

Program Review Executive Summary Template

Based on the thorough program review addressing all criteria in policy, a comprehensive report should be possible within ten or fewer pages. This template is provided to assist institutions in providing a brief summary, which is to be presented to the institutional governing board prior to submission to the State Regents. Executive summaries should be possible within two pages using this template format.

Institution Name: Northeastern State University Program Name and State Regents Code: Bachelor of Arts in History, 042 List Any Options: Certificate in Public History, 207 Date of Review: 9/23/2024	
Centrality to Institutional Mission: Click here to enter text The Bachelor of Arts in History and the Public History Certificate program at Northeastern State University are central to the university's mission of fostering student success and building sustainable communities. Through a combination of immersive learning experiences and interdisciplinary approaches, the programs equip students with critical thinking, research, and communication skills that prepare them for meaningful careers. The Public History Certificate connects students with local historical sites and community projects, such as the Mapping Tahlequah initiative, which promotes engagement with the Cherokee Nation and the local community. These programs encourage students to become globally engaged citizens while supporting sustainable development by preserving and promoting the region's diverse historical heritage.	
Program Objectives and Goals: Click here to enter text <ol style="list-style-type: none">1. Demonstrate a broad knowledge of American, European, and world history.2. Apply historical thinking skills such as sourcing, contextualization, close reading, and corroboration.3. Demonstrate the ability to research and write lucid, scholarly papers.4. Prepare for globally engaged citizenship.5. Demonstrate an appreciation for the historical experiences of people of different races, ethnicities, genders, classes, and regions.6. Apply appropriate technology to the study of history	
Quality Indicators Such As: <ul style="list-style-type: none">– Student Learning Outcomes– Effective Teaching/Learning– External Curricular Evaluation– Capacity to Meet Needs and Expectations of Constituencies	<ul style="list-style-type: none">• Student Learning Outcomes: The program consistently demonstrates strong student performance, with most students achieving or exceeding minimum competency expectations in historical knowledge, thinking skills, and research abilities. Key assessments such as research papers and post-tests indicate ongoing success.• Effective Teaching and Learning: The program incorporates various teaching methods, including digital projects, field trips, and primary source analysis. The

<p>– Other as presented in the self-study</p>	<p>Public History Certificate enhances practical learning by offering students direct experience with historical research and community projects like Mapping Tahlequah.</p> <ul style="list-style-type: none">• External Curricular Evaluation: The curriculum aligns with industry needs and professional standards through regular faculty engagement with local historical sites, museums, and archives. These connections offer students opportunities for internships and real-world applications of historical knowledge.• Capacity to Meet Needs and Expectations of Constituencies: The program addresses student and community needs by preparing graduates with transferable skills for diverse careers and advanced studies. The Public History Certificate provides additional workforce readiness, particularly in museum, archive, and public history fields.
<p>Productivity for Most Recent 5 Years</p>	<p>Number of Degrees: <input type="text" value="66"/></p> <p>Number of Majors: <input type="text" value="294"/></p>

<p>Other Quantitative Measures Such As:</p> <ul style="list-style-type: none"> – Number of Courses for Major – Student Credit Hour in Major – Direct Instructional Costs – Supporting Credit Hour Production – If available, information about employment or advanced studies of graduates of the program over the past five years – If available, information about the success of students from this program who have transferred to another institution. – Other as presented in the self-study 	<ul style="list-style-type: none"> • Number of Courses for Major: The program offers a wide range of courses, including essential core classes like Historiography and Senior Seminar, along with specialized electives in American, European, and World history. The Public History Certificate adds further specialized courses, enhancing student learning in fields like archival and museum studies. • Student Credit Hour Production: Over the past five years, the program produced a total of 20,802 student credit hours, with a sizable portion from lower-division courses, indicating strong enrollment and participation. • Direct Instructional Costs: The program has effectively managed its direct instructional costs, with faculty salaries and operational expenses remaining stable. • Employment and Advanced Studies: Graduates have successfully entered careers in education, law, management, and public service. Many have pursued advanced degrees in history, library science, and museum studies. The Public History Certificate has boosted employment opportunities in public history and museum-related professions.
<p>Duplication and Demand</p>	<p>The BA History program at Northeastern State University has experienced steady demand over the past five years. The program has maintained a solid number of declared majors and consistently produced a healthy number of graduates each year. Furthermore, the addition of the Public History Certificate in 2023 has helped attract students interested in fields such as museum studies, archival work, and public history. Graduates from the program have successfully entered diverse career paths, including education, law, and historical research, and many have pursued advanced degrees in history, library science, and museum studies. The program's alignment with workforce needs and its introduction of direct learning opportunities through internships and community projects ensure continued demand and relevance.</p>
<p>Effective Use of Resources</p>	<p>The BA in History program at Northeastern State University demonstrates effective use of resources through careful management of instructional costs and faculty salaries, which have remained consistent over the past five years. The program benefits from a dedicated faculty who deliver a diverse curriculum, utilizing multimedia classrooms and flexible modalities such as online and hybrid courses to meet student needs. The program also invests in experiential learning, with resources directed towards internships and community projects like Mapping Tahlequah, which enhances student engagement and practical skills. The addition of the Public History Certificate further maximizes resource use by expanding career-focused opportunities in fields like</p>

	<p>museum studies and public history, contributing to the program's overall efficiency and success.</p>
<p>Strengths and Weaknesses</p>	<p>Strengths:</p> <ul style="list-style-type: none"> ● Engaged and Experienced Faculty: The history faculty are highly committed to student success, continuously reviewing, and improving pedagogical practices to prepare students for various career paths and advanced degrees. ● Immersive Learning Opportunities: The program offers substantial direct experiences through internships, service-learning, and the Mapping Tahlequah project, providing students with practical skills and public engagement opportunities. ● Public History Certificate: The newly introduced Public History Certificate provides students with specialized knowledge and skills that enhance their employability in areas like museums, archives, and historical sites. <p>Weaknesses:</p> <ul style="list-style-type: none"> ● Inconsistent Student Organization Engagement: Participation in student organizations such as the History Club and Phi Alpha Theta has decreased in recent years, particularly due to the impact of COVID-19, affecting student engagement. ● Need for Uniform Assessment: There is a need for more consistent assessments across all sections of American history surveys, which could improve the overall quality of student learning outcomes. ● Outdated Marketing and Recruitment Materials: The program's website and marketing materials need updates to better highlight program strengths, including the Public History Certificate and student research, to attract new majors.
<p>Recommendations</p>	<ul style="list-style-type: none"> ● Enhance Recruitment Efforts: Update the program's website and marketing materials to better highlight student achievements, research projects, and the opportunities provided by the Public History Certificate. This can help attract more prospective students to the program. ● Increase Student Engagement: Revitalize student participation in organizations such as the History Club and Phi Alpha Theta by hosting more events and activities that appeal to both current and prospective history majors, fostering a stronger sense of community within the program. ● Standardize Assessments: Implement uniform assessments across all sections of the American history surveys to ensure consistency in measuring student learning outcomes and improving the overall quality of instruction.

