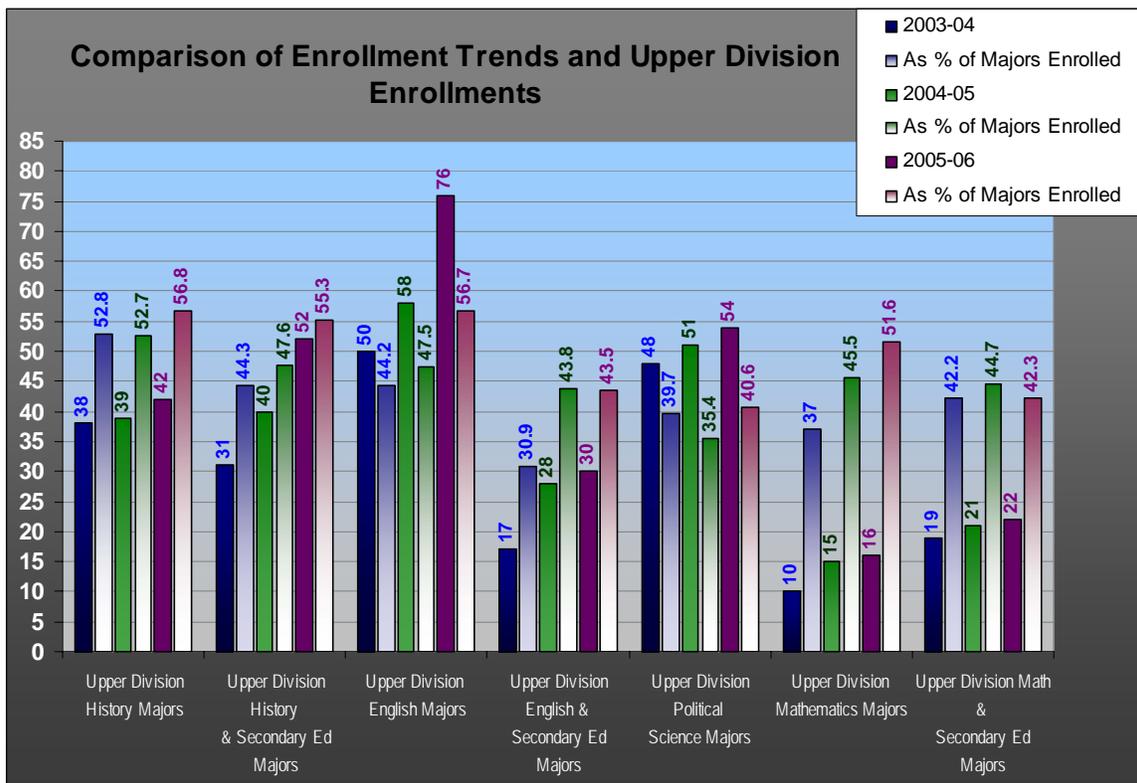
Graph B

| Major Program | 2003 | 2004 | 2005 | 2006 | Growth Rate 2003-6 |
|----------------------------------------|------------|------------|------------|------------|--------------------|
| History Majors | 72 | 74 | 74 | 76 | 5.5% |
| History and Secondary Education Majors | 70 | 84 | 91 | 94 | 25.5% |
| Total History/ History Ed. | 142 | 158 | 165 | 170 | 16.5% |
| English Majors | 13 | 122 | 134 | 129 | 14.2% |
| English and Secondary Ed Majors | 55 | 64 | 69 | 55 | 0% |
| Total English | 168 | 186 | 203 | 184 | 9.5% |
| Political Science Majors (BS & BA) | 121 | 144 | 133 | 104 | -16.3% |
| Mathematics Majors (BS & BA) | 27 | 33 | 31 | 39 | 44.4% |
| Math & Secondary Ed Majors | 45 | 47 | 52 | 36 | -20% |
| Total Mathematics | 72 | 80 | 83 | 75 | 4.2% |



