

Draft: SHSU Department of History Graduate Program Self-Study, 2011-2013

I. Program Profile

A. Mission of the Program: The SHSU MA in History program is dedicated to a two-fold purpose. First, the department provides the highest quality graduate education possible by offering students a diverse and varied curriculum, interaction with professional research historians, and rigorous study in the art of history and history writing. Second, the program promotes a culture of generating new knowledge through professional research by the faculty as well as research by students for classes and presentation at SHSU and beyond the SHSU campus. In combining these two facets, the program develops MA graduates achieving academic excellence, increased cultural and social understanding, and empowered to strengthen their own communities. SHSU History MA graduates build careers and their communities as educators, at doctoral programs, in law schools, in the military and civil service, as public historians, and in libraries.

B. History of the Program: The SHSU Department of History first offered the Master of Arts degree in 19XX. The original enrollment consisted of XX students under the direction of XX faculty members. For the next decade, program enrollment averaged XX students per academic year. During the decade 19XX to 19XX, enrollments averaged YY under the instruction of ZZ graduate qualified faculty. Enrollment trends from 19XX to 1993 averaged YY under ZZ faculty. Beginning in 2002, the History Department inaugurated on-line graduate instruction, also beginning a period of rapid growth in both enrollment and department faculty.

i. Faculty strengths, graduate sections, enrollments, and student credit hour production from 1994:

During the 1994-1995 academic year, X graduate faculty offered a total of 14 graduate sections, accounting for 91 enrollments for a student credit hour production of 273.

In 1995-1996, X graduate faculty offered a total of 16 graduate sections, accounting for 100 enrollments for a student credit hour production of 300.

In 1996-1997, X graduate faculty offered a total of 13 graduate sections, accounting for 77 enrollments for a student credit hour production of 231.

In 1997-1998, X graduate faculty offered a total of 18 graduate sections, accounting for 98 enrollments for a student credit hour production of 294.

In 1998-1999, X graduate faculty offered a total of 13 graduate sections, accounting for 95 enrollments for a student credit hour production of 285.

In 1999-2000, X graduate faculty offered a total of 14 graduate sections, accounting for 94 enrollments for a student credit hour production of 282.

In 2000-2001, X graduate faculty offered a total of 12 graduate sections, accounting for 90 enrollments for a student credit hour production of 270.

In 2001-2002, 9 graduate faculty offered a total of 26 graduate sections, accounting for 154 enrollments for a student credit hour production of 462.

In 2002-2003, 12 graduate faculty delivered 34 sections, accounting for 240 enrollments or 820 student credit hours.

In 2003-2004, 10 graduate faculty delivered 35 total sections, accounting for 331 enrollments or 993 student credit hours.

In 2004-2005, 12 graduate faculty delivered 44 total sections, accounting for 299 enrollments or 897 student credit hours.

In 2005-2006, 14 graduate faculty delivered 43 total sections, accounting for 290 enrollments or 870 student credit hours.

In 2006-2007, 16 graduate faculty delivered 41 total sections, accounting for 274 enrollments or 822 student credit hours.

In 2007-2008, 17 graduate faculty delivered 48 total sections, accounting for 293 enrollments or 879 student credit hours.

In 2008-2009, 17 graduate faculty delivered 46 total sections, accounting for 293 enrollments or 879 student credit hours.

In 2009-2010, 17 graduate faculty delivered 43 total sections, accounting for 353 enrollments or 1059 student credit hours.

In 2010-2011, 18 graduate faculty delivered 43 total sections, accounting for 401 enrollments or 1203 student credit hours.

In 2011-2012, 12 graduate faculty delivered 41 total sections, accounting for 470 enrollments or 1410 student credit hours.

C: Program Demographics:

i. Number of students per class:

In 1994-2000, classes averaged unknown.

In 2001-2002, classes averaged 5.9 students per class.

In 2002-2003, classes averaged 7.1 students per class.

In 2003-2004, classes averaged 9.5 students per class.

In 2004-2005, classes averaged 6.8 students per class.

In 2005-2006, classes averaged 6.8 students per class.

In 2006-2007, classes averaged 6.7 students per class.

In 2007-2008, classes averaged 6.1 students per class.

In 2008-2009, classes averaged 6.4 students per class.

In 2009-2010, classes averaged 8.2 students per class.

In 2010-2011, classes averaged 9.3 students per class.

In the Fall term 2011, classes averaged 8.9 students per class.

ii. Number of Degrees Conferred: Average per academic year for the last 5 years = 16

| | | |
|---------------|---------------|---------------|
| 1995-1996: 6 | 2002-2003: 5 | 2008-2009: 13 |
| 1996-1997: 3 | 2003-2004: 7 | 2009-2010: 14 |
| 1997-1998: 11 | 2004-2005: 19 | 2010-2011: 22 |
| 1999-2000: 6 | 2005-2006: 13 | 2011-2012: 19 |
| 2000-2001: 8 | 2006-2007: 15 | |
| 2001-2002: 7 | 2007-2008: 15 | |

iii. Number of active core faculty and student to faculty ratio:

| | |
|---------------------------------------------------|---------------------------------------------------|
| 2001-2002: 9 | 2007-2008: 17 for a student/faculty ratio of 4.47 |
| 2002-2003: 12 | |
| 2003-2004: 10 | 2008-2009: 17 for a student/faculty ratio of 4.77 |
| 2004-2005: 12 | |
| 2005-2006: 14 | 2009-2010: 17 for a student/faculty ratio of 5.35 |
| 2006-2007: 16 for a student/faculty ratio of 4.75 | 2010-2011: 18 for a student/faculty ratio of 5.12 |

D: Alignment of Program with stated program and institutional goals and

purposes: With the accession of Dr. Dana Gibson to the Office of President of SHSU in 2011, the university published a renewed strategic plan statement. While the History Department heartily endorsed and supported Dr. Gibson's initiative, it contributed notably to the following points:

- i. Fostering an intellectually engaging and stimulating academic environment:** From 2005 forward, the History Department successfully hired faculty from the top institutions granting the History PhD including Harvard, Princeton, Wisconsin, Michigan, the University of Virginia, Rice, and Notre Dame University. Additionally, the department maintains a stringent standard for tenure and promotion, codified in formal Department Tenure and Promotions Committee regulations. Tenure candidates are expected to produce a research monograph, the highest research achievement in professional history, or its equivalent in refereed research journal literature.
- ii. Adopting innovative methods to improve the quality and access to instruction.** The History Department was one of the first departments at SHSU to start and maintain an advanced degree program on line. Use of computer based graduate curriculum delivery has stretched the reach of the program across the United States, Canada, and the world. Asynchronous on-line classes ensure full student access.
- iii. Maintaining a culture of excellence in a supportive and collegial environment.** With the growth of the on-line program, the History Department has expanded its full-time tenure and tenure track faculty positions from 13 at the turn of the century to 20 by fall of 2012. Each of these positions has been filled by men and women holding the PhD and possessing teaching and research records of national merit, as identified by IDEA scores and publishing rates and credentials.
- iv. Developing appropriate five-year plans/targets for enrollment growth and mix and its instructional and service implications.** In addition to the growth of the period 2002-2012, the department has created a five-year growth plan, demonstrating with historical enrollment performance the capacity of the program to expand from its present constitution to one of 28 permanent faculty members, serving 625 enrollments (or 1875 SCH) per academic year.
- v. Making data- and outcome-based continuous improvement a part of our daily environment.** The History Department has maintained constant and increasing academic rigor a hallmark of the first decade of the on-line graduate program. From an average GRE score of 1021 over the first 3 years of admissions, since 2005 that number has climbed to an average of 1113 by 2011. Additionally, the department maintains a requirement of full comprehensive examination of all MA graduation candidates.