**Regular Program External Review
External Review of Northeastern State University's
B.A. in History & Public History Certificate
September 2024**

Dr. David Welky
Professor, Department of History
University of Central Arkansas
4 October 2024

Introduction:

The following review of Northeastern State University's (NSU) B.A. program in history, and of the public history certificate program housed within it, is based on many sources. In 2024 NSU's history department conducted an extensive program review that produced a wealth of data on departmental demographics, assessment practices, faculty performance, student learning outcomes, pedagogical methodologies, and institutional support. After the above-mentioned external reviewer studied this internally produced document, on 23 September 2024 he conducted Zoom interviews with students currently matriculating in NSU's history program; acting chair of the NSU history department Dr. Christine Hallman; NSU History Program Coordinator Dr. Suzanne Farmer; history department faculty members Dr. David Corcoran, Dr. Michelle Martin, Dr. Lindsay Silver, Dr. Denis Vovchenko; and Dean of the College of Liberal Arts Dr. Audell Shelburne.

The reviewer has also examined the NSU website, the NSU history department's website, a decade's worth of NSU Common Data Sets, external sources' discussions and evaluations of NSU, the history department's "Mapping Tahlequah History" website, and previous interviews with faculty members and administrators listed above.

This report has three main sections. The first examines NSU's History B.A. program's and public history certificate's vitality, evaluating their curriculum, outcomes, and effectiveness. The second examines productivity trends within the history department. The third examines the program's strengths and offers recommendations for future consideration.

Overall, this evaluator finds that NSU's history department is doing an outstanding job of producing positive student outcomes despite limited resources and a faculty stretched thin by a wide and growing set of demands placed on them by both external sources and an internal drive for excellence.

I. Vitality:

Like many regional institutions, NSU has experienced a significant enrollment decline in recent years, falling from 7,418 undergraduate students in 2014 to 4,155 (full-time) as of its most recent update.¹ Despite these losses, the history department remains at the vital center of university operations. In addition to staffing the B.A. in history program and the public history certificate,

¹ <https://nsuok.edu/AboutUs/NSUataGlance.aspx>

the department's five tenured/tenure-track professors, along with multiple adjunct faculty, are essential contributors to NSU's general education program, social sciences education degree, American Indian Studies degree, and multiple interdisciplinary minors. Department members are also essential liaisons between the university and the broader community.

The curriculum for both the B.A. degree and the public history certificate reflect best practices within the discipline and prepare students to meet future workforce and life challenges. Graduates from the B.A. program acquire global understandings of history that prepare them to interact with a broad diversity of peoples. The program's emphasis on developing a suite of communication skills that range across various media (written, oral, electronic) equip students with tools to navigate an increasingly complex information environment. The public history certificate's requirements represent an innovative fusing of a traditional historical curriculum with opportunities to gain expertise in American Indian Studies; Marketing, Management, and Accounting; and the operation of museums, archives, libraries, and historical sites.

Personnel shifts and the inevitable passage of time have forced some alterations to the department's catalog. Over the past year the department has worked hard to modernize its course offerings. Updating the curriculum was a significant, time-consuming task that resulted in official proposals to revise nine course titles, alter forty-seven course descriptions, and create three new courses. Two themes connect this curriculum overhaul. First, the department has generated new course titles and descriptions that emphasize the acquisition of specific skills rather than explaining the general topics to be covered. Second, once approved, the department's revised catalog will allow it to be more flexible and nimble. Proposed new courses such as "Studies in European History" and "Studies in World History" provide shells that can be filled with a variety of specialized courses. As the department's relatively small size restricts the number of courses it can offer in a given semester, such flexibility is key to improving students' overall learning experiences.

These updates are awaiting final approval, so at this point it is impossible to evaluate their effect. Nevertheless, this reviewer is confident they will have the intended, positive impact.

Both the history department's B.A. program and its public history certificate create effective learning opportunities for students. Most important, the department is comprised of dedicated teacher-scholars who are committed to going above and beyond for the sake of student success. Faculty members take a deep, personal interest in NSU's students, showing pride in their intellectual growth and never hesitating to devote precious time to fostering mentor relationships that encourage both student retention and improved student outcomes.

The faculty's dedication can be seen in, among other things, the department's eagerness to display students' work in public places on campus. This might feel trivial, but it's not. NSU students who see history majors doing interesting and innovative research are inspired to boost their own performance, hoping to emulate the models they've seen, thus creating a virtuous cycle.

NSU's History Club, and its chapter of Phi Alpha Theta, the history honor's society, enhance this culture of student collaboration and success. These student-run, faculty-mentored organizations can be powerful tools for creating a climate of effective learning throughout the department. Like

so many things, these groups have dwindled somewhat since COVID disrupted normal patterns of social interaction. Fortunately, the department has a plan in place to jumpstart them (see Program Self-Assessment for additional details).

One place where the department shines, and perhaps its most powerful and unique opportunity for ensuring effective learning opportunities for NSU students, is its emphasis on public history. Broadly defined, “public history” refers to applying the historians’ analytical tools and techniques in places outside the traditional academy, such as libraries, museums, historical sites, and archives. Public history is a growing field with attractive employment prospects. Departmental faculty have done an excellent job of forging connections with local sites such as the Cherokee National History Museum, the Woody Guthrie Center, the Fort Gibson State Historic Site, Hunter’s Home, and many other area museums, facilities, and research centers. Capitalizing on these ties, the department has placed interns – internships being key for students aspiring to public history careers – in many of these locations.

Another learning opportunity for students is the Mapping Tahlequah Project, an online platform funded with assistance from the National Endowment for the Humanities and other sources. Mapping Tahlequah merges the historian’s traditional research and communications skills with 21st-century digital mapping techniques to produce a website available to anyone with an internet connection. As an online resource, Mapping Tahlequah is constantly being updated with new student research and contributions from members of the community.

This last idea – the history department’s outreach to the non-academic community – is woven throughout faculty members’ activities, informing their links with local historical sites, as well as their active presence on student- and alumni-focused social media (Instagram and Facebook, respectively).

In its effort to build a culture of student-driven inquiry, the history department receives modest support from NSU’s John Vaughan library. Hindered by limited resources and understaffed due to recent retirements, the library is unable to afford some of the subscription-based online databases so critical to student and faculty research, along with necessary books and other learning materials. NSU’s research librarians, however, do a phenomenal job of making resources available through interlibrary loan or wrangling free trials of important databases. Departmental faculty, too, actively assist students in acquiring necessary materials. Always having to make do with less is not optimal. In the long term it may undermine student success. This is in no way the history department’s fault.

The NSU history department has defined six student learning outcomes for both its B.A. program and its public history certificate. These student learning outcomes are all appropriate for the discipline. The department’s students have consistently performed well above minimum competency expectations, barring the outlier spring 2020 semester, when normal university operations halted due to the COVID pandemic. Following the department’s 2019 review, faculty members noted a discrepancy between student assessment scores in, on the one hand, HIST 1483 and HIST 1493 (the two halves of the US history survey) and, on the other, HIST 1113 and HIST 1213 (the western civilization surveys). Assessment rubrics for all four courses are generated outside of the department. The department is well on its way to resolving this gap through a combination of more intense collaboration and the use of common teaching tools. As these

changes are just now taking effect, it is too early to determine whether they will lift HIST 1483/1493 assessment scores. The department also collects student assessment data in two of its upper-division methods courses – HIST 3393 (Historiography and Historical Research) and HIST 4951 (Senior Seminar) – and two of its core courses – HIST 2713 (Early World Civilizations) and HIST 2723 (Modern World Civilizations). This method and frequency of data collection conforms with disciplinary standards.

As its recent catalog updates, refinements to its assessment methods, and implementation of its public history certificate program demonstrate, the NSU history department is committed to continuous improvement. It is a vigorous and vital entity that stands very much at the heart of campus affairs. It is a department on the upswing, and deserves recognition as such from the broader NSU community.