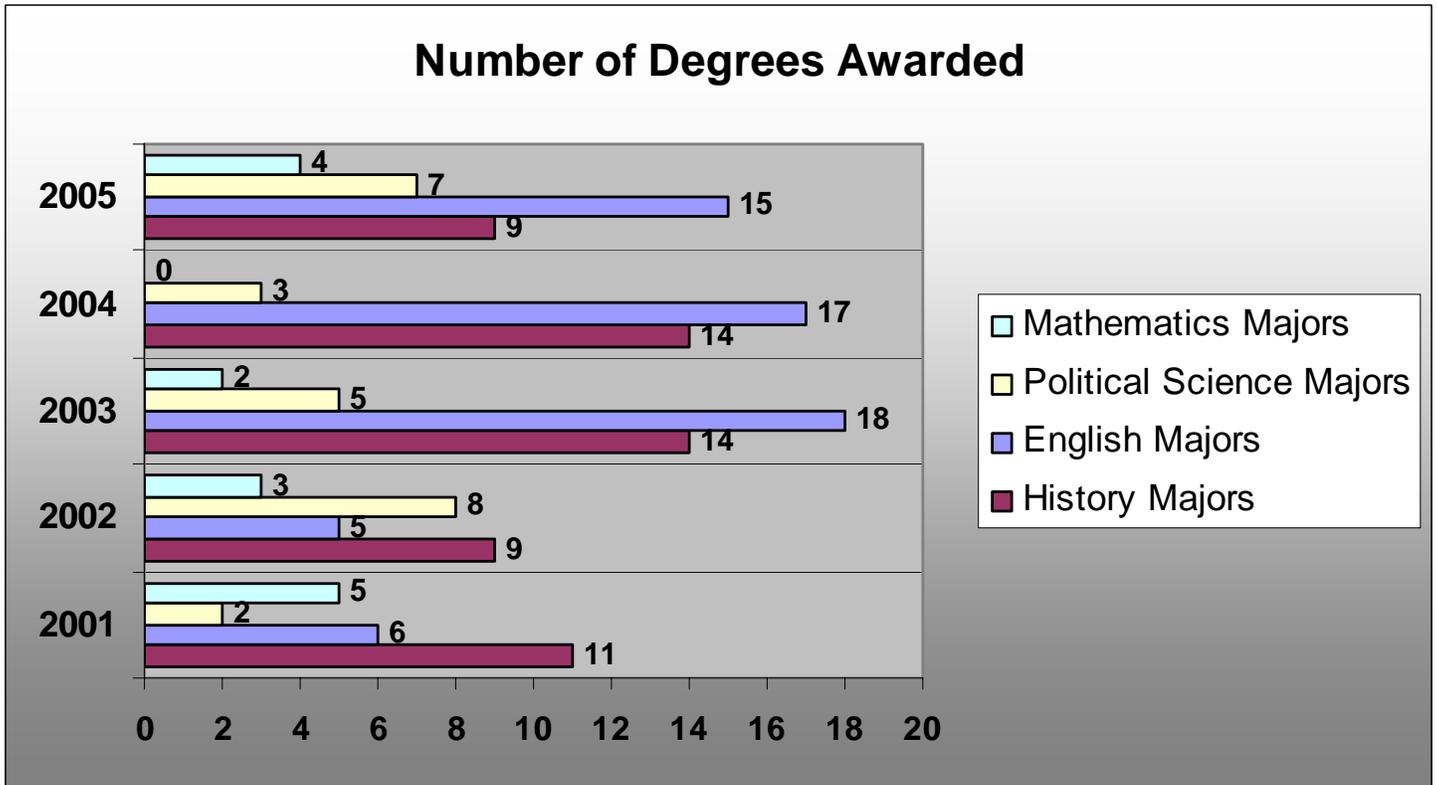
Graph C

| Comparison of Enrollment Trends and Upper Division Enrollments | 2003-04 | As % of Majors Enrolled | 2004-05 | As % of Majors Enrolled | 2005-06 | As % of Majors Enrolled |
|----------------------------------------------------------------|---------|-------------------------|---------|-------------------------|---------|-------------------------|
| Upper Division History Majors | 38 | 52.8 | 39 | 52.7 | 42 | 56.8 |
| Upper Division History & Secondary Ed Majors | 31 | 44.3 | 40 | 47.6 | 52 | 55.3 |
| Upper Division English Majors | 50 | 44.2 | 58 | 47.5 | 76 | 56.7 |
| Upper Division English & Secondary Ed Majors | 17 | 30.9 | 28 | 43.8 | 30 | 43.5 |
| Upper Division Political Science Majors | 48 | 39.7 | 51 | 35.4 | 54 | 40.6 |
| Upper Division Mathematics Majors | 10 | 37 | 15 | 45.5 | 16 | 51.6 |
| Upper Division Math & Secondary Ed Majors | 19 | 42.2 | 21 | 44.7 | 22 | 42.3 |



