

Spring 2016

AHA Survey of departments on enrollments

In order to have your department's or unit's story included in the AHA's data and analysis, please have your chair or history program coordinator to contact AHA special projects coordinator, Julia Brookins, at jbrookins@historians.org for a link to the online survey. Please do not respond to the questions directly in an email or document form to participate in the survey; such responses will not be included. The deadline for participation is **June 30, 2016**.

- Name of institution
- Is your institution based in the United States of America?
- If not, in what country is it?
- Is it a two-year or four-year institution? (+other)
- Name of academic unit: history or other (specify)
- Is yours a multidisciplinary undergraduate program that includes history?
- Total undergraduate (Bachelors or Associates-level) student enrollment in all history dept. courses.
 - AY 2012-13;
 - AY 2013-14;
 - AY 2014-15;
 - fall 2015
- Total enrollment in undergraduate history courses at the introductory level, excluding any lower-division courses that are only open to history program majors (e.g. historiography or methods course)
 - AY 2012-13;
 - AY 2013-14;
 - AY 2014-15;
 - fall 2015
- Total graduate course enrollment (if there are cross-listed ug/grad courses together, count of graduate-level student enrollment only)
 - AY 2012-13;
 - AY 2013-14;
 - AY 2014-15;
 - fall 2015
- Has the general education program for undergraduate students at your institution undergone significant changes in past year/3 years/5 years/10 years?
- Describe briefly history's current role in required general education curriculum for you institution, if any.
- Do faculty members in your academic unit actively recruit students or majors? Answer: all-most-some-none + comment box

- Do faculty members in the department/unit engage in any of the following activities to recruit either non-major students to take history courses, to become history minors, or become history majors: (Indicate the level of relevant activity in each row.)
 - Talk to current students in groups (e.g. address a classroom or event attendees)
 - Initiate individual communications with current students (e.g. write a personalized letter or email, schedule an in-person appointment to talk to a particular student)
 - Visit courses or events in another department or program to talk about history offerings
 - Visit high schools
 - Participate in a program for high school students on your campus
 - Participate in programs with elementary school students
 - Communicate directly with faculty or staff at community colleges whose students transfer to your institution
 - Use social media (Facebook, etc)
 - Develop targeted website resources (specify)
 - Distribute printed materials marketing courses (fliers, brochures, etc. distributed outside the dept. itself, beyond standard course catalog)
 - Distribute printed materials marketing the history major (fliers, brochures, etc. distributed outside the dept. itself)
 - Produce and distribute non-print materials (e.g. promotional videos, department-branded items or swag)
 - Meet with academic advising staff to discuss the features and outcomes of the history curriculum
 - Meet with career advising staff to discuss the features and outcomes of the history curriculum
 - Participate in recruiting events on campus (i.e. tabling for history at first-year orientation events)
 - Not sure/don't know
- Does your institution or dept. offer dual enrollment/credit courses in history? yes-no
- Does the total department history enrollment you provided in Question 5 above include Dual and Concurrent Enrollment students?
- If not, why not?
- Does the history dept. or academic unit that includes history receive credit for the Student Credit Hours earned through dual enrollment history programs? yes-no
- As a department chair, do you agree with the following statement: Introductory history courses in our general education program are the best way for us to recruit students to take other history courses and to major in history. Scale 1-5: strongly disagree—strongly agree
- Do alumni of your academic unit visit history courses or dept. functions to talk about what they learned or their careers? Scale: never –seldom –regularly –often

- Are history alumni involved in your program in other ways? If so, please describe.
- Do you feel that the academic unit or department that includes history contributes as many courses, sections, and faculty as possible to the institution's general education program for undergraduates, within the current parameters of the program?
 - Yes, we are participating fully—No, there is more we could be doing in general education
- Please share any additional thoughts you have about current conditions and recent changes in your enrollment or major.