Productivity:

NSU’s history department is vibrant and healthy. Although the number of B.A. in history majors declined from 68 in 2019-20 to 52 in 2023-24, this drop parallels the decline in NSU’s overall enrollment. There is no evidence that the history department is struggling to attract an adequate number of majors. Initial data for the 2024-25 academic year indicate a relatively stable number of B.A. in history majors. NSU’s social studies education program is not part of this review, but it should be noted that that program, housed within the history department, infuses additional students into many of the department’s courses.

The department had a banner year in 2023-24, graduating 19 students with a B.A. in history. Its five-year average for graduates is 13.2 per year.

NSU’s history department continues to teach large numbers of students. For context, see the following data regarding student credit hours (SCH) the history department’s faculty has taught:

Academic Year	Lower-division SCH	Upper-division SCH	Total SCH
2019-20	3,870	519	4,389
2023-24	3,405	648	4,053

The history department’s relative stability of SCH despite institutional enrollment declines, and despite having a smaller tenured/tenure-track faculty in 2023-24 than it had in 2019-20, is impressive. In 2023-24 it taught 87.9% as many lower-division SCH as it did in 2019-20, and 125% as many upper-division SCH. Its total SCH from 2023-24 represents 92% of its 2019-20 total.

It is notable that in 2023-24 the department taught 92% as many student credit hours as it did in 2019-20 while receiving only 70% of the salary/operations/materials funds (in real dollars), and despite having its operations/materials budget slashed by nearly two-thirds (in real dollars).

The department carries a heavy in- and out-of-class instructional workload that could eventually limit faculty members’ ability to deliver desired student outcomes. This load – generally twenty-four hours per year – is in accordance with RUSO guidelines for regional institutions. It is also at the top end for what is considered acceptable for regional, four-year universities. According to

testimony from faculty members, lower-division history courses average thirty-five to forty students per section. Upper-division courses range from eighteen to twenty-five students per section. Both figures push beyond the limit of desirable practices. Nationally, an 18:1 student-faculty ratio is seen as optimal. NSU currently sits at 17:1.² Acting chair Dr. Hallman, in an emailed response (23 September 2024) to this reviewer's inquiry, said the history department is at 20:1. This ratio may be untenable in the long term and almost certainly impedes student learning.

Strengths and Recommendations:

- The NSU History Department's greatest strength is its faculty. Those committed teacher-scholars devote long hours to building individual relationships with their students. They are genuinely proud when their students are successful. Despite limited resources, they seek innovative paths to creating opportunities for NSU students and are conscious of the importance of creating an academic program grounded in the marketable skills required for workforce readiness.
- Another departmental strength is its ability to collaborate with external entities both on and off campus. For example, the department has a well-deserved reputation for working with NSU's Center for Tribal Studies. Its Mapping Tahlequah project resulted from a partnership between the department, NSU's geography department, and various internal and external funding sources. Its public history certificate requires coordination with NSU's accounting, marketing, and management programs, along with the Cherokee and Indigenous Studies Department. These ties, along with the history department's essential contributions to NSU's general education core (in particular, the Social and Behavioral Sciences, Global Perspectives, and Humanities categories), places that undersized department at the center of NSU's activities. In addition, the department's collaborations with local and regional museums and historical sites make it one of NSU's most important public-facing entities.
- A spirit of innovation pervades the department. This is a group willing to embrace challenges and generate creative solutions to vexing problems – practices that lie at the core of a liberal-arts education. As noted elsewhere in this report, in recent years the department has consciously and intentionally responded to the uptick in jobs available in the public-history sector by creating a public history certificate program that will enhance student opportunities as it matures in the coming years. Also noted above, the department's modernization of its curriculum reflects its commitment to relevance in an era when facts are debated and truth seems more elusive than ever.
- As further evidence of the department's spirit of innovation, in the spring of 2024, as part of a larger NSU initiative, it introduced a series of fourteen "micro-credentials," highlighted on syllabi and campuswide learning materials, that acknowledged specific skills such as research, digital history, and information literacy. Being a new program, the impact of micro-credentials cannot yet be determined. The extent to which micro-credentials are useful will bear close watching in the coming years.

² <https://www.bestcolleges.com/schools/northeastern-state-university/>

- A general spirit of optimism pervades the department despite high teaching loads and dwindling resources. At this time there is a strong sense of group cohesion and a belief that the current Dean of the College of Liberal Arts has the department's best interests at heart during times of need. Small things, such as providing money for pizza at a faculty-student event, can have a big impact.
- Upcoming developments may help the department further leverage its current strengths. Specifically, in the near future the history department will merge with the Geography & Political Science, Sociology, and Women and Gender Studies departments to form a new Department of Social Sciences. This administrative reshuffling reconstitutes an entity that was broken up in 2011. Merging brings both possibilities and perils. On the whole, however, the hypothetical advantages appear to outweigh potential disadvantages.

The greatest concern is that the as-yet-unknown chair of this new department will have difficulty communicating and coordinating with all the various disciplines under their purview. Each discipline housed within the new department has a language and professional expectations unique to itself. It will take a talented chair to bridge these gaps while also navigating the physical distance between the different groups' current workspaces.

There are also good reasons to expect that the forthcoming merger will benefit the history department. Being part of a larger (presumably well-run) department should boost history faculty's overall visibility on campus while providing additional opportunities for interdisciplinary collaboration, something the department already excels at. Good leadership will prove crucial in determining the new department's success. Also important is that the history department, post merge, must retain a significant degree of autonomy and self-determination within the new setup.

Also remaining to be seen is whether the cost savings from this merger will be reinvested in the affected departments or harvested for other priorities. The wise course would be to double down on success by ensuring that those recouped funds are used to bolster a program that already has such a disproportionate positive impact on addressing student needs.

- Like colleges and universities around the world, NSU is transitioning toward a heavier emphasis on online education. This can have advantages, such as reaching underserved audiences and reducing costs, but the university, and its history department, should proceed with caution when considering further expansions to its online offerings. Online education has produced a dilemma: Although it improves access for off-campus students, it leaves many on-campus students feeling either underwhelmed or marginalized. The history department has embraced both fully online courses and hi-flex instruction. It is no doubt aware that there is a great desire for additional in-person classes. While acknowledging that online classes have their place, in-person classes deliver the best opportunities for optimal student results, as defined by the department's student learning outcomes.

- The history department has worked hard in recent years to boost the level of student engagement with its extracurricular activities. The department offers many opportunities for NSU students to learn and form communities outside of the classroom, whether through the history club, Phi Alpha Theta, internships, guest speakers, or social events. Although some students are eager to participate in such activities, many more are reluctant to show up, creating a self-imposed sense of detachment or isolation. Such hesitance cannot be blamed on the faculty, who plug these events relentlessly. Rather, the problem appears to have two major points of origin: the COVID pandemic, which disrupted longstanding habits of social interaction, and the broader social trend toward a culture of loneliness driven largely by rapid technological change. A third possible driver of low student engagement in extracurricular activities is the very nature of NSU's student population. With its combination of traditional, non-traditional, working, and online students, it is difficult to create spaces capable of uniting a broad cross section of students.