Graph D

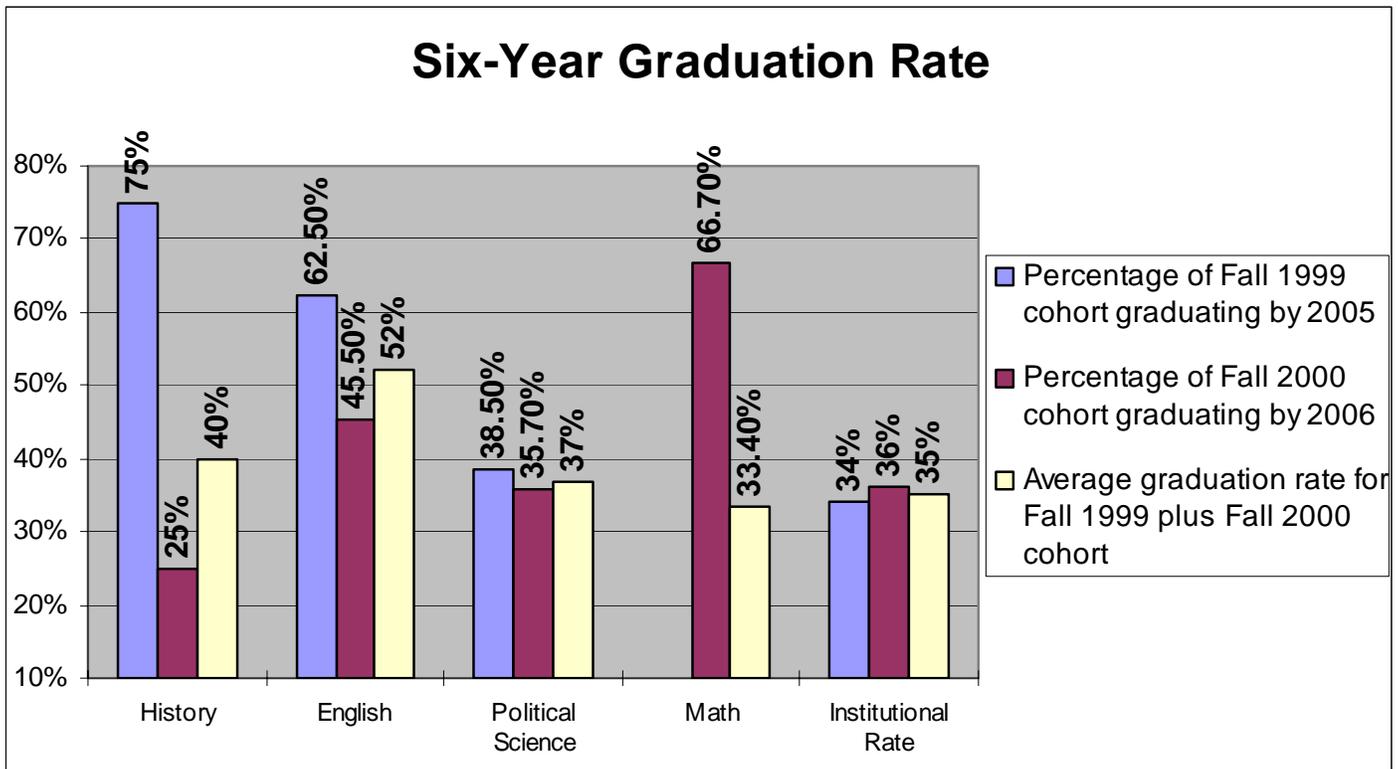
| | 2001 | 2002 | 2003 | 2004 | 2005 |
|-------------------------------------------------------|------|------|------|------|------|
| Number of degrees awarded to History Majors | 11 | 9 | 14 | 14 | 9 |
| Number of degrees awarded to English Majors | 6 | 5 | 18 | 17 | 15 |
| Number of degrees awarded to Political Science Majors | 2 | 8 | 5 | 3 | 7 |
| Number of degrees awarded to Mathematics Majors | 5 | 3 | 2 | 0 | 4 |