II. Program Administration

A. Administrative Processes

i. Admission Processes: Student apply for admission beginning with the ApplyTexas found here: https://www.applytexas.org/adappc/gen/c_start.WBX

After receiving the application form and fee, the Office of Graduate Studies (OGS) then opens an application file. The applicant must present a valid, qualifying GRE score, transcripts of all previous post-secondary education, two letters of recommendation (three if seeking a teaching assistantship), and a writing sample or a statement of purpose.

The department follows OGS standards covering GRE waivers, and transfer credit.

In accordance with university policy, the department has set the basic program admission requirements. These are: a basic minimum undergraduate GPA of 3.0, with deficits possibly offset by high GRE performance; a minimum GRE score of 1000 (old system) combined verbal and quantitative or around 151 verbal on the new system combined with an analytical writing score of 4.0 or higher.

Once all credentials have been received at OGS, they are forwarded to the History Department Director of Graduate Studies (DGS) for review and recommendation. The decision of the DGS is reviewed and approved by the department chair and by the College of Humanities and Social Sciences. It is also reviewed by the Dean of Graduate Studies.

The applicant is notified electronically and in writing of the admission decision outcome.

ii. Effectiveness of Admissions Policies

Admissions policies as they have evolved over the last five years have added two benefits to the program. Logistically, thanks in large part to procedures in the Office of Graduate Studies under the direction of Dean Kandi Tayebi, we have been able to increase processing time and accuracy of applicant files. As of the spring semester, 2012, average processing time of an applicant file, once the prospective student had supplied all necessary documentation, was five (5) business days or less. Dr. Tayebi's office has also provided increased support for expedited review requests. These important logistical changes have increased our applicant retention, based upon anecdotal interview data with prospective students.

Within the History Department, starting with the tenure of chair Dr. Terry Bilhartz and continuing through the tenure of chair Dr. Brian Domitrovic, the department has managed strong continued growth with increasing admission standards. The GRE is a standard requirement for all candidates who do not have an existing academic record of successful graduate level study. Over the life of the on-line phase of the program, average accepted GRE scores have exceed 1100 combined. With the revision of the GRE the department has nuanced its use of the exam credential. Currently, applicants are expected to present an average 151 Verbal and/or 4.0+ Analytical Writing scores.

B. Administrative Policies

i. Academic Barriers and Solutions:

The principle academic barrier for SHSU History graduate applicants is fear of the GRE, based upon anecdotal interview data from prospective students. On the one hand, raising GRE minimum scores has been an important component of program quality enhancement. On the other hand, that test is one component of an overall applicant review. The solution thus far has been to leave respectable GRE requirements in place. Students do have the option of a GRE waiver if and only if they can present an application resume including existing successful graduate level work at an institution comparable to or stronger than SHSU.

An additional academic barrier to admission is insufficient undergraduate history credits. Such undergraduate preparation is vital to successful history graduate study. Students do have recourse to cognate substitution as an alternate means of meeting this requirement. For example, many courses in Political Science, Sociology, some Literature, and even some Art have substantial historical content. Students may augment their formal history prerequisite credentials by presenting syllabi or university class description of such courses in order to use them as substitutions.

Lastly, students failing the undergraduate history prerequisite requirement and presenting no acceptable substitutions receive counseling as to the specific sort of leveling work they should pursue preparatory to a subsequent application.

ii. Structural Barriers and Solutions:

The department seeks clarification of the meaning of this category of admission barrier.

iii. Administrative Barriers and Solutions:

Barriers in the administrative admissions process fall into three common types. First, department staff report frustrations in not receiving timely feedback when a student is admitted by OGS. The departmental admissions action form is sent from the History Department to the CHSS Dean's Office and then on to the OGS which then officially records the admission outcome in the Banner system. This process can take up to two days depending on OGS personnel issues. Admission actions forms for accepted students are next routed back to the department in hard copy by physical mail. To keep up with a student's admission status in a timely manner, history staff must go into Banner INB daily to check the status of the students whose admission forms have been forwarded.

Second, some students send in application materials but never complete the application process. History department staff tries contacting those students to find out if they are still interested in the program. Sometimes staff can confirm cases where students wish to defer admission or withdraw their application for some reason. Some cases cannot be confirmed, leaving history department staff with additional and ambiguous communications with students

whose records the department does not fully possess because the students in question have no definitive admissions status.

Third, students send in all application material to the OGS to be scanned into the Banner system before the department receives the materials. OGS will then forward these same documents by mail to the department so it may be a few days before we receive the student's materials. When students contact history department staff to ask if their application materials have been received, staff must first check in the Banner system. If items are not visible in the Banner information system, history department staff must still contact OGS to see if the item has been received and is somewhere in queue for data entry/scanning.

III. Curriculum

A. Description of Curriculum

i. **Program length:** The History MA is a 36 hour graduate degree. This requirement is fulfilled in one of two basic ways. Students can complete 36 class hours. Alternately, students may complete 24 class hours, 6 hours of thesis research, and produce and defend a thesis as the equivalent of the additional 6 hours of course work. These differences are highlighted in the following section on Degree Plans.

ii. **Degree Plans:** The department offers three study plans for the MA.

Master of Arts, Plan I. This program calls for 30 semester hours in history, including 6 semester hours of credit for the thesis (HIS 6098 and 6099). Openings for Plan I students are limited, and Chair approval is required.

In the semester of their graduation, Plan I students will conduct a thesis defense before their thesis committee. Additionally, all Plan I students will take comprehensive exams covering three fields agreed to by the student and a three member faculty comprehensive exam committee. The student's understanding of the three fields is tested by oral and written comprehensive examinations. Students must be enrolled in the University the semester or summer session in which the comprehensive exam is administered.

Master of Arts, Plan II. This degree plan is intended for graduate students who prefer all of their coursework to be in History and who prefer not to write a thesis. The degree calls for 36 semester hours in History. All students on this plan must take HIS 6394. These 3 hours are included in the 36 total hours.

In the semester of their graduation, all Plan II students will take comprehensive exams covering three fields agreed to by the student and a three member faculty comprehensive exam committee. The student's understanding of the three fields is tested by oral and written

comprehensive examinations. Students must be enrolled in the University the semester or summer session in which the comprehensive exam is administered.

Master of Arts, Plan III. This degree plan is intended for students seeking preparation in History as the major field and in a logically-related minor field. The degree calls for 24 semester hours in History and 12 semester hours in the minor field. Of the 24 hours in History, 15 must be in a primary history field and 9 in a secondary history field (Early U.S. History, Later U.S. History, Modern European History, World History and Military History) with 3 hours required for HIS 6394. These three hours can be counted toward the primary or secondary field hours. The student's understanding of the primary and secondary fields is tested by oral and written comprehensive examinations, while understanding of the minor field is determined by the particular department in which the minor is taken. Students must be enrolled in the University the semester or summer session in which the comprehensive exam is administered.

iii. Fields of Emphasis: Military; American South; early American Republic; Women; Latin American; general US; general Europe; Cold War; World.