There is hope, however. The department must continue to do the hard, time-consuming work of creating interesting programming opportunities for its students. In addition, the upcoming interdepartmental merger provides an opportunity to reset the culture. There is interest among history students for more interaction with students from other departments. They acknowledge their isolation and are eager to share their accomplishments with peers in other humanities/social sciences programs. A Social Sciences club might be an effective means of creating interdisciplinary synergy. Whether that hypothetical club should subsume the current history club or stand alongside it is beyond this reviewer's ability to determine, as it requires conversations with the other departments slated for merging. In either case, the creation of a Social Sciences Club should coincide with the creation of the merged department so as to capitalize on the interest and publicity that comes with being the metaphorical new kid in town.

- On a related issue, the department must continue its efforts to make its B.A. students aware of the program's public history certificate. Being a brand-new venture, it is far too early to offer any assessment of its impact. At this early point, however, it appears that despite the department's efforts to spread the word, many students seem either unaware of or uninterested in it. Of course, the public history certificate is not for everyone. Highly motivated students will gravitate toward the opportunity by, for example, seeking internships. Persuading other students to be more career minded presents an ongoing challenge.

Despite recent studies showing that only 18% of history graduates are employed in the field of education, broadly defined,³ the students this reviewer interviewed characterized themselves and their peers as either seeking Ph.D.s in history so as to pursue an academic career, seeking a career in social sciences education, or uncertain of their future plans.

This limited perspective on the possibilities for holders of a B.A. in history suggests a need for additional career counseling/awareness programming. This could take the form

³ American Historical Association, "What Can You do with That History Degree?," 21 October 2018. <https://www.historians.org/resource/what-can-you-do-with-that-history-degree/>

of extracurricular events (“historians in business”! “historians in medicine”! “historians in law”!) or, perhaps more profitably, considering the engagement deficiency mentioned above, get integrated into the department’s upper-division offerings. The most logical place to do this would be in HIST 3393 (Historiography & Historical Research), as it is one of the two classes required for a History B.A., the other being HIST 4951 Senior Seminar, and it makes little sense to introduce students to careers in history at the end of their matriculation. Carving time out of HIST 3393 to introduce students to available careers outside of either the classroom or the public history sphere would no doubt be difficult, but doing so might pay big dividends for students. Imagine holding Zoom meetings with NSU history alumni who are pursuing interesting and unexpected careers, or discussing first-hand testimonies from people who use their history degrees in surprising ways.⁴ Greater awareness of the many possible career paths to choose from could motivate less-engaged students to boost their overall level of performance.

- The department’s public history certificate boasts a well-conceived curriculum and a strong chance of boosting enrollment while filling an important workforce niche. The department, college, and university should monitor its growth carefully in the coming years. Of particular importance, stakeholders must ensure that the internship program remains properly staffed. At the moment, the department’s internship coordinator receives no course release for their work. This may be appropriate, considering the current number of interns, but it does represent unpaid labor. If the number of internships increases, the position of internship coordinator must come with a course release to ensure smooth operations. Without time to liaison with facilities that accept NSU interns and to properly oversee the department’s interns, the quality of the program will inevitably decline. That would have serious consequences for both the university’s public reputation and student success.
- The history department would benefit from a stronger relationship with NSU’s Office of Communications & Marketing. The department’s website is badly out of date. For example, its “overview” section never mentions public history among the various careers available to holders of its B.A. degree even though public history is a large and growing departmental priority. Although faculty members are working to address this, the marketing office could do a better job of responding to departmental needs that ultimately serve university, student, and community needs. Ineffective websites hurt recruiting both for the history department and NSU more broadly. Stronger marketing campaigns could also spread awareness of open-to-the-public history department events to wider audiences, thus raising NSU’s profile throughout Tahlequah and surrounding areas.
- Although the university and college have pools of funds to support essential professional development such as traveling for research or attending conferences, a small increase in the size of these pools could bring tremendous benefits by allowing faculty members to pursue additional opportunities to improve their ability to deliver quality instruction. Without professional development opportunities, faculty will fall farther and farther

⁴ See, for example, David Glenn, “A Historian in Scrubs,” *Perspectives on History*, 30 August 2016. <https://www.historians.org/perspectives-article/thinking-like-a-historian-in-scrubs-how-i-use-my-ba-in-history-september-2016/>

behind evolutions in disciplinary standards and emerging pedagogies, thus placing NSU students at a competitive disadvantage compared to their peers at other institutions. A minor reallocation of university-wide budgetary priorities would have outsized benefits in terms of addressing student needs.

Internships are another area where a small resource reallocation could have tremendous benefits for students. In the current system, the department's student interns often accumulate uncompensated expenses for travel and other obligations related to their internships. These expenses, while relatively small, discourage some students from applying for internships, thus preventing them from gaining essential workforce readiness skills. Although there is a small pool of money to help interns offset costs, increasing this pool even slightly will pay big dividends in terms of addressing student needs.

- The department should consider refreshing the upper-division requirements for its B.A. degree. Under the current system students are required to take two upper-division courses in US history, two in the history of Western civilization, and two in non-Western history, plus an upper-division elective. Considering the department's size, it might make sense to collapse these three categories down to two: US and World History. Staffing courses in all three areas is a challenge; students are generally given only one option in Western and World history each semester. Streamlining the categories will enhance student choice without hindering faculty members' flexibility in determining which classes to offer, thus creating more direct pathways to graduation. The creation of shell classes, mentioned above, represents one laudable attempt at flexibility.

Such a shift, however, would pull the department's upper-division offerings out of alignment with its survey courses, which provide 1000- and 2000-level analogues to its current, three-category system, and might therefore be deemed undesirable. Nor should the department collapse its six survey offerings down to four to match a two-category upper-division scheme unless such a change could be made without impacting NSU's general education program and overall departmental student credit hours.

The status quo may well be the better option, but the conversation might be worth having.

- Finally, and perhaps most important in terms of addressing student needs, the history department needs to reallocate its workload. In the current setup, every semester the department relies on multiple adjuncts to meet student demand for its courses. Most of these adjuncted sections are US history surveys – an important gateway to the B.A. program, a vital recruiting tool for the College of Liberal Arts, and a critical means for building a strong spirit of citizenship among NSU students and alumni. As perhaps the two most important courses in the department's catalog, the US history surveys should be staffed by tenured or tenure-track faculty members whenever possible.

Simply put, the department is bursting at the seams. On top of their heavy service load and active research agenda, faculty members are barely able to meet demand despite teaching sections that are too large for a university of NSU's size. With 35-40 students in each survey course, it is nearly impossible for faculty members to provide the individual mentorship many NSU students require, or to find time to schedule the high-impact,

labor-intensive classroom methods that build skills relevant to the post-collegiate workforce. The current arrangement relies on an unstable balance of adjuncts, summer classes, and overload classes, with the overall effect of reducing the quality of instruction.

In 2022 the average faculty-to-student ratio at public, four-year institutions was 14:1.⁵ As noted earlier in this report, NSU's faculty-to-student ratio is 17:1, and the history department's current faculty-to-student ratio is 20:1.

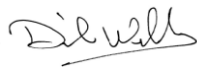
Replacing some adjuncts with just one additional tenure-track position could have huge benefits for students. Even a modest reduction in class size should improve student outcomes. In addition, one additional position will help spread a service load that has been stretched perilously thin. This, too, will benefit students, as it will strengthen faculty support for the department's internship program and public history certificate, the History Club, Phi Alpha Theta, community collaborations, and field trips, all of which set NSU apart from competing institutions.