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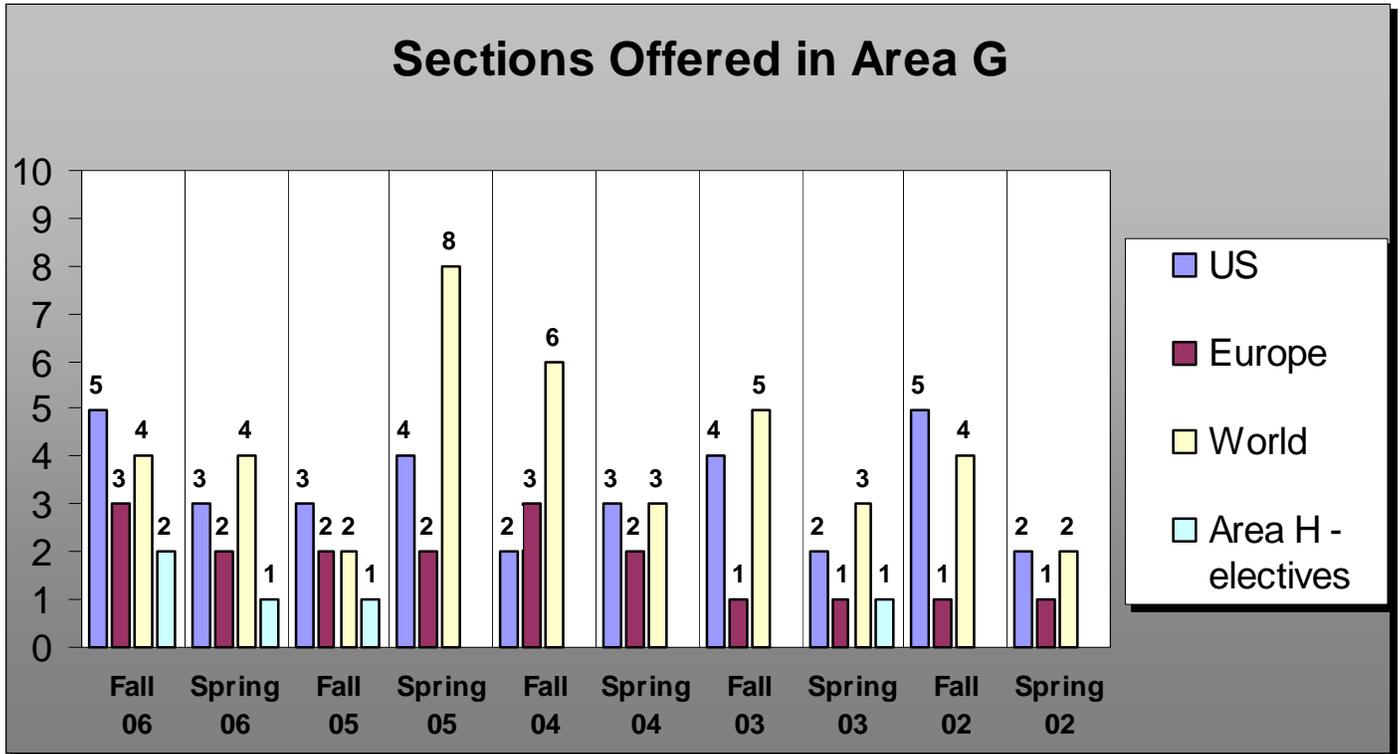
Graph E

| Six-Year Graduation Rate | Percentage of Fall 1999 cohort graduating by 2005 | Percentage of Fall 2000 cohort graduating by 2006 | Average graduation rate for Fall 1999 plus Fall 2000 cohort |
|--------------------------|---------------------------------------------------|---------------------------------------------------|-------------------------------------------------------------|
| History | 75 % (3 of 4) | 25 % (2 of 8) | 40% |
| English | 62.5 % (5 of 8) | 45.5 % (5 of 11) | 52% |
| Political Science | 38.5 % (5 of 13) | 35.7 % (5 of 14) | 37% |
| Math | 0 in cohort | 66.7 (2 of 3) | 33.4% |
| Institutional Rate | 34% | 36% | 35% |