B. Appropriateness of Curriculum

i. Assessment Procedure: To assess the appropriateness of curriculum, the SHSU History department identified a number of peer MA granting institutions using the following criteria: faculty size and course offerings, graduate enrollment, degrees awarded, application requirements, degree requirements, and regional diversity. Taking a sample pool of five such peer programs and going back five years (or as far as publicly available data allowed), we then looked at degree plans, course offerings, and comprehensive exam requirements and compared them to department requirements in the same categories.

SHSU Admission requirements and degree duration: 3.0 preferred min GPA; 18 hours history preq; total minimum $(\text{GPA} \times 300) + \text{Combined GRE} = 2000$ or new system GRE 151 Verbal and 4.0 or better analytical writing portion; thesis degree 30 hours; non-thesis degree 36 hours (12 hour minor possible), comprehensive written and oral exams are mandatory for all degree plans.

ii. Identified peer institutions were:

Appalachian State University requirements and degree duration: Formula admission Minimum Criteria for Unconditional Admission = Undergraduate GPA X 100 + GRE:V + GRE:Q + (GRE-W X 100) = 1550 or greater; 30 hours MA including thesis option; 36 hours MA Public History;

California State Northridge requirements and degree duration: CSN has no history undergraduate hour prerequisite; the undergraduate GPA should present a 3.0 overall with a 3.3 in upper division course work; applicants must present a GRE if the undergraduate GPA was 3.0 or less. Applicants presenting a GRE should show a 50th percentile score or higher in any one section of the exam; the degree itself is 30 hours thesis or non-thesis;

Old Dominion University requirements and degree duration: ODU requires 24 undergraduate history hours as a prerequisite of admission; applicants must present a minimum 3.0 undergraduate GPA; ODU History requires the GRE but does not specify the minimum necessary scores; the ODU History MA is 30 hours thesis or non-thesis; comprehensive exams are required for graduation;

Texas State University-San Marcos requirements and degree duration: TSU requires 24 undergraduate history hours as a prerequisite for admission; applicants must present a minimum 3.25 history GPA with a minimum 2.75 GPA overall; TSU requires a GRE score of minimum 154 Verbal only; the degree is 33 hours in thesis track and 36-39 hours non-thesis; comprehensive exams are required for graduation;

University of Nebraska Omaha requirements and degree duration: UNO requires 21 undergraduate history hours as a prerequisite for admission; applicants must present a minimum 3.0 overall undergraduate GPA. UNO does not require a GRE. The History MA at UNO is 30 hours w a thesis or 36 hours with no thesis. UNO offers the option of a 9 hour minor for the History MA. There are no comprehensive examinations.

Western Kentucky University requirements and degree duration: WKU requires at least 18 hours of undergraduate history credit with a minimum 3.0 in those classes. The overall minimum GPA is also 3.0. WKU requires a minimum 500/150 Verbal Reasoning on the GRE. The History MA at WKU is either 24 hours of coursework with a thesis, or 36 hours of coursework with no thesis. WKU offers a shared curriculum for a Masters of Education with History emphasis.

SHSU degree duration was similar or slightly higher to all compared programs except for Texas State-San Marcos.

SHSU met or exceeded all SACS accrediting standards for the History Master's degree.

Compared to these universities, SHSU maintained a catalogue of course offerings commensurate or greater. SHSU also ensured offering of the whole graduate curriculum each full calendar year. SHSU offered a minimum mix of at least 33% non-US to 67% US oriented classes and constantly maintained course offerings to fulfill suggested emphases of study: Early US, Modern US, South, Civil Rights, Women/Family, Modern Europe, Ancient World, Modern World, and Military.

C. Comprehensive Exam Process

i. The Examination Committee

During the beginning of the final year of study, the student establishes an examination committee by contacting the appropriate professors to supervise each of three fields: one main and two ancillaries. The main field will consist of at least 9 hours of concentration with a

preferred 12. The ancillary fields will consist of not less than 6 hours with a preferred 9. In all cases the distribution of coursework must also satisfy SHSU graduate catalogue requirements.

Of the three serving professors, the student will ask one to serve as the chair of the committee. The Examination Committee Chair will usually be the professor with whom the student has had most courses. If he or she is willing and able to serve as chair, the student will need to notify him or her of the other professors who have agreed to serve on the committee. The student will then alert the department office staff and the Director of Graduate Studies and file the Application for Comprehensive Exam form with the department secretary.

The form will specify the names and have the signatures of the committee members as well as the prospective date/s of the exams. On-line students can arrange the committee by phone and/or email with the committee chair recording the information on the form with the department.

ii. The Exams

The student will be expected:

- 1) to know thoroughly the chronology and facts, including names, dates, people and places, of the selected topics;
- 2) and be able to describe changes in ideas and theories about historical subjects by comparing the authors who proposed them, and the books or articles in which these ideas have appeared. The student must be able to trace historiography developments in the literature.

The Written Examination

Your chair will be responsible for gathering the questions for the written exam from the other professors.

Each of the three professors will give a selected number of broad questions. The student must answer the questions clearly, providing a logically argued theme with supporting data from books, articles, and readings from relevant classes.

The student will have three hours to complete the test. On-line students will be asked to locate a testing site and have a proctor who will receive the questions by mail and administer the test. The Graduate Director must approve the proctor and location.

Professors will grade the written exams within two weeks. If the student passes the written exams, he or she will proceed to the oral exams. If the student should fail one or more sections of the exam, the student may retake those sections one time. The student must complete any re-examination within one calendar year of the original exam date. Failure to do so will result in removal from the program.

The Oral Examination

Once the student has been notified of passing the written exam, the student and committee will schedule the oral exam. In the case of an online student, the oral exam will consist of a conference call placed to a pre-approved, proctored examination site.

On-campus students will complete their oral exams at the History Department offices.

The oral exams consist of questions about any or all of the information the student learned in classes. The student will be expected to compare and contrast ideas and concepts from books in all the fields or emphases of study.

If the student should fail, he or she will need to repeat the oral exam. In the event of a second failure on one or more parts of the oral exam, the student will be dropped from the program. The student must complete any re-examination within one calendar year of the original exam date.

Failure to do so will also result in removal from the program.

D. Thesis Process

i. The Thesis Program

Students interested in applying for the 30- hour thesis option must:

(1) Discuss your thesis idea with a member of the faculty with expertise in the field of the topic. If the faculty member agrees to direct the thesis, he or she will recommend to the Director of Graduate Studies that you be admitted to the Thesis Program.

(2) If this request is approved the student will establish a committee of three professors, including the faculty member who has agreed to direct the thesis. The student will then submit an Appointment of Thesis Committee form to the department.