Internal conversations regarding staffing are ongoing. The result of those conversations will do much to determine the history department's shape in the years to come. And, to reiterate a theme that runs throughout this review, the future condition of NSU history department will say a great deal about Northeastern State University's overall condition.

Evaluator Information:

Summary of Qualifications. Dr. David Welky is a Professor in the Department of History at the University of Central Arkansas. He has a B.A. in History from Northeast Missouri State University (now Truman State University) and an M.A. and Ph.D. in History from Purdue University. At the University of Central Arkansas he teaches courses in 20th-century American history, the U.S. and the Middle East, the history of film, and the history of science.

Absence of Conflict of Interest Statement. The Evaluator has no conflict of interest that would influence the objectivity of the evaluation. The reviewer is not an institutional employee, nor has close relatives who are employees of Northeastern State University. The reviewer's respective institution is not a direct academic competitor of NSU, nor is the reviewer a graduate of NSU. The reviewer has no vested interest or conflict of interest, either current or planned, in any component of Northeastern State University.



10/4/24

Evaluator Signature / Date

⁵ <https://nces.ed.gov/programs/coe/indicator/csc/postsecondary-faculty>

B.A. History Fall 2024 NSU Program Review

Name and State Regents Code: History B.A., 042

Program Options: N/A

Certificates: Public History

I. Date (Year) of Last Review: 2019

Summary:

The previous review in 2019 found that the Northeastern State University History program “played a foundational role in the University’s mission, vision, and values.” The reviewer applauded the program’s vibrancy, health, the faculty’s strength in pedagogical and prodigious scholarly engagement, and dedication to preparing students for fulfilling careers as globally engaged citizens. The external reviewer also applauded efforts to provide immersive and experiential learning through field trips, service-learning opportunities, internships, and faculty efforts to convey historical knowledge to the community. In particular, the reviewer noted that “these efforts as in so many ways are the best efforts to combat notions that suggest History is not a useful major that prepares graduates for an ever-changing workforce.” After the self-study and the external review, the reviewer provided two recommendations to strengthen the program: continue to explore the possibilities of developing a minor or certificate in Public History, citing the Bureau of Labor Statistics projection of a 9% growth in positions related to archives, conservation, and museums by 2028 and expanding course activities to include an increased emphasis on research, digital history, and other activities that would allow students to engage in the practice of history in the classroom, as well as to foster development in current workforce skills demanded in the digital age.

Developments Since the Last Review:

The program of history has continued to serve the institution, students, and community, as well as foster faculty development since the 2019 review. The program moved into a dedicated office suite in Wilson Hall. To date, all history faculty are housed in one central location, making collaboration among colleagues and serving students’ needs easier than when the faculty were housed in both Haskell Hall and Woods House. The new space allows faculty to interact more with students and support student research. Wilson Hall also houses a program meeting room and multimedia classrooms.

The history program includes five full-time tenured or tenure-track faculty members, including one who coordinates the Social Studies Education program and one who coordinates the Public History Certificate. Four adjunct instructors teach survey courses as needed. All five full-time faculty and one adjunct instructor have Ph.D. degrees in history. Three adjunct instructors hold master’s degrees. While teaching remains the program’s primary focus, the faculty have continued to engage in scholarly endeavors. The History program faculty has published three books, one chapter, seventeen articles, and two book reviews in the past five years. The faculty have given forty-seven conference presentations and moderated or chaired eight panels. Eight research grants have been awarded, including two National Endowment for the Humanities for Mapping Tahlequah, an initiative founded in 2018 by faculty in the history and geography programs. The project engages students through immersive learning experiences and provides a platform for students and community members to disseminate original local historical research. The map and database help make local historical information more accessible by providing students and other users with links to documents and other resources such as videos and pictures. The project

highlights the Cherokee and diverse regional histories of Tahlequah and surrounding areas of what is known as Green Country in Northeastern Oklahoma. The project employed seven students and hosted a Citizen Scholar experience with featured tours and speakers.

Since 2019, the program has experienced significant change regarding faculty, with one retirement, two faculty members taking positions at larger institutions, and the former chair entering administration. The line of the former chair was held open for a year during his service as interim assistant Vice President of Academic Affairs, and that line was later eliminated in budget reductions at the end of fiscal year 2024. The program hired three faculty members who have brought new energy, skills, and ideas into the program, including a faculty member who has taken the lead role in Mapping Tahlequah and another with an extensive background and well-respected career in Public History. During the 2022-2023 academic year, the program developed a Public History Certificate for undergraduates that went into effect in Fall 2023. In addition, two public history-focused micro-credentials for undergraduates and graduate students, Undergraduate Public History Engagement and Graduate Public History Engagement, have been created to allow students to further develop their public history skills should they decide not to seek the certificate. Three students graduated with the Public History Certificate in their first year, and five are currently declared.

Despite faculty turnover, pedagogical and discipline-specific conversations have remained at the heart of changes and developments within the program. As a result of a shared commitment to teaching, research, the historical discipline, public history engagement, recruitment endeavors, and increasing student research skills, digital history projects have been incorporated into the curriculum of several courses and produced as a part of Mapping Tahlequah. Students are encouraged to participate in Undergraduate Research Day, and in 2024, a history major was chosen as the College of Liberal Arts Outstanding Scholar. The history office suite is often used to display student research projects as part of open houses and ongoing plans to highlight student research. Posters from class projects or Undergraduate Research Day are frequently displayed. Faculty introduce digital research databases, including newspaper archives, the WPA slave narratives, Early English Books Online, and other open-access digital resources suitable for courses taught, whether lower- or upper-level. Upper-level students produce research projects, including papers and presentations. The faculty have begun to incorporate the inclusion of digital posters, such as in Oklahoma History, where the students completed digital posters on Oklahoma's All-Black Towns then and now. The plan is to incorporate these into Mapping Tahlequah. The program also printed the posters to create an exhibition and held an open house highlighting student research. The program is committed to continuing such activities. When possible, students in upper-division courses develop cohesive research projects that can be collated into publicly displayed exhibits, and the Public History Coordinator is working with external sites to include these curated exhibits in historic sites in the region. Mapping Tahlequah has allowed the program to engage in digital history projects with students in and outside the classroom. One example of such a project was the program collaboration of the Center for Women's Studies and the Program of Communication and Media Studies to conduct an oral history project with Mayor Lelia Foley Davis, the first African-American woman mayor in the country. Students created the questions and conducted the interview. The event was filmed and edited by students in media studies to be placed on the Mapping Tahlequah website. Such activities not only prepare students with a variety of skills for a chosen profession but also support the Public History Certificate.

The program continues to discuss the history major, workforce readiness, and the critical skills taught to students in history courses. The program discussion found that the faculty focused on the skills that employers are most seeking in college graduates: thinking (critical, analytical, creative, problem-solving, decision-making), communication (written, verbal, listening), literacy

(reading comprehension, digital, information), writing (analytical, professional, scholarly), formulating and supporting arguments (oral and written), project planning and implementation, adaptability, collaboration (teamwork, interpersonal, diverse perspectives) skills in lower and upper-level courses. The historical field often faces criticism as a liberal art for a lack of career preparedness. The program consciously highlights the skills taught and encourages students to develop a workforce readiness vocabulary to market themselves when seeking jobs. The program has developed micro-credentials in Spring 2024 for courses and extracurricular activities, including digital history, historical methods, public history, content area badges, and undergraduate research. These badges and micro-credentials will be highlighted on syllabi and Blackboard. In addition to incorporating tangible badges into the curriculum, the program has also begun the process of updating course descriptions, changing course titles, and creating courses that give the faculty more flexibility in teaching topics that reflect current trends in the discipline. The course descriptions, title changes, and new courses will allow the faculty to serve students better and remain current in content. The course descriptions will also highlight the skills taught in each course.