Graph F

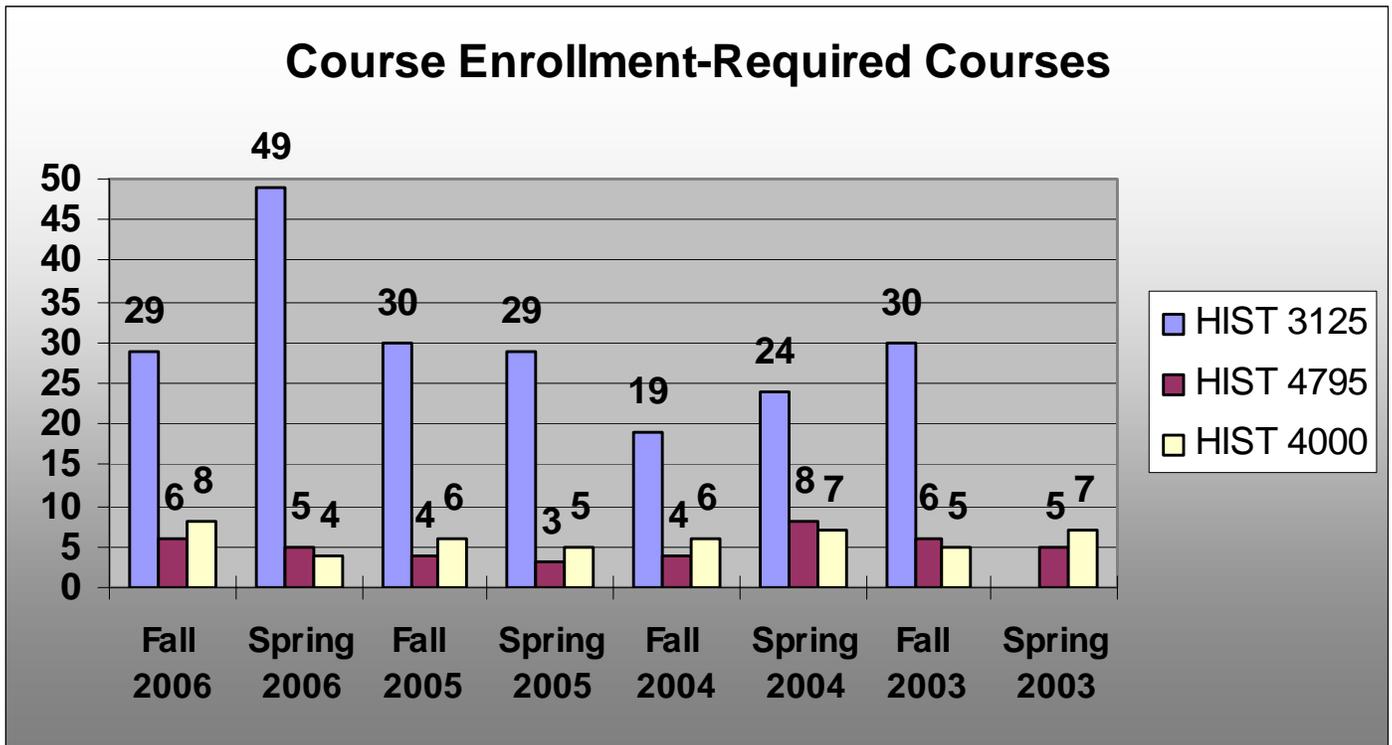
| Sections offered– Area G | F 06 | Sp 06 | F 05 | Sp 05 | F 04 | Sp 04 | F 03 | Sp 03 | F 02 | Sp 02 |
|-----------------------------|------|-------|------|-------|------|-------|------|-------|------|-------|
| US | 5 | 3 | 3 | 4 | 2 | 3 | 4 | 2 | 5 | 2 |
| Europe* | 3 | 2 | 2 | 2 | 3 | 2 | 1 | 1 | 1 | 1 |
| World | 4 | 4 | 2 | 8 | 6 | 3 | 5 | 3 | 4 | 2 |
| Area H - electives | 2 | 1 | 1 | | | | | 1 | | |