(3) After your Committee has been determined, the student will prepare a Thesis Prospectus that clearly explains the thesis topic. This Prospectus must also include a selected Bibliography of pertinent primary and secondary sources. After the Prospectus has been approved by your Thesis Director and the History Director of Graduate Studies, it will be sent to the History Department Chair and then to the office of the Dean of the College of Humanities and Social Sciences for Final Approval. If the Dean approves the

Prospectus, the student will be admitted to the 30-hour Thesis Option.

ii. Writing the Thesis

In considering your thesis topic, the student must be able to show that a new or additive approach to the current scholarship and that there are sufficient primary sources to allow completion of the thesis. The student must use research in primary documents to complete the project.

Once the student begins formally researching and writing the thesis, the student must register for HIST 6398. In subsequent Fall and Spring semesters the student must register for HIST 6099 until completion of the thesis.

The student should plan to submit each chapter to the Thesis Director for comments and revisions. When the student has made the corrections suggested by the Director and the Thesis Committee, the student schedules and prepares for the oral defense of the thesis.

On-line students will need to find a facility, approved by the Director of Graduate Studies, in order to carry out the conference call. Please contact the secretary to determine if the site you have chosen is adequate.

iii. Thesis Defense

During the defense, the student will be expected to answer all questions relating to the topic of his or her thesis. If the Director and committee approve the thesis, you will be expected to make any final corrections required before sending the Thesis forward. Once the Thesis is approved, the student will complete a routing sheet signed by all of the members of the committee. The student will submit the thesis and routing sheet to the Office of the Dean of the College of Humanities and Social Sciences, and to the Newton Gresham Library where the manuscript will be checked for margin widths and prepared for binding.

E. List of Accreditations

Sam Houston State University is accredited by the Commission on Colleges of the Southern Association of Colleges and Schools to award bachelors, masters and doctoral degrees. Contact the Commission on Colleges at 1866 Southern Lane, Decatur, Georgia 30033-4097 or call (404) 679-4501 for questions about the accreditation of Sam Houston State University or visit their website www.sacscoc.org.

IV. Faculty

A. Credentials

i. Appropriateness of Degrees: All SHSU History Graduate faculty possess the PhD and are members in good standing of the SHSU Graduate Faculty. Credentials for tenured members are periodically reviewed per the SHSU post-tenure review process.

ii. Publications:

Over the five year period under consideration, in addition to the stated publication performance statistics below, the department maintained an average of ten (10) faculty members actively engaged in writing projects. The nature of historical research and the publications crisis in the humanities necessarily mean a slower publication rate for historians. Additionally, historians rarely use multiple author projects as vehicles to publication.

During 2011-2012, 63% (as opposed to 48% in 2010, 42% in 2009, 77% in 2008, 70% in 2007 and 68% in 2006) of the tenured or tenure-track faculty published a peer reviewed scholarly work. In 2011 3 of the History faculty published works in a top-line journal or of book length. During the previous three year period, about 56% of the faculty had major publications each year. The average per capita number of pages published during 2011 was 41 pages. This was much lower than the 104 page average in 2009, and significantly lower than the 95, 92 and 77 page average productivity levels for 2008, 2007 and 2006, respectively.

During 2010-2011, 48% (as opposed to 42% in 2009, 77% in 2008, 70% in 2007 and 68% in 2006) of the tenured or tenure-track faculty published a peer reviewed scholarly work. In 2010 29% of the History faculty published works of article or book length. During the previous three year period, about 40% of the faculty had major publications each year. The average per capita number of pages published during 2010 was 99 pages.

During 2009-2010, 42% (as opposed to 70% in 2007 and 68% in 2006) of the tenured or tenure-track faculty published a scholarly work. The average per capita number of pages published during 2009 among this group was 104 pages. The levels of scholarship in 2009 did not meet our overall expectations for faculty scholarly productivity. However, this production did include two nationally recognized monographs: Dr. Brian Domitrovic's *Econoclasts* and Dr. James Olson's *Making Cancer History*.

During 2008-2009, 77% (as opposed to 70% in 2007 and 68% in 2006) of the tenure or tenure track faculty published a scholarly work. The average per capita number of pages published during 2008 among this group was 106 pages (or 66 pages after our downward reduction of pages for multi-authored publications, later editions of previous published volumes, and edited collections). Both the total and adjusted per capita pages of publications in 2008 compared favorably with these publication levels in the preceding two years, which were, respectively, 96 total and 63 adjusted pages in 2007 and 72 total pages and 67 adjusted pages in 2006. The levels of scholarship in 2008 exceeded our expectations for faculty scholarly productivity.

During 2007-2008, 70% of the tenure or tenure track faculty published scholarly work. The average per capita number of pages published during 2007 among the tenure or tenure track faculty was 90 pages. These levels of scholarship exceeded our expectations for faculty scholarly productivity.

iii. External Grants:

During 2011-2012: During 2011, 50% (as opposed to 57% in 2010, 68% in 2009, 41% in 2008 and 50% in 2007) of the tenured or tenure-track faculty were active in seeking external and/or internal grants. Eleven grants submitted by History faculty during 2011 were funded.

During 2010-2011, 57% (as opposed to 68% in 2009, 41% in 2008 and 50% in 2007) of the tenured or tenure-track faculty were active in seeking external and/or internal grants. Seven

grants submitted by History faculty during 2010 were funded. These results exceeded our expectations.

During 2009-2010, 68% (as opposed to 41% in 2008 and 50% in 2007) of the tenured or tenure-track faculty were active in seeking external and/or internal grants. This included the successful funding of 12 grant projects and one Fulbright International Scholar Award to China. These results exceeded our expectations.

During 2008-2009, 41% (as opposed to 50% in 2007 and 64% in 2006) of the tenure or tenure track faculty were active in seeking external and/or internal grants. This did not meet our expectations. To encourage more overall grant activity and greater efforts to secure large grants, faculty evaluation procedures were amended to reward more grant activity in our Faculty Evaluation System (FES) merit award process. Specifically, beginning in 2009 one research point was awarded for every \$50,000 of grant funds sought in external grants, and two points were awarded to the PI for every \$50,000 of external grants funded in any FES cycle.

During 2007-2008, 50% of the tenure or tenure track faculty were active in searching external and internal grants. This level of activity met our expectations.

iv. Presentations

During 2011-2012, 63% of the tenured or tenure-track faculty presented papers or served on a panel at scholarly meetings. This compared to 71% for 2010. It was lower compared to 79% levels of 2009 and the 73% levels of 2008, and comparable to the 65% and 68% levels of 2007 and 2006, respectively. The total number of 45 presentations for 2011 was lower than the 55 presentations during 2010. The total number of scholarly presentations of tenured or tenure track faculty equaled the 45 presentations of 2009, and exceeded the 40 presentations of 2008, the 28 presentations of 2007, and the 30 presentations of 2006. This success was in part a result of the fact that the department was able to provide \$2500 per faculty for the support of scholarly activity. Our level of scholarly activity in 2011 met our expectations.

During 2010-2011, 71% of the tenured or tenure-track faculty presented papers or served on a panel at scholarly meetings. This percentage is slightly lower than the 79% levels of 2009, about equal to the 73% levels of 2008, and higher than the 65% and 68% levels of 2007 and 2006, respectively. With 55 presentations during 2010, the total number of scholarly presentations of tenure or tenure track faculty exceeded the 45 presentations of 2009, the 40 presentations of 2008, the 28 presentations of 2007, and the 30 presentations of 2006. The department was able to provide \$2500 per faculty for the support of scholarly activity. Our level of scholarly activity in 2010 exceeded our expectations.