II. Vitality of the Program

Program Objectives and Goals: Provide clear program outcomes that can be assessed and identify specific program clientele (e.g. students, graduates, community, business partners, etc.).

1. Demonstrate a broad knowledge of American, European, and world history.
2. Apply historical thinking skills such as sourcing, contextualization, close reading, and corroboration.
3. Demonstrate the ability to research and write lucid, scholarly papers.
4. Prepare for globally engaged citizenship.
5. Demonstrate an appreciation for the historical experience of people of a different race, ethnicity, gender, class, and region.
6. Apply appropriate technology to the study of history.

III. Quality Indicators

Student learning Objectives assessed and specific data regarding student achievement.

Student Learning Outcome (SLO)	Assessment Method	# Students Assessed 2019-24	Minimum Competency Expectation (%)	Achieving Minimum Competency (%)
Demonstrate a broad knowledge of American, European, and world history	HIST 1113 Post-Test HIST 1213 Post-Test HIST 1483 Post-Test HIST 1493 Post-Test HIST 2713 Post-Test HIST 2723 Post-Test HIST 4951 Quizzes (37)	3822	70%	81%
Apply historical thinking skills such as sourcing, contextualization, close reading, and corroboration	HIST 3393 Historiography & Historical Research: Research Paper.	146	70%	85.6%

	HIST 4951 Senior Seminar: Historical Thinking Tests (2)			
Demonstrate the ability to research and write lucid, scholarly papers	HIST 3393 Historiography & Historical Research: Research Paper HIST 4951 Senior Seminar: Revised Research Paper	143	70%	83.9%
Prepare for globally engaged citizenship	HIST 1493 Post-Test HIST 2713 Post-Test HIST 2723 Post-Test HIST 4951 Quizzes A11, W03	1381	70%	87.3%
Demonstrate an appreciation for the historical experience of people of different race, ethnicity, gender, class, and region	HIST 1493 Post-Test HIST 2713 Post-Test HIST 2723 Post-Test HIST 4951 Quizzes A11, W03	1391	70%	87.4%
Apply appropriate technology to the study of history	HIST 3393 course grade; HIST 4951 course grade	147	70%	91.1%

IV. SLO Analysis

Referencing the assessment information above, please provide a narrative analysis of the data and how the program uses data to improve student learning outcomes and the program. What changes based on data have been made over the past five years?

Students have consistently performed well on the Post-Test assessment in HIST 1113, HIST 1213, HIST 2713, and HIST 2723. The program attributes this success to a consistent assessment and instruction. The faculty who teach the Western and World civilization surveys are committed to ensuring student success using a common textbook for the past decade and consistent content instruction.

The same student success rate is true for HIST 3393 and 4951, which are core requirements for majors. The one blip in HIST 3393 occurred in Spring 2020 after the COVID lockdowns, and several students failed to submit their final research paper drafts. Scores also improved on research papers in HIST 3393 following a redesigned curriculum emphasizing the research process and historical methods rather than strictly focusing on historiography. The faculty anticipate that student success will continue at that level or higher as the course will continue to emphasize research skills and methods.

Since 2019-2020, faculty have discussed the lower scores achieved by students on the HIST 1483 and HIST 1493 Post-Tests than those achieved on the HIST 1113 and HIST 1213 Post-Tests. The initial review of the Post-Tests found that the assessment did not accurately reflect the instructional content in the classroom or measure the stated student learning outcomes. The assessment was created by faculty who had retired in previous years and no longer reflected current practice. The American history faculty revised the assessment, and although scores

improved for HIST 1493, they did not in HIST 1483. A wider variety of faculty (tenured, tenure-track, and adjunct) taught the American history surveys, and a common textbook was not assigned. Although the faculty discussed instructional content, it is not clear that a consensus was reached. In the revision of the assessment, it also appears that the faculty for HIST 1483 and HIST 1493 began to use a shorter assessment (twenty-five questions) than the ones used for the other survey courses, which are fifty questions. The twenty-five questions were pulled from a pool of forty questions.

The self-study has revealed that, at least in the last year or two, the American history survey data has improved. Still, it is unclear if student success can accurately be measured using those instruments, as students were not taking a uniform post-test due to the nature of the random pool. Further, during last year's transitional period in leadership, as the department/program chair entered administration, some American history survey courses were not assessed in the past year. In the future, the faculty teaching these sections will develop a uniform assessment consistent with the others used in the program for survey courses. In Spring 2024, the American history faculty agreed to use a common textbook across all sections. Adjuncts will be included in conversations regarding the assessment and instructional content. These measures will be implemented in Fall 2024, and the program will ensure that all courses are assessed.

The self-study also led the faculty to revamp the overall program assessment. The SLOs will be updated, as will the courses used to assess those SLOs. The new program assessment will begin in Fall 2024.

V. Technology Analysis

Discuss effective teaching measures used by the program including the use of instructional technology; how does the program provide accessible pathways and utilize flexible modalities.

The History program is rigorous and structured. The major requires two survey courses in each field of American, European, and World history, a Historiography and Historical Research course, and a capstone Senior Seminar. Students must also take two upper-division electives in each field and a general elective in one upper-division area. The electives are designed to cover geographic regions, time periods, significant events, or themes in American, European, or World history.

The regular faculty teaching load consists of twelve credit hours per semester. The faculty maintain regular office hours weekly to support and advise students. All history instructors use multimedia classrooms. Faculty employ multiple modalities to deliver course content to students, including online, face-to-face, and a mixed modality of face-to-face and Zoom, known as hi-flex. The program also offers freshman-level courses in 16-week (full-term) and 8-week (half-term formats) to accommodate students. In most years, the faculty seek to balance online and face-to-face schedules to allow students to have both options during the academic year. It remains possible for students to complete the History degree online except for one core course, Historiography and Historical Research. Faculty maintain that due to the nature of the work of this class, it is vital for it to remain face-to-face. In the last two years, the course has been offered once a week as a night class to accommodate students who commute to campus. It is possible that it could be provided in hi-flex format in the future. The faculty regularly discusses improving teaching craft, recruiting, retaining, and serving students when determining course modalities and scheduling courses.

History faculty deploy a combination of teaching strategies and technologies, whether online or face-to-face, including traditional lectures, discussions, primary source activities, group activities,

digital history projects, reenactments, or field trips. One of the strengths of the program remains its ability to immerse students in the historical experience through a variety of activities, including primary source exercises, research projects, internships, workshops, academic conferences, field trips, oral history interviews, visiting scholarly lecturers, and opportunities to meet and engage with participants in historical events. Faculty take advantage of the rich historical resources available in the region. Through classroom instruction and immersive learning, students are exposed to various professions and experiences in the historical discipline. History faculty have only sought to increase these opportunities in the past five years.