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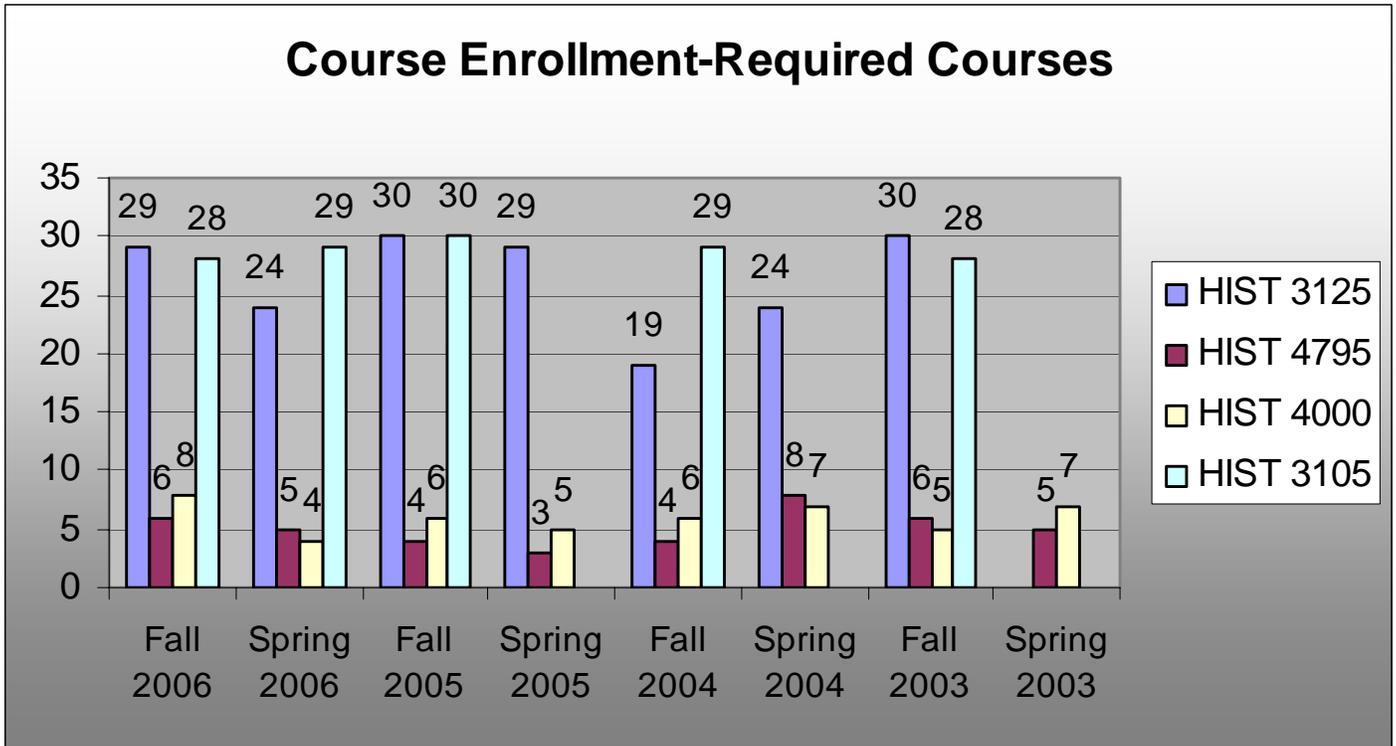
Graph G

| Course Enrollment— Required Courses | Fall 2006 | Spring 2006 | Fall 2005 | Spring 2005 | Fall 2004 | Spring 2004 | Fall 2003 | Spring 2003 |
|------------------------------------------------|----------------------|------------------------|----------------------|------------------------|----------------------|------------------------|----------------------|------------------------|
| HIST 3125 | 29 | 49 | 30 | 29 | 19 | 24 | 30 | n/a |
| HIST 4795 | 6 | 5 | 4 | 3 | 4 | 8 | 6 | 5 |
| HIST 4000 | 8 | 4 | 6 | 5 | 6 | 7 | 5 | 7 |