During 2009-2010, 79% of the tenured or tenure-track faculty presented papers or served on a panel at scholarly meetings. This percentage of active scholars exceeded our percentages of activity in each of the preceding two years (73% activity in 2008 and 65% in 2007). The

department was able to provide \$1800 per faculty for the support of scholarly activity. The level of scholarly activity in 2008 exceeded our expectations.

During 2008-2009, 73% of the tenure or tenure track faculty presented papers or served on a panel at scholarly meetings. This percentage of active scholars exceeded our percentages of activity in each of the preceding two years (65% activity in 2007 and 68% in 2006). This level of success was in part a result of the fact that the department was able to provide \$2000 per faculty for the support of scholarly activity. The level of scholarly activity in 2008 met our expectations.

During 2007-2008, 65% of the tenure and tenure track faculty presented papers at scholarly meetings. This met our expectations.

B. Awards and Recognitions

Baker

- Excellence in Teaching finalist
- Ky. Hist. Soc. Fellowship
- Formby Fellowship, Texas Tech

Bilhartz

- PI, TAH funded grant

Cashion

- Distinguished alum, Austin Coll.
- Wm. E. Jary Jr Award, Tarrant Co Hist. Comm.
- SHSU faculty research grant
- Texas Inst. of Letters member
- Fellow, East Tex Hist. Assoc.

Cox

- Fulbright
- Humanities Texas grant
- Library grant, Princeton U.

Domitrovic

- Fellowship Research grant, Earhart Foundation
- Lehrman fellowship, Princeton U.
- O'Donnell grant, Texas A&M
- Research enhancement grant, SHSU

Heath

- NEH summer seminar

Hendrickson

- SHSU Excellence in Teaching Award
- SHSU Grad Mentor of Year

Littlejohn

- NEH grant
- Humanities Texas grant

Steele

- South Asian Inst., U of Texas grant

C. Teaching Load: All members of the SHSU History Graduate Faculty maintain a maximum 3/3 assigned course load each academic year. Faculty members usually teach 1 graduate course per fall and spring term, with an optional graduate course in summer.

D. Diversity: As of spring 2012, the active graduate faculty was 33% female, and 67% male. The faculty included one African-American member and no members of Hispanic, Asian, or Native American origins. Of the active members, 30% were over 50 years of age.

E. Program Responsibilities: Currently the program is principally administered by the departmental Director of Graduate Studies (Graduate Director). There is currently no course load reduction or salary adjustment for this duty. Responsibilities of the DGS include: recruitment; application process oversight; applicant support in the form of email, phone, and personal meeting contact; admission decisions; oversight of department teaching assistants; enrollment management; curriculum management; oversight of comprehensive exams and thesis defense exercises; production of program performance review reports.

F. Program Faculty Profile

i. Core Faculty: All History Graduate faculty must hold the PhD at the time they deliver graduate classes. Additionally, they must hold the minimum rank of Assistant Professor.

ii. Supporting Faculty: The History Department does not assign non-PhD faculty or faculty below the rank of Assistant Professor any graduate teaching responsibilities.

V. Students

A. Admission Criteria: The History Department requires: a minimum 18 hours undergraduate history or approved alternate courses; a preferred minimum overall 3.0 undergraduate GPA (adjustable in conjunction with GRE scores); a mandatory 3.0 undergraduate history GPA; a preferred minimum 150 Verbal and 3.5 Analytical Writing GRE scores. Applicants must also supply two letters of recommendation and a writing sample.

B. Number of Applicants/Admissions/Enrolled

i. See attached spread sheet “Application Statistics to Spring 2012” for a 20 year history of History Department applications and enrollment actions



Application Statistics
to Spring 2012.xlsx

C. Profile of Admitted Students

i. Demographics

a. By Location

In spring of 2010, 24% of enrolled students resided outside of Texas

b. By Gender

In spring 2012, 32% of enrolled students were female, 68% were male.

In fall 2011, 33% of enrolled students were female, 67% were male.

In spring of 2011, 33% of enrolled students were female, 67% were male.

In fall of 2010, 36% of enrolled students were female, 64% were male.

In spring of 2010, 33% of enrolled students were female, 67% were male.

In fall of 2009, 38% of enrolled students were female, 62% were male.

In spring of 2009, 39% of enrolled students were female, 61% were male.

In fall of 2008, 33% of enrolled students were female, 67% were male.

c. By Race and Ethnicity



History MA Student
Demographics by Race

Table 1: History MA Students by Race/Ethnicity

ii. Full-time/Part-time



History MA
Percentage of Full-Ti

Table 2: Full-Time v. Part-Time Students

D. Student Funding

i. Percentage of full-time students with financial support



History MA
Percentage of Studer

Table 3: Percentage of Full Time Students with Financial Aid

ii. Average support/full-time student



History MA Average
Money Support Per Si

Table 4 Average Money Support per Full-time Student

E. Graduation rate

i. Time to completion



History MA Degree
Time to Completion 2006-2011

Table 5: MA Time to Completion, 2006-2011

F. Student retention rates: Until the implementation of the BANNER information system in 2010-2011, the department had no formal means of assessing student retention rates. Ideally, over the next five-year reporting cycle, the department will have access to meaningful retention rate data.

G. Graduate Student Teaching Assistants: Currently, the History Department maintains nine (9) funded graduate teaching assistantships. In the summer of 2012, as part of this performance review process, the assistantship program was reformulated on the following lines. The program descriptions given here were in place and active beginning in June, 2012.

i. Deliverables/Services

a. Office Staffing: The TA office will now have formal staffing times, during which there will be not less than two (2) assistants on duty, ready to assist students or departmental needs. The office will maintain constant operating hours of 8AM to 4PM, Mondays through Thursdays, and 8AM to 12 Noon Fridays in coordination with the official university calendar of operations.

b. History Skills Workshops: For the past two years, as part of the SACS narrative, the department has employed a six-point history skills rubric. This document has been used formally to conduct learning outcomes assessments of 4000-level seminar class papers and informally as a teaching instrument in other classes. To regularize the application of the rubric and to enhance TA teaching and historical writing skills, TAs will conduct a series of workshops for undergraduates. Each 60 minute workshop will focus on one or two points of the rubric, helping students understand the rubric language and conducting hands on skills exercises to help students acquire rubric skill mastery.

c. History Writing Workshop: SHSU currently supports a campus-wide writing center, to assist students with improving general writing skills. However, experience shows that certain limits apply to the utility of the writing center: it is not discipline specific; the history department has no input or controls on quality of instruction; writing center assistants have no connection to or insights into history department instructional programs or goals. To amend this situation, history teaching assistants will conduct writing workshops wherein undergraduate students can bring their own actual ongoing

history writing assignments for help and coaching. Teaching assistants will be able to tutor students in specific issues of source acquisition, source evaluation, argument formation, as well as more technical points of writing and citation.