Faculty have conducted class field trips to historic sites throughout the region, including in Tahlequah (Hunter's Home, Cherokee National History Museum, Cherokee National Research Center, John Hair Cultural Center, and Museum of the United Keetoowah Band of Cherokees); Muskogee/Fort Gibson area (MLK Center, Muskogee & Fort Gibson Lake Dam, Fort Gibson State Historic Site); Tulsa, (John Hope Franklin Center for Reconciliation and Park, Woodie Guthrie Center, Tulsa Historical Society, Greenwood Rising/Black Wall Street Museum, Philbrook Museum of Art); Bentonville, AR (Crystal Bridges Museum of American Art), Okmulgee, OK (Mvskoke Council House Historic Site, Redstick Gallery), the Ozark National Forest, and Oklahoma City, OK (Oklahoma Shakespeare in the Park, the State Capitol). Several classes also engage students in virtual field trips to have them explore exhibits such as the National Museum of the American Indian, the British Museum, and the Louvre.

Faculty not only model the historical discipline through teaching but also through scholarship. The history faculty believe it is vital to introduce students to scholars and historical professionals through invited classroom guest lecturers, the program Ballenger lecture, and taking students with them to conferences to gain the experience of interacting with professional historians, such as when Dr. Corcoran took three students to the American Indian Studies Association conference in 2023. Students have also participated in the Phi Alpha Theta Regional Conference and the Oklahoma History Symposium, presenting their research and experiences. The program has hosted several guest speakers/scholars in the past five years, including Dr. Patricia Loughlin, Dina Gilio-Whitaker, Dr. Harold Aldridge Jr., Dr. Kristen Oertel, Dr. Victor Taki, Dr. Alessandro Brogi, Dr. Julian Lim, the Clara Luper Legacy Committee, a group of women who participated in sit-ins in Oklahoma City during the Civil Rights Movement, and Mayor Lelia Foley Davis. The program often uses the Ballenger lecture to bring a scholar to campus related to a course taught during the academic year to help further the knowledge and experience of students.

VI. Online Analysis

Discuss the program's efforts to ensure that online offerings follow best practices for online instruction including the use of the NSU LMS template, use of Quality Matters design principles, any courses Quality Matters approved, design work with NSU Online's instructional designers.

All tenured faculty have completed both Online Educators Certificate courses and have earned QM Peer Review certifications. One faculty member has earned the QM Master Reviewer certification. The tenure-track faculty have either completed one of the OEC courses or have enrolled in them. One tenure-track faculty member has completed the Certificate in Effective Instruction from the Association of College and University Educators, which signifies the completion of a 25-module course in effective teaching practices requiring the implementation of evidence-based instructional approaches. The course includes a focus on both face-to-face and online instruction. The American Council on Education co-issues the credential and distinguishes faculty for their commitment to educational excellence and student success. The faculty will begin training on

Blackboard Ultra in the coming year.

History faculty have streamlined their Blackboard course shell menus to provide students with a consistent delivery format. Faculty constantly evaluate modalities to make courses as accessible as possible for students. All courses follow the established program Blackboard template. Faculty frequently reach out to NSU Online for assistance with courses.

VII. Alignment Analysis

Discuss the program's alignment with industry or professional standards; how does the program develop and sustain relationships with external partners relevant to program offerings.

One of the program's strengths is the relationships fostered with historical sites and entities in the state and region. All faculty are engaged in promoting relationships for student internships and community outreach. The faculty frequently correspond with directors of historical sites to foster relationships between the program and students. The student internship process does not typically allow students to apply blindly for their internships. Instead, the history faculty fosters relationships and facilitates introductions with students and site directors. Internship sites are often chosen after the internship coordinators interview the student and can make a placement suitable to the student's interests and personality. Students never go into an internship interview blind or without a faculty member. Our internship program is so strong that we often receive requests from site directors for partnerships or internships. Class field trips also help foster these relationships. The history program is well-known throughout the state for engagement with the industry. The faculty also present public talks to the community at libraries, historic sites, or community organization meetings when possible.

Sixteen students were placed in historical internships at various sites, including the Cherokee National Research Center, Hunter's Home, the last remaining plantation historical site in Oklahoma in Tahlequah, and the Fort Gibson State Historic Site during the last five years. In addition to internships, students in several classes have participated in service-learning opportunities at Hunter's Home, Honey Springs Battlefield, and Fort Gibson State Historic Site. Since 2019, the history faculty has created one traveling exhibit, given seventeen invited lectures, participated in two documentaries, and eight public history activities.

Faculty also frequently invite historical professionals from sites such as the Tulsa Historical Site, Hunter's Home, and Fort Gibson State Historical Site to visit the classroom and discuss the historical profession and internship/career opportunities with students.

VIII. Minimum Productivity Indicators

Time Frame (e.g.: 5-year span)	Enrollment	Graduates
2023-24	52	19
2022-23	55	11
2021-22	60	11
2020-21	59	14

2019-20	68	11
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IX. Courses Taught Exclusively for the Major 2019-2024

Prefix	Number	Title	Total # Number of Sections	Average Enrollment per Section
HIST	3393	Historiography and Historical Research	6	14.1 (85 total)
HIST	4951	Senior Seminar	10	7.2 (72 total)
HIST	4993	Historical Internship	10	1.6 (16 total)

The program is actively seeking to encourage more students to complete the internship. Despite active involvement from the internship coordinators, students are often shy or have non-school-related responsibilities that make it challenging to complete internships. The Public History Certificate is part of that effort. The students who consistently enroll in the internship gain valuable workforce experience and successfully seek admittance into graduate programs. The enrollments in Historiography and Historical Research are healthy. The faculty encourages students to take that course as early as possible to help set them up for success in their upper-level courses. Senior Seminar is often taken the very last semester of a student's degree plan.

X. Student Credit Hours Major Courses, 2019-2024

	2019-20	2020-21	2021-22	2022-23	2023-24
UG Lower Division (1000/2000)	3870	3573	3528	3408	3405
UG Upper Division (3000/4000)	519	552	681	618	648
UG Yearly Total	4389	4125	4209	4026	4053
5-year Total					20802

XI. Courses Supporting General Education & Other Programs 2018-2023

Prefix	Number	Title	Total # Number of Students	Credit Hours Generated
HIST	1113	Early Western Civilization	721	2163
HIST	1213	Modern Western Civilization	697	2091
HIST	1483	American History to 1877	2016	6048
HIST	1493	American History since 1877	2177	6531
HIST	2523	Oklahoma History & Government	81	243
HIST	2713	Early World Civilization to 1500	160	480
HIST	2723	Early World Civilization since 1500	157	471
HIST	3283	The Age of Absolute Kings, 1600-1763	31	93
HIST	3293	Europe, 1815-1914	27	81

HIST	3643	American Military History	20	60
HIST	3723	Native American History	143	429
HIST	3733	History of Native American Women	27	81
HIST	3753	African American History	11	33
HIST	3823	History of Asia	27	81
HIST	3883	History of Latin America	25	75
HIST	4063	American in the 1960s	24	72
HIST	4083	American Environmental History	11	33
HIST	4133	Ancient Greece & Rome	29	87
HIST	4163	Medieval Civilization 300-1300	15	45
HIST	4173	The Renaissance-Reformation Era	25	75
HIST	4221	Independent Study: World History	3	3
HIST	4273	Atlantic World, 1400-1888	23	69
HIST	4283	The French Revolution/Nap Era	29	87
HIST	4293	The New Imperialism	24	72
HIST	4313	History of the Islamic World	52	156
HIST	4333	Russia in the Modern Era	23	69
HIST	4343	INTELL/SOC HIST OF MOD EUROPE	9	27
HIST	4353	TUDOR AND STUART BRITAIN	27	81
HIST	4363	MODERN BRITAIN	38	114
HIST	4383	EUROPE IN THE 20TH CENTURY	25	75
HIST	4413	HISTORY OF MODERN GERMANY	24	72
HIST	4423	AMERICAN COLONIAL PERIOD	24	72
HIST	4453	DIV & REUNION: US 1845-1877	32	96
HIST	4493	GLOBAL HISTORY SINCE WW II	53	159
HIST	4503	THE OLD SOUTH	32	96
HIST	4523	IMMIGRATION HISTORY	14	42
HIST	4533	HISTORY OF THE SOUTHWEST	10	30
HIST	4603	THE NEW SOUTH	22	66
HIST	4633	THE AMERICAN WEST	14	42
HIST	4653	AFRICA IN THE MODERN WORLD	49	147
HIST	4733	HISTORY NATIVE AMERICANS IN OK	32	96
HIST	4743	HISTORY OF THE PLAINS INDIANS	23	69
HIST	4763	INDIGENOUS HISTORY SINCE 1900	24	72
HIST	4813	PUBLIC HISTORY	19	57