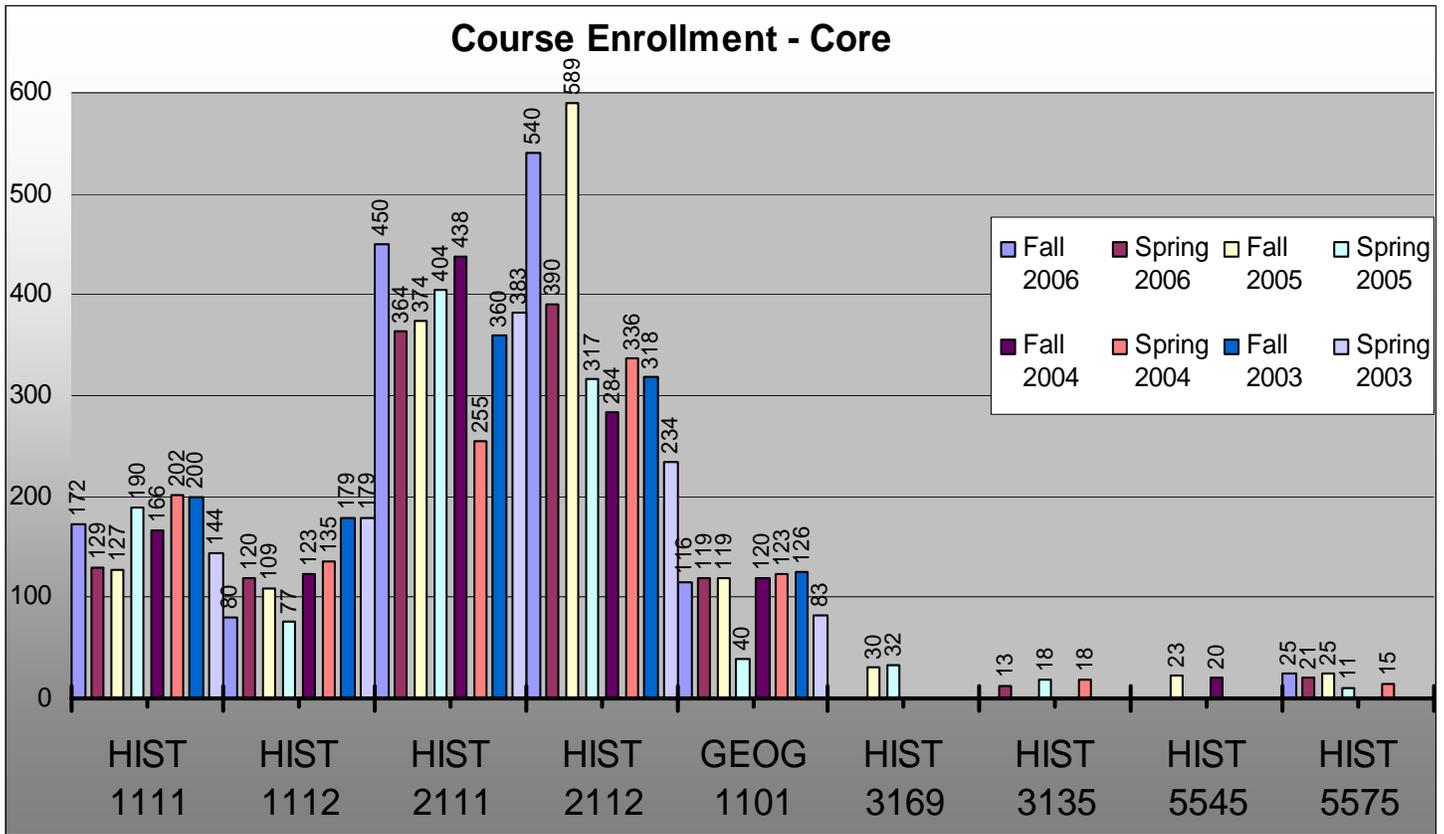
Graph H

| Course Enrollment— Required Courses | Fall 2006 | Spring 2006 | Fall 2005 | Spring 2005 | Fall 2004 | Spring 2004 | Fall 2003 | Spring 2003 |
|----------------------------------------|--------------|----------------|--------------|----------------|--------------|----------------|--------------|----------------|
| HIST 3125 | 29 | 24 | 30 | 29 | 19 | 24 | 30 | n/a |
| HIST 4795 | 6 | 5 | 4 | 3 | 4 | 8 | 6 | 5 |
| HIST 4000 | 8 | 4 | 6 | 5 | 6 | 7 | 5 | 7 |
| HIST 3105 | 28 | 29 | 30 | n/a | 29 | n/a | 28 | n/a |