d. 4000-Level Senior Seminar Support: As a senior major capstone course, the department offers 4000 level undergraduate seminars. These courses are particularly difficult for faculty who must teach the subject content of the course (eg. Civil War), the historiography of the subject matter, and guide students through a major research paper (often while monitoring students for basic research skill competence). To assist with this triple burden, TAs will be available to take up principally research and research skill oriented questions. Instructors of 4000 level seminars will be able to request a specific TA workshop session geared to developing students' class research projects and thus preserving precious classroom time for other demands of their seminars. For example, instructors who require 4000 level students to prepare an annotated bibliography as part of the development of their semester projects can now refer those students to a TA workshop presenting the skills necessary to perform such a task. The faculty member can now dispense with basic skill description in class in order to concentrate on content or higher order historiographical issues.

e. Assistance with Large Section Writing Assignments: Instructors teaching very large 1000-level or 2000-level classes face a daunting challenge of numbers. To ease this burden, and to help instructors develop classes avoiding scantron-testing-only models, history teaching assistants will be available to form support teams for conducting and grading writing-based class exercises. Instructors will as before still have a principle TA assigned to assist with such classes. However, instructors will now also be able to schedule writing and peer learning exercises with the assistance of temporary enhance assistant teams. Such teams will be able to work within a class to help conduct and maintain order through a group-based learning assignment and to assist with the resulting grading chores. Instructors will be asked to provide a point specific grading rubric for such assignments to help with consistent and accurate grading.

f. Study Groups: TAs attached to individual instructors will be ready to form standing study groups, particularly aimed at test preparation. Such groups will conduct traditional test preparation drills, but can also be adjusted to offer enhanced essay preparation assistance. This enhance capability will be directly related to instructor preferences and to the type and content of test preparation guides provided by instructors.

ii. Teaching Assistant Professional Development

a. Teaching Assistant Retreats: Prior to each Fall and Spring academic semester, the Graduate Director will organize and conduct Teaching Assistant retreats. These

meetings will be directed to the orientation of new assistants to program responsibilities and opportunities. They will also serve to offer new and existing assistants information on departmental goals, faculty feedback, and student learning outcome issues. The retreats will further offer opportunities to enlist assistants in forming their own personal professional goals and program suggestions.

b. Teaching Assistant Performance Review: At the end of each Fall and Spring academic semester, teaching assistants will undergo performance reviews. These reviews will consist of written feedback from the principal assigned faculty member as well as from teaching assistant peers. The department will also explore the possibility and feasibility of obtaining student evaluation data on teaching assistants. All performance review data and feedback will be entered into the employment files of the teaching assistants.

c. Teaching Assistant Ongoing Professional Development: During the academic year both by local, regular TA staff meetings and by organizing external activities (conference attendance, professional presentations, field trips, webinars, local university training sessions, etc.) the teaching assistants will continue to build and enhance personal professional resumes. Teaching assistants will be expected to form and maintain professional organizational affiliations, to build professional conference experience, and to augment classroom and on-line teaching credentials. Specific, mandatory professional development of the first order will included: formal training in the utilization of SHSU supported on-line instructional software, especially Blackboard; formal library digital resource training; HR policy training, especially with regards to interactions with undergraduate students. Additional professional development will occur regularly if opportunistically given available resources and accessible events. Teaching assistants will also explore publication opportunities via book reviews and other suitable venues.

iii. Formal Job Description:

a. History Teaching Assistant Responsibilities and Duties: Based upon the program descriptions in items I. and II. the History Department will create a specific teaching assistant job description that will form the basis for teaching assistant performance review and continued employment. The elements of this description will include: regular of maintenance of graduate office staffing duties; maintenance of a graduate office activity log; attendance; completion of basic professional development in Blackboard training, library digital resource training, and Human Resources training; additional on-going professional development via conference activity, professional organization affiliation, field trips, grant and study support applications, and publication (principally in the form of book reviews but perhaps in other venues as well).

G. Employment profile upon graduation (employment and/or further education and training):

Currently, the History Department has no reliable comprehensive employment profiles of graduates. In the past, the department Chair has attempted to develop such data through means of surveys and 1 and 5 year follow up contacts. Reply rates of less than 5% indicated the futility of such methods.

VI. Resources and Finances

A. Travel Funds: The History Department has maintained available faculty travel funds at not less than \$2000 per academic year over the last decade. In the most recent academic cycle, that figure was \$2500, with plans to raise travel fund availability and per capita amounts beyond that for 2012-2013.

B. Assistantships: The department currently offers 9 paid teaching assistantships, each paying approximately \$9800 per 9 mo. academic year.

C. Scholarships:**i. Janet E. Piper Scholarship**

This award, named for a retired SHSU English professor, is given annually to an outstanding graduate student from one of the following social science departments: History, Sociology, Political Science or English. Recipient must be a female graduate student in one of these areas.

Endowed Scholarship Funded from Dr. Piper's estate

ii. William Boehme Scholarship

This is an annual scholarship awarded to an outstanding History graduate student who maintains an overall GPA of 3.0. The scholarship was established in memory of William N. Boehme.

Donor: Marjorie L. Boehme of Huntsville, TX

iii. Joan Coffey Scholarship

This award is given in honor of Joan Coffey, a History professor at SHSU. The scholarship is awarded to a graduate student in good standing, enrolled in a minimum of 6 hours at SHSU and majoring in History. The recipient must maintain an overall GPA of 3.0 and be currently teaching history at the secondary school level or higher, or studying to become a history teacher at such level. Preference will be given to non-traditional students returning to school, and/or to

students teaching European and/or World History. The donor has also encouraged the department to select women for this award.

Donor: Edward C. Coffey

iv. Joan Verrilli Scholarship

This award is given to an outstanding graduate student in honor of a former student in the Department of History at SHSU.

Donor: Department of History

D. Program Budget: The History Department MA program currently runs from within the standard departmental operating budget. There is no separate accounting for program costs or revenues at the department level.

E. Clerical/Administrative Support: The program has no dedicated clerical/administrative support. Primary daily administrative function is the responsibility of the Director of Graduate Studies working with the regular History Department secretarial staff.

F. External Funding: The History Department MA program does not currently incorporate outside funding.

G. Faculty: As of fall 2012, the graduate faculty stood at 20.

VII. Facilities and Equipment

A. Facilities

i. The History Department is housed in Academic Building 4 on the Huntsville campus of SHSU. From there, the department offers on-line and roughly six (6) classroom courses per regular academic year. The program also offers four (4) classroom graduate sections per regular academic year at The Woodlands campus.

B. Technology

i. The program is supported through the on-line work of SHSU On-Line/DELTA.

VIII. Assessment Efforts

A. Alumni Survey: To date, the History Department has not conducted a successful alumni survey. Efforts, focused on mailed queries and phone contact, to contact or track alumni have returned response rates below 5%.

B. Employer Surveys: To date, the History Department has conducted no formal Employer Surveys.

C. Student Learning Outcomes

i. Comprehensive Exams

All M.A. History graduates will demonstrate depth and breadth of knowledge by successfully completing written and oral exams in three field areas. This will be assessed by a survey of written examinations and oral examination reports.