The history program remains robust. The courses offered in the history program support the Social Studies Education and American Indian Studies undergraduate majors, the General Education program, the Graduate Program in American Studies, and various interdisciplinary minors. The data does suggest that some elective courses may not attract as many students as others. The history faculty has rewritten course descriptions and titles, creating courses that will attract students and reflect more current trends in the historical discipline. These changes will enter the curriculum process this fall and, if approved at the state level, will be implemented in Fall 2025.

XII. Direct Instructional Costs

Using faculty salaries and other program expenses (operations, equipment & instructional materials, graduate assistants, lab assistants, etc.), estimate direct instructional costs for the program for the review period. See attached document for table. Please download the file and fill in the requested information. Once completed, please copy table and paste within the "Write Narrative" portion.

	2019-20	2020-21	2021-22	2022-23	2023-24
Faculty Salaries	\$516,400	\$516,400	\$493,471	\$518,659	\$448,735
Operations / Admin	\$4800	\$4800	\$2860	\$2860	\$2045
Equipment / Materials					
GAs / Lab Assistants					
Yearly totals	\$521,200	\$521,200	\$496,331	\$521,519	\$450,780

XIII. Program's Graduate Hiring Data

If available, information about employment or advanced studies of graduates of the program over the past five years; discuss the program's graduate hiring data available from Steppingblocks.

Although national trends have seen a decline in history majors, the history program continues to thrive, and graduates have been successful in the last five years. [National trends](#) demonstrate that history majors' common occupations include education, management, legal, business and financial operations, and sales. According to Steppingblocks, a graduate outcome tracker, NSU history graduates earn a higher average salary, \$78,214, than the national trend of \$63,000. The U.S. Bureau of Labor Statistics predicts that between 2022-2032, the number of jobs for historians will grow at an annual rate of 3%, the average for all occupations. The BLS also notes that [Oklahoma](#) has one of the highest concentrations of jobs for historians, making history programs vital to the state economy, and Steppingblocks indicates that 64.9% of our graduates remain in Oklahoma. Further, national trends continue to show that many historians work in museums, historical sites, archives, research and development, and government jobs.

Alums are employed throughout the country in Arkansas, Texas, Colorado, Illinois, Kansas, Georgia, Missouri, Washington, and California. Employers for history majors include the Cherokee Nation, Connors State College, Oral Roberts University, Paycom, Tulsa Community College, the United States Army, 22nd Century Technologies, INC., 3M, Amazon, Arkansas Law Review, Arkansas Tech University, Arkansas State University, BOK Financial, and various school districts. Along with working as professors, university administrations, museum professionals, alums of the history program include teachers, lawyers, chief executive officers, recruiters, superintendents, managers, and career and technology coordinators. While not demonstrated in Steppingblocks, the department currently has alums working at the Tennessee State Museum and Heart Mountain Interpretive Center in Powell, WY, and as lawyers in the Tulsa area.

In addition to entering the workforce, students were accepted into graduate programs, including but not limited to Oklahoma State University, The University of Tulsa, and the University of Oklahoma. Graduates pursue not only Master's and PhD's in history but also library science and museum studies. The student interest in museum studies and archives drove the program to create the Public History Certificate, and faculty expect that more students will earn this certificate and continue to seek advanced degrees in those areas in the coming years.

XIV. Closing the Loop

Perceived program strengths.

The self-study has revealed that the program's strength remains an engaged and experienced faculty that are student focused. The history faculty consistently review pedagogical practices and seek to improve curriculum to prepare students for their careers and pursuit of advanced degrees. The faculty are dedicated to ensuring that students who graduate from the program are well-prepared with skillsets that translate into various occupations and graduate programs, which is essential in an age of declining interest in liberal arts and humanities. The past year saw an increased effort in attempts to participate in recruitment and retention activities, whether university-wide or those hosted by the program. The faculty are committed to effective teaching, pursuing active scholarly agendas, and serving students, the institution, and the community. The history faculty's scholarly engagement informs their pedagogy by seeking to include students in the academic process through research experiences and exercises inside and outside the classroom. The faculty are especially strong in cultivating immersive and service-learning opportunities for students. History is a vital program not only for general education but also for social studies education, American Indian studies, and the graduate degree in American Studies.

Perceived opportunities for program improvement.

Four areas for improvement resulted from the self-study. The first area is ensuring a consistent and quality assessment of the American history surveys, which can be accomplished by revising the current assessment and using a uniform assessment across all sections. A common textbook will also be practical in achieving the stated student learning outcomes. The second area is encouraging more students to seek internships. The faculty have fostered excellent relationships with historical sites throughout the state and the region. Through the Public History Certificate and micro-credentials, the faculty hope that students will seek out internships, as completion of internships is a clear indicator of success for alums and provides an immersive experience invaluable to students on the job market. The third area is working to engage students in two student organizations that the program currently hosts: History Club and Phi Alpha Theta. Both student organizations still exist, but their activities have lessened in the past five years, which the faculty mostly attribute to COVID, as the most active period for these organizations was before 2020. The History Club is an excellent avenue for the retention of students and recruitment of majors. The faculty could increase their engagement with that organization. Finally, the program needs updated marketing materials and updated information on the website. Many of the program's strengths are not highlighted on the website in a way that helps recruit majors. Updated marketing materials will help with recruitment at university and college events. The website could be improved to highlight student activities, research, and Mapping Tahlequah.

Recommendation after Self-Study

Continue the program with modifications -- Expand the program. We will continue to improve our recruitment and retention efforts in the department to expand the number of majors.

Recommendations	Implementation Plan	Target Date
Improve and implement uniform assessment in the American history surveys	Develop a new assessment that is consistent with other survey assessments in the department and utilize it in all sections of the American History surveys	Spring 2025
Promote internship opportunities for students	Organize at least a yearly event that promotes careers in history and Public History; continue to foster relationships with public history sites to create new internship opportunities for students.	Spring 2025
Increase student recruitment efforts for the history major and the Public History certificate.	Create and update marketing materials for both the history major and the Public History Certificate; Disseminate a digital marketing packet promoting the Public History Certificate to public history sites in the region.	Fall 2025
Update the website	The program's website should be overhauled to include information about the Public History Certificate and Mapping Tahlequah, updated alum profiles, and information about student research activities.	Spring 2025
Increase efforts to engage with students through the History Club and Phi Alpha Theta.	Host at least two events per semester for History Club/Phi Alpha Theta students and faculty.	Spring 2025