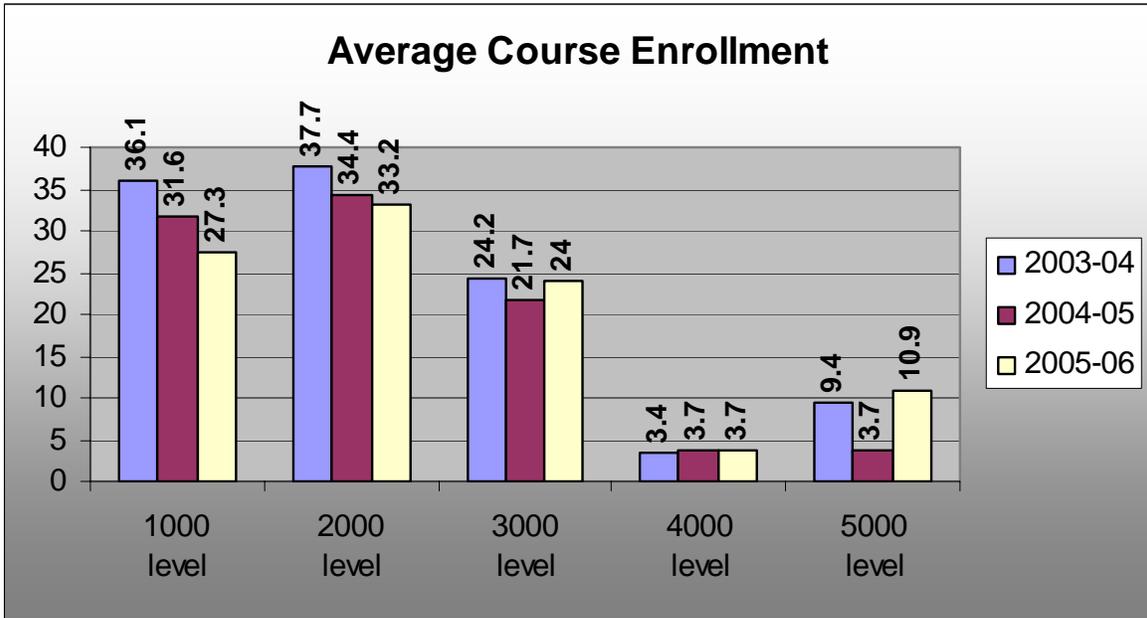
Graph I

| Enrollment— Core and Upper Division | Fall 2006 | Spring 2006 | Fall 2005 | Spring 2005 | Fall 2004 | Spring 2004 | Fall 2003 | Spring 2003 |
|-------------------------------------------|--------------|----------------|--------------|----------------|--------------|----------------|--------------|----------------|
| HIST 1111 | 172 | 129 | 127 | 190 | 166 | 202 | 200 | 144 |
| HIST 1112 | 80 | 120 | 109 | 77 | 123 | 135 | 179 | 179 |
| HIST 2111 | 450 | 64 | 374 | 404 | 438 | 255 | 360 | 383 |
| IST 2112 | 540 | 390 | 589 | 317 | 284 | 336 | 318 | 234 |
| GEOG 1101 | 116 | 119 | 119 | 40 | 120 | 123 | 126 | 83 |
| IST 3169 | n/a | n/a | 30 | 32 | n/a | n/a | n/a | n/a |
| IST 3135 | n/a | 3 | n/a | 18 | n/a | 18 | n/a | n/a |
| HIST 5545 | n/a | n/a | 23 | n/a | 20 | n/a | n/a | n/a |
| HIST 5575 | 25 | 21 | 25 | 11 | n/a | 15 | n/a | n/a |



Graph J

| Average Course Enrollment | 1000 level | 2000 level | 3000 level | 4000 level | 5000 level |
|----------------------------------|-------------------|-------------------|-------------------|-------------------|-------------------|
| 2003-04 | 36.1 | 37.7 | 24.2 | 3.4 | 9.4 |
| 2004-05 | 31.6 | 34.4 | 21.7 | 3.7 | 3.7 |
| 2005-06 | 27.3 | 33.2 | 24.0 | 3.7 | 10.9 |



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Graph K

| | 2003/4 | 2004/5 | 2005/6 | 3 Year Average |
|--------------------------------------------------------|--------|--------|--------|----------------|
| Cost per History major | 8,006 | 6774 | 7040 | 7273 |
| Cost per Credit Hour Including Secondary Ed Dual Major | 4059 | 3173 | 3157 | 3463 |
| Program Cost per Credit Hour | 71 | 63 | 57 | 64 |
| Cost per Headcount | 3429 | 3494 | 3672 | 3532 |
| Institutional Cost per Credit Hour | 160 | 162 | 170 | 492 |
| Full Time Faculty | 7 | 7 | 7 | 7 |
| Part Time Faculty | 4 | 7 | 11 | 7 |