A panel of at least three graduate faculty will assess the quality of the written examinations to determine student mastery of the major historical themes and historiography within each of the three field areas. Students failing to demonstrate the required level of content mastery will be allowed, after consultation with the graduate committee and history chair, to retake the written exams. A second failure will result in termination from the program. Students successfully completing the written examinations will then take an oral examination before a panel of three graduate faculty members who will assess student mastery of the history and historiography in each of the three field areas. Students must pass or pass with distinction each content area. Students who fail to demonstrate sufficient competency in any of the three field areas will be allowed, after consultation with the examination committee and the departmental chair, to retake that portion of the oral examination that was not satisfactorily completed. A second failure will result in termination from the program.

ii. Five Year Comprehensive Exam Results Review

Academic Year 2011-2012: In the fall of 2011, the history department administered 5 comprehensive examinations to prospective MA graduates. Of those examined, no students failed any sections on their first attempts, a significant improvement from performance in fall 2010 and spring 2011, wherein 3 and 2 students respectively suffered failed portions of their exams. In total, 5 students graduated that term.

In the spring of 2012, the history department administered 11 comprehensive examinations to prospective MA graduates. Of those examined, one student failed only the oral examination section on his first attempt. The other 10 students passed all portions of their exams. This was a significant improvement from performance in the preceding academic year, wherein 5 students in total failed portions of their exams.

Of the candidates in the spring of 2012, the student failing the oral examination scheduled the second attempt for fall 2012. One successful candidate scheduled graduation for August 2012, in completion of a thesis project. The nine (9) remaining candidates graduated in the May commencement.

Academic Year 2010-2011: In the fall of 2010, the history department administered 10 comprehensive examinations to prospective MA graduates. Of those 3 students failed sections of their first exams. All three later successfully remediated those failures. Thus 10 students graduated that term.

In the spring of 2011, the history department administered 12 comprehensive exams. Of the 8 candidates, 2 failed portions of their exams. One student successfully remediated his results by May 2011. One student deferred his re-examination until August 2011. One student successfully completed comps, but had yet to defend her thesis. Thus, 9 students graduated.

In each instance of failure, students were cited for failure to answer a question fully (insufficient length) and/or failure to include relevant historiographical references within an answer.

Additionally, in this cycle, one of these students completed a thesis, receiving marks of "excellent"

Academic Year 2009-2010: In the fall of 2009, the history department administered 7 comprehensive examinations to prospective MA graduates. Of those 7, one student failed sections of his first exam. According to policy, the student rescheduled a second attempt and passed. All 7 received degrees.

In the spring of 2010, the history department administered 8 comprehensive exams. Of the 8 candidates, two failed portions of their exams and rescheduled for the fall of 2010. One student, who passed his comps, scheduled a defense of his thesis for fall 2010. Thus, 5 students graduated.

Faculty identified two likely areas of difficulty in the comprehensive examination process: articulation and historiography. To address these issues, the department encouraged students to engage in a dry-run or mock orals exam to receive criticism and advice about their articulation. Additionally, the department offered students a brief written instructional guide to comps alerting them to the need for historiographical competence in their examination fields.

Additionally, in this cycle, 2 of these students completed theses, both receiving marks of "excellent".

Academic Year 2008-2009: During the 2008-2009 academic year, 19 students successfully passed their written examinations in three field areas on their first or second attempt, and 18 students later passed oral examinations in their selected field areas. One student failed to demonstrate sufficient competency in a field area and was terminated from the program.

Academic Year 2007-2008: The History Department did not keep reliable records on this topic for this academic year.

D. Thesis Quality

i. The History Department reviews and controls thesis quality in the following manner:

Students interested in applying for the 30- hour thesis option must:

(1) Discuss the thesis idea with a member of the faculty with expertise in the field of the topic. If the faculty member agrees to direct the thesis, he or she will recommend to the Chair of the Department that the student be admitted to the Thesis Program.

(2) If this request is approved by the Department Chair (on recommendation of the Graduate Director), the student will establish a committee of three professors, which includes the faculty member who has agreed to direct the thesis.

(3) After the Committee has been determined, the student must prepare a Thesis Prospectus that clearly explains the thesis topic. This Prospectus must also include a selected Bibliography of pertinent primary and secondary sources. After the Prospectus has been approved by the Thesis Director and the History Department Chair (on recommendation of the Graduate Director), it will be sent to the Dean of the College of Humanities and Social Sciences for Final Approval. If the Dean approves the Prospectus, the student will be admitted to the 30-hour Thesis Option.

Writing the Thesis

In considering the thesis topic, the student must be able to show that she has developed a competent approach to the current scholarship and that there are sufficient primary sources to allow her to complete the thesis. The student will use her research in primary documents as the basis of the thesis project. Students researching and writing a thesis, must register for HIST 6398. In subsequent Fall and Spring semesters thesis students must register for HIST 6399 until completing the thesis. Students must plan to submit each chapter to the Thesis Director for review.

Students are to expect heavy editing, just as with a published work. Students must complete the Thesis well in advance of all University, College and Departmental Deadlines. After making the corrections suggested by the Director and the Thesis Committee, the student should prepare for the oral defense of the Thesis.

Thesis Defense

Once the members of the committee have read the manuscript, the student will arrange a time convenient for all the members of the committee to gather for the defense. On-line students, will need to find a facility, approved by the History Department, in order to carry out the conference call. Students must confirm with the Graduate Director that the site for the distance Thesis Defense is acceptable.

During the defense, the student will be expected to answer all questions relating to the topic of her thesis. If the Director and committee approve the thesis, the student will be expected to make any final corrections required before sending the Thesis forward per college and university regulations.

E. Student Publications/Grants/Presentations

- i. During 2011-2012 no history graduate students presented research in non-classroom professional venues
- ii. During 2010-2011, no history graduate students presented research in non-classroom professional venues
- iii. During 2009-2010, 7 history graduate students presented research in non-classroom professional venues.
- iv. During 2008-09, 6 graduate student papers were presented at scholarly peer-reviewed venues outside of the classroom. The venue and presenters of these presentations included the Phi Alpha Theta Biennial Convention and the Southwest Conference on Asian Studies.
- v. During 2007-2008, 6 graduate papers were presented at scholarly venues outside of the classroom.

F. Recognition/Awards

IX. Recruitment and Marketing Efforts

A. Demand for graduates, including specific market trends and indicators for the program: Graduates possessing a History MA find employment in the following fields: Secondary and 2-year collegiate teaching; 4 year university adjunct teaching; military and civil service advancement; the Park Service; intelligence analyst; data analyst; technical writing; archives; museum work; public history; paralegal work and law school; think tank associates; librarians; historians of organizations, agencies, or private corporations.

The SHSU History MA program has graduated students who found employment in most of these fields.

Additionally, recent market research indicates increasing demand for advanced humanities skills in the business sector. For example, in a survey conducted by Millennial Branding and Experience, Inc. and accessed through Portfolio.com 14 May 2012, researchers found that of the top five most desired traits in new employees, advanced communications skills topped the list with 98% affirming that need. Humanities in general and History in particular encourage advanced communication and writing skills. Additionally, employers indicated that analytical thinking was a desire but difficult to find employee trait. Advanced History training focuses on teaching the student to analyze arguments, to understand the manner in which historians sift evidence, create analytical arguments for themselves, and critique the analytical arguments of others.

B. Geographical Origins of Students: Student enrollments have ranged across Texas, the United States, U.S. military deployments, and to countries like Japan and Canada. The large majority (> 75%) come from Texas principally because SHSU has undertaken no systematic marketing of the program.

C. Marketing/Recruitment Efforts and Effectiveness: SHSU has never committed to formal marketing support of the History MA program. A decade of growth occurred relying on word of mouth and the

personal efforts of faculty members. As such, growth rates over 400% between 2001 and 2012 as recorded in section I.B above represent only a fraction of that possible. Currently, the Department utilizes our own webpage as a target for Internet searches, and a page on Facebook. Neither option has formal advertising support associated with it.

D. Current Markets: Traditional regional SHSU recruitment pools; incidental Google and internet search results; incidental Facebook traffic.

E. Potential New Markets: Without doubt, the urban radio markets of Texas alone offer substantial opportunity for new enrollment growth. Underwriting spots on regional public radio stations are cost effective, can be targeted both in terms of daily time and season, and speak to our likeliest demographic. Were SHSU to commit to such underwriting advertisement spots in similar markets around the United States, the likely growth in enrollment would exceed all expectation.

F. Enrollment Plan for the Next 5 Years: The following is a brief analysis based upon MA program performance in faculty staffing, enrollment, and curriculum over the last five years (starting with 2006).

- i. Between 2006 and 2011, the History MA program grew 46% as calculated by actual enrollments;
- ii. annual growth rates over the period were 7%, 0%, 20%, 14%, and 7% respectively;
- iii. the History MA has achieved these consistent results without institutional commitments to advertising or publicity;
- iv. the History Department has borne the burden of these growth rates understaffed and in part by teaching graduate sections as overloads, at a cash compensation rate at or less than that paid adjunct faculty. Faculty teaching overload graduate sections are remunerated in one of three ways. The faculty member may, with permission of the dean, apply the overload to a subsequent semester workload compliance. The faculty member may opt to receive a credit for each student taught in an overload. Accrual of forty (40) such credits is rewarded with a paid, one semester sabbatical. Faculty members may opt for per capita payment of \$300 for each student taught in an overload ;
- v. Meanwhile, public demand continues manifest in the form of inquiries, applications, and responses to ad hoc media campaigns such as the program Facebook page.

The History Department further offers the following strategic growth analysis:

- vi. Given past performance rates without institutional publicity support, it is reasonable to assert that with such support the program can continue to attract enrollment at or above historical performance volume; in other words if SHSU commits funds for regular advertising support in the urban broadcast markets of Texas alone we can assure sustained growth rates; the department recommends researching advertising reach beyond Texas;

- vii. that means that in 5 years, the program could easily operate at 625 enrollments per academic year necessitating 62 sections offered per academic year;
- viii. under 3/3 load conditions, assuming historical class assignment patterns, a perfect schedule covering 62 graduate sections per academic year would require 21 faculty (assuming 1 graduate course per faculty member each fall, spring, and summer)
- ix. according to performance tracked over the last 5 years, approximately 65% of history faculty has been able actually to teach graduate courses at any one time (for reasons of maintaining mandated 3/3 loads, leaves, re-assigned time, etc.)
- x. 1.35×21 is 28.
- xi. As of fall 2012, the History faculty will consist of 21 graduate-eligible faculty members, requiring thus a growth of 7 new tenure track faculty positions adequately to staff enrollment expansion.
- xii. The Department therefore proposes that the University commit to sustained publicity for the History MA on the grounds of consistent public demand. The Department undertakes with such support to achieve growth levels consistent or above historical growth performance that was left otherwise to chance. Given such growth levels, the Department requests a five-year faculty growth of 7 tenure-track, graduate-eligible positions, specialties to be determined by need but with preference for South Asia/India, Africa, and Islamic lands.

X. Outreach

A. Distance Education: SHSU History is among national leaders in on-line history graduate credit delivery. The SHSU History MA is a hybrid distance-classroom program. Students can fulfill up to 100% (including comprehensive examinations and thesis defense) via distance learning. All students, including residential students, will use some amount of computer based coursework in completion of the degree.

The SHSU History MA program is one of the top 15 such programs in the United States. It was the first to offer a fully accredited, fully on-line History MA staffed by highly credentialed and active PhD scholars. Today, while other programs have ventured onto paths blazed by SHSU, the SHSU History MA continues to offer the best, highest quality program available with an on-line option.

In the last decade, important credentials such as faculty scholarly publication rates and average student GRE scores have climbed at SHSU, even as the reach and scope of on-line graduate offerings have increased.

B. Internships: SHSU History MA program does not have a formal internship component. For prospective public school instructors, Texas state teacher accreditation requirements cover this aspect of professional development. For prospective 2-year institutional instructors, internship/student teaching is not required. The department is developing teaching training enhancement opportunities

for interested graduate students. For prospective public historians, the department has helped secure internships at the Sam Houston Museum and at the George H.W. Bush Presidential Library at Texas A&M University.

XI. Program Overview

A. Strengths to Retain

- i. Outstanding faculty quality and credentials;
- ii. Outstanding on-line class delivery capacity;
- iii. GRE and other rigorous admissions criteria;

B. Recommendations for Improvement:

- i. The program should develop and maintain formal, reliable graduate outcome assessment for graduate 1 to 5 years after graduation.
- ii. The program is understaffed both in terms of current enrollment demands and of enrollment potential. As per above, the History Department recommends personnel acquisition to bring the tenure/tenure track roster to no less than 28 persons by 2017.
- iii. The program should institute a formal strategy for publicity and enrollment recruitment. This strategy should include permanent, funded marketing support from SHSU. While the program has enjoyed sustained growth without formal marketing support, a coherent marketing strategy could accomplish additional goals: helping to maintain graduate enrollment growth consistent with university-wide enrollment development planning; increasing geographical diversity of student enrollment; reaching underserved population areas, making potential applicants aware of the program especially in its on-line capabilities; addressing persistent gender imbalances among enrolled students by seeking out larger pools of women applicants to study.
- iv. As a leading entity delivering on-line graduate education at SHSU, the History department should formalize and strengthen relationships with appropriate library staff with the specific objective of enhancing digital scholarly and research assets supported by the library. History department faculty should take up an active role participating in the vetting and acquisition process of such assets at the library.
- v. The program must strengthen and formalize the teaching assistant program. While over the last five years program enrollment has nearly doubled, the teaching assistant program is actually 10% smaller, having sacrificed one slot to enhance the stipend of nine remaining slots. Meanwhile, the department need for active teaching assistants has dramatically increased. The department should seek funding to expand the teaching assistant roster to no less than 15 positions.

vi. The program should review comprehensive exam failure rates. Faculty should propose procedures and preparation resources to offer to students readying for graduation.

vii. The program should develop a pedagogy course. Such a course, titled “Teaching College History” would strengthen MA graduates in their subsequent job searches and would be in line with recommendations of the American Historical Association regarding History MA programs. Such a class might well be modeled on existing curriculum at regional aspirational institutions.

viii. The program may wish to investigate expansion to the DA (Doctor of Arts) degree in History. The decision making process for such a development initiative would be complex and would include administrative entities from the department sitting as a committee of the whole all the way to the THECB. However, the potential benefits would include: greater competitiveness for students seeking employment as 2-year institution faculty; expansion of SHSU History curricular offerings; expansion of SHSU curriculum into the doctoral level including increased state monies; and formal enhancement of graduate teaching training commensurate with the expectations of History DA programs.